



Reform of Vocational Education (RoVE)

Primary TITO

TITO Transition Plan (Second Version)

Template and Guidance Document

Date: 20 October 2021

Version: 0.5



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Version history

Version	Date	Comments
0.1	29 Oct 2020	Initial version for legal review
0.2	12 Nov 2020	Updated version provided to TITOs for feedback
0.3	22 Dec 2020	Updated version incorporating TITO feedback
0.4	28 Feb 2021	Updated including additional TITO and legal feedback
0.5	08 Apr 2021	Restructured sections related to WDC activities and added Conflict of Interests declaration.

Part 1: Introduction

Background

The Reform of Vocational Education (RoVE) consists of seven key changes aimed at creating a strong, unified, sustainable vocational education system that is fit for the future of work, and that delivers the skills learners, employers, and communities need to thrive.

The new system will have a stronger focus on employers, delivering the skills they need, providing more support for their employees, and ensuring greater consistency in vocational education across the country. Longer term, this will increase the number of employers that are engaged in vocational education. Learners will receive more support while they are training and have access to vocational education that is more relevant to work. Learners will be able to move more easily between regions and between work-based and provider-based training and will be able to continue training more easily if their employment situation changes.

Work-integrated learning will become an increasingly important part of the vocational education system, giving people the opportunity and flexibility to earn while they learn and gain an education that is more directly relevant to the changing needs of the workplace.

One of the seven key changes of RoVE is shifting the role of supporting work-based learning from transitional industry training organisations (TITOs) to providers. In the new system, providers, including Te Pūkenga, Private Training Establishments (PTEs), and wānanga will support on-job, on-campus and online learning, so learners can move seamlessly through the vocational education system. This transition must occur before 31 December 2022.

Document purpose and structure

Purpose

On 1 April 2020, TEC-funded industry training organisations (TITO's) became TITO's. Under Clause 52 of Schedule 1 of the Education and Training Act 2020, every TITO must develop a Transition Plan for approval by the Tertiary Education Commission (TEC) 'as soon as practicable' after 1 April 2020.

The TITO Transition Plan describes the transfer of responsibilities for each TITO's Arranging Training and Apprenticeship Training Activities to one or more vocational education and training providers (providers), and the Standard Setting and Qualification Development activities to the relevant Workforce Development Councils (WDCs). Transferring these responsibilities will be a complex process that involves the transfer of activities, learners and employers, assets, and staff. It will be a large-scale change process that inevitably involves uncertainty and has a high risk of causing disruption. It is important that the TITO Transition Plan accounts for the complexity of this process and respects the effect of transitions on the people involved.

This document provides the template and guidance so each TITO can develop a TITO Transition Plan (Second Version), and the proposed transition arrangements can be considered for approval by TEC.

This document has been developed by TEC in consultation with TITO's and is issued to TITO's as required under Clause 52 of Schedule 1 of the Education and Training Act 2020.

Structure

This document includes four parts, as follows:

Part	Details
Part 1: Introduction	Provides background information on: <ul style="list-style-type: none"> • Why TITO's activities are being moved. • The process for developing TITO Transition Plans. • Roles and responsibilities; and • Dealing with uncertainties about Receiving Organisations.
Part 2: About the Transition Plan	Provides information about: <ul style="list-style-type: none"> • TITO Transition Plan scope and structure. • Alignment with Design Principles and Approval Criteria; and • Commercial sensitivity and privacy considerations.
Part 3: Guidance and Template	Describes the content required from TITO's and context on why the information is needed. Provides the template and format so that information can be supplied, covering: <ul style="list-style-type: none"> • Transition approach. • Transition of Arranging Training. • Transition of Apprenticeship Training Activities. • Transition of other activities (if relevant); and • Declarations.
Part 4: Appendices	Provides key "current state" information about each TITO. <i>Note: TEC will pre-populate this section using information from the Transition Plan (First Version) and from other discussions. If information in the Transition Plan (First Version) has changed, TITO's should provide TEC with updated information. And if additional information is needed, TEC will request this from the relevant TITO.</i>

TITOs are requested to:

- Read the background information set out in Parts 1 and 2;
- Provide the information requested in Part 3; and
- Review and confirm the pre-populated current state information in the Appendix. (Please correct any information that needs updating and provide any information that is missing.)

Overview of the TITO Transition Plan process

TITO Transition Plan (First Version)

TITO's have previously provided information to TEC in mid-2020 using the TITO Transition Plan (First Version). This information focused on describing the current state for each TITO (such as existing resources, training models and learner numbers) and the TITO's preferred transition approach (Receiving Organisations and timeframes).

If a TITO has changed their preferred transition approach, this should be discussed with TEC prior to completing the TITO Transition Plan (Second Version).

TITO Transition Plan (Second Version)

The TITO Transition Plan (Second Version) will allow TITO's to provide additional information focused on how each TITO plans to manage its transition, including showing how disruption will be minimised for learners, employers, industry groups, and TITO staff.

The information captured in each TITO Transition Plan will be based on the priorities and needs of the TITO's industries, employers, and learners. This information will allow TEC to understand what is involved in each transition (including transitional risks) and will help TEC to provide support to TITO's and their staff during the transition.

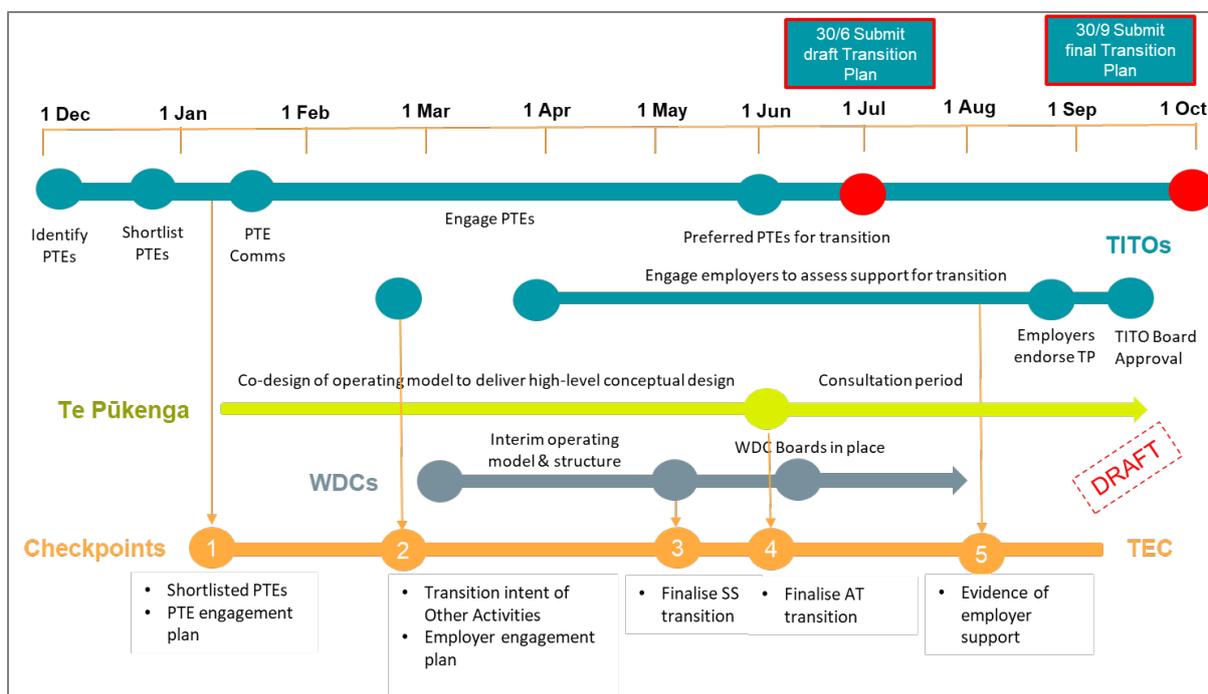
The TITO Transition Plan information will help TEC assess the suitability of potential providers. TEC will keep TITO's informed of and about discussions with providers and other potential Receiving Organisations, in order to avoid parallel negotiations or discussions that are not aligned with TITO plans and intentions.

TEC will consider the information provided in each TITO Transition Plan and information gathered separately from the wider sector in assessing each TITO Transition Plan for approval. TEC will seek assurance that the Receiving Organisations will be able to contribute to the benefits anticipated from the RoVE changes. TEC will raise any concerns it has about the capabilities of a Receiving Organisation with the TITO as soon as those concerns become clear.

TITO Transition Plan - checkpoints and iterations

TEC has developed an iterative approach to developing and reviewing portions of the TITO Transition Plan. This approach balances TITO's need for more details about how the Receiving Organisations will operate (in order to discuss these with employers and industry bodies, and to develop a TITO Transition Plan) with TEC's need to ensure that TITO Transition Plans are developed in time to be implemented before 31 December 2022.

The final date for TITOs to submit completed Plans to TEC is 30 September 2021, and a series of ‘checkpoints’ to review progress has been defined. The diagram below shows the key streams of activities.



Details and timings for the planned checkpoints are set out in the table below.

Checkpoints and Iterations	Indicative dates
TITO’s confirm short-list of potential PTE’s to TEC.	Mid-Feb 2021
TITO’s re-confirm transition intent (including for Other Activities). TITO’s confirm plan for engaging employers and industry groups.	Mid-March 2021
TITO’s re-confirm transition intent and update TEC with finalised planning for transition of Standard Setting and Qualification Development.	Early May 2021
TITO’s re-confirm transition intent and update TEC with finalised planning for transition of Arranging Training and Apprenticeship Training Activities.	Early June 2021
TITO’s submit Draft TITO Transition Plan to TEC for initial review.	30 June 2021
TITO’s provide evidence of employer and industry support for planned transition.	Early Aug 2021
TITO’s submit Final TITO Transition Plan to TEC for approval.	30 Sept 2021

Notes:

1. Some TITO’s who are targeting an early transition may prefer to have checkpoint discussions and to submit Transition Plans earlier than the dates shown above.
2. TEC will work with each TITO to confirm the best timing for their checkpoint discussions.

Evaluating TITO Transition Plans

The information requested by the TEC in the TITO Transition Plan (Second Version) template aligns to the Approval Criteria developed jointly by TEC and TITOs' in 2020. TEC will evaluate submitted TITO Transition Plans against these Approval Criteria, and this evaluation will inform the TEC Board's decision whether to approve each Plan.

Evaluating each TITO Transition Plan, advising the TEC Board, and receiving the TEC Board approval decision may take 10-12 weeks from the date the TITO Transition Plan is submitted to TEC, although TEC will seek to complete this activity more quickly, if possible.

TEC support during the development of TITO Transition Plans

TEC will support TITO's throughout the development of the second version of the TITO Transition Plan.

This support will be provided collectively through the monthly TITO CE forum, and through ad-hoc sub-group workshops and meetings.

Support will also be provided to TITO's individually through discussions and checkpoints to review each TITO's transition planning and to work through specific questions and concerns.

Roles and responsibilities

The table below shows the high-level roles and responsibilities with regard to developing and implementing the TITO Transition Plan.

Organisation	Responsible for ...	Not responsible for ...
TITO	<ul style="list-style-type: none"> Identifying preferred Receiving Organisations. Ensuring preferred Receiving Organisations meet TEC's initial qualifying criteria. Obtaining employer and industry support for the proposed transition. Consulting with TITO employees on proposed transition arrangements. Writing and submitting TITO Transition Plans. Implementing approved TITO Transition Plans. 	<ul style="list-style-type: none"> Ensuring Receiving Organisations meet TEC funding criteria. Ensuring potential Receiving Organisations have visibility of TEC funding criteria.

Organisation	Responsible for ...	Not responsible for ...
TEC	<p>Developing TITO Transition Plan template and guidance, in consultation with TITO's.</p> <p>Supporting TITO's during the development of TITO Transition Plans.</p> <p>Specifying providers to receive Arranging Training and Apprenticeship Training Activities.</p> <p>Approving allocation of funding under the Education and Training Act to Receiving Organisations.</p> <p>Completing any additional Due Diligence (such as seeking additional information about employer and industry support) beyond what the TITO has done to prepare the TITO Transition Plan, if required, for the TEC Board to be in a position to approve the proposed TITO Transition Plan.</p> <p>Evaluating submitted Transition Plans and advising TEC Board on evaluation results.</p> <p>If necessary, preparing a TITO Transition Plan (such as if a TITO fails to do so).</p>	<p>Writing TITO Transition Plans (unless directed by TEC Board);</p> <p>Consulting with employers, industry and providers on proposed transition arrangements.</p>
TEC Board	Approving TITO Transition Plans.	
Providers	<p>Cooperating with TITO's and TEC during the development of TITO Transition Plans (and any other implementation plans);</p> <p>Carrying out activities as described in the TITO Transition Plan (and any other implementation plans);</p> <p>Obtaining NZQA registration (if required).</p>	
NZQA	Registering new providers (if required).	

Dealing with uncertainty around Receiving Organisations

Te Pūkenga operating model

The Te Pūkenga initial high-level conceptual design for the future operating model is due to be released for consultation in May 2021. Te Pūkenga will engage with employers, industry groups and TITO's as part of this design process to inform the future operating model and establish confidence and trust in Te Pūkenga's new way of working.

Capabilities of PTEs and wānanga taking on Arranging Training/ Apprenticeship Training activities

TITO Transition Plans need to describe the work required to ensure PTE's or wānanga, that are preferred Receiving Organisations, have the capabilities to successfully take on Arranging Training and/or Apprenticeship Training activities. TITO's should work with the PTE's or wānanga to identify and describe these high-level activities.

Part 2: About the Transition Plan

Scope

This TITO Transition Plan covers the transferring of TITOs' Arranging Training, Apprenticeship Training, Standard Setting, Qualification Development, and any other associated activities to Receiving Organisations as a result of the Reform of Vocational Education (RoVE).

The scope includes the preparatory activities required prior to transition (such as building capabilities at a Receiving Organisation prior to transition), and the activities required to ensure that the transition successfully "lands" at Receiving Organisations (such as provision of TITO support while the new activities get bedded in).

The scope excludes post-transition activities to improve the Receiving Organisations' delivery of transferred activities (such as the integration of Arranging Training capabilities received from multiple TITOs at Te Pūkenga).

Alignment with Design Principles and Approval Criteria

The TITO Transition Plan captures the information required to allow TEC to evaluate each Plan against the Approval Criteria jointly developed between TEC and TITO CE's. The Approval Criteria were developed to ensure that transitions achieve a set of Design Principles which were also jointly developed between TEC and TITO CE's.

The TITO Transition Design Principles and Approval Criteria are set out below:

Transition Design Principles	Approval Criteria
1. Intent Reflects the Reform's objective to create a strong, unified and sustainable vocational education system that delivers skills that learners, employers and communities need to thrive.	A. Supports the seamless movement of learners and employers within the vocational education and training (VET) system, as required by their industry. B. The receiving providers and WDC's can provide evidence that they will have relevant capability and capacity to take on the transitioned activities.
2. Learner-centric Provides certainty, opportunity and seamless pathways for all learners.	
3. Employer-centric Incorporates the voice of industry and maintains industry confidence.	

Transition Design Principles	Approval Criteria
<p>4. Employee-centric Fair and consistent and provides a level of certainty for transitional TITO employees.</p>	C. Retains industry relevant skills and expertise in the VET system.
<p>5. Seamless Involves minimal disruption during the transition period.</p>	D. Minimises service disruption in the VET system.
<p>6. Flexible Accommodates the differences between TITO's.</p>	<p>E. Fiscally responsible – demonstrates prudent management of costs and financial risks for the Crown. F. Achievable – demonstrates how transition will occur.</p>
<p>7. Clear Relates to processes, choices, milestones and communications to TITO's.</p>	
<p>8. Pragmatic Takes an approach that is practical and reflects challenges and opportunities.</p>	

Commercial sensitivity and privacy considerations

TEC recognises that commercial sensitivities and the right to privacy may constrain the level of detail that can be provided within this TITO Transition Plan. TEC and TITO's will work together constructively and in good faith to respect these principles while also providing as much relevant information as possible to provide confidence to the TEC Board that the proposed plan will provide a smooth and seamless transition for employers and learners.

Part 3: Guidance & Template

Section 1: Transition approach

This section will describe the overall approach to the TITO's transition. Identify the Receiving Organisations for each transferring activity and describe how and when these activities will transfer. Provide assurance that the Receiving Organisations will be able to adequately deliver the transferred activities. Demonstrate how the planned approach aligns with the needs of learners, employers and industry, and show that the planned approach is supported by employers and industry groups.

TEC will use this information to build a sector-wide view of transition preferences, understand the priorities of employers and learners, and assess how the approaches described will contribute to the benefits sought through the RoVE changes. TEC may also engage with the Receiving Organisations to assess their capability to deliver activities which they receive (including understanding their plans to develop this capability, if required).

Note: *TITO Transition Plans are not expected to include details of post-transition changes planned at Receiving Organisations (such as the integration of Arranging Training activities received from multiple TITO's by Te Pūkenga). However, if post-transition changes are already known, it will be helpful for TEC to have these changes identified.*

1.1 Overview of transition approach

Use this section to identify the Receiving Organisations that will take on the transferring activities and describe the legal and commercial mechanisms that will be used. Summarise the key transition events or stages, and planned timeframes, and identify key assumptions, dependencies, risks and mitigations. If any of this information has changed since the first version of the TITO Transition Plan, please ensure this change is clearly stated.

How the transition will occur and where activities will be transferred

Provide a general overview of how the transition will occur, and to which providers and WDC(s), including any work required to develop capabilities at the Receiving Organisation prior to transition.

How the transition will occur and where activities will be transferred

Provide a general overview of how the transition will occur, and to which providers and WDC(s), including any work required to develop capabilities at the Receiving Organisation prior to transition.

“Education is the most powerful weapon which you can use to change the world.” Nelson Mandela

The transition will mean transferring the entire Primary TITO (excluding the Standard Setting and external moderation functions which are transferring to Workforce Development Councils (WDC)) as a complete arranging training solution to the Work-Based Learning (WBL) Subsidiary of Te Pūkenga.

This means we will be able to incorporate all the Primary TITO’s gazetted coverage into the Subsidiary without the need for immediate further development and excessive design and investment.

It is Primary TITO’s expectation that there will be two phases. Firstly, transition in October 2022 and secondly and more importantly integration and transformation over successive years.

Feedback from industry recommends the development of a National School of Food and Fibre which will integrate the very best of the current delivery models with additional innovation and collaboration to ensure the full intent of RoVE is realised. It is our expectation that this piece of work will be conducted through collaboration with Industry, employers, Te Pūkenga, wānanga, PTE’s and all other associated with the vocational education ecosystem. The possibility of a future School of Food and Fibre does not impact the Transition plan of Primary TITO at this time.

Primary TITO is unique. As the sole industry training organisation mandated to work across the primary sector, we have over 170 frontline staff (240 staff in the entire organisation with 10% growth predicted for 2022) throughout Aotearoa working with employers and their teams. We connect and partner with the wider primary sector to ensure that, as a country, we support people into employment and keep them there. Every year we engage with over 20,000 learners and over 6000 employers in over 6000 workplaces. Primary TITO is responsible for the delivery for well over 50% of all tertiary qualifications relating to the primary sector.

We have deep relationships across New Zealand with farmers, growers and food processors, as well as employees (learners), industry leaders, and education providers. Our national network means we can support our primary industries to thrive and grow. We work closely alongside government, industry organisations, iwi, hapu and businesses to provide a pipeline of opportunity within the primary sector.

We are committed to reflecting the intent of Te Tiriti O Waitangi through deepening partnership with iwi, hapū and Māori agribusinesses, and have a highly respected Māori/Pasific advisory group known as He Konohi Kitea.

We have not worked a great deal with Te Wānanga o Aotearoa (TWOA) in the past, but through discussion have explored shared values, opportunity to collaborate and a complementary national reach. Primary TITO considered options around partnering directly with TWOA as the provider of choice, but following discussions with senior industry leaders there is a clear desire for the ITO to collaborate closely with the ITP's within the Te Pūkenga network and also with the current lack of exposure of TWOA within the food and fibre sector this was discounted as an option at an early stage and communicated to TWOA. There is a preference to develop a strategic relationship with TWOA through the MoU they have with Te Pūkenga and to explore synergies and opportunities to collaborate as part of the new operating model and network of provision that meets the needs of our sector.

Primary TITO sets and monitors standards in all 33 sectors and currently arranges training in all but two of these.

➤ Primary TITO has budgeted to employ 249 staff (218 FTE) in budget year 2021 across the arranging training, standard setting and organisational support functions.

➤ The Primary TITO head office is based in Walter Street, Wellington but staff are based throughout the country.

➤Primary TITO is anticipating full year consumption of 5239 STM's in 2021, comprising 2583 STM's of industry training and 2656 STM's of apprenticeship training.

➤Primary TITO has not introduced any significant change in the service models used to support arranging training from those described in detail in the initial Transition Plan submitted in June 2020.

Primary TITO's strategic Intent for 2020-2025 is to be trusted partners leading education in the primary sector for a prosperous and sustainable New Zealand. We are focussed on the outcomes of

- **Building a high trust partnership model**

Through the Mana-to-Mana engagement model, partner with businesses, employers, learners and education providers to refine sector delivery models and to develop vocational programmes which meet the demands of our industries.

Support the RoVE transition and embrace the opportunity for a holistic reform of the vocational education system.

Internal trust enhanced through a culture of respect, authenticity and integrity with high levels of collaboration, celebration of success, recognition, setting and maintaining standards of performance and effective communication.

- **Ensure high learner achievement.**

With a focus on learner needs, the right learners are enrolled in the right programme at the right time to meet our commitment to learners, employers, industry, NZQA and TEC.

- **Create a sustainable education business with an immediate focus on improving our current business practices.**

With strong organisational leadership and effective business systems and practices we build the capability of staff, focus on core products and partner with key stakeholders that delivers best practice alignment and integration across the organisation.

We enhance our quality systems and process of self-review by embedding an expectation of best practice within our organisation and throughout our business planning.

Primary TITO's transfer intent reflects the Governments Reform of Vocational Educations intent to create a strong, unified and sustainable vocational education system that delivers skills that learners, employers and communities need to thrive.

Primary TITO has undertaken considerable engagement with our industry partners regarding our transition plans. Industry are supportive of our approach to partner with Te Pūkenga, but some voiced very real concerns about the unknown nature of the proposed funding system, operating model, governance structures and how the industry voice will be retained. Our Board shares some of these reservations but are satisfied that Primary TITO leadership are sufficiently connected to Te Pūkenga and TEC leadership to influence a satisfactory outcome by the time of transition next year. We will continue to work with TEC, Te Pūkenga, our Stakeholder Council, Industry Partner Groups and other industry leaders to ensure these concerns are mitigated prior to transition next year and that trust and confidence is fostered in the overall system proposed.

It is Primary TITO's expectation that there will be two phases. Firstly, **transition** and secondly and more importantly integration and **transformation**.

Feedback from industry recommends the development of a National School of Food and Fibre which will integrate the very best of the current delivery models with additional capacity and capability to ensure needs of industry are met. This will include ITP's, PTE's, arranging training functions and the wānanga across the country. It will provide long term solutions for Taratahi and Telford as destination delivery mechanisms which provide residential facilities for pre- employment programmes, short courses, leaderships programmes and so on.

The National School of Food and Fibre extends beyond the mandate of our current system and supports the strategic intent of MPI's "Fit for a Better World" alongside the attraction and capability strategies developed by the CoVE and several Primary Sector peak bodies.

The transformation period will provide the opportunity to ensure we explore all potential models for vocational education in the primary industry which will be made possible by the Unified Funding System, the Muka Tangata WDC, the new Qualification models, interaction with the CoVE and RSLG's.

The primary sector is incredibly fortunate to be so connected throughout the country and from a vocational education perspective, to share a common sense of purpose with our employers and extended industry stakeholders. With us all working together, RoVE presents the opportunity to develop a world class model which combines the best of our delivery models while allowing for innovation and collaboration, putting the learner at the centre and giving effect to Te Tiriti o Waitangi.

Primary TITO is committed to ensuring transition options that will best serve all of our learners and employers and provide parity of learning and clear and seamless pathways for all in our sector. Already it has been identified that the vast majority of the Standard Setting and external moderation functions are transferring to the Muka Tangata People, Food and Fibre Workforce Development Council (WDC) with additional Standards shifting to Manufacturing, Engineering and Logistics Workforce Development Council (WDC) and Creative, Cultural, Recreation and Technology Workforce Development Council (WDC).

Following detailed discussions with a number of PTE's, 9(2)(b)(ii) is the only PTE who are still considering the option of pursuing due diligence into taking on the arranging training for the 9(2)(b)(i) sector. It is assessed as unlikely that they will wish to take up this option at present, but Primary TITO fully supports them doing so at a future date should conditions allow.

Primary TITO believes that PTE's, alongside registered and work-place assessors offer the most effective delivery solution to our employers and learners in the primary industries **work based vocational** education model. The current model of delivery by PTE's in partnership with Primary TITO is a model not well understood by the ITP system, however it is crucial to the success of our work-based learner (and employer) ecosystem. This will be an important consideration for the National School of Food and Fibre to work through – ensuring alignment within and across delivery models.

One example of successful combined delivery with the ITP sector is with Primary TITO and Tai Poutini Polytechnic who are demonstrating the benefits of a joined-up approach to delivery via the New Zealand Certificate in Agriculture (Level 3) which sees a common programme delivered to learners regardless of where their enrolment sits. Already we have seen learners' transition into work in a seamless approach which enables continuity of learning and learner support.

The intention is that the remaining capability of Primary TITO will transition as a complete arranging training solution to Te Pūkenga Work Based Learning subsidiary with the expectation the following principles are met:

- o The voice of all learners, employers and industry will be at the centre of any new operating model with an appropriate and effective level of governance.
- o The current service and delivery model with our current staff will be maintained throughout the transition process.
- o The current level of engagement with industry and employers will be maintained or exceeded to ensure their needs are met and where necessary industry and employers have the mechanisms in place with Te Pūkenga to affect necessary change.

- o National reach and sector-based services will be maintained.
- o Gateway and Trades Academy programmes as pathways to primary industry careers will continue to flourish as a key element of the new operating model.
- o Relationships with our current training providers will continue and new relationships will be established where this is needed.
- o The entire Executive and Senior Leadership Team and all remaining staff, capability, systems, and processes will move as one to ensure seamless continuity of training through the reform process.
- o Delivery models that currently work well will be retained whilst providing for transformation of the overall system.

Importantly, our transition will reflect the intent of RoVE while aligning with the fundamental values of those of Primary TITO.

The people we serve are tangata whenua and of the wai. We have close and authentic connections across Aotearoa with iwi, hapū and Māori agribusiness. Our Māori and Pacific advisory group, He kanohe kitea has provided a deepening insight into what it means to give effect to the Te Tiriti o Waitangi. Our transition must assure our stakeholders that we are able to continue and enhance our current level of engagement with Māori to ensure we are capable and confident to give effect to Te Tiriti o Waitangi.

In accordance with Te Tiriti o Waitangi, Primary TITO, like Te Pūkenga is *“focused on ensuring our services work well and respond with excellence to the needs of Māori learners and their whanau, and to the aspirations of iwi and Māori communities throughout Aotearoa”*. We support the intent of Te Pae Tawhiti: 2020 to 2025 Embedding Te Tiriti o Waitangi Excellence and Ensuring Service Equity for Māori and note that many of the objectives already sit within the Primary TITO strategic plan 2020-2025 and are reflected in our values of

- Manaakitanga - Service Mentality
- Whanaungatanga - Quality Touch
- Mana Motuhake – Responsiveness

It is pleasing for us to note the alignment of our Primary TITO values to those of Te Pūkenga

- Manaaki. Aroha. Taki. We reach out and welcome in.
- Mahi Tahi. Whanaungatanga. Tatai hono. Mahi tohungatanga. We learn and achieve together.
- Kia tupu, kia hua. Tu horomata. Tohungatanga. We strengthen and grow the whole person.

This reflects a consistency of values which we connect to as an organisation.

Weaving these values into a meaningful response to Māori is to align with, apply and demonstrate our commitment to Te Tiriti o Waitangi where cultural competency is a key indicator valued by Iwi, hapū and whānau. Our experiences and insight with Māori corporates guide us to appreciate and consider the key 'why – drivers' for Māori. These include:

1. Raising the productivity of individuals by being qualified and active in their career progression.
2. Taking an intergenerational strategy to rebuild and reclaim the ability to be self-determining.
3. Through ongoing education/learning health and wellbeing of Māori is raised.
4. 'Mana to mana' where appropriate leadership and decision making is effective and efficient for the balance between the economy and the ecological health and wellbeing of our environment.
5. Reo and tikanga is a taonga (treasure) that reinforces our point of difference globally and offers a unique opportunity to create innovative solutions that protects and maintains the interdependency we have with each other and the environment.

In all of the discussions Primary TITO has had with its Industry Partnership groups, Stakeholder Council, Board, the Food and Fibre Capability Forum and senior industry leaders within the Primary sector all have agreed that they want a whole of sector approach to vocational training rather than individual sectors of primary industries looking out for their own needs. Our "whole is greater than the sum of its parts" and breaking out specific parts will result in breaking the model entirely. The whole of Primary TITO includes our highly successful trades academy which is integral to ensuring pathways into the primary sector. This will transition to Te Pūkenga with the Primary TITO, and it is our expectation that it remains as part of the overarching National School of Food and Fibre structure.

The intent is to reassure our industry bodies and employers that transition will be seamless. We aim to ensure continuity of service to the food and fibre sector alongside the development of a visionary and transformative delivery model that is able to transform the vocational pathways into the food and fibre sector and ensure complete parity for all learners in an authentic way that fully meets the vision and intent of Te Tiriti o Waitangi.

By standing together as a whole and through the Primary Industries CoVE, and other industry partners, we can ensure we develop a sustainable and attractive vocational system that appeals to (and attracts) new employees and learners, allows flexibility of employment across sectors to allow for upwards

progression, and is seamless in terms of on job, off job, informal and formal learning. Critically we can develop attractive career and learning pathways which resonate with the industries we serve.

Whāia te iti kahurangi ki te tūohu koe me he maunga teitei: Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain.

When the transition will occur and rationale

Describe when the transition will occur and explain the rationale for the proposed timing.

Note: This date has since changed to 1 October 2022

Following extensive discussions with the Stakeholder Council and Primary ITO Board, it is intended that Primary TITO will transition on **5th of October 2022**.

This timeframe will give the Transitional Industry Training Organisations (TITO's) and the preferred provider time to codesign an operating model and provide confidence to our industries, employers and learners that the transition is well managed, and executed, as well as having a system which will deliver better outcomes for industry, employers and learners. It is intended that this date be fixed to allow the Primary TITO transition team certainty in their planning around novating contracts and bringing to an end the legal entity of the Primary ITO incorporated Society. Most importantly it is critical to give all staff certainty of when the transition will occur and a clear understanding of the process to achieve it to ensure that all staff enjoy a seamless and risk-free move to the Te Pūkenga WBL and are motivated to stay and deliver for our 20,000+ learners and 6000 employers.

All timeframes for all transitions are being carefully managed, and, as with all large change processes timeframes are paramount.

Transition of other activities

Describe how any other relevant activities (including Government-funded activities such as Trades Academies) will be delivered during and after transition.

Pathways into Primary Industry (PiPI)

The PiPI project is a TEC funded response to COVID-19 with a focus on attracting and retaining people into the Primary sectors. The funded project will be completed by April 2022 and the resulting work programme will be included into Primary TITOs business as usual. All staff, resources and products will transition to Te Pūkenga with Primary TITO.

Trades Academy

All Trades Academy staff, delivery models, products and funding will transition to Te Pūkenga with Primary TITO and will remain with Primary TITO in the Work-based learning subsidiary.

Gateway programmes

All Gateway programmes, activities and resources will transition to Te Pūkenga with Primary TITO and will remain with Primary TITO in the Work-based learning subsidiary.

Relevant post-transition activities

Provide high-level information about relevant post-transition activities (if these are known).

Te Pūkenga is currently undertaking design of a future operating model intended to align future service provision with the RoVE vision and the Minister's expectations. The initial transition as a going concern is intended to ensure that there are no unintended disruptions for learners and employers through the transition period and to ensure that consultation with a wide range of stakeholders and full change impact analysis can be undertaken before changes are made to current service models. Primary TITO is committed to engaging constructively in this process prior to transition and employees, industry and learners will seek to remain engaged following transition. In summary, the initial transition as an integrated business unit is to enable subsequent transformation to the future service model envisaged under RoVE.

The current Primary TITO entity will cease to exist post transition. The current incorporated society will be dissolved once all final dissolution processes have been completed.

1.2 Alignment with learner, employer, and industry needs

RoVE aims to create a unified system that is ready for a fast-changing future of skills learning and work. The system will:

- Deliver to the unique needs of all learners, including those who have been traditionally under-served, such as Māori, Pacific, and disabled learners,

- Be relevant to the changing needs of employers,
- Be collaborative, innovative and sustainable for all regions of New Zealand, and
- Uphold and enhance Māori-Crown relationships.

To help meet these goals, TEC wishes to ensure that the Transition Plan addresses the priorities of learners, employers, and industry, and that the Transition Plan is informed by what success looks like for these groups.

Alignment with learners' needs

Describe what is important for your **learners (including under-served learners)** in terms of the Arranging Training and Apprenticeship Training Activities you currently provide and how the proposed transition approach supports these needs:

Our proposed transition approach ensures that the current model of arranging training remains as a coherent whole enabling continuous alignment with learners (including under-served learners) needs.

The arranging training function of the Primary TITO operates **two fundamentally different organisational** models. The first, in the agriculture and horticulture industries has their training arranged *locally and regionally* through Primary TITO's network of Training Advisors. The second, mostly in the food processing and primary services industries, operates *nationally* with larger employers and/or niche market provision to suit the needs of the businesses.

Each of our models rely on a close working relationship between the employer, the learner and Primary TITO and are most effective when all three parties communicate well and support each other's roles in training. The models are flexible and responsive to the needs of businesses and training can be arranged to cater for the seasonal fluctuations in work across the sectors.

Agriculture and horticulture arrangements are relatively 'high-touch', where Primary TITO has a direct interface with the learner and employer. This model is suited to the predominantly small to medium size enterprises in these sectors. The model has the flexibility to cater for the needs of some of the larger businesses, for example, large corporate dairy farms, that are more suited to the models that are used in the processing sectors.

Training Advisors are the direct interface with learners and their employers and are responsible for achieving successful outcomes for the learners. The Training Advisor recruits employers and learners, plans the training programmes then mentors *and assesses* the employer and learner over the course of the programme.

Training Advisors are directly supported by Regional Coordinators, servicing their local agriculture and horticulture industries throughout Primary TITO's network of twelve regional offices.

National arrangements are more at 'arms-length', with Primary TITO working through an intermediary, who could be the employer or a third-party roving assessor. The direct interface with the learner by Primary TITO is not part of this model with funding provided to the business to manage pastoral care and learner progression with clear expectations set and monitored between Primary TITO and the business. These arrangements are managed by Primary TITO's Sector Managers who liaise directly with the business to ensure the business has the systems and processes in place for learners to achieve their qualifications.

Primary TITO registers assessors in the workplaces and moderates the assessments carried out. Assessors are given formal training on assessment by Primary TITO.

The arrangement is flexible and agile to the needs of a large range of industry sectors and different business arrangements under Primary TITO's coverage.

While Primary TITO operates these two quite distinct models, there is support for all learners and employers as they work through the industry training programmes.

Pastoral care, or ensuring the needs of learners are met, are built into both models.

Training Advisors, through their regular visits and other monitoring can evaluate how a learner is progressing and take additional steps, such as more regular visits or phone calls to the learner, having a discussion with an employer if more help is required and, in some cases, linking the learner to the network of mentors Primary TITO has across the country.

Training Advisors also set up study nights for learners to work through some of their written assignments together and facilitates them establishing their own networks. This is particularly beneficial for learners who work in small remote businesses where they may be the only person in the workplace undertaking training.

The experience of the COVID-19 epidemic has meant that Primary TITO and learners have become more attuned to using technology to support the learning and monitoring progress. Primary TITO was also able to provide additional technology for some learners during this time.

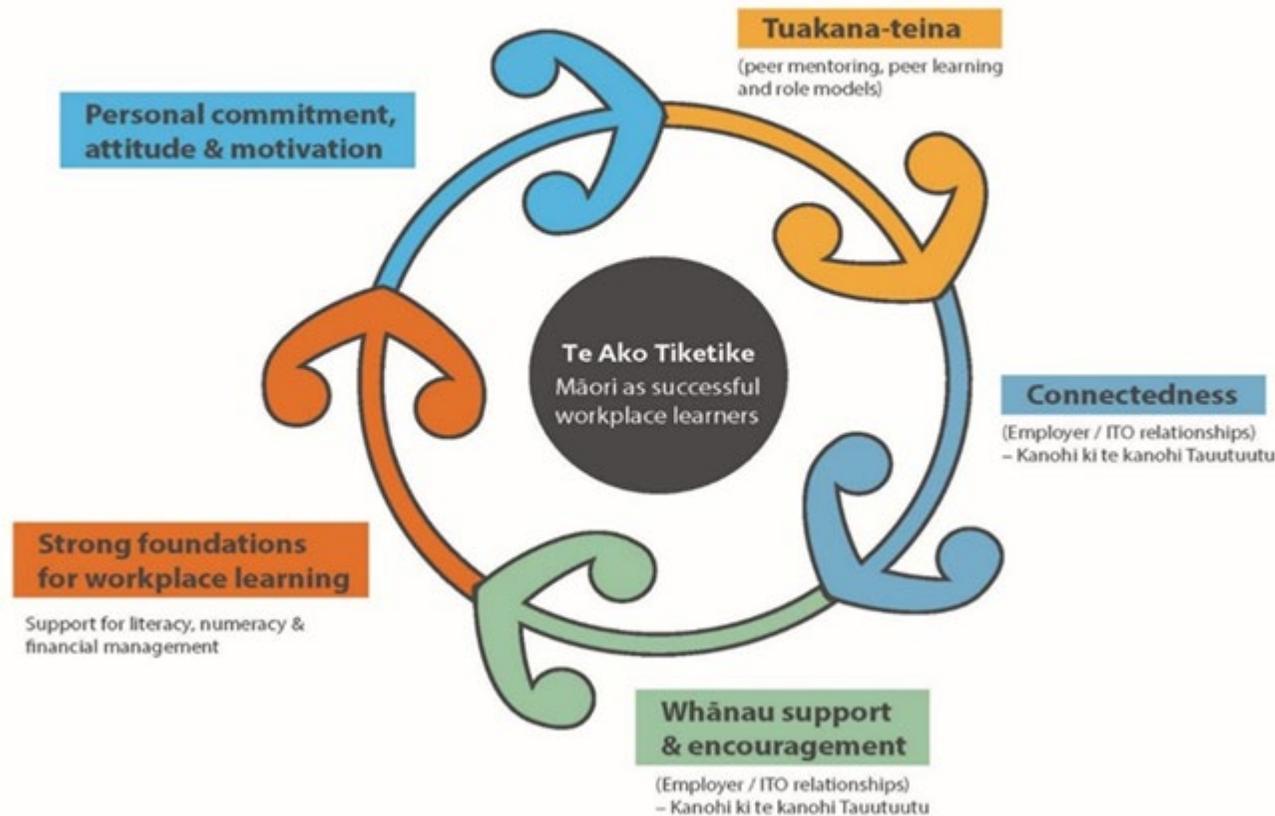
With the national arrangements Primary TITO staff work alongside the staff in the businesses. Primary TITO reports are provided to the businesses that show the progress of learners and where this is not up to standard Primary TITO staff work alongside the business to devise solutions for individual learners. For example, learners with literacy and numeracy difficulties are able to access additional support from Primary TITO literacy team that provides resources and strategies for the business to implement themselves.

Primary TITO will look at the longer-term needs of both learners and employers. Learners need to see how they can increase their learning to progress their careers and employers need to look at how training can assist them to increase productivity, meet the challenges of new technology and ways of working and to retain staff. Primary TITO staff can assist the understanding of what is available to support both parties.

Primary TITO has in recent years increased its focus on Māori and Pacifica parity, participation and progression. The introduction of the Te Ako Tiketike model is a key element in this work – see below:

A Model For Successful Māori Learners In Workplace Settings

Cain Kerehoma, Jenny Connor, Loretta Garrow and Carmin Young



The essence of this model is what should drive the interaction between Primary TITO and the learners. The model is increasingly being used as a diagnostic tool to critique the readiness of the learner, employer, and Primary TITO for the learning journey. Using the model has identified areas where more work is

required to ensure success for learners. These include a larger investment in the onboarding experience, employer capability building and establishing technical mentors across all sectors.

The Primary TITO has two committees with a specific focus on programme development and review, and learner progression.

The Portfolio Committee has the following responsibilities:

- To oversee the operational delivery of Primary TITO's annual product portfolio plan
- To ensure Primary TITO's product portfolio is monitored, reviewed and maintained
- To develop a proposed annual product portfolio plan for SLT consideration and approval
- To ensure quality and compliance obligations are maintained
- To advise on the academic strategic direction and practices of Primary TITO.

The Learner Progression Committee has the following responsibilities:

- To develop an overarching learner progression strategy
- To define variations of the strategy in relation to Primary TITO's diverse delivery models
- To provide thought leadership which supports learner progression
- To oversee the operational delivery of Primary TITO's learner progression projects
- To monitor learner progression metrics and data analysis.

It has been identified that early interaction and collaboration with ITP's is an important aspect of transition into Te Pūkenga. Alongside several delivery model pilots i.e., with Tai Poutini Polytechnic, WINTEC and Otago Polytechnic (Central), Primary TITO has been invited as a member of the Te Pūkenga Primary Industry Steering group. This is an opportunity to work together to understand the unique needs of all learners in the vocational education system and to ensure the delivery models in new programme development encompass all necessary delivery models.

The Steering group are holding the PIPTA conference at Primary TITO head office, further demonstrating collegiality across the ecosystem.

Alignment with employers' and industries' needs

Describe what is important for your employers and industry in terms of the Arranging Training and Apprenticeship Training Activities you currently provide and how the proposed transition approach supports these needs:

Our proposed transition approach is supported by industry as it ensures that the current model of arranging training remains as a coherent whole enabling continuous alignment with employer and industry needs.

The arranging training arrangements with employers across our sectors is described in the previous section. The two operational models that Primary TITO uses have the flexibility needed to meet the needs of the diverse businesses that make up our sectors.

Primary TITO interacts directly with employers who are training using the arrangements described above and, in addition, has a range of mechanisms for a collective voice of employers to be heard. Primary TITO operates Industry Partnership Groups (IPG's) across 14 sectors in the industry. The IPG's are made up of employers and industry associations. Each IPG in turn nominates one person to Primary TITO's Stakeholder Council (SHC) where cross-industry discussion occurs. The roles and functions of these groups are described in Primary TITO's constitution. The IPG and SHC structures provide a direct voice from industry into the operations of Primary TITO and have been a vital link with industry during the consultation on the ROVE programme and more recently on the Transition Plan for arranging training.

Following Discussions with Te Pūkenga DCE Operations Vaughan Payne, it has been agreed that IPG's are a fundamental part of the existing Primary TITO and therefore they will also play a key role for the Primary TITO Directorate in the WBL post transition.

A recurring theme with industry as we have engaged with them on ROVE and on the Transition Plan has been the high value they place on the staff of Primary TITO whom they work with. They see these staff having a deep connection to the industry sector and to the employers in the sector who are training and do not want to see them lost as arrangements move to the Te Pūkenga Work-Based Learning subsidiary.

1.3 Employer and industry support

TEC needs to ensure that each TITO has been through an appropriate process, including adequate engagement with substantially affected parties, to enable the TEC to understand the views of those engaged on the proposed transition. This will help to ensure that the transferred activities do not disrupt service to employers and industry groups, and it minimises the risk of a successful judicial review in the event of a challenge to a decision related to a TITO Transition Plan. It is important a robust process is followed that meets the standards of administrative law.

Nature of engagement with employers and industry

Primary TITO has engaged with industry and employers using the formally constituted Primary TITO mechanisms of the industry Stakeholder Council (SHC) and Industry Partnership Groups (IPG's). These groups provide a two-way communication channel between Primary TITO and industry.

The 14 IPG groups have members nominated by their industries to represent their sectors. Each of the IPG's then nominates a representative to the SHC. IPG members are mostly employers in the sector or industry associations that represent large numbers of employers in their sector. Each member of an IPG has a responsibility to communicate with the industry and employers in their networks.

IPG's cover over 90% of Primary TITO's learners and employers. The remaining employers and learners are in small, diverse, mostly service-related sectors are coordinated by the National Group Manager – Primary Services and Food Processing. Each of these small sectors have received direct communication from Primary TITO on the Transition with Primary TITO collating responses from these as they arise.

The key Primary TITO interaction with employers and learners by Primary TITO field staff continues. Any concerns expressed about the transition in meetings can be fed back to the Primary TITO Transition Team by those staff.

Since the beginning of the ROVE process the SHC and IPG's, alongside the Board, have set the direction for Primary TITO for transition. The draft arrangements were discussed and agreed with the SHC at its May meeting with the engagement feedback to date being communicated with them in June 2021. The Stakeholder Council continues to meet on a six-weekly cycle for continued updates, information sharing and consultation. These meetings will continue until Primary TITO's final transition plan has been approved by TEC.

Over May and June special meetings of the IPG's have been called to inform and engage with the IPG on the draft Transition plan. A short paper that simplified the messages for the groups was prepared and sent to the groups ahead of their meetings. Below is the commentary provided to our stakeholders which we requested support for.

The draft Primary TITO's Transition Plan proposes to transfer the arranging training function to the newly formed Te Pūkenga Work Based Learning subsidiary in October 2022.

The transfer of arranging training will have learners and employers/industry at the centre and be guided by the following underpinning principles:

- o Maintaining the current service and delivery model with our current staff*
- o Maintaining the current level of engagement with industry and employers to ensure their needs are met*
- o Maintaining the national reach and sector-based services*
- o Continuing to use the Primary TITO trading name*
- o Continuing to operate the Gateway and Trades Academy programmes as pathways to primary industry careers*
- o Continuing relationships with our current training providers and entering into new relationships where this is needed*
- o Continuing to use the Portfolio Committee for programme development.*

What does “arranging training” mean?

- Working with employers to:
 - o develop programmes that meet their needs.*
 - o sign up employees into work-based learning.*
 - o operate industry training in their workplace, including the registration of workplace assessors**
- Working with learners in a way to make sure they progress through and achieve the outcomes of their training*
- Organising any off-job training with quality providers.*

What is the Work-based Learning Te Pūkenga Subsidiary?

- Set up to manage the transition of TITO-based arrangements into Te Pūkenga*
- All of the 16 current polytechnics are also subsidiaries*
- Is currently working on the operating model for work-based learning.*

Timeframes

- Standard-setting role will transition to the Workforce Development Council on 4 October 2021*
- Draft TITO transition plan for Arranging Training to TEC by 30 June*
- TITO transition plan final to TEC by 30 September*
- Last date for Primary TITO to transition 31 December 2022.*

The Transition Plan was also communicated more widely in Primary TITO's newsletter of 4 June with an opportunity for a broader group of our stakeholders to join a conversation with the Transition Team on 10 June. This online meeting was well attended by 25 individuals representing industry, employers and providers.

Results of engagement

There is complete industry support for Primary TITO transitioning to the Te Pūkenga Work Based Learning Subsidiary in October 2022. Industries see value in the approach of Primary TITO retaining the current training models with the current staff through the transition.

Many of the groups spoke about the value of Primary TITO staff who are integral to the participation and success of workplace learning. The processing sectors (Seafood, Meat and Dairy Processing) in particular, value the capability that has been built in Primary TITO and how Primary TITO staff have a very clear understanding of the business models of the sector and how the business can most effectively provide learning opportunities to their staff. There was strong advocacy from the agriculture and horticulture groups to ensure the Training Advisor model remains a fundamental aspect of the Te Pūkenga operating model post transition. 9(2)(b)(ii) has recently contacted Te Pūkenga to express that with five ITO's, now two WDC's and Te Pūkenga there are too many voices in the system, and they wish to work through one key point of contact. They have requested that Primary ITO be the single key account manager to represent their needs within the Te Pūkenga system with Te Pūkenga to better understand how this might be operationalised. Other key industries such as the 9(2)(b)(ii) have expressed similar sentiment.

The engagement with the IPG's has highlighted the complexities of ROVE for industry and the uncertainties that are there for the future. Questions asked by members often referred to aspects of ROVE that are still undecided such as the Unified Funding System and the Operating Model of Te Pūkenga.

9(2)(b)(ii) were concerned about the lack of progress on the Unified Funding System. This is an industry that has struggled to fit into the current vocational education system. The group urged Primary TITO to ensure it is considering their sector when involved in discussions about the future funding model. 9(2)(i)

The second focussed area, the Operating Model, dominated much of the discussion on ROVE. Industries want greater certainty about how they will have their training needs met and how their voice will be heard in Te Pūkenga. A number of IPG's commented on the importance of the interface between Primary TITO and employers. They felt this is well covered in the Transition Plan but must also be part of the future system inside Te Pūkenga. Primary TITO is not able to provide this certainty to industry with the Transition Plan as the timelines from TEC are not matched with the outcomes of the Te Pūkenga work. Primary TITO is only able to comment on its participation in working groups and engagement with the TEC and Te Pūkenga as these areas are developed. The Dairy IPG expressed concern regarding the uncertainty of the operating model and reinforced the expectation that change is

transformative, not just transitional. They suggested that a greater level of consultation would be helpful, and this will be a consideration moving forward. However, the Dairy IPG gave their support in principle to the transition plan.

Whilst there is reference in the transition plan that the 9(2)(b)(ii) sector may pursue an independent path to arrange training via their PTE - 9(2)(b)(ii) this is not likely. They do however believe there is potential in the future for their PTE to possibly be contracted to provide bespoke services in a similar fashion as the current model with the Primary ITO, where 9(2)(b)(ii) are the training providers.

The Pipfruit IPG members together with New Zealand Apples and Pears Inc., the industry body that represents all Apple and Pear growers in New Zealand, expect that the Primary ITO will pro-actively support the Pipfruit sector learners, Industry, and all delivery providers to transform and innovate the current delivery mechanisms collaboratively across the main growing regions of the country, their view is that this should start with immediate priority and not wait until the approved transition date of October 2022.

Engagement also shows that the splitting of the standard setting and arranging training functions is not easy for industry to understand. Many asked about qualification developments and the value of current qualifications in the new systems.

There are some concerns about the timing of the transition to Te Pūkenga although once it is explained that Te Pūkenga is moving with caution and still developing its operating model and capacity this concern lessens.

Employer and Industry engagement and support

Based on your TITO’s *current employer and learner base* (at the time you complete the Transition Plan), please provide details of the number of employers and learners in each sector, the numbers and percentages of your employers engaged with regarding the proposed transition (and the number of learners they represent), and the numbers and percentages of engaged employers who have supported the proposal.

Of the employer and industry representatives of the sectors and industries we have engaged with, we have had overall support for our transition plan, as indicated in the following table. This table represents the total number of learners and employers that Primary TITO connects with in each of the industries. These learners and employers are represented through Industry Partnership Groups (IPGs) i.e., a subset of our employers who also represent learners. Our engagement with learners and employers has been through our IPGs, all of whom support the transition plan. Therefore, the figures below state 100% engagement and support which reflects the overall support we have had from our IPGs.

Sector	TOTAL		Engaged			Supportive		
	Employer #	Learner #	Employer #	Employer %	Learner #	Employer #	Employer %	Learner #
Amenity Horticulture Services	578	1343	578	100%	1343	578	100%	100%

Dairy Farming	2425	3632	2425	100%	3632	2425	100%	100%
Dairy Processing	70	728	70	100%	728	70	100%	100%
Equine & Racing	113	172	113	100%	172	113	100%	100%
Kiwifruit & Avocado	71	201	71	100%	201	71	100%	100%
Meat Processing	36	620	36	100%	620	36	100%	100%
Nursery Production	79	153	79	100%	153	79	100%	100%
Pipfruit	68	135	68	100%	135	68	100%	100%
Seafood	33	225	33	100%	225	33	100%	100%
Sheep, Beef & Deer Farming	388	498	388	100%	498	388	100%	100%
Sports Turf	156	260	156	100%	260	156	100%	100%
Vegetables & Other Fruit Production	112	230	112	100%	230	112	100%	100%
Viticulture	86	167	86	100%	167	86	100%	100%
No IPG	368	1043						

During quarters two and three there have been regular online update meeting with the Stakeholder Council. On 1 September the Stakeholder Council were provided with the Transition Plan approved by the PrimaryITO board. On 15 September Primary TITO held a final online meeting with the Stakeholder Council (SHC), outlining the final transition plan and timeframes, and requested letters of endorsement on our transition plan, signed by the members, representing the industries represented by our IPG's. Primary ITO will continue to update the Stakeholder Council and IPG members on matters which are significant to the transition and then transformation of Primary TITO.

Please provide a list of relevant industry bodies and/or professional associations, show whether you have engaged with each of them, and whether they support the proposal. If you can, please describe how much of the industry and/or which organisations each body represents.

Industry body	Representation	Engaged with? Y/N	Supportive? Y/N
Dairy NZ	Milk production (cattle, goats, sheep). Engaged via IPG 08-06-21	Y	Y
NZ Thoroughbred Racing	Equine Breeding and Thoroughbred Racing. Engaged via IPG 25-05-21	Y	Y
Harness Racing NZ	Harness Racing. Engaged via IPG 25-5-21	Y	Y
NZ Racing Board	Thoroughbred and Harness Racing. Engaged via IPG 25-5-21	Y	Y
NZ Kiwifruit Growers Inc.	Kiwifruit and production/post-harvest. Engaged via IPG 02-06-21	Y	Y
Meat Industry Association	Red meat processing. Engaged via IPG 28-05-21	Y	Y
NZ Plant Producers Inc.	Nursery production. Engaged via IPG 27-05-21	Y	Y
Seafood NZ	Aquaculture, Fishing, Processing. Engaged via IPG 01-06-21	Y	Y
Beef + Lamb NZ	Sheep and beef production. Engaged via IPG 31-05-21	Y	Y
Sports Turf	Sports, golf, bowls turf. Engaged 8-6-21	Y	Y
NZ Wine Gowers	Viticulture. Engaged via IPG 9-6-21	Y	Y
Shearing Contractors Association	Wool harvesting, handling and pressing. Engaged via IPG 24-05-21	Y	Y
Federation of Māori Authorities	Māori agribusiness. Meeting scheduled for 1 September 2021 - has been postponed due to Covid lockdown		
Food & Fibre Capability Leadership Group	Food & Fibre. Meeting 25/6 The group will be working on a cohesive vision for the Food and Fibre sector which will be provided as annex to Primary TITO's Final Transition Document but support Primary TITO's current transition approach.	Y	Y

Please describe your approach to employer and industry engagement during the development of the Transition Plan. Please include, for each sector, commentary on:

- How you engaged (What information was provided? How was the engagement conducted? How many parties participated? How was feedback provided? What was the feedback received?).
- Which employers and industry bodies supported the proposed transition, and what feedback did they provide?
- Which employers and industry bodies did not support the proposed transition, and what feedback did they provide?

Key existing employers and industry bodies support the Transition Plan

Provide evidence that key existing employers and industry bodies support the Plan (e.g., survey, letters of support, key industry names and contact details). Please also provide information about existing employers and industry bodies that *do not support* the Plan, including reasons given by those employers or industry bodies do not support the Plan, and the TITO's treatment of that information (e.g., how their views were taken into account):

Letters of endorsement are attached in Appendix 2.

1.4 Status of discussions with Receiving Organisations

Use this section to describe the status of discussions and negotiations with proposed Receiving Organisations. Also show the next important milestone(s), and any unresolved issues for each Receiving Organisation. (Note that unresolved issues can be summarised, if needed.)

Activity	Receiving Organisation	Progress as at end September 2021	Next significant milestone	Issues to resolve
Arranging Training and Apprenticeship Training Activities	Te Pūkenga	<p>General agreement to transition all other Primary Industry arranging training function to Te Pūkenga.</p> <p>As per Partnership agreement between the two parties (14 April 2021).</p> <p>Te Pūkenga's due diligence process is underway.</p> <p>Commercial Terms have been agreed between Te Pūkenga and Primary ITO.</p>	<p>Commercial Terms to be approved by Primary ITO and Te Pūkenga WBL boards.</p> <p>Te Pūkenga initial high-level conceptual design for the future operating model released for consultation.</p>	Understanding of proposed operating and organisational structure to provide surety to our industry stakeholders.

1.5 Conflicts of interest

Use this section to describe interests held by the TITO (or any individuals currently or recently associated with the TITO) and the proposed Receiving Organisations.

Provide information about:

- any existing interests (whether direct or indirect) that you (or an associated individual) has in any of the proposed Receiving Organisations; and
- any resolution or other expression of intention to take an interest in any proposed Receiving Organisation, or to increase an existing interest.

TITO or Individual	Nature of Interest	Receiving Organisation	Commentary
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Andrea Leslie	Board member	Ara – Te Pūkenga	Conflict will be managed as per direction from Te Pūkenga
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Section 2: Transition of Arranging Training

TEC wishes to understand the rationale for the preferred Arranging Training provider(s), and to ensure there will be minimal service disruption through the transition. TEC will be looking for evidence that staff currently employed in Arranging Training roles are considered fairly, in line with best practice employment relations activities and with the People Transition principles developed in 2020. TEC also wishes to understand (at a high-level) the anticipated work plan to transition key activities and related assets, information, processes and systems with minimal service disruption, the legal/commercial mechanisms which will support and enable the transition, and the planned approach to working with external parties.

Use this section to set out the how the TITO plans to transfer responsibilities for Arranging Training to the preferred provider(s). Show the planning to ensure continuity of service to learners (including under-served learners), schools, providers, employers and industry groups. Describe critical roles, and specific skills and expertise that must be retained, and the approach to retain these through the transition. Show how key information and assets (such as IT systems) will be transitioned. Provide information about the key commercial and legal mechanisms intended to be used through the transition.

This information will allow TEC to provide support for each TITO's transition process and for the handover of Arranging Training activities to preferred providers.

2.1 Rationale for preferred provider(s) of Arranging Training

Potential providers for Arranging Training are Te Pūkenga, existing PTEs, wānanga and new PTEs (including TITOs that wish to become a new PTE). Use this section to provide information about the potential providers considered, and the provider(s) chosen to receive the Arranging Training activities.

Providers that have been considered for Arranging Training

List each provider(s) that has been considered for Arranging Training, the approach for engaging and evaluating them, and the rationale for wanting to proceed/not proceed with each. Please provide information in respect of each provider included in the 'long-list' supplied by TEC.

Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model. The current model of delivery by PTE's in partnership with Primary TITO is a model not well understood by the ITP system, however it is crucial to the success of our work-based learner (and employer) ecosystem.

PTEs provide models which enable.

- Employers/industry as trainers
- Flexibility and ability to provide training where and when required.
- Development of capability tailored to the needs of learners.
- Regional reach – regionally accessible vocational education available to all NZ
- Understanding of learning styles and needs of industry/employers.
- Connection with industry
- Responsibility for quality compliance
- The ability to establish a network of PTE's to ensure just in time learning, flexibility and ensure current best practice for the industry.
- Contextualised learning through experience. Applied knowledge is crucial for authentic learning.
- Tutor currency, relevant and connected to current practice e.g., dairy pay out, able to apply context for learning
- Tutor specialisation and credibility
- Ongoing support from the employers and ongoing security for employers
- The potential to provide non formal learning opportunities which attract alternative funding e.g., MPI
- The opportunity to promote career pathways and provide a learning pathway which are best contextualised in the workplace.

Many of our conversations have been based on the guidance we received from TEC on 30 April 2021 which confirmed;

“PTE's will remain an important part of the vocational education sector, just as they currently are. PTE's will in the future have the option of seeking funding to offer work-integrated and work-based training in line with their current or future capabilities. RoVE intends to ensure the vocational education sector remains diverse, offering choices for both learners and employers.”

The process for determining which providers might be considered for the arranging training function was rigorous. We first conducted a desk top review of known capability, EER reports, moderation history and current accreditations/approvals. The capability we were looking for were those PTE's who already undertook much of the arranging training function such as running a training advisor approach, developing their own programmes and resources and those with an organisational structure which is capable of operating independently from the Primary TITO. Alongside Te Pūkenga, there were only two other providers which met the criteria. 9(2)(b)(ii) The details of the interactions with these are below;

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii)	<ul style="list-style-type: none"> • Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals. • Initial contact made to gauge interest 13 January 2021 • Follow up meeting to work through the details 25 May 2021 • Evaluation in the form of; current capacity and capability, willingness to invest and support the industry and its learners, understanding of potential financial considerations; structures which enable independence from Primary TITO current staff 	<p>At this stage 9(2)(b)(ii) are ruling out taking on arranging training before Primary TITO transitions to Te Pūkenga. (Appendix 2)</p> <p>Primary TITO has made a commitment to 9(2)(b)(ii) that there will be an opportunity to revisit this as an option once there is greater understanding of the new operating model (i.e., post-transition, within WBL). 9(2)(b)(ii) will retain the right to consider taking on the arranging training function during and beyond transition.</p> <p>9(2)(b)(ii) is vital to the delivery of 9(2)(b)(ii) throughout New Zealand, and we have had a clear direction from industry that they must remain in this space.</p>
9(2)(b)(ii)	<ul style="list-style-type: none"> • Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals. • Initial contact (19 February 2021) made to gauge interest • 2 June 2021 -Follow up meeting to work through the details • Evaluation in the form of; current capacity and capability, willingness to invest and support the industry and its learners, understanding of potential financial considerations; structures which enable independence from Primary TITO current staff. 	<p>At this stage 9(2)(b)(ii) are ruling out taking on arranging training before Primary TITO transitions to Te Pūkenga.</p> <p>Primary TITO has made a commitment to 9(2)(b)(ii) that there will be an opportunity to revisit this as an option once there is greater understanding of the new operating model. 9(2)(b)(ii) will retain the right to consider taking on the arranging training function during and beyond transition</p> <p>9(2)(b)(ii) is vital to the delivery of 9(2)(b)(ii) throughout New Zealand, and we have had a clear direction from industry that they must remain in this space.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
Te Pūkenga	<p>Primary TITO will undertake evaluation and engagement with Te Pūkenga</p> <p>Full due diligence will be completed</p> <p>Primary TITO is fully engaged with service model, funding system, qualification review and other work streams as necessary.</p>	<p>To transition all arranging training to Te Pūkenga because</p> <ul style="list-style-type: none"> • the majority of sectors believe that Te Pūkenga has the only training infrastructure, capability and experience in which would ensure continuity of providing off-job training to work-based learners • there are no other transition options which would gain the support of industry.
Providers considered but not further pursued	Approach to engaging and evaluating this provider	Decision and rationale

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>Met face to face on 13 May 2021 with 9(2)(b)(ii) and again on 8 June with 9(2)(b)(ii) to discuss the future post RoVE.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) are developing capacity to deliver primary industry training however, they do not have capacity/capability to meet the complete arranging of training function. They use Primary TITO resources and rely heavily on them, they do not work with relevant industry as programme and assessment design, which, alongside understanding of industry need is the mandate of Primary TITO.</p> <p>Furthermore, we have had indications that 9(2)(b)(ii) is not interested in pursuing an arranging training role but instead is committed to ensuring that their delivery is of high quality. We will not be pursuing any further conversations regarding arranging training function with them.</p> <p>Following a further meeting with 9(2)(b)(ii) on 8 June Primary TITO has reinforced the importance of all PTE's to the arranging training ecosystem. Without the flexibility, nimbleness, regional reach and authentic tutor capability, work-based learning models would be severely impacted.</p> <p>It is very important that 9(2)(b)(ii) is not lost to the system and that time is taken to ensure delivery models are as effective for learners and employers as possible. Primary TITO commits to ensuring ongoing contracted delivery by 9(2)(b)(ii) throughout and beyond transition</p> <p>Following discussions with Primary TITO, TEC understands its rationale for not proactively engaging with this PTE to discuss the possibility of 9(2)(b)(ii) arranging training.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>Met face to face on 20 April 2021 and again on 8 June with 9(2)(b)(ii) to discuss the future post RoVE.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) have inappropriate geographical coverage to deliver arranging training activities. They do not have capacity/capability to meet the complete arranging of training functions and we do not consider that they work with work-based learners in their own right. They are highly reliant on Primary TITO to provide them with resource, programme, and assessment design, alongside understanding of industry need. We will not be pursuing an arranging training conversation with them but following a further meeting with 9(2)(b)(ii) on 8 June Primary TITO has reinforced the importance of all PTE's to the arranging training ecosystem. Without the flexibility, nimbleness, regional reach and authentic tutor capability, work-based learning models would be severely impacted.</p> <p>Following discussions with Primary TITO, TEC understands its rationale for not proactively engaging with this PTE to discuss the possibility of PTE arranging training.</p> <p>Very important that 9(2)(b)(ii) is not lost to the system and that time is taken to ensure delivery models are as effective for learners and employers as possible. Primary TITO commits to ensuring ongoing contracted delivery by 9(2)(b)(ii) throughout and beyond transition</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>Met face to face on 13 May and again on 8 June with 9(2)(b)(ii) to discuss the future post RoVE.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(i) are contracted by us to deliver training to the 9(2)(b)(i) industry. They also deliver SAC funded and non-formal training. They are well connected with industry and have a direct relationship with 9(2)(b)(ii). However, we will not consider them to take on an arranging training function due to the fact that; 9(2)(b)(i) have made it clear to us that this is not their preference; the 9(2)(b)(ii) sector needs consistency, not specific training just for 9(2)(b)(ii) has limited geographical reach; our IPG's preference that the current arrangements remain in place.</p> <p>Following a further meeting with 9(2)(b)(i) on 8 June Primary TITO has reinforced the importance of all PTE's to the arranging training ecosystem. Without the flexibility, nimbleness, regional reach and authentic tutor capability, work-based learning models would be severely impacted.</p> <p>Following discussions with Primary TITO, TEC understands its rationale for not proactively engaging with this PTE to discuss the possibility of PTE arranging training.</p> <p>Very important that 9(2)(b)(i) is not lost to the system and that time is taken to ensure delivery models are as effective for learners and employers as possible. Primary TITO commits to ensuring ongoing contracted delivery by 9(2)(b)(i) throughout and beyond transition</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) have inappropriate geographical coverage to deliver arranging training activities and do not have capacity/capability to meet the complete arranging of training functions. Much of their contracted (by PrimaryTITO) delivery is part of programmes to meet specific industry need. It would be unlikely that they would even consider taking on an arranging training function and we will not be pursuing a conversation with them.</p> <p>Following discussions with Primary TITO, TEC understands its rationale for not proactively engaging with this PTE to discuss the possibility of PTE arranging training.</p> <p>Very important that 9(2)(b)(ii) is not lost to the system and that time is taken to ensure delivery models are as effective for learners and employers as possible. Primary TITO commits to ensuring ongoing contracted delivery by 9(2)(b)(ii) throughout and beyond transition</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(i)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) are a PTE who we contract in the 9(2)(b)(ii) sector. We also have a very strong relationship with 9(2)(b)(ii) who run a complementary programme to ours and which meets the needs of learners and industry. Feedback from industry is that the current model is working well, providing consistency in graduate outcomes and ensuring availability of training across the country. We are confident that the current model should remain as it is. 9(2)(b)(ii) do not have appropriate geographical coverage to deliver arranging training activities, nor do they have capacity/capability to meet the complete arranging of training functions. We will not be undertaking arranging training conversations with 9(2)(b)(ii)</p> <p>Following discussions with Primary TITO, TEC understands its rationale for not proactively engaging with this PTE to discuss the possibility of PTE arranging training.</p> <p>Very important that 9(2)(b)(ii) is not lost to the system and that time is taken to ensure delivery models are as effective for learners and employers as possible. Primary TITO commits to ensuring ongoing contracted delivery by 9(2)(b)(ii) throughout and beyond transition.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p> <p>A follow up email was received from 9(2)(b)(ii) thanking us for the engagement and agreeing with our stance of the importance of PTE's in the future ecosystem of vocational education.</p>	<p>9(2)(b)(ii) are limited in their delivery options and tend to work within strands for industries rather than offering complete training solutions for an entire sector. While they are a useful PTE for the 9(2)(b)(ii) industry, they do not deliver entire programmes, just those which require specialised theoretical knowledge. They have neither the geographical coverage to deliver arranging training activities nor the capacity/capability to meet the complete arranging of training functions. We will not be pursuing a conversation regarding 9(2)(b)(ii) developing an arranging training function.</p> <p>Following discussions with Primary TITO, TEC understands its rationale for not proactively engaging with this PTE to discuss the possibility of PTE arranging training.</p> <p>Very important that 9(2)(b)(ii) is not lost to the system and that time is taken to ensure delivery models are as effective for learners and employers as possible. Primary TITO commits to ensuring ongoing contracted delivery by 9(2)(b)(ii) throughout and beyond transition.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
<p>9(2)(b)(ii)</p>	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTEs, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) do not have capacity/capability to meet the complete arranging of training functions. 9(2)(b)(ii) has inappropriate geographical coverage to deliver arranging training activities in a consistent manner across New Zealand. Our industries and employers have clearly indicated their strong preference for consistency in the arranging of training function across the country and because of this we will not be pursuing a conversation regarding 9(2)(b)(ii) developing an arranging training function.</p> <p>Following discussions with Primary TITO, TEC understands its rationale for not proactively engaging with this PTE to discuss the possibility of PTE arranging training.</p> <p>It is very important that 9(2)(b)(ii) is not lost to the system and that time is taken to ensure delivery models are as effective for learners and employers as possible. Primary TITO commits to ensuring ongoing contracted delivery by 9(2)(b)(ii) throughout and beyond transition.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) have inappropriate geographical coverage to deliver arranging training activities. They do not have capacity/capability to meet the complete arranging of training functions. While we contract them for service, we do not consider that they work with relevant industry from a programme and assessment design perspective as a stand-alone PTE with an arranging training function. We will not be pursuing an arranging training conversation with them.</p> <p>Following discussions with Primary TITO, TEC understands its rationale for not proactively engaging with this PTE to discuss the possibility of PTE arranging training.</p> <p>Very important that 9(2)(b)(ii) is not lost to the system and that time is taken to ensure delivery models are as effective for learners and employers as possible. Primary TITO commits to ensuring ongoing contracted delivery by 9(2)(b)(ii) throughout and beyond transition to Te Pūkenga.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>9(2)(b)(ii) have made contact with Primary TITO, and we have subsequently met 9 March 2021. They want to be kept informed as to any progress throughout transition decisions and wish to be considered for taking on an arranging function, as appropriate, when the new operating model is finalised and more certainty of the UFS is available.</p> <p>It is very important that 9(2)(b)(ii) is not lost to the system and that time is taken to ensure delivery models are as effective for learners and employers as possible. Primary TITO commits to ensuring ongoing contracted delivery by 9(2)(b)(ii) throughout and beyond transition to Te Pūkenga.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) have inappropriate geographical coverage to deliver arranging training activities. While they do work with work-based learners who they are contracted to deliver to by Primary TITO, we do not consider that they work with relevant industry for programme and assessment design and to develop an understanding of industry need is the mandate of Primary TITO. We will not be pursuing an arranging training conversation with them.</p> <p>Following discussions with Primary TITO, TEC understands its rationale for not proactively engaging with this PTE to discuss the possibility of PTE arranging training.</p> <p>Primary TITO clearly states that we will continue to contract 9(2)(b)(ii) throughout the transition period and beyond.</p> <p>9(2)(b)(ii)</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
<p>9(2)(b)(ii)</p>	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>Primary TITO met with 9(2)(b)(ii) on 23 March 2021. They do not wish to take on arranging training. They are highly connected with and connected by industry. Primary TITO will continue to work closely with 9(2)(b)(ii) throughout and beyond transition.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>The 9(2)(b)(ii) industry has a complex range of arranging training/employer led training options. 9(2)(b)(ii) currently meets some of these, but not all. For example, programme and assessment design sits with Primary TITO as does moderation and review. Primary TITO relationship managers are integral to ensuring consistency of outcomes across the variety of delivery models. We have had a very clear message from industry that it wishes for the flexibility in delivery models to remain which necessitates an independent organisation carrying out the arranging training functions. Industry would not support 9(2)(b)(ii) in this role.</p> <p>Following discussions with Primary TITO, TEC understands its rationale for not proactively engaging with this PTE to discuss the possibility of PTE arranging training.</p> <p>It is very important that 9(2)(b)(ii) is not lost to the system and that time is taken to ensure delivery models are as effective for learners and employers as possible. Primary TITO commits to ensuring ongoing contracted delivery by 9(2)(b)(ii) throughout and beyond transition.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii) [Redacted]	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) [Redacted] are not currently contracted by Primary TITO to deliver primary industry programmes, we do not have a previous history of working with them from any primary industry perspective and therefore would not consider the 9(2)(b)(ii) [Redacted] to be a likely PTE to take on any arranging training function. We will not be pursuing a conversation with them.</p> <p>Following discussions with Primary TITO, TEC has indicated that it understands the rationale for not proactively engaging with this PTE to discuss the possibility of the PTE transitioning to arranging training for the Primary Industry.</p> <p>However, it remains very important to the vocational education ecosystem that this PTE is not lost to the system and is supported throughout and beyond RoVE.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
<p>9(2)(b)(ii)</p>	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>9(2)(b)(ii) contacted Primary TITO on 10 March 2021 wishing to take on the Arranging Training function for NZ. We agreed to meet with him, but 9(2)(a) has made no further contact. 9(2)(b)(ii)</p> <p>Therefore, we will not be further considering 9(2)(b)(ii) as a potential provider of arranging training functions.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) are currently sub-contracted by 9(2)(b)(ii) to deliver workplace training under a SAC funded arrangement. They are not currently contracted by Primary TITO to deliver primary industry programmes and are not our preferred provider in the 9(2)(b)(ii) training arena. Our preference for 9(2)(b)(ii) is to continue to support the current workplace training model which focuses on independent and workplace assessors. The 9(2)(b)(ii) industry, employers and our IPG have made this preference clear.</p> <p>Following discussions with Primary TITO, TEC has indicated that it understands the rationale for not proactively engaging with this PTE to discuss the possibility of the PTE transitioning to arranging training for the Primary Industry.</p>

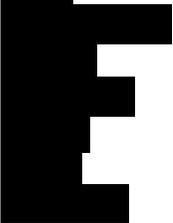
Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) are not currently contracted by Primary TITO to deliver primary industry programmes. They are not a preferred provider, and we will not be approaching them for an arranging training conversation. They have inappropriate geographical coverage to deliver arranging training activities and do not have capacity/capability to meet the complete arranging of training functions.</p> <p>Following discussions with Primary TITO, TEC has indicated that it understands the rationale for not proactively engaging with this PTE to discuss the possibility of the PTE transitioning to arranging training for the Primary Industry.</p> <p>However, it remains very important to the vocational education ecosystem that this PTE is not lost to the system and is supported throughout and beyond RoVE.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>Primary TITO met with 9(2)(a) 13 April. Explained that they are not a preferred provider and though we understand their importance in the ecosystem we will not be recommending that they take on our arranging training activities. We are exploring ways we can work more closely together on initiatives such as 9(2)(b)(ii) micro credentials. The development of this relationship is a work in progress.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTEs, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>We do not have a contractual relationship with 9(2)(b)(ii) as they are not our preferred 9(2)(b)(ii) providers. We do not believe that they have appropriate geographical coverage to deliver arranging training activities. Or the capacity/capability to meet the complete arranging of training functions. We will not be entering into an arranging training conversation with 9(2)(b)(ii)</p> <p>Following discussions with Primary TITO, TEC has indicated that it understands the rationale for not proactively engaging with this PTE to discuss the possibility of the PTE transitioning to arranging training for the Primary Industry.</p> <p>However, it remains very important to the vocational education ecosystem that this PTE is not lost to the system and is supported throughout and beyond RoVE.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) are not a contracted provider to us and therefore, not a preferred provider. They have limited scope to deliver training for the sector. We will not be pursuing an arranging training conversation with them.</p> <p>Following discussions with Primary TITO, TEC has indicated that it understands the rationale for not proactively engaging with this PTE to discuss the possibility of the PTE transitioning to arranging training for the Primary Industry.</p>
9(2)(b)(ii)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) are not a contracted provider to us and therefore, not a preferred provider. They have inappropriate geographical coverage to deliver arranging training activities for the sector. We will not be pursuing an arranging training conversation with them.</p> <p>Following discussions with Primary TITO, TEC has indicated that it understands the rationale for not proactively engaging with this PTE to discuss the possibility of the PTE transitioning to arranging training for the Primary Industry.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) act as a PTE in their own right and are respected by industry. However, feedback from our 9(2)(b)(ii) Industry Partnership Group is that their preferred, national model for delivery is that of the current workplace training model which focuses on independent and workplace assessors. Delivery is restricted to 9(2)(b)(ii) and relies on learners travelling to and staying in 9(2)(b)(ii). Therefore, we believe that 9(2)(b)(ii) has inappropriate geographical coverage to deliver arranging training activities. They are not currently contracted by Primary TITO to deliver primary industry programmes as their delivery mechanisms do not support industry need.</p> <p>Following discussions with Primary TITO, TEC has indicated that it understands the rationale for not proactively engaging with this PTE to discuss the possibility of the PTE transitioning to arranging training for the Primary Industry.</p> <p>However, it remains very important to the vocational education ecosystem that this PTE is not lost to the system and is supported throughout and beyond RoVE.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>They are not currently contracted by Primary TITO and not a PTE we would consider contracting therefore we will not be pursuing an arranging training conversation with 9(2)(b)(ii). Even though they have delivery capacity in 9(2)(b)(ii) we believe that they have inappropriate geographical coverage and depth of industry connection to deliver arranging training activities and they do not have capacity/capability to meet the complete arranging of training functions required by industry.</p> <p>Following discussions with Primary TITO, TEC has indicated that it understands the rationale for not proactively engaging with this PTE to discuss the possibility of the PTE transitioning to arranging training for the Primary Industry.</p>
9(2)(b)(ii)	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) are not a contracted provider to us and therefore, not a preferred provider. They have inappropriate geographical coverage to deliver arranging training activities for the sector. We will not be pursuing an arranging training conversation with them.</p> <p>Following discussions with Primary TITO, TEC has indicated that it understands the rationale for not proactively engaging with this PTE to discuss the possibility of the PTE transitioning to arranging training for the Primary Industry.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
<p>9(2)(b)(ii)</p> 	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) are not a contracted provider to us and therefore, not a preferred provider. They have inappropriate geographical coverage to deliver arranging training activities for the sector. We will not be pursuing an arranging training conversation with them.</p> <p>Following discussions with Primary TITO, TEC has indicated that it understands the rationale for not proactively engaging with this PTE to discuss the possibility of the PTE transitioning to arranging training for the Primary Industry.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
<p>9(2)(b)(i)</p>	<p>Desktop review of the known capability, EER reports, moderation history and current accreditations/approvals.</p> <p>Primary TITO met with 9(2)(a) on 30 April. We explained that they are not a preferred provider and though we understand their importance in the ecosystem we will not be recommending that they take on our arranging training activities. We are exploring ways we can work more closely together on initiatives to build strength in our relationship. The development of this relationship is a work in progress.</p> <p>A meeting with the Primary TITO CE and 9(2)(a) occurred on 6 July where he confirmed he had looked at the issue of delivering arranging training from a 9(2)(b)(ii) perspective and has formed the view that this would not be commercially viable at this time.</p> <p>9(2)(a) expressed disappointment in the engagement model as 9(2)(a) and recommended we held a further meeting for all PTE's to attend.</p> <p>A follow up online meeting was offered to all (and held on 23 July) PTE's on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE's, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model.</p>	<p>9(2)(b)(ii) are not a contracted provider to us and therefore, not a preferred provider. They have inappropriate geographical coverage to deliver arranging training activities for the sector.</p> <p>It remains very important to the vocational education ecosystem that this PTE is not lost to the system and is supported throughout and beyond RoVE.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
Te Wānanga o Aotearoa	<p>The ELT met with the Te Wānanga o Aotearoa Chief Executive and leaders on 16 March to discuss the nature of arranging training, Primary TITO transition intentions and Te Wānanga o Aotearoa’s capability and opportunities in relation to training in the sectors supported by Primary TITO.</p> <p>We followed this with an online meeting on 20 May and a face-to-face meeting on 17 June with ongoing meetings scheduled.</p>	<p>Not to directly transition but:</p> <ul style="list-style-type: none"> • Develop a strategic relationship with TWoA to explore synergies and opportunities to collaborate as part of the new operating model. Identify and evaluate any opportunities that they may wish to pursue in relation to arranging training activities • to ensure that industry is aware that Te Wānanga o Aotearoa may seek future involvement in certain arranging training in any sectors that they identify to be of interest prior to transition with recognition that the pathway to collaboration is through Te Pūkenga. <ul style="list-style-type: none"> • This was reconfirmed on the 19th of October at an online meeting attended by TWoA, TEC, Te Pūkenga and Primary TITO executives. All collaboration will occur through Te Pūkenga, during and beyond Primary TITOs transition. There will be no further consideration of Primary TITO transitioning to TWoA

A follow up online meeting was offered to all (and held on 23 July) PTE’s on the "long list" and an explanation of Primary TITO transition plan and thinking was provided alongside reassurance that Primary TITO believes that PTE’s, alongside registered and workplace assessors offer the most effective delivery solution to our employers and learners in the primary industries work based vocational education model. While there was over all appreciation for the update there was general feedback that PTE’s would have preferred to be consulted with rather than communicated to with regard to the Primary TITO transition plan.

The meeting was a high-level meeting, not operational and did not delve into individual provider contracts with Primary TITO.

All PTE’s attending the meeting were welcomed to contact Primary TITO to further discuss the plan if they wished to. Just one PTE did so, requesting ongoing collaboration. This has been followed up and is being managed by the relevant sector manager. There has been no further communication received from any PTE’s except in a BAU, operational capacity. It is Primary TITO’s understanding that PTE’s have sufficient information regarding transition plans.

Primary TITO is not aware of any PTEs who are dissatisfied with the decision to transfer all Arranging Training to WBL, and who may seek to challenge this decision.

Preferred providers' approach to Arranging Training

Describe how the preferred provider(s) will arrange training following transition, and how this meets learner and employer needs:

Preferred provider	Preferred provider's approach to Arranging Training	How this will meet learner needs	How this will meet employer needs
Te Pūkenga	<ul style="list-style-type: none"> • Te Pūkenga will initially retain the current service models. This includes all of the systems, processes and engagement with learners and employers. • The full network of third-party providers, workplace assessors and contracted assessors will continue to support the current service models. • These will be delivered through the residual Primary TITO business unit following other transitions under a work-based training subsidiary that includes other early transitioning TITO's. • Te Pūkenga will then seek to fully understand the current approach and seek to evolve and enhance this in conjunction with their new operating model and future integrated delivery. 	This is consistent with all of the success factors identified by learners.	This is consistent with all of the success factors identified by learners.

Preferred providers' capabilities

Describe the existing capabilities (such as people, operating assets, relationships) for the preferred provider(s), and their plans for acquiring additional capability that will allow them to take over transferred assets and Arranging Training responsibilities.

Preferred provider	Preferred provider's existing capabilities	Plan to obtain additional capabilities
Te Pūkenga	Te Pūkenga does not have existing capability to deliver Arranging Training into the Primary sector. Has strong governance and management capability in vocational education.	All of the required capabilities will be transferred from Primary TITO through the lift-and-shift approach being defined and confirmed with Te Pūkenga.

Note: It is recognised that no providers currently have full capability needed to undertake the Arranging Training activities. The preferred provider(s) will ideally have some relevant capability now and must have a feasible plan to develop/acquire additional capability in order to take on and effectively deploy the transferred activities at an agreed future date. The Transition Plan should describe the provider capabilities that the TITO considers important for taking on and deploying the transitioned activities. Additionally, TEC may seek further information from the provider on its capabilities.

Details of transitioning programmes, learners and standard training measures

For each preferred provider, describe the details and intended volume of learners who will transition from your organisation. This includes “pipeline” trainees and apprentices covered under Memorandum of Understanding or similar agreements with employers. This information, in the form of a Mix of Provision, will help us to assess what funding is likely to be accessed from the Industry Training Fund, and should, as accurately as possible, indicate the number of learners and standard training measures (STMs) needed to support the activity.

Please copy and paste the tables below for each preferred provider.

**Note: all values in the following two tables are 2021 year-to-date to the end of May. Learner counts are unique and based on the latest enrolment. Standard Training Measures are gross values (pre-offsets).*

Te Pūkenga

It is understood that Te Pūkenga does not currently have the capacity, flexibility or capability to deliver Primary TITO current arranging training functions, hence the rationale to transition all of the remaining Primary TITO programmes, learners (STM's), delivery models and staff to ensure the continuity of these services.

All of Primary TITO's delivery (including programmes) is covered in the following table:

Industry Partnership Group	Level	Trainees	Apprentices	Trainee STM	Apprentice STM
Amenity Horticulture Services	2	94		9(2)(b)(ii)	9(2)(b)(ii)
	3	156			
	4	107	1216		
	Total	357	1216		
Dairy Farming	2	36			
	3	1973			
	4	242	2341		
	5	318			
	Total	2569	2341		
Dairy Processing	3	588			
	4	103	186		
	Total	691	186		
Equine & Racing (Riding for the Disabled)	2	3			
	3	64			
	Total	67			
Kiwifruit & Avocado	2	35			
	3	49			
	4	7	140		
	5	5			
	Total	96	140		

Meat Processing	2	433		9(2)(b)(ii)	9(2)(b)(ii)
	3	1388			
	4	70	269		
	Total	1891	269		
No IPG	2	160		9(2)(b)(ii)	9(2)(b)(ii)
	3	516			
	4	324	337		
	5	69			
	Total	1069	337		
Nursery Production	2	34		9(2)(b)(ii)	9(2)(b)(ii)
	3	21			
	4	2	119		
	5	2			
	Total	59	119		
Pipfruit	2	23		9(2)(b)(ii)	9(2)(b)(ii)
	3	15			
	4	6	112		
	Total	44	112		
Seafood	2	143		9(2)(b)(ii)	9(2)(b)(ii)
	3	191			
	4	103	50		
	5	2			
	Total	439	50		
Sheep, Beef & Deer Farming	2	11		9(2)(b)(ii)	9(2)(b)(ii)
	3	150			
	4	15	401		
	5	54			
	Total	230	401		
Sports Turf	2	1		9(2)(b)(ii)	9(2)(b)(ii)
	3	45			
	4	1	236		
	Total	47	236		

Vegetables & Other Fruit Production	2	38		9(2)(b)(ii)		9(2)(b)(ii)	
	3	21					
	4	15	185				
	5	1					
	Total	75	185				
Viticulture	2	25		9(2)(b)(ii)		9(2)(b)(ii)	
	3	76					
	4	11	104				
	Total	112	104				
Wools	2	3		9(2)(b)(ii)		9(2)(b)(ii)	
	Total	3					
All	Total	15498	11392	9(2)(b)(ii)		9(2)(b)(ii)	
Equine & Racing (Equine Breeding, Thoroughbred Racing, Harness Racing)	2	62					
	3	17					
	4	2	49				
	Equine & Racing Total	81	49				

2.2 Service continuity approach

Vocational education improvements are expected to be delivered during the integration and unification phases of the RoVE reforms, which will occur after the TITO transitions have been completed. Before then, TEC needs to ensure each Transition Plan supports the seamless movement of learners, employers, and industry groups to the Receiving Organisations, while minimising service disruption as much as possible.

Use this section to describe the planned approach to ensuring continuity of service during the transition of Arranging Training to preferred provider(s). (If needed, replicate the table to describe different approaches planned for different providers.)

Please describe the planned approach to:

- Retaining relevant key assets until the provider’s Arranging Training capabilities are in place;
- Maintaining service levels for existing learners until and during the transition, highlighting changes that may impact learners’ experience or educational outcomes;
- Managing risks related to the enrolment and retention of under-served learners, and how these risks will be managed;
- Minimising service disruption to employers and industry groups (including provision of brokerage and support services) until and during the transition;
- Minimising disruption to existing education and training providers until and during the transition; and
- Continuing school-focused activities (e.g., Trades Academies and Gateway programmes) and keeping secondary school principals and relevant staff informed of transition arrangements and timeline.

Topic	Planned approach - Te Pūkenga
Retaining relevant assets. Maintaining service levels for existing learners. Managing risks related to under-served learners. Minimising disruption to employers and industry groups. Minimising disruption to existing education and training providers. Continuing school-focused activities.	All various topics will be maintained (or improved) prior to transition, and to confirm that retaining current levels (or improving them) will be formally confirmed within the Transfer Agreement between Primary and Te Pūkenga Work Based Learning Subsidiary.

2.3 Retention of people, skills, knowledge, experience and relationships

The retention of TITO talent, expertise and capability will be critical to ensuring a seamless transfer of Arranging Training which maintains industry confidence through the transitional period. It is critical that staff with key skills, knowledge, experience and relationships are retained in the VET system during and following the transition of Arranging Training to Receiving Organisations. TITO Transition Plans must show that TITO's are working closely with preferred Arranging Training provider(s) to:

- Retain people with the capabilities needed in the broader VET system.
- Recruit the best people for the required roles in Receiving Organisations; and
- Support service continuity and development of work-based training models and maintain industry confidence.

Use this section to describe the approach to retaining people with critical skills, knowledge, experience and relationships through the transition period. This may include staff involved in service delivery and relevant corporate services functions, as agreed with the preferred provider(s). Set out how the preferred provider(s) will support this approach, and what arrangements are required or planned to retain these. Please:

- Identify key skills, knowledge, experience and relationships associated with transitioning functions and how the transition will impact these;
- Outline the approach/governance for making employment decisions. The approach must provide a fair, objective and consistently applied process with timeframes compacted as best as possible to reduce uncertainty and minimise the impact on TITO's ongoing performance; and
- Describe how you'll facilitate the orderly transition of responsibilities and staff to the preferred provider(s) (e.g., if you contemplate any non-compete and no-poaching arrangements with the preferred provider(s)).

Note: This date has since changed to 1 October 2022

Our intention is to retain all people currently employed with Primary TITO with the capabilities needed in the broader VET system. All staff will be transferred to the WBL on the 5th of October on exactly the same terms and conditions, leave entitlements and service recognition. It has been agreed in the Terms Sheet that Primary ITO will transfer as a viable separate business division of WBL and will continue to operate as a going concern until such time as the operating model of Te Pūkenga has been finalised and the implementation requires a change in how the Primary ITO Business Division operates. The current organisational structure and operating model of Primary ITO will continue until such time as implementation of the Te Pūkenga operating model.

Support service continuity and development of work-based training models and maintain industry confidence.

Using the principles below we see no impact on our current staff and/or those staff subsequently employed by Primary TITO in the period between the approval of our transition plan and the transition.

Transition design principles

1. Intent – reflects the reform’s intent ensuring what we create is new and transformational.
2. Employee-centric – ***provides certainty for transitional TITO employees and takes a fair and consistent approach.***
3. Employer-centric – incorporates the voice of industry and maintains industry confidence.
4. Learner-centric – provides certainty, opportunity and seamless pathways for all learners now and in the future.
5. Seamless – involves minimal disruption during the transition period.
6. Flexible – accommodates the differences between transitional TITO’s.
7. Clear – relates to processes, choices, milestones and communications to transitional TITO’s.
8. Pragmatic – takes an approach that is practical and reflects challenges and opportunities.

Fundamental to the principles is a fair, objective and consistently applied process with timeframes compacted as best as practicable to reduce uncertainty and minimise the impact on the organisations ongoing performance. Underlying these principles is the retention of current Primary TITO talent, expertise and capability to ensure a seamless transformation that maintains industry confidence. Primary TITO staff receive regular, fortnightly updates via an online meeting with the CE. This provides an opportunity for questions and updates regarding the transition. Managers are kept well informed of updates and are encouraged to share these with staff members. It is our intention to communicate openly, authentically, and often to assure staff that we are transitioning as a team, with all arranging training capability remaining vitally important to the success of the organisation. Feedback received is that staff are comfortable with this approach. Additionally, our growth strategy and focus on internal improvement of structures and processes provides staff with the confidence that we have a positive, long-term future. We are actively recruiting new staff, increasing our FTE further demonstrating our position of longevity.

The May 2021 staff engagement survey resulted in 84% engagement and 98% of staff reporting that they were committed to the positive future of Primary TITO. Nevertheless, we remain vigilant regarding staff wellbeing, introducing health and wellbeing days, a focus on professional development across the organisation and frequent manager check-ins. We will continue to monitor staff engagement through activities such as pulse surveys and staff exit interviews. It is Primary TITO’s intention that these and other initiatives will remain in place with the Work Based Learning Subsidiary.

We have a number of staff involved with external RoVE activities and a transition team which brings any learnings back into the organisation.

The relationships Primary TITO has with industry via our constituted structure of Industry Partnership Groups must be maintained in order to provide industry with confidence that their voice and needs will continue to be heard and addressed by the Work-Based Learning subsidiary throughout and beyond transition.

Communication Strategy

Clear and consistent messaging to Primary TITO staff is fundamental to the employee-centric transition design principle of providing certainty for transitional Primary TITO employees and applying a fair and consistent approach. Timely and sensitive communication to Primary TITO staff before and during transition will be critical to settling staff and ensuring consistency of service to our learners, employers and industry.

2.4 Transition of information and assets

Use this section to identify the key categories of information and other assets which will be required by the preferred provider(s) in order to continue delivering the transferring activities.

Key categories of information needed for transition

Please provide the key categories of information needed to carry out the transitioned activities, and how and when this information will be handed over to the preferred provider(s). Examples of information categories are shown below. Please amend this list and add or delete as required.

Category of information to Te Pūkenga	Approach to transition	Key risks
Details of employers, providers and learners, and their relationships with TITO.	This data is held in the Trainee Management System and document files. The Trainee Management System will be transferred as an operational system.	No risks identified.
Details of the needs of learners, employers and industries, relevant to transitioned activities.	The institutional knowledge in relation to all sectors being transitioned to Te Pūkenga will be transferred with the employees and the intact and integrated service model.	No risks identified.
Details of relevant functions, contracts, IP, systems, policies, on-going projects, and how these relate to future needs for learners and employers.	IP, relevant contracts, and leases will be novated and transitioned to Te Pūkenga. Policies and systems will transition with Primary TITO to Te Pūkenga.	No risks identified.
Details of careers information guides and related activities.	All careers information guides will be transferred in print and digital form to Te Pūkenga.	No risks identified.

business roadmap or other plans showing the intended vision for development of Arranging Training.	All strategy, roadmaps and plans will transition to Te Pūkenga and will continue to guide the business unit within the Work-Based Learning subsidiary until the work-based learning within Te Pūkenga is integrated into the new operating model.	No risks identified.
Any other information being transferred to the preferred provider(s) – please specify Activities.	All of Primary’s remaining assets and information (post WDC transfer) will be transferred to Te Pūkenga under Transfer Agreement terms which are yet to be finalised.	No risks identified.

Key categories of assets needed for transition

Please provide the key categories of assets needed to carry out the transitioned activities, information on how and when these assets will be handed over to the preferred provider(s) (if applicable), and any risks. Examples of assets are shown below. Please amend this list, as required.

Category of assets to Te Pūkenga	Approach to transition	Key risks
Trainee Management systems.	The Primary TITO TMS including all functionality, licencing and current/historic data will transition as an asset to Te Pūkenga and will continue to be operated and supported by Primary TITO staff transitioned to the Te Pūkenga Work-Based Learning subsidiary on the agreed date of transition.	No risks identified.
Employer Key Account systems.	This data is integrated within the CRM functionality of the TMS and will be transitioned as above.	No risks identified.
Other IT systems.	All existing IT systems, software licencing, video meeting room technology, data warehouse/Power BI reporting portal, FMIS, HRIS, vehicle & driver tracking, payroll etc will be transferred to Te Pūkenga at transition.	9(2)(j)
Hardware and equipment.	All other hardware and equipment will be gifted to Te Pūkenga on the agreed date of transition.	No risks identified.
Vehicles Other assets.	All Primary TITO vehicles are leased. This lease will transfer to Te Pūkenga on the date of transition.	The lease document will need to be reviewed to ensure we can novate this contract to Te Pūkenga.

Intellectual Property, Brands.	All intellectual property and branding will be gifted to Te Pūkenga on the date of transition.	No risks identified.
Pathways into Primary Industry (PiPI)	The PiPI project is a TEC funded response to COVID-19 with a focus on attracting and retaining people into the Primary sectors. The funded project will be completed by April 2022 and the work programme will be included into Primary TITOs business as usual. All staff, resources and products will transition to Te Pūkenga with Primary TITO.	No risks identified.
Trades Academy	All Trades Academy staff, delivery models, products and funding will transition to Te Pūkenga with Primary TITO and will remain with Primary TITO in the Work-based learning subsidiary.	No risks identified.
Gateway programmes	All Gateway programmes, activities and resources will transition to Te Pūkenga with Primary TITO and will remain with Primary TITO in the Work-based learning subsidiary.	No risks identified.

2.5 Commercial and legal processes

Use this section to describe the formal mechanisms planned to give effect to the transfer of responsibilities and assets (as applicable). For example, identify the contracts (or similar) which are planned, the parties involved, and the planned approach to agreeing these with the other parties.

TEC will use this information to ensure that each TITO Transition Plan includes a commercially viable process and that the Crown is not exposed to undue financial risk. The TITO Transition Plan must also exhibit fairness to all parties involved and minimise financial and legal risk to non-Crown entities including the TITO and preferred provider(s).

TEC expects the TITO Transition Plan will allow for a due diligence process where the parties to the transition (including the Crown as the main funder of the vocational education system) can make informed decisions about the terms of the transfer.

Describe the commercial and legal processes and the proposed due diligence process:

Some initial discovery and due diligence took place from December 2020 to March 2021

High level principles were agreed within the Partnership Agreement signed by Primary Board and Te Pūkenga 14 April 2021

Initial due diligence has been undertaken with Te Pūkenga

Te Pūkenga and Primary TITO will complete extensive due diligence early in 2022.

- Primary TITO has agreed Term Sheets (heads of agreement) detailing the key agreements in relation to the respective transitions.
- Primary TITO and Te Pūkenga expect TEC to undertake a funding washup on the date of transition.
- A Completion Checklist will be prepared and agreed following approval of the transition to allow monitoring of all activity required to achieve transition.

Primary TITO's contracts with the vendors/ suppliers required to support its operations will be transferred.

2.6 Working with external parties

TEC wishes to ensure that all external parties are aligned and work together to ensure a seamless transition of Arranging Training for employers and learners. External parties may include contracted PTE's, schools, the Ministry of Education, NZQA, unions, and other relevant organisations.

Use this section to describe the planned approach to working with external parties during the transition planning and implementation.

Please outline the:

- Roles of external parties (other than the TITO, preferred provider(s) and TEC) in delivering on a successful transition.
- Collaboration model (e.g., governance, organisation, and processes) between your organisation, preferred provider(s) and other external parties to ensure a seamless transition.

External Party	Role	Collaboration model
QCONZ	Contracted PTE (provider)	Continue contracted provision and relationships Review current delivery models and reimagine the future (first meeting 8 June 2021).

Assure Quality	Contracted PTE (provider)	Continue contracted provision and relationships Review current delivery models and reimagine the future (first meeting 8 June 2021).
Dairy Training Ltd	Contracted PTE (provider)	Continue contracted provision and relationships Review current delivery models and reimagine the future (first meeting 8 June 2021).
Food Safe Ltd	Contracted PTE (provider)	Continue contracted provision and relationships
Thought planters	Contracted PTE (provider)	Continue contracted provision and relationships
SIS Training and Consultancy	Contracted PTE (provider)	Continue contracted provision and relationships
NZEET	Contracted PTE (provider)	Continue contracted provision and relationships
Fruition Horticulture (BOP) Ltd	Contracted PTE (provider)	Continue contracted provision and relationships
Pacific Coast Technical Institute	Contracted PTE (provider)	Continue contracted provision and relationships
NZSTI	Contracted PTE (provider)	Continue contracted provision and relationships
Vertical Horizon NZ Ltd	Contracted PTE (provider)	Continue contracted provision and relationships
Risk Management Group	Contracted PTE (provider)	Continue contracted provision and relationships
Ministry of Education	Provides funding and guidance for Future Pathways delivery and support.	Continue the current relationship, contracts and models.
NZQA	Managing the New Zealand Qualifications Framework Independent quality assurance of non-university tertiary education providers Qualification recognition and standard-setting for some specified unit standards.	Continue the current relationship, mindful that this will alter with the WDC's standing up.

Collaboration and Governance

Primary TITO will continue to engage with TEC's RoVE programme team and particularly the TITO Transition Lead on an ongoing basis.

Primary TITO has adopted a governance group including members from ELT, the Senior Leadership Team and operational support staff to oversee Primary TITO's RoVE transition programme. This group will continue to meet fortnightly to review progress, any required interventions and to consider risks until transition has been completed.

A communication plan will be developed to ensure that external parties impacted by the transition have the information that they need leading up to, and following, the transition. Primary TITO will also work with the RoVE Programme Communication team to ensure that the content and timing of transition-related messaging is aligned

2.7 High-level work plan

TEC needs to ensure that the TITO Transition Plan is achievable and provides clarity around how and when the transition will occur.

Please outline your high-level work plan for managing the transfer of your relevant responsibilities to the preferred provider(s) while ensuring a seamless transition for learners and employers.

The high-level work plan must show the key tasks required to complete transition before December 2022, and the key milestones that will allow TEC to monitor progress. (Note: TEC will work with each TITO to identify the reporting milestones appropriate for each transition.) The high-level work plan must also show dependencies on external parties and impacts and risks to key stakeholders (and the mitigations for these), as well as the governance arrangements which will be used to manage the transition activities.

Please provide:

- The key activities, timeframes, milestones, management and governance arrangements for the transition.
- Dependencies on external parties in delivering on a successful transition.
- A high-level assessment of the transition impacts and risks, and the planned mitigations for these; and
- The reporting approach agreed with TEC.

If necessary, discuss the level of detail required with TEC before completing this section.

The key implementation activities will be to:

1. Complete due diligence with Te Pūkenga WBL **9(2)(b)(ii)**
2. Negotiate Transfer Agreement **9(2)(b)(ii)**
3. Commence the employee transition process prior to **9(2)(b)(ii)**

A more detailed implementation will be developed in early 2022, which will be based on the activities set out in the table below.

Key Activity	Timeframes	Arrangements	Impacts and risks	Mitigations
Primary Industry transition	Post approval by TEC	<p>We would expect each ‘mini-transition’ work plan will have key activities and dates related to:</p> <ul style="list-style-type: none"> • Moving people. • Moving assets. • Moving systems/ data/ information. • Commercial/ legal activities (e.g., novating contracts). • Working through dependencies (e.g., NZQA registration or approvals; PTE ITR capabilities; etc.). • Communicating with stakeholders (and critically, ensuring that messages and timings between TITO/ receiving orgs/ RoVE are lined up). 	To be established	To be established

		<ul style="list-style-type: none"> TITO wind-up, for those who will cease operating (very high-level info, but enough to give the Board a sense of the activities and timing for these). 		
Wash up	Post approval by TEC	<p>We would expect each 'mini-transition' work plan will have key activities and dates related to:</p> <ul style="list-style-type: none"> Moving people. Moving assets. Moving systems/ data/ information. Commercial/ legal activities (e.g., novating contracts). Working through dependencies (e.g., NZQA registration or approvals; PTE ITR capabilities; etc.). Communicating with stakeholders (and critically, ensuring that messages and timings between TITO/ receiving orgs/ RoVE are lined up). TITO wind-up, for those who will cease operating (very high-level info, but enough to give the Board a sense of the activities and timing for these). 	To be established	To be established
Windup	Post draft approval by TEC	<p>We would expect each 'mini-transition' work plan will have key activities and dates related to:</p> <ul style="list-style-type: none"> Moving people. Moving assets. Moving systems/ data/ information. Commercial/ legal activities (e.g., novating contracts). Working through dependencies (e.g., NZQA registration or approvals; PTE ITR capabilities; etc.). Communicating with stakeholders (and critically, ensuring that messages and timings between TITO/ receiving orgs/ RoVE are lined up). TITO wind-up, for those who will cease operating (very high-level info, but enough to give the Board a sense of the activities and timing for these). 	To be established	To be established

The key implementation risk is losing staff prior to transition. Primary ITO will mitigate this risk by:

- Regular communication
- 9(2)(b)(ii);
- Have introduced Health and Wellbeing days;
- Will have a staff conference as soon as possible;
- Have introduced a “what makes a great workplace” initiative;
- Resourcing the TITO’s considerable growth to ensure staff are well supported.

Primary ITO does not believe there are any other factors which may risk the transition to the Work Based Learning subsidiary of Te Pūkenga.

Section 3: Transition of Apprenticeship Training Activities

Apprenticeship Training Activities are provided for separately in the Education and Training Act 2020 in terms of a TITO's Transition Plan. It is possible that one or more of these activities may transition to a provider that is different to the one picking up the Arranging Training activities. For example, one provider might arrange training for apprenticeships, but another provider may be responsible for the pastoral care of the apprentices.

The Apprenticeship Training Activities, set out in section 376(2) of the Act, are:

- (a) to promote apprenticeship training generally through providing information, guidance, and advice to employers and prospective apprentices about the benefits of an apprenticeship:
- (b) to identify—
 - (i) prospective apprentices; and
 - (ii) employers able to offer apprenticeship training that satisfies all of the work-based requirements of the approved programme of the provider:
- (c) to provide or arrange training or employment that may lead to apprenticeship training for prospective apprentices:
- (d) to help prospective apprentices enter into apprenticeship training agreements:
- (e) to produce, and facilitate (in consultation with the apprentice and the apprentice's employer) the implementation of, individual training plans consistent with an apprentice's apprenticeship training agreement:
- (f) to monitor individual apprentices to ensure that their apprenticeship training leads them to attain, within a reasonable time, the level of skills necessary to complete a qualification in the skills of the specified industry:
- (g) to ensure, as far as is reasonably practicable, that apprenticeship training, and every apprenticeship training agreement, within the specified industry is consistent with any apprenticeship training code:
- (h) to provide or procure appropriate pastoral care and support for apprentices, having regard to the age and experience of the apprentice and the contents of any apprenticeship training code.

Use this section to confirm whether the Apprenticeship Training Activities are being “bundled” with the Arranging Training activities and will transition to the same provider. If not, identify Apprenticeship Training Activities that will transfer elsewhere, and show how and where these activities will transfer to.

Apprenticeship Training Activities going to same provider as Arranging Training

For TITO's that transfer Apprenticeship Training Activities together with Arranging Training to the same provider(s), at the same time and using the same approach, please state this in the text box below. In this case, the remainder of Section 3 does not need to be completed.

Primary TITO will transfer all Apprenticeship Training Activities together with Arranging Training to Te Pūkenga WBL, at the same time and using the same approach as described above.

Section 5: Transition of other activities

If TITO's have agreed to transfer activities other than Arranging Training, Apprenticeship Training Activities, Standard Setting and Qualification Development, and other WDC activities, use this section to set out where and how these other activities will be transferred.

Providing this information is not compulsory for TITO's.

This information will allow TEC to provide support for each TITO's transition process and for the handover of these activities to the Receiving Organisation(s).

Note: *the structure of this section may be changed if needed, depending on the nature of the activities being transitioned.*

5.1 High-level approach and planning considerations

Use this section to identify relevant Other Activities and describe the high-level planning approach (Receiving Organisation(s), transition approach and planned timeframes) and the key considerations for transferring them:

All activity currently undertaken by the Primary TITO will be transferred to Te Pūkenga WBL as a going concern.

The only 'other activities' which will transfer to Te Pūkenga WBL are Trades Academy, and Gateway programmes.

The PiPI activities funded by TEC will have completed before the transition date. PiPI staff, resources and product will be integrated into Primary TITO business as usual.

There are no other government-funded activities which will transfer to Te Pūkenga WBL.

5.2 High-level work plan

TEC needs to ensure that the Transition Plan is achievable and provides clarity around how and when the transition will occur.

Please outline your work plan for managing the transfer of your relevant responsibilities to the receiving organisations while ensuring a seamless transition for learners and employers.

If required, discuss the level of detail required with the TEC before completing this section.

[INSERT TEXT HERE]

Activities to transfer to Trades Academy and Gateway programmes will be included in the implementation plan to be developed in early 2022.

Section 6: Declarations

Please confirm, on behalf of your TITO, that:

Yes	You are satisfied that the proposed providers to receive Arranging Training and Apprenticeship Training Activities meet TEC’s initial approval criteria.
Yes	You agree to immediately inform TEC of any risks or issues that could adversely impact your operations in order to allow us to discuss how these could be managed, prior to transition.
Yes	Where applicable, you agree to factor your transition activities and dates into your annual Investment Planning process and to work with the TEC to provide for a smooth transition of TEC funding.
Yes	All of the information in your TITO Transition Plan is true and correct at the time of submission.
Yes	Your TITO Transition Plan (Second Version) has been signed off by your relevant governance body.

Please provide your details, including your role within your organisation:

Your name:	Nigel Philpott
Your position/ role:	Chief Executive
Name of TITO:	Primary TITO

Part 4: Appendices

Supporting information

Summary of TITO’s current business

This section summarises ‘current state’ information from the TITO’s Transition Plan (First Version), and any additional relevant information obtained separately by TEC.

Please:

- 1. Review and confirm that this information is accurate;
- 2. Update any inaccurate information; and
- 3. Provide any missing information.

[Tables TBC]