

What does arranging training involve?

This overview has been prepared by TEC based on input from the transitional ITOs (TITOs). It has been prepared to ensure Te Pūkenga, Private Training Establishments (PTEs) and wānanga understand what arranging training involves. This is a generic overview as, although the arranging training activities provided by TITOs are similar, the models they use to support training and engage with employers and industry are diverse and wide ranging.

The TITOs are currently responsible for arranging training for learners in work. “Arranging training” covers the activities needed to develop and maintain the arrangements for delivering work-based training for learners through employers for on-job components and providers for off-job components. It also includes relevant apprenticeship training activities, including providing pastoral care to apprentices.

Arranging training involves supporting employers and learners to achieve industry standards and qualifications, through arranging an appropriate mix of learning and assessment that ensures learners can complete credentials and qualifications through their workplace. Often, this involves a mix of on-job and off-job learning and assessment. It is employer-led, where the employers are primarily the teachers and the employees are the learners.

The employers and learners involved enter into a training agreement between themselves and the organisation arranging the training. This training agreement forms part of the learner’s employment agreement. At a macro level, arranging training includes:

- working with employers to understand and develop programmes to satisfy their needs
- working with employers to sign up their employees into work-based training
- working with employers and their apprentices to develop individual training plans
- ensuring learner achievement and progression towards their qualifications
- arranging for learners to be assessed against standards
- working with providers and employers to organise delivery of any off-job training components
- providing holistic support for learners
- supporting the employer as a provider and their employees as the learner.

It is important to note arranging training is not the delivery of on-campus or on-line learning for students enrolled directly in these.

Arranging training activities after transition to a provider

| Activity | Description |
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| Obtain/Maintain Provider Status | <p>Obtain/maintain provider registration</p> <p>Manage quality system and self-assessment capability to ensure an appropriate EER status</p> <p>Implement and maintain trainee management system capable of reporting to the ITR and NZQA. Develop any integration required to support LMS, employer & learner/ reporting or assessment portals etc.</p> <p>Or</p> <p>Enter into an NZQA- and TEC-approved sub-contracting arrangement with a provider</p> |

| Activity | Description |
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| Determine need, learning approach and service model(s) for the generalised training/support towards a qualification | Industry consultation, needs analysis, determine appropriate service model Cost service model Determine any learner/employer fees (e.g. industry cash contribution etc) Develop business case if any development required |
| Programme and generic Training Plan development and approval | Develop, maintain and continuously improve a programme leveraging industry and subject matter expertise Obtain internal approval of programme within own quality system Obtain NZQA/TEC approval for programme Obtain NZQA accreditation for programme delivery if required Establish Training Plan and set up in trainee management system |
| Programme maintenance (as Programme Owner) | Programme evaluation and review Programme consultation Consistency events (as programme owner) Benchmark/align projects and their review Manage transition arrangements/updates/gap analysis between versions of standards, qualifications, programmes Consent to assess applications (as the applicant now) |
| Contract with providers as necessary to provide training under the generalised approach | Identify providers willing and able to support training model, and seek NZQA and TEC approval for the arrangements Co-design any required off-job component (block course, night class, distance learning, study group support, etc) Negotiate and conclude contract for training provision with providers Establish relationship manager who has oversight of the subcontracted arrangement including the quality of delivery Manage course bookings and learner enrolment with subcontracted providers Manage travel & accommodation and any fees/subsidies offered for learners |
| Assessments and Learning Support Resources | Develop and maintain assessments Complete internal pre assessment moderation of assessments Obtain external WDC pre assessment-moderation approval Develop and maintain any learning/support resources to be provided to learners (could include study guides, block course manuals, on-job manuals, employer training guides, on-line content and customised resources) Set up programme/units within on-line platform for on-line resources Manage printing and distribution of paper based resources |

| Activity | Description |
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| Assessor Management | <p>Identify suitable assessors and develop assessor network. Could be in-house, workplace assessors, provider or contract assessors</p> <p>Manage assessor contracts (for non-workplace assessors)</p> <p>Support assessors with subject matter expertise to obtain 4098 and complete initial development/training</p> <p>Manage assessor approval and scope in quality/trainee management system</p> <p>Provide ongoing professional development for assessors including mandatory refresher training</p> <p>Provide moderation feedback to assessors for purposes of continuous improvement</p> |
| Marketing and Sign-Up Employers/Learners | <p><u>Administrative</u></p> <p>Marketing and employer engagement to determine employer/learner requirements, including digital marketing and sector specific targeted marketing campaigns</p> <p>Complete sign up process, Training Agreement, complete ID and eligibility check, fees-free process, prior learning assessment etc</p> <p>Complete enrolment in trainee management system, including registering Training Plans for apprentices</p> <p>Invoice and collect any fees</p> <p>Administer any changes in Training Plan in the trainee management system</p> <p>Ensure integrity of ITR reporting and address any integration errors</p> <p><u>Approach</u></p> <p>Engage with employer/learner to determine optimal training approach. This might be the generic approach but could also be bespoke for a particular company or group of employers</p> <p>Undertake capability and capacity evaluation to ensure that the employer is aware and able to provide the required training</p> <p>Subcontract to providers for any bespoke training necessary to support an individual/group of employers that differs from the generic approach</p> <p>Determine the Training Plan (choice and order of unit standards to be completed for an individual learner)</p> <p><u>Workforce Development and Corporate Approaches</u></p> <p>Undertake full workforce development analysis across multiple roles with an employer to determine training needs</p> <p>Understand the holistic needs of employers and learners</p> <p>Undertake mapping of existing employer training approaches to programmes and develop customised Training Plans to address gaps</p> <p>Arrange bespoke training and assessment as required to support individual employers</p> |

| Activity | Description |
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| Training and Assessment | <p><u>Operate training and assessment model</u></p> <p>Support for on-job and any off-job learning along with managing assessment</p> <p>Train and support the trainer (on job and face to face)</p> <p>Co-ordinate assessor visits based on learner being ready to be assessed</p> <p>Monitor learner progress and ongoing engagement with learners and employers</p> <p>Modify Training Plan and learner status as required to respond to workplace activities and learner’s circumstances</p> <p>Report assessment completions</p> |
| Pastoral Support | <p>Provide ongoing pastoral support for learners and employers (where required) through scheduled visits and on demand support requests through field staff or the service centre. Support is provided based on learner need and determined in conjunction with employer and Account Manager</p> <p>Arrange specialist learner support for disability, literacy and numeracy, dyslexia support, ESOL etc</p> |
| Assessment reporting and post-moderation | <p>Record assessment completion in trainee management systems.</p> <p>Undertake robust post moderation sampling internally and manage requests for any external post moderation</p> <p>Report completions through TMS</p> <p>Ensure integrity of ITR reporting and address any ITR errors</p> <p>Printing and award of qualifications</p> |
| Relationship Management and Communications | <p>Commitment to Māori and Pasifika</p> <p>Meeting the needs of key stakeholders e.g. employers, industry associations, regulators, provider network, government agencies, public health and safety and the wider community</p> <p>Maintaining website, newsletters and social media</p> |
| Schools Careers Promotion | <p>Managing school communication (newsletters, website content, etc)</p> <p>Development of schools’ curriculum and supporting learning and assessment materials</p> <p>Support and assessment of gateway programmes, marketing and careers promotion, expos, school presentations, speed meets etc</p> <p>Professional development for school teachers</p> <p>School projects and competitions</p> <p>Trades Academy</p> |
| Recruitment, Placement and Brokerage | <p>Employer jobs board, sourcing and placing new recruits/apprentices</p> <p>Brokerage of employment opportunities for learners</p> <p>Brokerage of other training opportunities (into other TEOs)</p> |
| Continuous improvement | <p>Ensuring ongoing development to resource and service models</p> <p>Develop and maintain effective feedback loops</p> |

| Activity | Description |
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| Compliance with funding conditions | Investment plan commitments Eligibility Progression Work visas Active data base |