

Skill Enhancement

We understand that the ERS (electronic receipting system) has been extended to cover Skill Enhancement trainees as well as TOPS and Youth trainees.

To date TEC has not provided us with a technical specification and so we cannot do anything to implement the extension but, assuming we were to get a specification then we could. This begs the question, how many of our clients have Skill Enhancement trainees?

Please can you let us know – via an email to the help desk – if you have Skill Enhancement trainees?

Meta Office Forum

The Meta Office forum is an online bulletin board to which anyone can contribute. You can ask questions to the support staff as well as to other Take2 users around the country. If you are an experienced user you can share your experiences of how to get the most from Take2. The forums are open 24 hours per day, and you can search the forum for topics of interest. For urgent enquiries, please phone or email the helpdesk. To visit the forums, go to www.metaoffice.freeforums.org.

A tip sheet on using the forum is available on the Take2 web site.

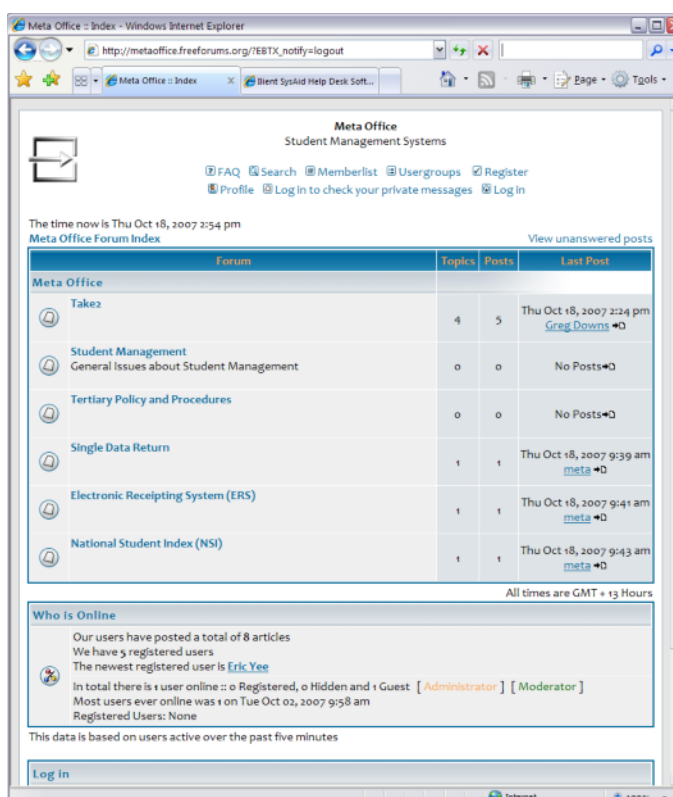
Version 9.5

Version 9.5 is due for release before the end of 2007. This is an interim release that will help you prepare for the 2008 year.

The features it will include are:

- New fields to identify whether a post code is “permanent” or “term time”.
- A new field to record a student’s residential status.
- A new field to record PBRF completion year.

A release notice will be sent out soon with full details.



New Qualification

We are delighted to announce that the Happy Days Institute has received approval from TEC for funding for a new qualification. The *Diploma in World Cup Rugby Coaching* is sure to be a success with papers in *Combinatorics* (a branch of pure mathematics concerning team composition), *Basic French* (“Mon Dieu! Nous avons perdu encore!), *Hotel Selection* (which establishments have the bounciest BMWs), and *The Etiquette of Defeat*.

The teaching staff is composed of a wide range of experienced teachers including an ex Minister of Sport, several ex All Black coaches, and at least one ex World Cup referee.

The qualification was to have been taught in Auckland but, due to mayoral intervention, a venue is no longer available. Does anyone have a spare rugby pitch?

Take2 Top Tips – Ethnicity

As you will be aware (we hope) there has been a change to the codes used to gather ethnicity data from students. All government agencies are now using the three digit codes implemented by Statistics New Zealand in the 2005 census.

In *Take2* version 9 you have until now had the option of using these new codes or continuing to use the old two digit codes. If you have not yet changed from two digits to three digits you must do so now. With the next release of *Take2* – due in November/December – **the option to use two digit codes is being removed.**

Here is what you need to do to change if you have not already done so.

- You should have updated your enrolment form to collect the three digit codes.

12	Ethnicity: What ethnic group(s) do you belong to? You may tick up to three boxes which apply to you.	NZ European/Pakeha	<input type="checkbox"/>	111	Filipino	<input type="checkbox"/>	411
		New Zealand Māori	<input type="checkbox"/>	211	Cambodian	<input type="checkbox"/>	412
		Samoan	<input type="checkbox"/>	311	Vietnamese	<input type="checkbox"/>	413
		Cook Island Māori	<input type="checkbox"/>	321	Other Southeast Asian *	<input type="checkbox"/>	414
		Tongan	<input type="checkbox"/>	331	Chinese	<input type="checkbox"/>	421
		Niue	<input type="checkbox"/>	341	Indian	<input type="checkbox"/>	431
		Tokelauen	<input type="checkbox"/>	351	Sri Lankan	<input type="checkbox"/>	441
		Fijian	<input type="checkbox"/>	361	Japanese	<input type="checkbox"/>	442
		Other Pacific Peoples *	<input type="checkbox"/>	371	Korean	<input type="checkbox"/>	443
		British/Irish	<input type="checkbox"/>	121	Other Asian *	<input type="checkbox"/>	444
		Dutch	<input type="checkbox"/>	122	Middle Eastern	<input type="checkbox"/>	511
		Greek	<input type="checkbox"/>	123	Latin American	<input type="checkbox"/>	521
		Polish	<input type="checkbox"/>	124	African	<input type="checkbox"/>	531
		South Slav	<input type="checkbox"/>	125	Other *	<input type="checkbox"/>	611
		Italian	<input type="checkbox"/>	126	Not Stated	<input type="checkbox"/>	999
		German	<input type="checkbox"/>	127			
		Australian	<input type="checkbox"/>	128			
		Other European *	<input type="checkbox"/>	129			

* Please specify if "Other Pacific Peoples", "Other European", "Other Southeast Asian", "Other Asian" or "Other".

- On the *Site Details* form in the Administration Module you should have set *Take2* so that it you are using 3 digit codes for ethnicity coding.

Default Secondary Award Coding:	<input type="radio"/> Existing	<input checked="" type="radio"/> New	Update Old Values
Default Ethnicity Coding:	<input type="radio"/> 2 digit codes (old)	<input checked="" type="radio"/> 3 digit codes	

- On the same form you should have clicked *Update Old Values*.

Summarising Ethnicity

At the same time that ethnicity codes changed Statistics NZ also changed the way that it prefers ethnicity data to be summarised.

The issue is that a student can supply one, two or three ethnic affiliations and, if a student does supply more than one, how do we count this?

In the old two digit days a method of prioritising ethnicities was used. This meant, for example, that if a student declared code 36 (Fijian) and code 51 (Chinese) they would be counted as Fijian (and therefore Pacific) because it had a higher priority.

In the new three digit world Statistics New Zealand prefers what is called a "total response" summary. This means that every code is counted. In the previous example the student would be counted twice – once as Fijian (i.e. Pacific) and once as Chinese (i.e. as Asian).

The total response methodology is interesting and presents a couple of challenges:

- Because a student with two different ethnicities is counted twice the total count of responses will usually exceed the total count of students. This can make cross tabulation of data – for example gender and ethnicity – quite tricky.
- There is likely to be a change in the relative size of ethnic groups caused by the new methodology. For example Statistics NZ suggests that in general the Pacific group will increase in size relative to other groups. Our own "quick and dirty" testing supports this suggestion and indicates some other interesting trends.

Because your organisation – either through Key Performance Indicators or through the Student Achievement Component Qualification Objectives – sets and reports against target ratios for Maori and Pacific this arithmetic quirk could affect you.

We understand TEC will shortly be giving you some guidance on the matter.

To unsubscribe from this Newsletter, please send an email to

unsubscribe@meta-office.com with the word 'unsubscribe' in the subject line.