Tertiary Education Commission
Te Amorangi Mātauranga Matua

SAC Levels 1 and 2 Competitive Process for 2017 and 2018 Funding

Request for Funding Applications

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1   Introduction

1.1   About this document

The purpose of this document is to invite applications for competitive SAC levels 1 and 2 funding for 2017 and 2018. The document also provides details about how to complete and submit the application forms.

1.2   Overview

The TEC is commencing the competitive process for allocating SAC-funded foundation learning at levels 1 and 2 on the NZQF for 2017 and 2018. Ensuring that those in the New Zealand workforce have basic foundation qualifications is essential in a skilled workforce. Having basic foundation skills provides options for people to go onto further study or training and have better employment outcomes. The aim of the competitive process is to improve the quality of provision, encourage provision that best meets the needs of foundation education learners, and improve value for money.

The 2016 competitive process will allocate up to 100% of the approximately $100 million per annum of SAC levels 1 and 2 funding for 2017 and 2018.

The overall objective of the competitive process is to select a number of suppliers including private training establishments (PTEs), wānanga, and institutes of technology and polytechnics (ITPs) to provide a range of levels 1 and 2 foundation learning over 2017 and 2018.

Applications for SAC levels 1 and 2 funding must be made in accordance with this Request for Funding Applications.

For information on TEO and qualification eligibility see Section 3: Summary of key requirements.

1.3   Indicative timeline

The indicative timeframes for the SAC levels 1 and 2 competitive process for 2017 and 2018 funding are summarised in the table below:

Activity	Date (all 2016)
TEC publishes the Request for Funding Applications document and application forms on the TEC website	19 April
TEC publishes a *Gazette* notice setting out the Plan content and criteria and publishes information about Plans on the TEC website	April / May
TEC uploads TEC-held performance information to Workspace 2	April / May
TEC releases the high-level Assessment Framework	Early May

Last date for submitting questions	Friday 20 May
Government announces Budget 2016	26 May 2016
Opening date for submission of applications	Monday 30 May
Deadline for submission of applications	**Tuesday 7 June**
TEOs submit proposed Plans to the TEC (unless exempt from Plans[1])	8 July PTEs 31 August TEIs
TEC advises TEOs of the outcome of the SAC levels 1 and 2 competitive pool for 2017 and 2018	August
TEOs with prisoner education allocations agree final details with Corrections	August
TEC approves Plan funding (unless exempt from Plans)	Sept. / October
TEOs have NZQA approval in place	31 October
Funding mechanism for SAC levels 1 and 2 competitive allocation issued	Late 2016
TEOs advised of the final funding decisions and funding conditions via Funding Letters	Late 2016
Delivery begins	From January 2017

1.4   Background

The TEC ran the first round of the competitive process for SAC levels 1 and 2 in 2012, allocating about $38 million of provision for 2013 and 2014 (around a third of the available funding pool for SAC at levels 1 and 2). In 2014 we ran the second round which allocated almost $54 million of up to $70 million available for competitive allocation.

In both previous rounds the remainder of the funding pool was allocated through the standard Plan-based process.

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[1]   See the TEC website for information about TEOs required to submit a proposed Plan for 2017 funding, and Plan exemptions.

2 Policy objectives

2.1 Objectives for foundation education

In 2012, the Government set the following policy objectives for foundation education, including SAC levels 1 and 2 to:

› provide people who do not already have essential foundation skills with a low-cost way to gain those skills
› provide progression to higher-level study and skilled employment
› reduce or avoid the costs to learners of student loan borrowing for acquiring essential foundation skills
› build the language, literacy, and numeracy skills of eligible learners
› enable beginning learners to learn English or te reo Māori; and
› encourage those TEOs who are best able to meet the needs of foundation education learners.

In making investment decisions the TEC will ensure that foundation-level learners in each region of New Zealand have a similar level of access to foundation-level provision taking into account provision in other foundation-level funds such as Youth Guarantee.

The TEC also wants to ensure that there is sufficient provision (regionally and nationwide) to meet the needs of some specific foundation-level learner groups:

o learners wishing to learn te reo Māori
o learners who require entry level English for Speakers of other Languages (ESOL) provision
o learners with special education needs, and
o learners in correctional facilities (prisoner education).

Foundation skills

"Foundation skills" in the context of levels 1 and 2 provision means both literacy and numeracy (including digital literacy) and life and communication skills that prepare learners for higher levels of study or for entering/re-entering the workforce.

The Ministry of Education has developed the following policy statement of the purpose of qualifications at levels 1 and 2 on the NZQF, and the core capabilities the graduates of these qualifications should possess[2]:

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[2] All qualifications must also meet the NZQF requirements for the appropriate qualification type. Some provision, such as ESOL or te reo Māori, will have a specific focus.

Purpose: The purpose of Level 1 and 2 qualifications is to provide people with the core foundation capabilities that enable them to progress to higher level study and to skilled employment.	

Core capabilities expected of Level 1 and 2 graduates	Descriptors
Literacy	The written, oral, and digital language capability that people use in everyday life and work and which enables people to progress to study at Level 3 or above.
Numeracy	The knowledge and understanding of mathematical concepts people require for everyday life and work and the capability to apply these appropriately and which enable people to study at Level 3 and above.
Learning	The capability of people to take responsibility for learning required for study at Level 2 or 3 and above.
Work readiness	The capabilities required to function effectively in a work or related environment including managing self, relating to others, contributing and participating, and problem solving at a basic level.
Community and cultural engagement	The capabilities people need to function effectively in and contribute to society including understanding cultural identity and the ability to relate to others.
Progression	The capabilities people need to explore career options, understand the implications of career choices, and develop pathways to further study and work.
Occupational	The specific capabilities valued by industry sectors that provide a vocational pathway to a range of occupations in an industry.

These core capabilities are consistent with the policy objectives agreed by Cabinet in 2012, and builds on work undertaken by Ako Aotearoa Ltd and the TEC to develop "graduate outcome statements" in consultation with the sector in 2013. The final report of this work, *Graduate Profiles for Level 1 and 2 Qualifications: Ako Aotearoa's Final Report to the Tertiary Education Commission*, is available on the TEC's website. We recommend that all TEOs delivering foundation education read this report.

We also recommend Ako Aotearoa Ltd's report, Lifting Our Game: Achieving greater success for learners in foundational tertiary education, as an excellent resource for TEOs delivering foundation education.

2.2 Learner outcomes sought

In line with the policy objectives and the findings of *Lifting Our Game*, the TEC will use SAC funding at levels 1 and 2 to purchase provision that will support learners to achieve the following three main outcomes:

› successful completion of a level 2 programme leading to successful study at level 3 or higher; or

› successful completion of a level 2 programme leading to skilled employment, and that enables the learner to pursue higher-level study (including industry training) in the future; or

> › successful study that enables learners to meaningfully engage in society in English or te reo Māori.

2.3 Fees-free provision for learners

Learners engaging in foundation level tertiary education for the first time often face significant financial barriers to participation, including tuition fees and charges for equipment. One of the Government's policy objectives for foundation education is that these barriers should be kept to a minimum.

All provision purchased via the SAC levels 1 and 2 competitive process must be fees-free to all learners.

2.4 Funding for full qualifications on the NZQF

The TEC will only use competitive SAC funding at levels 1 and 2 to purchase full qualifications of 40 credits or more that are National Qualifications or New Zealand Qualifications on the NZQF. This is because learners at this level need to engage in a block of learning of sufficient intensity to genuinely improve their foundation skills.

> › NCEA Level 2 provision aligned to the Vocational Pathways is eligible for funding from the competitive funding pool.
> › Local qualifications will only be considered where the replacement qualification is not yet available on the NZQF, and must have an embedded National Qualification of 40 credits or more.

The Targeted Review of Qualifications (TRoQ) process run by the New Zealand Qualifications Authority has almost completed the review of Foundation and Bridging courses. The TEC may give preference to purchasing New Zealand Qualifications where these are available.

The TEC encourages TEOs to transition to New Zealand Qualifications as soon as practical. We expect TEOs to align all the SAC levels 1 and 2 qualifications they offer with the New Zealand Qualifications that result from the TRoQ by 1 January 2018.

Note: Courses at levels 1 and 2 that are credited toward qualifications at level 3 or above will continue to be funded via other funding mechanisms.

Minimum purchase of 15 EFTS

The TEC will purchase a minimum of 15 equivalent full-time students (EFTS) from each TEO funded through the SAC levels 1 and 2 competitive process. These EFTS can be spread across one or more qualifications funded through the competitive process.

2.5 Focus on learner groups

Focus on learners who do not hold foundation qualifications

The Government requires that SAC provision at levels 1 and 2 (except for te reo Māori and ESOL qualifications) be targeted to learners who do not already hold a qualification at level 2 or above on the NZQF (including NCEA level 2). This is because learners without prior

qualifications at level 2 benefit the most from foundation education in terms of achieving progression to higher levels of education and employment opportunities.

TEOs will be required to manage their enrolments in 2017 and 2018 to limit the proportion of learners who already hold a qualification at level 2 or higher on the NZQF to a maximum of 10 percent (excluding enrolments in ESOL or te reo Māori qualifications).

Focus on priority groups

The educational success and progression of Māori and Pasifika learners is a priority in the Government's *Tertiary Education Strategy* and for the TEC. These learners are over-represented in foundation education, and under-represented in education beyond the foundation level and in the skilled workforce.

The TEC expects that TEOs applying for SAC levels 1 and 2 funding through the 2016 competitive process will be able to demonstrate past success in attracting and supporting Māori and Pasifika learners to achieve excellent results in foundation education, and make successful transitions into higher-level education or the workplace.

Youth Guarantee remains the first choice for those under 20 years

The Government wants 16 to 19 year olds who choose to enrol in foundation level tertiary study to do so through Youth Guarantee fees-free, in addition to SAC-funded courses at levels 1 and 2. Given the additional pastoral care and support that Youth Guarantee provides, the TEC encourages TEOs to direct 16 to 19 year olds toward Youth Guarantee programmes where appropriate for their learning pathway.[3]

2.6   Literacy and numeracy

All TEOs delivering SAC-funded courses at levels 1 and 2 must embed literacy and numeracy education into their delivery in 2017 and 2018.[4] They must also assess learners using the Assessment Tool by completing an initial and progress assessment to measure learner literacy gains. These are an existing and on-going condition of funding that reflects the Government's policy objective that all foundation learners acquire these essential skills.

The TEC expects TEOs to have a "whole of organisation" approach to embedded literacy and numeracy provision. This means that, at an organisational level, the TEO has appropriate organisational policies, management structures, resourcing, and working conditions to support embedded literacy and numeracy provision.[5]

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[3]   A TEO may enrol a student aged 16 to 19 in SAC-funded courses at levels 1 and 2 if the TEO has already filled all of its Youth Guarantee allocation and the enrolment is in the best interests of the student.

[4]   Except for qualifications in ESOL or te reo Māori

[5]   The Embedded Literacy and Numeracy Practice Table can be found here www.tec.govt.nz/.../embedded-literacy-numeracy-practices.doc. Further information can be found on the National Centre of Literacy and Numeracy for Adults website.

From 2017 only TEC-approved te reo Māori courses will be exempt from the Assessment Tool.

For more information about literacy and numeracy see the TEC website www.tec.govt.nz/Tertiary-Sector/Tertiary-Education-Strategy/Literacy-and-Numeracy-Implementation-Strategy/.

3   Summary of key requirements

Applicants receiving competitive SAC funding at levels 1 and 2 must meet the eligibility criteria, funding conditions, and other requirements that will be set out in the Determination of Design of Funding Mechanism: Student Achievement Component Qualifications at levels 1 and 2 (Competitive Allocation)[6] for 2017 and 2018. This section summarises key requirements.

The final set of funding conditions and requirements will be set out in Funding Letters that the TEC will provide to TEOs in late 2016.

Eligible TEOs

Eligibility for SAC levels 1 and 2 funding in 2017 and 2018 will be limited to TEOs that meet the following criteria:

› the TEO is a university, an institute of technology and polytechnic (ITP), a wānanga, or a private training establishment (PTE)
› the TEO received TEC funding (directly or via subcontracting arrangements) in 2015 for any of the following activities: SAC provision at levels 1 to 3, Youth Guarantee, Intensive Literacy and Numeracy, Intensive Literacy and Numeracy – English for Speakers of Other Languages, or the Workplace Literacy Fund[7] (excluding employers); and
› for TEOs participating in NZQA's External Evaluation and Review (EER) programme, the TEO received a Category One or Two rating in its most recent EER assessment. The TEC will give preference to Category One TEOs.

The restrictions on eligibility are in place to ensure that the TEC funds TEOs who have a good track record in delivering foundation education and are likely to contribute to the Government's policy objectives in this area.

Learners

To be eligible to claim SAC competitive levels 1 and 2 funding TEOs must ensure that enrolled students meet the requirements for valid domestic enrolments (for more information see the TEC website).

Learner eligibility also includes a threshold that will apply to the proportion of learners that already have qualifications at level 2 and above.

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[6] The TEC expects the Minister for Tertiary Education and Employment to issue the Determination of Design of Funding Mechanism: Student Achievement Component - Qualifications and Levels 1 and 2 (Competitive Allocation) for funding from 1 January 2017 later in 2016. TEOs will be notified of any new funding conditions included in the new determination.

[7] TEOs that only received Refugee English Fund or Employer-led Workplace Literacy funding are not eligible to apply.

Qualifications

All qualifications proposed in your organisation's application for competitive SAC levels 1 and 2 funding must:

› be a level 1 or 2 qualification[8] listed on the NZQF or a National Certificate of Educational Achievement (NCEA) level 2 aligned with one or more of the Vocational Pathways
› be a full programme of learning i.e. qualifications must comprise at least 40 credits
› be offered fees-free
› involve synchronous learning, where the learning must have substantial, directed, real-time contact with a tutor. Extramural provision must meet the requirements set out in Appendix One and requires prior TEC approval before delivery commences
› be delivered by the TEO receiving funding and not through a subcontracting arrangement
› involve embedded literacy and numeracy in all programmes (excluding ESOL and te reo Māori programmes)
› be provided by tutors who hold an appropriate qualification
› use the Assessment Tool to assess learner needs, and measure and report individual and cohort progress (te reo Māori programmes are exempt with prior TEC approval)
› not contain health and safety or regulatory compliance learning where:
    o learning is primarily designed to equip learners with skills and knowledge to comply with health and safety, or regulatory compliance requirements; or
    o most enrolments will lead only to the completion of these parts of the qualification rather than the whole qualification; or
    o the learning displaces employer responsibility to provide the necessary training.

NZQA accreditation and approval

TEOs must have accreditation from the NZQA to deliver approved programmes at levels 1 or 2 on the NZQF by 31 October 2016.

As a result of NZQA's targeted review of qualifications (TRoQ), some qualifications invested in through this process may change or become obsolete. The TEC will manage any issues that arise as a result on a case-by-case basis with individual TEOs.

TEOs funded through the competitive process are expected to transition to New Zealand Qualifications by 1 January 2018 or as soon as practically possible. The TEC expects that the majority of SAC level 1 and 2 qualifications offered in 2018 will be New Zealand Qualifications.

Relationship to performance–linked funding

All SAC levels 1 and 2 provision is subject to performance-linked funding (including competitively allocated provision). The performance measures at levels 1 and 2 emphasise

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[8] Local qualifications must have an embedded National Qualification of 40 credits or more

the importance of retention and progression. For additional information, read more about performance-linked funding on the TEC website.

Reporting

TEOs must use the Single Data Return (SDR) to report learner enrolments, and course and qualification completions. If a TEO does not currently use the SDR, it will be required to gain access to the system. Supplementary reports may also be required and must be provided if requested.

4 Application requirements

4.1 Two parts to the application form

Applicants are required to complete the application forms in order to be considered for SAC levels 1 and 2 funding.

The application contains two parts:

› **Part A** seeks information about the Applicant's strategies, experience, and capabilities in the delivery of foundation-level education.
› **Part B** (an Excel file) requests details of the prices, volumes, provision types, and delivery sites of the Applicant's proposed qualifications.

Both parts of the application must be completed for an application to be considered.

4.2 Completing Part A of the application form

Each Applicant must ensure that its application form fully addresses each section and complies with the stated requirements for each section.

This information must comply with the following requirements:

› be typed (not be handwritten)
› have margins that are 2.54 cm
› have a font size of at least 10 point
› not exceed the page length specified for the section
› clearly state the name of the Applicant; and
› have a completed declaration signed with a handwritten signature (not typed).

Any information over the page limits specified for each section **will be removed**, and not considered in the assessment process.

Subcontracted TEOs applying for provision in their own right should attach evidence of the subcontracting arrangement to their application. For example, a scanned copy of a contract with the directly funded TEO.

Applicants must not submit marketing material or testimonials. Additional information will not be considered in the assessment process.

4.3 Part A – information requirements

Each Applicant must submit information about how it, and its proposed provision of foundation-level education, meets the quality dimensions set out below.

When assessing how well an application meets these dimensions, the TEC will consider both the information Applicants provided in Part A and TEC-held performance information.

The TEC will provide Applicants with TEC-held performance information via Workspace 2. This information will assist Applicants to identify data quality issues before applications close.

All queries about the TEC-held performance information should be directed to the Sector Helpdesk, email sectorhelpdesk@tec.govt.nz.

Any questions about the SAC levels 1 and 2 competitive process should be emailed to CompetitiveSAC16@tec.govt.nz.

Description of Quality Dimensions

Experience targeting foundation learners

The Applicant demonstrates how it works with local communities to attract foundation learners, particularly those in priority groups identified in the *Tertiary Education Strategy 2014–2019*.

Experience supporting and retaining foundation learners

The Applicant demonstrates how it will support and retain foundation learners especially those in priority groups identified in the *Tertiary Education Strategy 2014–2019*.

Capability in delivering foundation learning

The Applicant demonstrates the capability, experience, skills, and organisational capacity to apply pedagogical best practice to deliver high-quality foundation learning and to ensure learners successfully complete their courses.

Literacy and numeracy capability

The Applicant demonstrates that it has a whole-of-organisation approach to embedded literacy and numeracy, and uses the Assessment Tool and the Learning Progressions.

Achieving successful learner outcomes

Achieving successful learner outcomes

The Applicant demonstrates how proposed provision will provide learners with the graduate outcomes and capabilities sought from level 1 and 2 qualifications,[9] and how the provision pathways learners to higher levels of education and training.

Performance commitments

The performance commitments set out in Part A apply across **all of the Applicant's SAC levels 1 and 2 provision**. Applicants must specify performance commitments against each of the following performance indicators:

› course completion

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[9] A Foundation for Progression: Graduate Profiles for Levels 1 and 2 Qualifications, Ako Aotearoa, 2014.

›	qualification completion
›	student progression
›	student retention
›	Māori participation; and
›	Pasifika participation.

## 4.4	Part B – information requirements

Applicants are required to submit information about their proposed qualifications using Part B of the application form (an Excel file).

This section summarises the information you are required to provide in Part B. See Appendix Two for more detailed information.

Note: The TEC invests in qualifications through the competitive process and not programmes. Applicants need to apply for each proposed qualification individually.

Proposed EFTS (volume of delivery)

The EFTS measure is the standard unit of investment. The TEC will invest a minimum of 15 EFTS across all qualifications applied for by the applicant. Applications for a total of fewer than 15 EFTS will not be considered.

For each qualification Applicants must provide a minimum number of EFTS and a proposed number of EFTS per year.

Applicants should also provide the proposed total EFTS volume sought by the Applicant across all qualifications. This information will enable the TEC to understand the intended volume of EFTS each Applicant is prepared to deliver.

Proposed prices

An Applicant can only offer one price per EFTS for each proposed qualification – regardless of region, delivery site, EFTS volume, mode of delivery, or subject area.

As SAC levels 1 and 2 competitive provision is fees-free to students, the proposed price per EFTS will need to take into account all tuition fees, NZQA fees[10], and compulsory course costs.

Note: Applicants are encouraged to put in their best price. The TEC will not offer Applicants an opportunity to propose a new price for provision meeting the quality threshold.

Provision types

All qualifications must be classified using the following provision types:

Te Reo
Qualifications designed to introduce learners to te reo Māori.

ESOL
Qualifications delivered to learners for whom English is a second language. English for speakers of other languages qualifications are designed to increase English language, literacy, and numeracy skills.

Special Education
Qualifications delivered via specific classes to a group of learners with special education needs. Do not include learners with special education needs participating in mainstream or merged classes.

Trades-related provision
A 'trade-related' qualification focuses on, or leads to, training required for skilled labour or a professional craft. See Appendix Two for more details.

Other provision
All other qualifications.

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[10] For more information about NZQA fees see: www.nzqa.govt.nz/about-us/our-role/legislation/fees/other-tertiary-education-fees/

Prisoner education

Prisoner Education is provision delivered to groups of prisoners at a Corrections prison or correctional facility. Prisoner Education may be delivered in any of the above provision types.

For more information about Corrections' Prisoner Education requirements see Appendix Three.

Appendix Four provides more detailed information about the provision sought by Corrections. This includes indicative learner numbers, the facilities usually available in prisons for educational provision, and any specific qualifications sought at each prison location.

4.5   Submitting an application

The TEC will only accept:

› Part A of the application form as a .PDF file (that is a Word document which has been scanned and saved as a .PDF file); and
› Part B as an Excel file.

Applications will be accepted from Monday 30 May 2016. Applicants are encouraged not to submit an application before this date to ensure they have adequate time to consider any further releases of information or responses to clarification questions.

Applications may be amended by resubmitting it in whole or in part, or withdrawn, at any time prior to the closing date specified below.

Applications must be submitted by email to CompetitiveSAC16@tec.govt.nz **by 5:00pm on Tuesday 7 June 2016.** An application received after 5.00pm on the due date will be considered a late application. As a general rule, late applications will be rejected. However, at the absolute discretion of the TEC, a late application may be progressed to evaluation where the TEC considers that there is no material prejudice to other Applicants.

When submitting an application, Applicants must include 'SAC levels 1 and 2 Competitive Application' in the subject line.

Name Part A as: 'EDUMIS – organisation name – SAC16 Part A (.PDF)

Name Part B as: ''EDUMIS – organisation name – SAC16 Part B (.XLS or .XLSX)

Applications must not be submitted by physical delivery or facsimile or be sent (wholly or in part) directly to any TEC staff member.

The TEC will acknowledge receipt of applications and any withdrawal of an application via email.

5 Questions

Applicants may ask clarification questions or request further information about the application process by emailing CompetitiveSAC16@tec.govt.nz.

The TEC will publish the questions and responses on the TEC website. The TEC will not provide responses to individual Applicants. The TEC will endeavour to publish all answers in a timely manner. Where an Applicant's clarification question includes commercially sensitive information the Applicant will be given the opportunity to withdraw the clarification question or reframe the question so it does not contain commercially sensitive information.

The last date for submitting questions is Friday 20 May 2016.

Applicants are strongly encouraged to complete both parts of their application form before the last date for submitting questions. This is so that technical questions about the application forms can be answered before questions close (for example checking proposed qualifications are available to be selected from the dropdown list in Part B).

Any change to this Request for Funding Applications or additional information provided by the TEC will be notified to Applicants via the TEC's website.

Applicants are encouraged to check the TEC website regularly for the release of new information.

Note: Questions about TEC-held performance data released in Workspace 2 should be directed to the Sector Helpdesk.

6   Assessment of applications

6.1   Assessment criteria

Applications will be assessed against the Assessment Framework for the SAC Level 1 and 2 Competitive Process for 2017 and 2018 funding. In early May the TEC will release the high-level Assessment Framework including the quality dimensions and their relative importance.

The TEC will assess applications against the Plan decision-making criteria prescribed under section 159Y, as they apply to SAC levels 1 and 2 competitive funding, using the quality dimensions described in section 4.3.

The TEC will give public notice of the Plan content and decision-making criteria for 2017 in April 2016 via the New Zealand Gazette. This information will also be available under Plan Guidance on the TEC website.

Following this, the TEC will publish updated information on our website showing the relationship between:

› the Plan decision-making criteria;
› the SAC levels 1 and 2 quality dimensions;
› examples of the evidence the TEC will consider against each of the Plan decision making criteria; and
› at what stage the Plan criteria and quality dimensions will be considered in the assessment process.

6.2   Assessment process

Eligibility check

We will check that applications meet the eligibility criteria. Applications from ineligible Applicants or for ineligible qualifications will not be considered further.

Eligibility for SAC levels 1 and 2 funding in 2017 and 2018 will be limited to Applicants that meet all of the following criteria:

› the Applicant must be a university, an ITP, a wānanga, or a registered PTE
› the Applicant must have received TEC funding (directly or via subcontracting arrangements) in 2015 for any of the following activities: SAC provision at levels 1 to 3, Youth Guarantee, Intensive Literacy and Numeracy, Intensive Literacy and Numeracy – English for Speakers of Other Languages, or the Workplace Literacy and Numeracy Fund; and
› the Applicant (except a university) must have received a NZQA EER Category One or Two rating in its most recent EER assessment.

All qualifications proposed in the Applicant's application for competitive SAC levels 1 and 2 funding must:

› be a level 1 or 2 qualification[11] listed on the NZQF or a NCEA level 2 qualification aligned to one or more of the Vocational Pathways
› be a full programme of learning, for example, qualifications must comprise at least 40 credits
› not contain health and safety or regulatory compliance learning where:
  • learning is primarily designed to equip learners with skills and knowledge to comply with health and safety, or regulatory compliance, requirements; or
  • most enrolments will lead only to the completion of these parts of the qualification rather than the whole qualification; or
  • that displaces employer responsibility to provide the necessary training.

Eligible applications will be assessed using a two-stage process as outlined below.

Stage One: Quality assessment

Eligible applications will be assessed against the following quality dimensions:

› experience targeting foundation learners
› experience supporting and retaining foundation learners
› capability in delivering foundation learning
› literacy and numeracy capability, and
› achieving successful learner outcomes, including evidence of effective pathways.

A description of each quality dimension is provided in section 4.3.

In addition to the information provided by Applicants in their applications, the TEC will consider a range of TEC-held TEO-level and qualification-level performance information.

In the first instance preference will be given to SAC levels 1 or 2 and Youth Guarantee performance information where this is available for 2014 and 2015.

If an Applicant did not receive SAC at levels 1 or 2 or Youth Guarantee funding, the TEC will consider performance information for SAC at level 3, the Workplace Literacy and Numeracy Fund, Intensive Literacy and Numeracy Fund, and the Intensive Literacy and Numeracy – English for Speakers of Other Languages Fund.

TEC-held performance information considered will include relevant EPIs, participation rates for priority groups (such as Māori and Pasifika), learners with prior qualifications at levels 2 and above, and use of the Assessment Tool.

Applicants that received TEC funding via subcontracting arrangements, now applying for funding in their own right, will have any readily identifiable performance information

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[11] Local qualifications are only eligible for funding they have an embedded National Qualification of 40 credits or more.

considered.

Applications that do not demonstrate a minimum level of quality, based on information provided in the application forms and TEC-held performance information, will not proceed to the value for money assessment stage.

Note: TEC-held performance information at the qualification level is obtained by matching qualification codes. See Appendix Two for important information about how TEC will match qualifications.

Stage Two: Value for money assessment

The TEC will identify and purchase SAC delivery at levels 1 and 2 that represents the best value for money possible. "Value for money" is determined by both price and quality. The lowest priced delivery for any particular type of learning might not be the best value for money, if the higher priced delivery results in better outcomes for learners. Likewise the highest quality delivery might not be the best value for money, if it is significantly more expensive but not significantly better in quality than other delivery.

The TEC will also ensure that it purchases a broad range of qualifications across the total levels 1 and 2 funding pool so that learners with foundation education needs can undertake study in an area of interest to them.

The Assessment Framework will prioritise applications (at the qualification level), by region and provision type, based on the results of the quality and value for money assessment.

Note: Applicants will not be offered an opportunity to propose a new price for 'quality provision' via a rebidding process. Applicants are encouraged to propose their best price for each qualification.

Review Panel makes funding recommendations

The Review Panel will consider the results of the assessment process when it makes final funding recommendations. The Review Panel will also consider:

› regional and national learner needs (for example, population demographics)
› the network of regional and national tertiary education provision to ensure an adequate amount of provision of particular types (for example, ESOL, te reo, special education, trades-related provision, and prisoner education), and a range of learner pathways into higher education and employment that can be funded across both the competitive and usual Plan funding processes
› TEC and NZQA information about the Applicant's financial viability, audit findings, accreditation, compliance with funding conditions, and organisational capability and capacity. Note that preference will be given to Applicants with a NZQA EER Category One rating
› alignment with the Applicant's mission and role, and place within the regional and national tertiary system; and

› for Prisoner Education only, Corrections advice about education and training provision delivered in prisons, additional requirements, prison facilities and resourcing, and performance information.

Review Panel indicative allocation recommendations will be considered by the TEC Board (or delegated authority).

7   Notification of outcome

Applicants will be notified about the outcome of the SAC levels 1 and 2 competitive process, including indicative allocations, by letter in August 2016 (TBC).

At this stage, TEOs with Prisoner Education and extramural provision may be required to provide additional information before the outcome of the competitive process is finalised (see paragraphs 7.1 and 7.2 below).

funding allocations and conditions of funding will be set out in a Plan or Funding Letter which will be sent to TEOs later in 2016, subject to the plan approval process set out below.

Plan approval process

Under section 159T of the Act, TEOs seeking funding from TEC under a funding mechanism that provides for funding via Plans are required to submit a proposed Plan (unless exempt from Plans).

For successful Applicants, the performance commitments in Part A of the Applicant's application, and the indicative mix of provision (MoP) in the process outcome letter, will form part of the Applicant's Plan or Funding Letter (if funding is approved).

For more information about Plan requirements and Plan exemptions for 2017 and 2018 funding, see the TEC website.

7.1   Finalising Prison Education delivery details

Applicants proposing Prisoner Education may be asked to meet with Corrections staff to agree delivery details before the outcome is finalised. This is intended to provide Applicants with a greater understanding of the sites' security arrangements, any logistics about delivery within the prison, and learner numbers. Applicants can also ask Corrections staff any questions they might have.

7.2   Finalising extramural provision delivery details

Applicants proposing extramural provision may be asked to provide additional information to confirm provision meets the requirements in Appendix Three before the outcome is finalised.

8   Probity Assurance and Auditor

The TEC has appointed an independent Probity Auditor to provide assurance for the procurement process as follows:

The Probity Auditor is Martin Richardson, Director Audit Services, Audit New Zealand, phone 0508 283 4869. Alternatively, email Martin.Richardson@auditnz.govt.nz.

The Probity Auditor is neither a member of the TEC Board nor an employee of the TEC. The Probity Auditor is not a member of the Review Panel. An Applicant concerned about any procedural issue has the right to contact the Probity Auditor and request a review of the issue. The issue will be dealt with by the Probity Auditor as they deem appropriate.

The TEC is committed to ensuring that all Applicants are treated fairly and equally during the evaluation process. There are internal checks in place to ensure a fair, robust, and balanced assessment is made in terms of the final recommendation of the preferred Applicants.

9 Conditions of the application process

9.1 Canvassing

Applicants may not canvass any of the TEC's Board members, employees, contractors, consultants, or anyone who has a direct working relationship with TEC or Corrections staff.

Any Applicant found to be canvassing or to have canvassed any of the TEC's Board members, employees, contractors, consultants, or anyone who has a direct working relationship with the TEC or Corrections staff regarding this application process, may have its application disqualified from consideration.

9.2 Collusion

Applicants may not prepare their application in consultation, communication, contract, arrangement, or understanding with any competitor Applicant regarding the calculation of prices, the intention or decision to submit (or not submit) an application, the quality, volume, specifications, or delivery particulars of the proposed provision, other than:

› where certain joint venture arrangements exist between the applicant and a competitor; and
› where the communication with that competitor is limited to the information required to facilitate those particular joint arrangements.

In such a situation, Applicants will agree to fully disclose to the TEC the full nature and extent of any agreements with competitors, if requested by the TEC. Any Applicant found to be colluding with a competitor Applicant as described above, may have its application disqualified from consideration.

9.3 Rights reserved

The TEC reserves the right to:

› amend, suspend, or cancel (in part or in whole) the levels 1 and 2 SAC funding initiative and application process
› allocate all or part of the pool of SAC level 1 and 2 funding available for the competitive process as the TEC considers fit
› consider or not consider any application that does not comply with the requirements of the process
› reject all or any applications and not accept the lowest price application
› not consider an application if any information provided in the application is erroneous or in any way incorrect
› negotiate with individual applicants on their proposed provision, EFTS volumes, and prices

> › contact Applicants for clarification or further information in respect of their application, and to seek and consider information from the TEC's own records and other agencies, for example, NZQA
> › validate any information provided in the application form with its own information; and
> › contact or not contact Applicants in respect of missing or inadequate information in their application forms.

In exercising any of its reserved rights the TEC will ensure that all Applicants' responses are treated fairly.

9.4   No binding legal relations

By submitting an application, the Applicant acknowledges that neither the application, nor the application process, creates a process contract or any legal relationship between the TEC and the Applicant except in respect of:

> › the conditions of the application process set out in this section 9; and
> › the Applicant's statements, representations, and/or warranties in its application.

9.5   Reliance on information

It is the Applicant's responsibility to ensure that its application is free from errors. By submitting an application, the Applicant warrants to the TEC that the information contained in its application is true, accurate, and complete as at the date on which it is submitted, and may be relied upon by the TEC in its selection of successful Applicant(s). The Applicant acknowledges that the TEC will rely on the above warranty and undertaking when evaluating its application.

9.6   Confidentiality

For the duration of the application process, to the date of the announcement of all successful applicants, or the end of the application process, the Applicant agrees to keep any information (other than this document, application forms, and information publically available on the TEC website) provided to the Applicant by the TEC or its representatives that relates to this application process strictly confidential and not make any public statement to any third party in relation to any aspect of this document, the application form, the application process, or the award of any funding, without the TEC's prior written consent.

Notwithstanding the above, the Applicant may disclose information relating to this application process to any person who is directly involved in the process on its behalf, but only for the purpose of participating in the process.

9.7   Publication of Applicant information

In submitting an application, the Applicant agrees to the publication of the Applicant's name, and the total amount of funding and the total number of EFTS allocated through this

competitive process.

The TEC is subject to the Official Information Act 1982 and may be required to release information supplied by Applicants in accordance with that Act, or as otherwise required by law. If an Applicant considers that there are grounds under the Act for withholding any information in the application, then these grounds need to be specified in the application.

9.8 Proprietary information

All intellectual property rights in this document and the application form remain the property of the TEC or its licensors.

All documents forming the Applicant's application will, when delivered to the TEC, become the property of the TEC.

Ownership of intellectual property rights in the Application remain the property of the Applicant or its licensors. However, the Applicant grants to the TEC a non-exclusive, non-transferable perpetual licence to retain, use, copy, and disclose information contained in the Application for any purpose related to the application process.

9.9 Applicants debrief

The TEC will offer all unsuccessful Applicants the opportunity to debrief following the allocation of the SAC levels 1 and 2 via the competitive process. Debriefs may be provided by email, phone, or at a meeting.

10 Glossary of Terms

In relation to this Request for Funding Applications the following words and expressions have the meanings described below.

Term	Meaning
Applicant	An eligible Tertiary Education Organisation that applies for SAC levels 1 and 2 funding
Assessment Framework	The framework which sets out a high level description of the components of each quality dimension and their weightings against which each application will be assessed
Corrections	The Department of Corrections
EDUMIS	A provider code, which is usually 4 digit number, used by the Ministry of Education to identify an education provider
EFTS	Equivalent Full-Time Student
EPIs	Educational Performance Indicators
ESOL	English for Speakers of Other Languages
Learning Progressions	A tool used to provide a reference point for teachers setting out the specific literacy knowledge, skills, and attitudes that students draw on in order to meet the reading and writing demands of the New Zealand curriculum
Assessment Tool	An online tool primarily designed to provide robust and reliable information on the reading, writing, numeracy and vocabulary skills. Also known as the Literacy and Numeracy for Adults Assessment Tool.
NZQF	New Zealand Qualifications Framework
NZQA EER	New Zealand Qualifications Authority external evaluation and review rating
Performance Linked Funding Framework	A framework that calculated a performance-linked funding adjustment (up to 5%) that encourage all SAC-funded TEOs to reach an acceptable standard of educational performance
Plan	A plan in relation to which funding approval has been given, as defined in section 159 of the Education Act (unless exempt)
Plan decision-making criteria	The decision making criteria set out in the TEC's Gazette Notice which the TEC may consider during the competitive SAC levels 1 and 2 assessment process
Probity Auditor	The person or organisation, as identified in section 7, who is appointed to audit, and provide independent assurance of the application process
Review Panel	The panel of people assembled by the TEC who will evaluate applications in accordance with the evaluation criteria
SAC	Student Achievement Component funding
STEO	Services for Tertiary Education Organisations
TEC	Tertiary Education Commission

Subcontracting arrangements	Subcontracting arrangements are those where a TEO engages others to deliver teaching and learning on its behalf. It does not include individual employment agreements or arrangements where a TEO uses the facilities of another TEO or organisation to deliver its own provision.
TEI	An institution as defined in section 159 of the Education Act 1989 includes universities, institutes of technology and polytechnics (ITPs) and wānanga
TEO	Tertiary Education Organisations defined in section 159B of the Education Act 1989

11 Appendix One: Extramural provision requirements

The TEC wants to ensure that all New Zealanders, regardless of where they live, are able to access fees-free foundation education at levels 1 and 2. With improvements in technology, there are more options available for distance learning to be delivered by tutors in real-time.

The TEC may invest in a limited amount of extramural provision through the SAC levels 1 and 2 competitive process for 2017 and 2018 provision.

Extramural provision must have written TEC approval before delivery commences.

To be considered for TEC approval, extramural provision must meet ALL the following requirements:

- involve synchronous learning with directed, real-time contact with a tutor (e.g. web-conferencing, online discussion forums, face-to face delivery)
- support learners that have a preference for extramural provision due to barriers to participation such as access issues, work or family commitments etc
- active support and retention strategies appropriate for the target leaner group, including priority learner groups
- teaching approaches that involve active engagement of learners; and
- be able to demonstrate past performance achieving results for learners participating in extramural provision, in particular foundation-level learners, or able to provide a high standard of evidence of capability to achieve results for foundation-level learners.

Additional information may be required

The TEC may require TEOs to provide additional information and/or evidence that proposed extramural provision meets the above requirements before funding decisions are finalised.

12 Appendix Two: Completing Part B of the Application (Excel file)

EDUMIS number

Select your TEO's EDUMIS number and your TEO name should automatically populate. If your EDUMIS number is not in the list, please email CompetitiveSAC16@tec.govt.nz.

Selecting proposed qualifications from the qualifications list
The spreadsheet includes an embedded dropdown list of NZQF level 1 and 2 qualifications.
The qualifications list excludes:

- qualifications that are not eligible for the competitive process, for example, health and safety
- qualifications of less than 40 credits
- qualifications that have been withdrawn/discontinued
- qualifications that will expire before 1 October 2017
- local or national qualifications that will expire after 1 October 2017 where there will be no replacement New Zealand qualification or the replacement qualification will be at level 3 or above, and
- NCEA Level 1.

You must select each proposed qualification from the dropdown list.

If you want to deliver a local qualification, this must have an embedded national qualification of 40 credits or more (not expiring before 1 October 2017).

If a qualification is not on the dropdown list, but you believe it is eligible for this competitive process, please email CompetitiveSAC16@tec.govt.nz.

If you are applying for local or national qualification that expires before 31 December 2018, you must get prior TEC approval to transition to an appropriate replacement qualification.

All national and New Zealand qualifications can be found on the NZQA website – they have a 4-digit qualification code, but in this spreadsheet you will find them in the list preceded by 'NC' or 'NZ'.

If you propose to deliver NCEA Level 2 aligned to the Vocational Pathways, you must set this up with the qualification code NCEP1N, NCEP2T etc. in the Qualification Register and select the appropriate qualification code.

New qualifications requiring NZQA approval
If you are proposing to deliver a new qualification in 2017, for which you will have to seek

programme approval from NZQA, indicate this in the 'New Qualification in 2017' column.

Past performance delivering the same (or in a replaced) qualification

The TEC will consider TEO past performance in the proposed qualification during 2014 and 2015. Past performance is at the qualification level is identified by **matching qualification codes.**

The TEC will automatically consider past performance in the same qualification code as the proposed qualification**.**

For New Zealand qualifications, the TEC will consider past performance in the Local[12] or National qualification that the New Zealand qualification replaced on the NZQF.

- Replaced National Qualifications will be verified using information available from the NZQA website.
- Replaced Local qualifications are not recorded on the NZQA website. The TEC will therefore determine if a Local qualification has been replaced by a New Zealand qualification using information including NZQF level, TRoQ review cluster, and qualification content.

For any other qualifications, the TEC will consider past performance **in the same qualification reported to the TEC under a different qualification code**, if you identify this is the 'Qualification with relevant delivery history' field. For example:

- If you have changed an NCEA qualification code from NCEAP1 to NCEP1T, select NCEP1T as the proposed qualification and identify NCEAP1 as a qualification with relevant delivery history.
- If you have delivered a local qualification with an embedded national qualification, select the national qualification as the proposed qualification, and identify the local qualification in the 'Qualification with relevant delivery history' field.

If you can't find a qualification that you have delivered in the past and you think it should be on the dropdown list, please email CompetitiveSAC16@tec.govt.nz.

Provision type

Select the type of provision you are proposing to deliver from the dropdown box (refer to section 4.4 for provision type descriptions). The provision types are te reo, ESOL, special education, trades and other provision. Select 'other non-trades' for all qualifications that do not fit into these categories.

Trades-related qualifications

A 'trades-related' qualification focuses on, or leads to, training required for skilled labour or a professional craft. These are likely to require further training as an apprentice, cadet, trainee, or some on-the-job training. Only level 2 qualifications can be classified as 'Trades-related'. Examples include:

- Agriculture

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[12] Local Qualifications embedded with a National Qualification comprised of at least 40 credits

- Automotive Electrical
- Automotive Pre-Trade
- Basic Automotive
- Boat Building
- Cabinet and Furniture Making
- Carpentry Pre-Trade Comprehensive
- Catering / Cooking
- Electrical
- Engineering
- Farming or land based training
- Forestry
- Hairdressing and Barbering
- Horticulture
- Hospitality
- Joinery
- Painting and Decorating
- Panel Beating
- Plastering
- Plumbing, Gasfitting and Drainlaying (pre-trade)
- Primary Industry
- Woodskills pre-trade

NCEA can be classified as 'trades-related' where at least 50% of the courses are classified under SAC course classification codes as C1, L1, or P1. See the TEC website for more information about course classifications.

Prisoner Education
If the qualification is to be delivered to a group of prisoners in a Correctional facility or prison managed by Corrections, indicate this in the Prisoner Education (Corrections) column.

Extramural provision
Extramural provision is only eligible for funding with prior TEC approval (refer Appendix One for extramural provision requirements). Use this field to indicate if you are proposing extramural delivery.

Delivery sites
Once you have entered your organisation's EDUMIS number, your organisation's delivery sites, as held in TEC STEO, will be available from the delivery site dropdown box. If your organisation does not currently use TEC STEO, you will need to select 'new site' .

Delivery sites **must be geographically specific,** for example, not 'other site' or 'New Zealand' (except for extramural delivery which must have delivery site 'extramural' selected).

Extramural provision is only eligible for funding through the competitive process with prior TEC approval (see Appendix One). If you propose extramural provision, at a minimum you must estimate delivery volumes in each region.

If you need to update delivery site information, please update this on the TEC STEO website and then email CompetitiveSAC16@tec.govt.nz to have Part B (Excel file) updated and reissued.

If you propose to deliver at a new delivery site, please select 'New site' from the dropdown list, then select the TLA and region of delivery, and provide details of the new delivery site under 'New Delivery Site Location'. At a minimum you must specify the town (or suburb within a city) where the new delivery site will be located.

Prisoner Education delivery sites

If you propose to deliver Prisoner Education, you must select the name of the prison or correctional facility where the provision will be delivered from your list of delivery sites or select 'new site' and specify the name of the prison.

Proposed EFTS per year

The 'Proposed EFTS per year' figure is the number proposed per qualification for each of 2017 and 2018.

Minimum EFTS

The 'Minimum EFTS per year' figure is the minimum number of EFTS your organisation is able to deliver for each qualification per year.

Note that an error message will appear until the sum of the minimum EFTS (across all qualifications) is 15 EFTS or greater.

Total proposed EFTS (across all qualifications)

The 'proposed total EFTS volume' (above the qualifications table) is the total number of EFTS sought by your organisation across all qualifications.

This total may not be the same as the sum of all proposed EFTS (total for all qualifications).

Price per EFTS

A TEO may only propose one price per EFTS for each proposed qualification – regardless of delivery region, delivery site, EFTS volume, delivery mode, or subject area.

13 Appendix Three: Prisoner Education Requirements

TEOs seeking to deliver Prisoner Education to groups of prisoners in prisons or correctional facilities, must meet additional Department of Corrections (Corrections) security requirements:

- All TEO personnel intended to have access to prison sites will be subject to a criminal conviction check, and, if requested, credit, drug and alcohol testing checks, which must be satisfactory in all respects to Corrections.

- At Corrections' request, all personnel must be made available to be photographed for security card production purposes (if required). TEOs will supply Corrections with a list of personnel who are intended to have access to Corrections' sites (if any), together with their full names, addresses, and dates of birth.

- Corrections will provide TEOs with the Code of Conduct and any other relevant Department policies that TEO personnel are required to comply with on-site.

- All TEO personnel are also required to adhere to Corrections' Drug and Alcohol policy.

- All TEO personnel will be subject to the Corrections Act 2004 and the Corrections Regulations 2005 and must comply with any lawful instruction issued by a Corrections officer at the site concerning security, any prisoner, or any other matter. TEO personnel must carry photographic identification at all times while on a site, and must take reasonable precautions to ensure that their vehicles are kept secure at all times while on a site.

- All TEO personnel will be required to attend a formal Corrections Code of Conduct training and site induction prior to commencing delivery.

- All education materials must be vetted by designated Corrections personnel prior to being brought into a prison facility.

- TEO personnel may be denied access to any Corrections facility or prison for any reason, including failing to meet the above requirements, at the discretion of the Prison or Security Manager.

Further information for TEOs delivering Prisoner Education

TEOs should also be aware of the following challenges when delivering Prisoner Education at prisons or correctional facilities.

These may include restrictions on class size, availability of Corrections staff to supervise classrooms and prisoners, prison schedules, muster changes, or prisoner transfers between facilities.

Prisoner Education must be delivered in a Corrections prison facility. The delivery site name used in 'STEO' must include the name of the prison or correctional facility.

Corrections are not seeking applications for Prisoner Education for delivery at the Serco prison in Mt Eden (Auckland) as this is a non-government run facility. TEOs can apply for delivery at the Serco Mt Eden prison site for any other provision type.

More information about Corrections' prison sites, training facilities, and the range of provision delivered in prisons will be available shortly on the TEC website.

14 Appendix Four: Prisoner Education Provision Information

Corrections is committed to providing prisoners with opportunities to successfully gain qualifications that provide both a pathway into employment and/or progression into higher-level qualifications. This is because international evidence has demonstrated that quality education can have a positive effect on reducing re-offending.

This appendix provides information about:

- the facilities usually available in prisons for educational provision
- provision sought at all prison sites; and
- provision sought at each prison site, including indicative learner numbers.

Educational facilities in prisons

All prisons have programme rooms available that offer classroom facilities. Some prisons have additional teaching spaces, such as trades-based workshops, with facilities that enable a range of industry-related qualifications to be delivered.

In addition, from 2017 all prisons will have Secure Online Learning (SOL) suites. These suites will allow prisoners to access Microsoft Office to support their engagement and achievement in education.

For more information about each prison site, please click on the prison names in the table below.

Provision sought at all prison sites

Corrections is interested in applications for the following provision at all prison sites:

- The National Certificate in Educational Achievement (NCEA) level 2
- Qualifications that allow learners to further progress in te reo and tikanga Māori
- Entry-level computing and business studies

For NCEA level 2, Corrections is particularly interested in:

- providing a wider range of NCEA level 2 programmes aligned to vocational pathways that provide education that is aligned with learner interest and real employment opportunities.
- the inclusion of foundation qualifications (potentially aligned to NCEA level 1) that allow learners to gain a qualification as they progress towards NCEA level 2. Often prisoners do not have sufficient time to complete NCEA level 2 while in prison, and therefore will benefit from a qualification that will help them progress to, and achieve, NCEA level 2.

Note: NCEA level 1 is not eligible for SAC levels 1 and 2 competitive funding.

Provision and indicative learner numbers by prison site

The table below provides information about specific qualifications sought by each prison site as well as indicative learner numbers. Indicative learner numbers are per annum.

In addition, Corrections is also interested in applications for similar qualifications as well as qualifications in new subject areas.

Qualification	NZQA Code	NZQF Level	Indicative Learners each year
Northland Region Corrections Facility			
NCEA-Aligned Foundation Qualification	N/A	1	50
NCEA	0973	2	50
National Certificate in Agriculture (General Skills)	1468	2	18
New Zealand Certificate in Foundation Skills (Level 2)	2862	2	76
Plastering related Qualification	N/A	2	24
Electrical trades-related Qualification	N/A	2	24
General trades-related Qualifications	N/A	2	120
New Zealand Certificate in Infrastructure Works	2522	2	36
Auckland Prison			
NCEA-Aligned Foundation Qualification	N/A	1	24
NCEA	0973	2	18
National Certificate in Computing (or similar)	N/A	2	25
Auckland Region Women's Corrections Facility			
NCEA-Aligned Foundation Qualification	N/A	1	48
NCEA	0973	2	36
New Zealand Certificate in Infrastructure Works	2522	2	15
Spring Hill Corrections Facility			
NCEA-Aligned Foundation Qualification	N/A	1	24
NCEA	0973	2	18
National Certificate in Horticulture (Introductory)	1013	2	20
National Certificate in Agriculture (General Skills)	1468	2	20
New Zealand Certificate in Primary Industry Skills	2218	2	20
General trades-related Qualifications	N/A	2	20
Waikeria Prison			
NCEA-Aligned Foundation Qualification	N/A	1	24
NCEA	0973	2	18
New Zealand Certificate in Tikanga (Level 2)	3038	2	38

Tongariro/Rangipo Prison			
NCEA-Aligned Foundation Qualification	N/A	1	20
NCEA	0973	2	15
General trades-related Qualifications	N/A	2	30
National Certificate in Marae Catering	1165	2	18
New Zealand Certificate in Tikanga (Level 2)	3038	2	38

Whanganui Prison			
NCEA-Aligned Foundation Qualification	N/A	1	16
NCEA	0973	2	12
National Certificate in Marae Catering	1165	2	18
Qualifications related to Physical Education and/or Health and Wellbeing	N/A	1 & 2	20
Qualifications related to Music	N/A	1&2	20
Qualifications related to Art	N/A	1&2	20
New Zealand Certificate in Tikanga (Level 2)	3038	2	38

Hawke's Bay Regional Prison			
NCEA-Aligned Foundation Qualification	N/A	1	20
NCEA	0973	2	25
New Zealand Certificate in Tikanga (Level 2)	3038	2	68
National Certificate in Agriculture (General Skills)	1468	2	18
Qualifications related Horticulture	N/A	2	20
Qualifications related to Music Production	N/A	1&2	30
Qualifications related to Art	N/A	1&2	20
Qualifications related to Physical Education	N/A	1&2	20

Manawatu Prison			
NCEA-Aligned Foundation Qualification	N/A	1	16
NCEA (Manufacturing & Technology Vocational Pathway)	0973	2	15
NCEA	0973	2	12
New Zealand Certificate in Primary Industry Skills	2218	2	30
National Certificate in Building, Construction, and Allied Trades Skills	1368	2	42

Rimutaka			
NCEA-Aligned Foundation Qualification	N/A	1	40
NCEA	0973	2	30
NCEA (Construction & Infrastructure Vocational Pathway)	0973	2	30
National Certificate in Agriculture (General Skills)	1468	2	18

National Certificate in Building, Construction, and Allied Trades Skills	1368	2	45
New Zealand Certificate in Infrastructure Works	2522	2	15
New Zealand Certificate in Tikanga (Level 2)	3038	2	38

Arohata Prison			
NCEA-Aligned Foundation Qualification	N/A	1	6
NCEA	0973	2	5

Christchurch Men's Prison			
NCEA-Aligned Foundation Qualification	N/A	1	40
NCEA	0973	2	30
New Zealand Certificate in Foundation Studies (level 2)	2862	2	104

Christchurch Women's Prison			
NCEA-Aligned Foundation Qualification	N/A	1	18
NCEA	0973	2	18

Rolleston Prison			
NCEA-Aligned Foundation Qualification	N/A	1	16
NCEA	0973	2	12

Otago Corrections Facility			
NCEA-Aligned Foundation Qualification	N/A	1	25
NCEA	0973	2	15

Invercargill Prison			
NCEA-Aligned Foundation Qualification	N/A	1	16
NCEA	0973	2	12
National Certificate in Building, Construction, and Allied Trades Skills	1368	2	24
National Certificate in Agriculture (General Skills)	1468	2	12