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Māori and Pasifika Trades Training (MPTT) Application Form

For investment in 2024

**Māori and Pasifika Trades Training**

**Application for funding**

Please read Assessment Guidance document carefully before you complete this application form.

Applications, and related appendices A, B and C, are due by **5pm, 5 June 2023**. These must be submitted, in PDF, onto **Workspace 2, using the ‘other document’** upload option. You should then inform us of your submission by an email sent to [customerservice@tec.govt.nz](mailto:customerservice@tec.govt.nz) using the subject line ‘**MPTT Application 2024’**.

## Section 1: Consortium details

Provide the following details about your consortium:

|  |  |
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| **Funding year:** |  |
| **Consortium name:** |  |
| **Consortium legal name:** |  |
| **Trading name (if applicable):** |  |
| **Consortium Edumis number:** |  |
| **Name of authorised contact:** |  |
| **Position:** |  |
| **Address (physical and postal if different):** |  |
| **Phone number(s):** |  |
| **Email:** |  |
| **Organisation website:** |  |

## Section 2: Consortium governance and partners information

As specified in the MPTT Funding Mechanism, a consortium membership should include at least one of each of the following:

* Tertiary Education Organisation (TEO) funded for provider-based learning;
* TEO funded for work-based learning (which maybe the same);
* Employer representation, and;
* a Māori and/or Pasifika entity.

All partners should contribute to the consortium, with all roles and responsibilities clearly articulated. If your model differs, or you are unable to meet these requirements please explain why and how you will manage any membership gap[s] in section 2.2.

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| **2.1 CONSORTIUM MEMBERS**  List the members of your consortium in the table below.  *If you have additional members please add them to the end of the application.* | | | | | | | |
| **Member Name** | **Job Title** | **Roles and Responsibilities within consortium** | **TEO** | **Partner Organisation** | **Governance Group Member** | **Organisation** |
|  |  |  | Y/N | Y/N | Y/N |  |
|  |  |  | Y/N | Y/N | Y/N |  |
|  |  |  | Y/N | Y/N | Y/N |  |
|  |  |  | Y/N | Y/N | Y/N |  |
|  |  |  | Y/N | Y/N | Y/N |  |
|  |  |  | Y/N | Y/N | Y/N |  |

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| **2.2 CORE PARTNERSHIPS**  Where core partnership requirements are not met, describe how you will ensure engagement with the required partners that are unable to be part of the formal Governance Group. |
| *(in 500 words or less)* |

## Section 3: Conflicts of interest and risk

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| **3.1 IDENTIFYING CONFLICTS OF INTEREST**  Briefly describe what processes you use to help identify, record and manage any potential conflicts of interest (real or perceived)? |
| *(in 500 words or less)* |
| **3.2 CONFLICT OF INTEREST**  Provide details of any potential conflicts of interests (real or percieved) within the consortium and how these are being managed (if any). |
| *(in 500 words or less)* |
| **3.3 RISK ASSESSMENT AND MITIGATION**  Outline any risks associated with the consortia’s proposed delivery/activities and to achieving the intended policy objectives of the MPTT scheme. This should include risk mitigation strategies. |
| *(in 500 words or less)* |

## Section 4: Consortium partners and stakeholders

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| 4.1 CONSORTIUM CAPABILTY AND COLLABORATIONBriefly explain the consortium’s capability and ability to collaborate. Please include the following:  * Description of your members relevant experience, skills and networks to support consortia’s work * An outline of how partners work together effectively (e.g. MoU’s, how you meet, regularity) * Description of any other significant consortium relationships and how you collaborate. For example, with Māori organisations and businesses, Pacific organisations and businesses, Industries and employers including large employers, and industry associations, Workforce Development Councils (WDCs), Regional and community organizations including Regional Skills Leadership Groups (RSLGs) |
| *(in 500 words or less)* |

## Section 5: Consortium operating model

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| **5.1 IDENTIFY SKILL NEEDS**  Explain what skills needs you are responding to and how you identified them.  *You may wish to discuss one or more of the following, for example:*   * *Regional skills shortages* * *Industry skill shortages* * *TEC identified priorities (*see [Plan Guidance and Supplementary Plan Guidance](http://www.tec.govt.nz/funding/funding-and-performance/investment/investment-toolkit/)) * *Iwi aspirations* |
| *(in 500 words or less)* |
| **5.2 PROVIDE**  How does your operating model and proposed Mix of Provision contribute to closing the skills gaps you have identified? |
| *(in 500 words or less)* |
| **5.3 TRANSITION**  Explain the pathways you are providing for Māori and Pacific learners to achieve the intended outcomes of MPTT. In your answer, provide evidence through examples of how you are connecting with employers and other stakeholders. In your answer you may wish to address how brokerage funding is used.  *You may wish to address each of the following transition pathways separately:*   * *New Zealand Apprenticeships and trades related vocational training..* * *Sustained employment* * *Non vocational pathways at Level 4 and above.* |
| *(in 500 words or less)* |

## Section 6: Learner success

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| * 1. **RECRUITMENT**   How are you connecting with and recruiting target Māori and Pacific learners?  *In your answer, please make specific reference to females and leaners less likely to achieve without MPTT.* |
| *(in 500 words or less)* |
| * 1. **IDENTIFYING BARRIERS**   Describe how your operating model and stakeholder relationships support you to identify barriers to Māori and Pacific learner success.  *In your answer, refer to a range of barriers you have identified and how this was achieved.* *Make specific reference to learners less likely to achieve without MPTT.* |
| *(in 500 words or less)* |
| * 1. **ADDRESSING BARRIERS**   Provide evidence of specific stratagies, actions, support and learnings the consortia provides to address the identified barriers?  *In your answer, make specific reference to learners less likely to achieve without MPTT and how consortium learner support funding is used in these approaches.* |
| *(in 500 words or less)* |

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| **7.1 Challenges (OPTIONAL)**  Please provide specific detail and evidence of any additional issues or challenges your consortia's operating model faces. This may include challenges in reaching targeted cohorts of learners in specific regions.  *Please only provide detail if the challenges faced significantly impact upon your consortia operations and have not yet been described within the application form.* |
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## Section 7: Optional additional information

If you have further information for us to consider, please outline it here.

## Section 8: Further information requirements

This section lists **addtional** information your organisation is required to submit as part of this application.

Please submit the following requirements and sign the declaration:

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| * 1. **Aspirational targets**   Using the aspiration targets template, provide aspirational targets for female participation and for learners less likely to achieve without MPTT. |
| **8.2 Consoritum mix of provision**  Using the Mix of Provision (MoP) template, provide a consortium MoP outlining the distribution of proposed EFTS and learners for each partner TEO as part of this application.  *Please note: TEO’s will be required to submit individual MoPs via Workspace 2 once the proposed funding allocations have been announced.* |
| **8.3 Consortium budget forcast**  Using the budget template, provide a proposed budget including a forecasted breakdown of how you will use **consortium learner support funding**. |
| **8.4 Declaration by consortium Lead**  By submitting this application form and associated documents, you confirm:   * The consortium Governance Group endorses this application for funding. Approval can be evidenced on request. * The submitted consortium MoP has been approved by the consortium Governance Group. * To the best of your knowledge, the TEO partners will have sufficient TEC baseline funding at the appropriate level (i.e DQ levels 1 and 2, and/or DQ 3-7 (non degree). |