



Reform of Vocational Education (RoVE)

skills.

Grow by growing others

The Skills Organisation

Transition Plan Final Version

Authors: The Skills Transition Team

Date: [10/12/2021](#)

Version: Final version

Comments: This document is confidential and must not be shared beyond TEC and Skills.

Contents

Introduction	3
About Skills	4
Section 1: Transition Approach	8
1.1 <i>Overview of transition approach</i>	8
How the transition will occur and where activities will be transferred	8
When the transition will occur and why.....	14
Other relevant activities	16
Relevant post-transition activities	16
1.2 <i>Alignment with learner, employer, and industry needs</i>	17
Alignment with learners' needs.....	17
Alignment with employers' and industries' needs.....	19
1.3 <i>Employer and industry support</i>	19
Employer engagement and support.....	19
Industry engagement and support	20
Nature of engagement with employers and industry	22
Evidence key existing employers and industry bodies support the Transition Plan	24
1.4 <i>Status of discussions with Receiving Organisations</i>	24
1.5 <i>Conflicts of interest</i>	26
2.1 <i>Rationale for preferred providers of Arranging Training</i>	27
Providers that have been considered for Arranging Training	27
Preferred providers' approach to Arranging Training	31
Preferred providers' capabilities	36
Details of transitioning programmes, learners and standard training measures	44
2.2 <i>Service continuity approach</i>	46
2.3 <i>Retention of people, skills, knowledge, experience and relationships</i>	48
2.4 <i>Transition of information and assets</i>	52
Key categories of information needed for transition	52
Key categories of assets needed for transition.....	55
2.5 <i>Commercial and legal processes</i>	58
2.6 <i>Working with external parties</i>	59
2.7 <i>High-level work plan</i>	60
Risk and mitigation matrix in transition phase	62
Section 3: Declarations	63
Part 4: Appendices	64

Introduction

The Education and Training Act 2020 (ETA) sets out to establish and regulate an education system that:

- Provides New Zealanders and those studying in New Zealand with the skills, knowledge, and capabilities that they need to fully participate in the labour market, society, and their communities; and
- Supports their health, safety, and well-being; and
- Assures the quality of the education provided and the institutions and educators that provide and support it; and
- Honours Te Tiriti o Waitangi and supports Māori-Crown relationships.

Of particular importance and for reference in relation to this Transition plan, The Skills Organisation Incorporated (Skills) has been guided by Schedule 1, Clause 52 of the ETA, requiring Transitional Industry Training Organisations (TITOs) to develop Transition Plans which provide for the transfer of responsibility for Standard Setting and Arranging Training activities. This document outlines the Transition Plan for the transfer of responsibility for Arranging Training activities. It has been prepared for the Tertiary Education Commission (TEC).

Skills recognises that transferring responsibility for Arranging Training activities from existing TITOs to a new model to create a strong, unified, and sustainable vocational education system poses challenges and risks for both employers and learners. Managing a transition that requires complex change management in a structured and sensitive manner is key to our success. Concerns around service continuity and minimising risks associated with the transition are very important to us.

We are confident that our current experience will provide a solid foundation to manage the complexity of the transition, despite the additional responsibilities it will create for our people and processes.

Having the ability and experience to plan, communicate, and implement transitions of people, processes, and systems is crucial. TEC can be confident that Skills will facilitate the smooth movement of employers and learners to the Receiving Organisations since Skills:

- Puts the employer's and learner's experience first
- Holds long standing successful and established working relationships with industry, providers, employers, learners, and our communities
- Has a proven track record of integrating previous TITOs into Skills, as well as integrating businesses acquired, including IMNZ and David Foreman
- Will ensure the transition of knowledge, people, systems, and assets is handled well by a transition team with extensive experience

This final Transition Plan builds upon the draft Transition Plan submitted to TEC in June 2021. This Transition Plan has been approved by the Skills Board of Directors, key stakeholders, industry, and employer representatives.

About Skills

Our Background

Skills was founded in 1992 as ETITO, training up generations of NZ electricians and developing standards and qualifications for New Zealand industries to set people and businesses up for success. Now, 29 years later, we are part of the wider Skills Group – focused on workplace wellbeing, learning & development consulting, leadership & sales training and much more. Our goal is to grow people well, through real-world, practical learning & development.

Our Head Office is in South Auckland, we employ over 300 employees, located at six main sites around the country: Auckland, Hamilton, Tauranga, New Plymouth, Wellington, and Christchurch.

Skills is an industry owned, charitable organisation and we actively engage with communities with many differing initiatives, such as advocating for women in trades, Māori, Pasifika, and youth, by providing career pathway opportunities.

Our Existing Capabilities

Skills has contributed to developing a new generation of professionals and tradespeople. We have worked with industries to develop qualifications that are fit for purpose and relevant for both industry and employers. This has provided learners with the knowledge and skills they need to succeed upon completion of their qualifications.

We are proud to state that we have:

- Assisted over 5,700 employers to facilitate apprenticeship / training programmes
- Helped over 22,000 learners during their apprenticeship / training annually
- Supported over 3,900 workplace assessors
- Developed over 100 New Zealand qualifications in addition to replacing hundreds of National qualification versions

We provide training services for Specialist Trades, Corporate and Government sectors, across 22 gazetted industries with over 150 Skills TITO staff that service these industries. Please refer to Appendix 1 – Industry detail for descriptions of each industry.

Trades

Skills delivers pastoral care for apprentices and support for employers. We work with approximately 4,000+ small to medium trade firms nationally with over 10,000 apprentices for the following industries:

- Concrete Roofing, Tiling, Metal Roofing and Cladding Manufacturing industries

- Cranes
- Drainlaying
- Electrotechnology
- Gasfitting
- Industrial Rope Access
- Plumbing
- Power Operated Elevating Platforms
- Rigging
- Scaffolding



Corporate & Government

Skills works with a number of government agencies to support inhouse training nationally, as well as working with medium to large commercial clients. We also work with three Government Training Establishments being Defence, Corrections and Police. Our corporate and government industries include:

- Civil Defence
- Contact Centre
- Financial Services (including Credit management)
- Fire and Rescue
- First Aid, Emergency Services and Ambulance
- NZ Fire Service and Fire Commission
- Occupational Health and Safety
- Offender Management
- Public Service and Local Government
- Real Estate
- Security



Supplementary Programme Areas

Skills also offers programmes to support the above industries. These areas are:

- Adult Education
- Business
- Project Management

Our Future

Business Strategy & Vision

Our long-term strategy and vision for many years has been to be more than just an ITO. Over the last 5 to 10 years, we have expanded our services beyond core ITO-related functions to include vocational education consulting, leadership and development, wellbeing, and social good both in New Zealand and internationally.

Five years ago, we were given the opportunity to purchase a registered PTE offering specialist electrotechnology training, E-tec. The then owner was retiring and had been unsuccessful finding a new owner. With the permission of TEC, Skills purchased E-tec and de-registered it as a PTE. Since then, E-tec has continued to deliver electrical specialist training, partnering closely with the Manukau Institute of Technology and other education providers, to ensure continued access to this training in New Zealand.

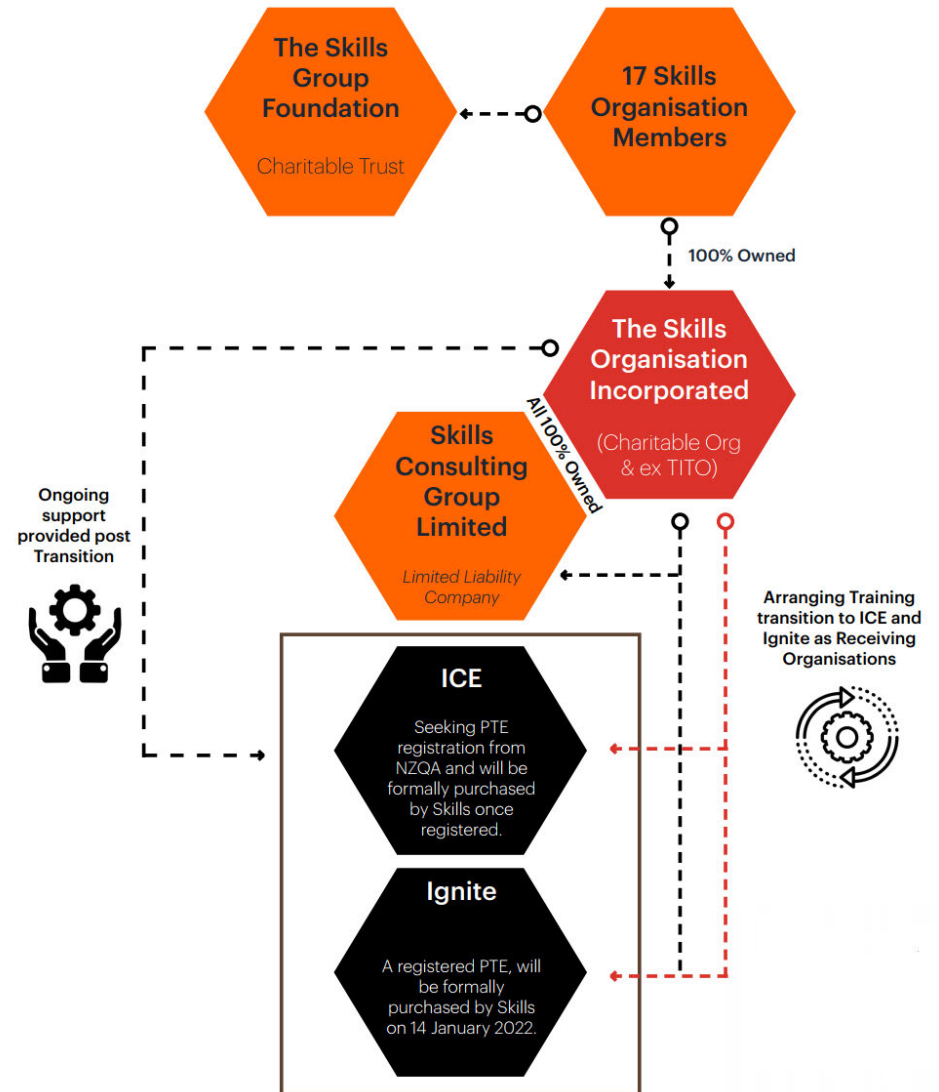
In 2015, Skills led a working group of industry stakeholders responding to the capacity and quality issues for Plumbing, Gasfitting and Drainlaying in the Auckland region. This resulted in the establishment of Industry Connection for Excellence Limited (ICE) in 2016. Over the last 5 years ICE, alongside Skills, has worked hard to respond to industry need and provide high quality training to apprentices. ICE has regularly been used as an exemplar in the way that they engage with apprentices, their employees, and the wider industry.

Over the last 2 years, we have realised our vision by focusing on the purchase of a Private Training Establishment (PTE). Recently, we were successful in reaching agreement to acquire Ignite Colleges Limited (Ignite), a category 1 PTE established since 2002. Ignite offer a wide range of accredited programmes in Healthcare, Hospitality, International Freight & Logistics, Early Childhood Education and Care, Security, Study and Career preparation, and Literacy and Numeracy. We take ownership of Ignite Colleges in January 2022.

Skills plans to acquire ICE in the near future, 9(2)(j) ICE will join Ignite Colleges as one of our PTEs to become a subsidiary of the Skills Organisation.

Skills Organisation Post Transition

- Post transition, responsibility for some Arranging Training activities will be transferred to Skills subsidiaries, Ignite and ICE
- The staff, systems and assets that support the transitioned Arranging Training activities will be transferred across to these subsidiaries (see section 2.4 of this Transition Plan)
- ICE and Ignite will have their own staff, academic services, quality management, and financial systems leading up to and upon completing transition in October 2022. Skills, the parent organisation, will no longer be a TITO
- Over 2022 and post the introduction of the Unified Funding System (UFS), TEC funding will go direct to ICE and Ignite as Providers
- Skills will continue to own assets and employ people as well as own shares in its three subsidiary companies, Skills Consulting Group Limited, ICE and Ignite
- Skills will support the integration of Ignite and ICE by providing resources and support to these subsidiaries such as overarching strategic planning and providing additional support as required
- Skills Consulting Group Limited will have no role in Arranging Training activities. Skills has had a long-term strategy of diversification and has broadened their range of offering to include vocational education consulting, leadership and development, well-being and social good. Its focus being on working with clients to find/provide solutions to help build their people, team, and workforce.



Section 1: Transition Approach

1.1 Overview of transition approach

How the transition will occur and where activities will be transferred

Overview

Our transition journey has been long and complex. We have listened carefully to our industry partners, learners, and employers who have provided valuable feedback to Skills to determine the best options for successful transition. We deliver many programmes across diverse industries, each with unique needs, delivery models and risks. Making sure that the next provider assuming responsibility is current in industry knowledge, has the capabilities, and has experience in managing training delivery to learners and employers, are critical success factors for all our stakeholders. Based on the feedback we have received over the last 18 months, we determined that the traditional "lift and shift" approach that other TITOs completed with Te Pūkenga was not suitable for all our industries. Therefore, after consultation and as a result of our evaluation, we determined the best transition option for our programmes was to transition responsibility for some Arranging Training activities to several industry specific PTEs, as well as to Te Pūkenga.

Although this approach involves our programmes transitioning to multiple Receiving Organisations, we are confident that the transition will occur with minimal impact to service performance and learner and employer experience as we have:

- Developed a comprehensive Transition Programme that includes strong change management, risk management, communication management and business continuity planning
- Designed the transition into manageable phases – Initiation Phase, Planning Phase, Execution Phase and Close Out, allowing for easier control of the project and quality output as each phase has its own goals and deliverables
- Staged the Service Commencement (Go Live) dates into three groups which ensures we optimise resources, learn quickly, and adapt prior to the next Go Live reducing the overall risk of a “big bang” approach
- Worked closely to deepen our existing relationships with the Receiving Organisations and have engaged extensively in the development of their Receiving Plans.

Transition Selection Criteria

To balance the needs of learners, employers and industry, we have agreed with TEC that we will transition our learners based on the following selection criteria (Transition Selection Criteria) (in order):

Criteria	Rationale	If (example)	Then (example)
1. To the learner's off-job provider of choice they selected when they enrolled	Learners (and their employers) already have an existing relationship with the provider through the off-job delivery component of their training programme. This also provides an easy determinant of transition as the provider already has an indication of transition numbers. Existing training agreements and off-job delivery is maintained. This criterion is only for our learners in the trades industries.	The learner selected an off-job provider that is a Te Pūkenga subsidiary e.g., Manukau Institute of Technology	Transition to Te Pūkenga
		The learner selected an off-job provider that is a Receiving Organisation e.g., ETCO	Transition to ETCO
		The learner has no off-job provider (corporate and or government learner)	The learner will transition to the Receiving Organisation based on the next set of criteria
2. To Industry's preferred Receiving Organisation	Our industry partners have determined the Receiving Organisation that will best suit the needs of the learner.	The Crane Association has selected for all Cranes programmes to transition to Te Pūkenga	All learners completing the Crane Association's qualifications will transition to Te Pūkenga
3. Employer prefers all their learners (regardless of programme) to transition to one Receiving Organisation	Feedback from our larger employers in corporate and government industries has indicated they want to interface with only one Receiving Organisation. This is to ensure their learners are serviced in a consistent way, reducing the impact of managing multiple providers.	Corrections has chosen Ignite for their learners to complete Offender Management qualifications	All other programmes that Corrections are working with such as Business, will transition to Ignite, providing it does not conflict with the previous criteria – Industry's preferred Receiving Organisation.
		NZ Police has chosen Ignite for their learners to enrol with. They have employees enrolled in Regulatory Compliance (G-Reg) that is not transitioning to Ignite as industry preferred this to transition to Te Pūkenga.	Those G-Reg learners will transition to Te Pūkenga based on the previous criteria – Industry's preferred Receiving Organisation. All other learners will remain with Ignite.

Industry & Receiving Organisation Summary

We have consulted with our larger employers and explained the rationale behind our Transition Selection Criteria, and they have fully endorsed this. For an illustration of the Transition Selection Criteria and how we determined where each learner will transition, please refer to Appendix 2 Learners Transition Flow diagram.

Based on the Transition Selection Criteria, we evaluated each provider and identified the following organisations as preferred Receiving Organisations. These Receiving Organisations have all been endorsed by our employers and industry partners, and are as follows:



The following table outlines the Programme Areas and Receiving Organisations we are transitioning our employers and learners to.

Gazetted Industries	Programme Areas	Te Pūkenga	ETCO	Vertical Horizonz	Ignite Colleges	ICE	St John	Strategi Institute	No Active Learners*
Cranes	Cranes	●							9(2)(b)(ii)
Rigging	Rigging	●		●					
Concrete Roofing, Tiling, Metal Roofing and Cladding Manufacturing industries	Roofing			●		●			
Scaffolding	Scaffolding	●		●					
Plumbing	Plumbing, Gasfitting and Drainlaying (PGD)	●				●			
Gasfitting									
Drainlaying									
Power Operated Elevating Platforms	Elevated Work Platforms (EWP)	●							
Industrial Rope Access	Industrial Rope Access	●		●					
Electrotechnology	Electricians	●	●						
	Switchgear fitting					●			
	Electrical Equipment in Explosive Atmospheres					●			

Gazetted Industries	Programme Areas	Te Pūkenga	ETCO	Vertical Horizonz	Ignite Colleges	ICE	St John	Strategi Institute	No Active Learners*
	Motor Rewinding					●			9(2)(b)(ii)
	Industrial Measurement and Control	●							
	Electronic Engineering					●			
	Electronic Security					●			
	Appliance Servicing					●			
	Customer Premise Systems					●			
	Electronics Technology**								
Fire and Rescue								9(2)(b)(ii)	
NZ Fire Service and Fire Commission	Fire and Rescue	●							
Civil Defence	Civil Defence	●							
	Coordinated Incident Management Systems	●							
First Aid, Emergency Services and Ambulance	Ambulance						●		
	Emergency Communications				●				
Public Service and Local Government	Public Sector				●				
	Conservation	●							
	Statistics	●							
	Regulatory Compliance (G-Reg)	●							
	Intelligence				●				
	Building Surveying/Regulatory Environment	●							
	Case Management				●				
	Whanau Ora	●							
	Organisational Risk and Compliance	●							
Offender Management	Offender Management				●				

Gazetted Industries	Programme Areas	Te Pūkenga	ETCO	Vertical Horizonz	Ignite Colleges	ICE	St John	Strategi Institute	No Active Learners*
Occupational Health and Safety	Occupational Health and Safety	●							9(2)(b)(ii)
Financial Services and Credit Management	Financial Services	●						●	
	Credit Management				●				
Real Estate	Real Estate				●				
Security	Security	●			●				
Contact Centre	Contact Centre				●				
These areas cover all industries above	Sales	●							
	Business	●			●				
	Project Management	●			●				
	Adult Education	●			●				

*No Active Learners: These programmes have no active learners however Skills will still transition these programmes to the Receiving Organisation.

9(2)(i)

57% of our learners will be transitioning to Te Pūkenga. This transition of learners to Te Pūkenga reflects our current Provider contracts for off-job provision as most of our existing off-job providers are subsidiaries of Te Pūkenga. We recognise that Te Pūkenga will play a key role in transforming the future of Vocational Learning in New Zealand.

The following table outlines the proportion of total Skills learners and equivalent Standard Training Measures (STMs) by each Receiving Organisation. Those with the same proportion of learners but higher STM proportions is due to having more apprentices than trainees. We have rounded the percentages to the closest 1% for ease of reading.

Industries	Te Pūkenga	ETCO	Vertical Horizonz	Ignite Colleges	ICE	St John	Strategi Institute
% of Learners	57%	12%	9%	17%	4%	1%	1%
9(2)(b)(ii)	■	■	■	■	■	■	■
■	■	■	■	■	■	■	■

Discovery Process and Planning

Since finalising the selection of proposed Receiving Organisations and receiving completed Term Sheets from each, we have facilitated a Discovery process by providing the Receiving Organisations with a breakdown of people (FTE and headcount numbers), assets (fixed and intangible) and service delivery requirements (processes, programme resources, materials and contracts) required for the specific programme areas we are transitioning to them. We have discussed our implementation strategy, particularly the recruitment of Skills employees, the upgrade of the Receiving Organisations' systems to enable Industry Training Registry (ITR) connectivity, and the physical handover of staff and assets, to ensure that each Receiving Organisation has the systems, processes, staff and assets to successfully deliver vocational education and Arranging Training activities post-transition.

The outcome of the Discovery Process and Planning is:

- **Te Pūkenga** – partial “lift and shift” strategy specific to the programme areas Te Pūkenga will receive. Skills is proposing to transfer part of its operations (the Arranging Training activities, agreed assets and liabilities) to Te Pūkenga Work Based Learning subsidiary. Skills will retain its ‘Skills’ brand and name and will continue its operations post-transition. Skills will transition Skills staff, retaining Skills’ Auckland office, systems (student management, learning management), assets (computers, mobile phones, vehicles), novating existing off-job and service delivery contracts and all service delivery resources (Programmes of Industry Training (PITs), collateral, operational processes etc).
- **ETCO, Vertical Horizonz, Ignite and ICE** – transitioning Skills staff, learner and employer records (via data extracts), supporting the establishment of ITR connectivity through a partnership agreement with 9(2)(b)(ii) novating existing off-job and service delivery contracts and all service delivery resources (PITs, collateral, operational processes etc) specific to the programme areas each Receiving Organisation will receive.
- **St John and Strategi** – transitioning learner and employer records (via data extracts), supporting the establishment of ITR connectivity through a partnership agreement with Selma, novating existing off-job and service delivery contracts and all service delivery resources (PITs, collateral, operational processes etc) specific to the programme areas each Receiving Organisation will receive. 9(2)(b)(ii)

We have provided each Receiving Organisation our transition implementation strategy, tailored to what we have agreed in the relevant Term Sheet. Skills has been involved in the development of the Receiving Plans for each Receiving Organisation. The final Receiving Plans have been reviewed and endorsed by Skills, and more detailed plans will be created once we begin the Execution Phase of transition.

Assumptions & Dependencies

Our Transition Plan has been guided by a list of key assumptions and dependencies, including:

- Te Pūkenga will transition Skills’ staff, systems, processes, intellectual property (IP), and assets into a Business Unit of one of their existing Work Based Learning subsidiaries, as agreed in the signed Term Sheet between Skills and Te Pūkenga.

- Existing off-job and service delivery contract agreements that Skills has with providers will be novated to the relevant Receiving Organisation. Please refer to Appendix 3 for a list of these contracts and rationale.
- Receiving Organisations have the appropriate resources and Receiving Plan in place to manage transition implementation and appropriate testing including connectivity to the ITR either through a bureau service or directly.
- Skills will continue to work closely with learners completing qualifications that are due to expire prior to transition. If any learners are not able to complete on time, Skills will transfer them to the relevant new qualification so that they are not disadvantaged or lost in the system.
- ICE's PTE registration is nearing completion, and Skills is expecting NZQA approval shortly. If complications arise with the registration prior to transition, Skills will delay the transition to ICE until registration is approved. The decision to delay transition will be made by April 2022.
- Ignite and ICE becoming subsidiaries of Skills. Ignite purchase planned for January 2022, and ICE purchase planned to commence once they have been registered as a PTE and approved as a Receiving Organisation.
- Skills' proposed transition timelines are subject to TEC Board approval of this Transition Plan

See the risk and mitigation matrix at page 44 for further detail of how these assumptions and dependencies will be managed to ensure a successful transition.

When the transition will occur and why

Skills has applied the following principles to support successful transition when developing the transition timelines:

- Ensure that Skills and Receiving Organisations have adequate time to plan and execute transition activities in readiness for Go Live.
- To minimise service disruptions and maximise performance, TEC have indicated that programme cohorts transitioning to Te Pūkenga must go live on the same day for all Receiving Organisations. Skills has factored this requirement into our plan.
- Receiving Organisations receiving industries that do not have any programme cohorts transferring to Te Pūkenga will go live earlier. The earlier Go Live dates will provide an opportunity for Skills to identify and apply improvements with subsequent Go Live dates.
- Therefore, there are three planned Go Lives – these are outlined as Go Live 1, Go Live 2 and Go Live 3.
- We will plan for the physical transfer of people, data, assets, etc to occur prior to the Go Live day so that Receiving Organisations are prepared to begin arranging training on the next business Go Live day, to minimise business disruption.
- We will work with the Receiving Organisations regarding the timing of any training and/or inductions that will be conducted with Skills staff transferring.

Proposed timelines for Go Live are:

Stage	Industries	Receiving Organisations	Target Go Live Date
Go Live 1	Ambulance	St John	1 July 2022
Go Live 2	Appliance Servicing, Case Management, Contact Centre, Credit Management, Customer Premise Systems, Electrical Equipment in Explosive Atmospheres, Electronic Engineering, Electronic Security, Emergency Communications, Motor Rewinding, Public Sector, Real Estate, Roofing, Switchgear fitting	ICE Ignite Vertical Horizonz	1 September 2022
Go Live 3	Adult Education, Building Surveying/Regulatory, Business, Civil Defence, Conservation, Coordinated Incident Management Systems, Cranes, Electricians, Elevated Work Platforms, Financial Services, Fire & Rescue, Industrial Measurement & Control, Industrial Rope Access, Intelligence, Organisation Risk & Compliance, Offender Management Plumbing, Gasfitting & Drainlaying, Regulatory Compliance (G-Reg), Rigging, Scaffolding, Security, Statistics and Workplace Health & Safety	Te Pūkenga ETCO ICE Ignite Strategi Vertical Horizonz	1 October 2022

Rationale

We have staged our transition go live dates so that we can execute “soft launches” with programmes that have a smaller number of learners and employers. This enables an agile implementation approach and provides the opportunity to identify any areas for improvements for the go live dates that have large volumes of learners and employers.

We plan to commence detailed planning of transition activities with the Receiving Organisations early 2022. Staff recruitment, the establishment of system capabilities, and collation and improvement of service delivery components (such as operational processes, programme collateral, etc.) will occur simultaneously between June and August 2022. From August to September 2022, transition activities specific to each Receiving Organisation will take place at different times, depending on when they go live. Pre-Go Live transition readiness sessions will be held and checklists for success criteria will be completed by Skills and the Receiving Organisation.

We have identified that Ignite, ICE and Vertical Horizonz (VHNZ) as Receiving Organisations will have **two transition dates – Go Live 2 and Go Live 3**. We have evaluated the risks and opportunities of this and as an outcome, determined which programmes would need to be transitioned first and then second. The two transition dates will minimise the impact on learners, employers, and Receiving Organisations as we will transition the programmes with a smaller number of learners and employers first.

We have determined that the risks for having two transition dates are low and will provide benefits to all Receiving Organisations, including:

- Only 17% of all learners will transition on Go Live 2, allowing Skills and Receiving Organisations to respond and resolve issues effectively
- Skills, Ignite, ICE and VHNZ will have the opportunity to adapt their transition processes and know what to expect based on the lessons learned from the first transition, and share these with the other Receiving Organisations who have not yet transitioned
- Complies with TEC requirements that all industries go live at the same time, reducing the impact on industry, employers, and learners.
- Skills has discussed this approach with Ignite, ICE and VHNZ who support this approach as they see the opportunities this creates for them.

Other relevant activities

Skills currently supports six Gateway Programmes for schools. These will be transitioned to Te Pūkenga. Our Gateway programmes offer students low risk unit standards which are completed off-job. Gateway students are generally matched with an employer and work one day a week, for 10 weeks. Schools typically complete Gateway programmes in the first half of the year, we will ensure that all Gateway programmes are completed prior to transition. The Gateway programmes will then be offered by Te Pūkenga in early 2023.

The following table outlines the Gateway programmes offered by Skills

Industry	Description
Electrical (Electricians)	Gateway Product - 10 units 25 credits
Plumbing, Gasfitting and Drainlaying	Gateway Product - 10 units 22 credits Trades Academy – not Skills product. Skills has worked with Manurewa High School to connect with ICE to support their Trades Academy with Plumbing delivery. This project will be handed over to ICE to continue to work with Manurewa High School.
Scaffolding	Gateway Product - 6 units 17 credits
Roofing	Gateway Product - 7 units 20 credits
Security	Gateway Product - 5 units 18 credits
Contact Centre	Gateway Product - 6 units 27 credits

Relevant post-transition activities

In accordance with its obligation to support providers when transferring the responsibility for the Arranging Training activities (Clause 52(1)(c) Schedule 1 ETA) Skills will continue to support Receiving Organisations for a period of 10 working days post Go Live day. Our Transition Team will work with each Receiving Organisation's team to answer any questions and provide information as needed. TEC's ICT Team will be included in this support period, to ensure any issues with connectivity to the ITR from the Receiving Organisation's systems are captured, prioritised, and resolved. Skills will work with the Receiving Organisations and TEC to ensure that we have clear contingency plans so that if there are issues with the ITR, there is a backup plan.

Skills will continue to operate as its own entity post transition. ICE and Ignite will become subsidiaries of the Skills Organisation.

1.2 Alignment with learner, employer, and industry needs

Alignment with learners' needs

Skills' programmes are developed with the learner/employer and community need in mind. Typically, programmes are designed in close association with industry, iwi and community representatives, led by Skills Programme Managers. Programme delivery methods evolve with each new qualification version, including external drivers or disruptions such as Covid necessitating changes to programme delivery. New programmes are designed with the aim to create suitable/relevant pathways for Māori, Pasifika, and under-served learners. Programmes are delivered to meet the learning styles of learners from diverse communities i.e., programmes include practical tasks, written and oral tasks.

As new programmes are rolled out, we use survey feedback to validate the programme structure, and we adjust parts of the programme that are not working as well as anticipated. Examples of adjustments or changes to programme structure include lengthening or shortening block courses, providing access to learning and assessments online, adjusting content levels catering to the learner type or providing more options to suit trainee choice. Assessment material and achievement rates are reviewed regularly to ensure that programmes are fit for purpose.

Skills has conducted extensive research over the past two years via detailed surveys and one on one conversations with employers and learners as part of our continuous improvement and customer experience initiatives. We recognise that as employers and learners change, we need to adapt our programmes and services to respond to their needs. We offer delivery options that closely reflect workplace progression and access requirements. Our Account Management team work closely with employers, trainees and apprentices to ensure that we provide the best possible pastoral care and support. We have adapted different ways to work with learners and employers, whether it is making changes to their learning environment, connecting them to peer groups for support, linking them to technical support people and providing language, literacy and numeracy support. The Account Managers regularly provide feedback to the Programme Management team on the programme design, off-job provision and how we can better support learners to succeed. This feedback coupled with our extensive research has enabled Skills to design and deliver programmes that respond to the learner, employer and industry needs.

We have, most recently implemented bespoke pastoral care models for Māori and Pasifika students, including one on one feedback and coaching. Skills has integrated a way for learners to connect with their wider support networks. This supports all learners but especially Māori and Pasifika learners by involving their whanau or other support in the learning process. We also use the following strategies to address learner needs:

- Provide an option for every trainee to nominate a 'support person' – this is recorded, and this person can be utilised in addition to employer / supervisor / AM support.
- Personalised Literacy and Numeracy support provided by a dedicated and expert team
- Annual trainee surveys with feedback being actioned and implemented in a timely manner
- Techfund process and utilisation to provide tools to the learners that need them
- Block course scheduling flexibility for trainees dealing with situations outside of their control and address any accessibility issues
- Trained Account Managers to be able to identify and refer mental health issues
- Free access to EAP apprentice support

Skills has identified that learners are more likely to do well when they have a support person to help them along their learning journey. For this reason, we have included in our Training Agreements the opportunity for the learner to connect with their wider support networks by nominating a chosen Support Person. With

their consent, that person can be contacted during the apprentices' journey through their qualification. This supports all learners, especially Māori and Pasifika learners, by involving their whanau or other support in the learning process.

Skills programmes are developed with the learner/employer and community need in mind. Typically, programmes are designed in close association with industry, iwi and community representatives, led by Skills Programme Managers. Programme delivery methods evolve with each new qualification version, including external drivers or disruptions such as Covid necessitating changes to programme delivery. New programmes are designed with the aim to create suitable/relevant pathways for Māori, Pasifika, and underserved learners. Programmes are delivered to meet the learning styles of learners from diverse communities i.e., programmes include practical tasks, written and oral tasks. Based on feedback received, Skills has identified the following as important for our learners:

- The arranger of training is helpful and supportive, they care about learners, are professional and easily contactable
- Their learning journey is managed by experts in training in the workplace,
- The arranger of training offers high quality and relevant training programmes which are good value for money
- The Account Manager provides relevant pastoral care and support
- The Account Manager can assist with training problems and has a good knowledge of their course and progress
- The programme is relevant with useful learning content and high-quality assessment feedback is provided
- Marking turnaround is quick
- Course content can be accessed online through a portal along with assessments

As part of the evaluation of Receiving Organisations, Skills has ensured Receiving Organisations understand the importance of this and can provide the support our learners need. In the table below we have further outlined the success criteria important for trainees and how Skills has ensured the Receiving Organisations can meet/already meet these criteria.

Criteria important to learners	How criteria will be met with the Receiving Organisations
Receiving Organisation are professional and easily contactable	Most Receiving Organisations are either ITPs or PTEs already. They are NZQA Category 1 providers and have systems to ensure trainees can contact their account manager.
Receiving Organisation have Account Managers that offer: <ul style="list-style-type: none"> - pastoral care and support - support with training problems etc 	Skills and the Receiving Organisations are working together to determine the number of Account Managers needed to provide pastoral care and support. Any contracts that Skills has that provide technical support to learners/employers will be novated to the relevant Receiving Organisations.
Receiving Organisations are experts in training	Most Receiving Organisations are already delivering off-job training for Skills trainees. We have monitoring and evaluation procedures in place to ensure their training meets Skills expectations.
Receiving Organisations offer high quality and relevant training programmes	Receiving Organisations selected have been monitored by Skills for several years through moderation activity and many already use Skills training programmes and learning and assessment material which will be handed across as part of the transition process.

Criteria important to learners	How criteria will be met with the Receiving Organisations
Receiving Organisations have relevant programmes with good assessment feedback and quick marking turnaround	Most Receiving Organisations have been using Skills programmes to date and those with a full-service contract have been using a Skills approved programme. The programmes, systems and processes will be handed across as part of the transition process. Technical support contracts will be novated to relevant Receiving Organisations to ensure consistency of assessment feedback conduit continued.
Receiving Organisations have online content	Many of the Receiving Organisations have either been accessing Skills online assessment or have their own systems for trainees accessing learning online

Please refer to Appendix 4 – Learner Engagement feedback for details of the feedback Skills received from learners.

Alignment with employers' and industries' needs

Since the announcement of RoVE, Skills has actively engaged with employers and industry partners via surveys, group forums, and workshops to present our transition approach and collect feedback to ensure our approach aligns with their needs. We recognise that it is essential that employers and industry join us on the journey.

From the outputs of our research, employers and industries identified the following criteria as important for success:

- Employer and learner transition to their existing provider of choice where possible
- Retain existing service delivery models with a focus on continuous improvement
- Retain knowledge and skills required to support and deliver the arranging training activities
- Continued ongoing working relationship with industry stakeholders
- Seamless transition that has minimal impact on delivery and ensures continuity of service

Skills shared the success criteria from our learners, employers, and industry with the Receiving Organisations and they have reflected these in their Receiving Plans. We will continue to share our knowledge and experience as part of our Transition Plan, in accordance with our obligation to support providers when transferring responsibility for the Arranging Training activities (Clause 52(c) Schedule 1 ETA).

1.3 Employer and industry support

Employer engagement and support

This table summarises employer engagement and support for Skills' Transition Plan. See below for a full description of the nature of our engagement with employers. Note that while the number of employers supportive of Skills' Transition Plan appears to be low, this is because some employers are satisfied with the status quo and do not support any change at all – see the survey responses in Appendix 5 Large Employer Support and Survey Responses.

Industry	TOTAL		Engaged			Supportive		
	Employer #	Learner #	Employer #	Employer %	Approx. Learner # Represented	Employer #	Employer %	Learner #
Electrical	1992	6032	520	26%	2506	1/9	0%	934
Electrotechnology	22	137	21	98%	135	1/1	4%	1
Plumbing Gas Drainlaying	1287	3723	350	27%	1005	5/11	0%	16
Scaffolding	226	1079	100	44%	474	4/7	4%	21
Roofing	335	1066	100	30%	319	1/2	1%	4
Cranes	71	298	71	100%	298	4/4	6%	28
Financial Services	156	171	156	100%	171	0/1	0%	1
Contact Centre	10	69	10	100%	69	0/0	0%	0
Security	26	219	26	100%	219	1/1	4%	20

Interpretation of Supportive Employer %; Of those surveyed, very low proportions of respondents were supportive of the transition. For example, in Scaffolding, 4 of 7 employers was supportive, so out of 100 employers surveyed, this equated to 4%, Those 4 employers represented 21 employees.

Industry engagement and support

This table summarises industry engagement and support for Skills' Transition Plan. See below for a full description of the nature of our engagement with industry.

Industry Body	Representation	Engaged with? Y/N	Supportive? Y/N
Ambulance NZ	Ambulance National Body, includes membership from St John, Wellington Free Ambulance, NZ Defence Force, Air Ambulance services	Y	Y
New Zealand Resuscitation Council	New Zealand's authority on resuscitation, whose guidelines provide those involved in resuscitation education and practice with recommendations based on scientific evidence.	Y	Y
HASANZ	The Health and Safety Association of New Zealand (HASANZ) is the umbrella organisation representing workplace health and safety professions in New Zealand.	Y	Y
Crane Assn of NZ	The Crane Association is the voice of the crane industry and recognised by the New Zealand government and the public alike as the official representative on all matters relating to the safety and operation of cranes.	Y	Y
ElectroTechnical Association of NZ	This association represents retailers, service dealers, suppliers, and technicians in the electronics industry	Y	Y
Master Electricians	The professional trade organisation for electrical contracting businesses in New Zealand. Over 1000 members, who employ around 6,000 electrical workers	Y	Y

Industry Body	Representation	Engaged with? Y/N	Supportive? Y/N
Master Plumbers	Master Plumbers members represent around 70 percent of registered plumbers, gasfitters and drainlayers in both the residential and commercial sectors	Y	Y
Scaffolding Access & Rigging (SARNZ)	Membership consists of major scaffolding and rigging contractors, through to smaller companies and individuals.	Y	Y
Roofing Association of NZ	RANZ membership comprises over 350 businesses in the residential and commercial/ industrial roofing market, who employ over 2,750 roofing installers and applicators. They represent most specialist professional roofing companies located nationwide involved in the supply and installation of all roof systems and services available in New Zealand.	Y	Y
Contact Centre Network of NZ	Customer Contact Network New Zealand (CCNNZ, formerly CCiNZ) is the membership body for Contact Centre professionals.	Y	Y
Real Estate Institute of NZ	The Real Estate Institute of New Zealand (REINZ) is a membership organisation representing more than 16,000+ real estate professionals nationwide.	Y	Y
NZ Credit & Finance Institute	The New Zealand Credit & Finance Institute (NZCFI) is the industry organisation individuals working in credit, with individual and organisational members.	Y	Y
NZ Public Service Association (NZPSA)	The Public Service Association is a trade union representing more than 75,000 workers in a range of organisations (central government, state-owned enterprises, local councils, health boards and community groups).	Y	Y
Taituara	Taituara represents local government professionals through national membership with over 800 members.	Y	Y
NZ Security Association	The New Zealand Security Association is a member association representing 85% of the Security industry by revenue. It supports both large and small security providers as well as interested parties.	Y	Y
Tangata Matatau	This emergency management association supports individuals, organisations and agencies associated with fire services, emergency services, emergency management in both New Zealand and overseas. It was formed as a merger of the United Fire Brigades' Association (UFBA) and Forest and Rural Fire Association NZ (FRFANZ) in 2019.	Y	Y
FANZ	Financial Advice New Zealand is an industry association covering Risk, Lending and Financial Planning and Investment activities providing advice and promoting quality assurance to members.	Y	Y
The Government Regulatory Practice Initiative (G-REG)	G-REG is a network of central and local government regulatory agencies established to lead and contribute to regulatory practice initiatives.	Y	Y
HIANZ	The Hire Industry Association supports members using Access and Elevated Work Platform equipment.	Y	Y
IBANZ	Insurance Brokers Association of New Zealand is a professional association representing the interests of insurance brokers, risk managers and consumers. IBANZ has over 150 Member firms operating in the general (non-life) insurance market, employing more than 2,200 staff.	Y	Y
IRAANZ	The Industrial Rope Access Association both regulates and develops competence in the rope access (industrial abseiling) industry.	Y	Y

Industry Body	Representation	Engaged with? Y/N	Supportive? Y/N
Radio Frequency Users Assn	The Radio Frequency Users Association of New Zealand (RFUANZ) is a non-profit organisation. Its membership includes Local Government Authorities, transport operators, consultancies, radio dealers, network operators and private individuals.	Y	Y
PGD Board	The Plumbing Gasfitters and Drainlayers Board is a regulatory body which is responsible for the registration and licensing of plumbers, gasfitters and drainlayers	Y	NA*
EWRB	The Electrical Workers Registration Board is the regulatory body that promotes safety and ensures the competence and licensing of all electrical workers in New Zealand.	Y	NA*
REA	The Real Estate Authority is the independent government agency that regulates the New Zealand real estate industry.	Y	NA*
FMA	The Financial Markets Authority is the regulatory body charged with direct licensing of those in Financial Markets or ensuring bodies are registered with appropriate bodies.	Y	NA*

*All Industry bodies and Regulators listed above were invited to be part of the RoVE consultation process. While most joined the consultation, some chose not to respond (NA). Some advised it was not appropriate for them to endorse Skills' Transition Plan. This was the case for the Regulators (FMA, EWRB and PGD Board). We have involved them in RoVE discussions related to their industry and invited them to endorse the final consultation documents. E Tū did not respond to an opportunity to engage.

Nature of engagement with employers and industry

When RoVE first took shape in 2019, Skills' consultations were mostly through email to keep employers and industry updated, and Industry Associations passed on information to their members.

Consultation with Industry Associations began in 2020 for the purpose of discussing options for transition. These conversations continued in 2021 to ensure Skills' Transition Plan reflected the Industry Associations' transition requirements, and we arrived at an agreement for a proposed Transition Plan for their industry.

We engaged with employers and industry in the following ways:

- In 2020 and 2021, Skills met with each Industry Association to discuss RoVE implications relevant to their industry
- Through the Skills' website and emails, industry associations and peak bodies have been kept informed about various RoVE activities (such as Te Pūkenga Road Shows, Workforce Development Council updates, invitations for consultations around Te Pūkenga Service Concepts and the draft Operating Model, etc.)
- Regular operational conversations in which RoVE progress is discussed
- Participating in Industry Association conferences, and in both years presenting updates on RoVE to a number of industry stakeholder groups

Trades Employers

With large employers, we have engaged in discussions rather than surveys. It is vital for our large employers to be satisfied with the direction in which their learners will go. We engaged with our large employers outlining our strategy and options of who they would like to transition their employees to. Please refer to Appendix 5 Large Employer Support and Appendix 6 Consultation with Industry Associations and Peak Bodies for detailed information on these conversations.

Over 80% of our trade employers employ three or fewer apprentices, and half employ only one. As shown in the employer and engagement response table, response rates from our trades employer base are typically low, which is why we surveyed only a sample of these employers. It is common for our employers to tell us when something is wrong, but not inform us when they are satisfied. We work with their Industry Associations to communicate our messages to employers and receive feedback from them. A summary of the responses from the Industry Associations (representing their employer base) to Skills' Transition Plan for each industry can be found in Appendix 7 Industry Association and Peak Body Responses.

Corporate & Government Employers

Skills manages our Corporate and Government Employers differently to how we manage our Trades Employers. Rather than having individual relationships with each trainee, our relationships are maintained through the Learning and Development/HR departments to support the implementation of formal qualifications in the workplace. Skills employs Key Account Managers to work directly with our employers on a day-to-day basis. The topic of RoVE and transition has been an evolving conversation over the last couple of years as we have presented the options to them for transition. Over the last six months these conversations have formalised as decisions on transition have been made and consequently documented. Correspondence from these large employers is included in Appendix 5.

Group Employment Schemes

Skills currently works with three Group Employment Schemes, ETCO, Masterlink and the Apprenticeship Training Trust (ATT).

- ETCO is a Group Employment Scheme and a PTE. 9(2)(b)(ii)

ETCO indicated very early that they were keen to be considered as a Receiving Organisation. This was endorsed by Master Electricians and supported by the many host employers accessing ETCO apprentices, as well as the apprentices using ETCO's off-job training provision.

- Masterlink is a Group Employment Scheme owned by its Industry Association, Master Plumbers. 9(2)(b)(ii)
- Skills has had regular engagement with the Chief Executive of Master Plumbers, who is also the Chief Executive of Masterlink to determine a transition plan for their Plumbing, Gasfitting and Drainlaying apprentices. 9(2)(b)(ii)

- ATT is a Group Employment Scheme delivering apprenticeships for Plumbing, Gasfitting and Drainlaying apprentices, and Electrical apprentices. 9(2)(b)(ii)

Please refer to Appendix 5 for correspondence with ATT and Masterlink.

Industry Associations

Skills works closely with our trade industries, Electrical, Plumbing, Gasfitting and Drainlaying, Scaffolding, Roofing and Cranes. Over the last 5 years we have delivered a Trades Forum annually to provide opportunity for the Industry Association Chief Executives to come together to discuss relevant industry topics and concerns. The Trade Forums are attended by Skills' Board Chair, Deputy Chair, Chief Executive and General Manager: Industry Engagement as we recognise the valuable contribution and feedback that these Forums provide. At our most recent Forum in May this year we presented our transition strategy to confirm if they were supportive or not supportive of our initial approach. The basis of these discussions confirmed our transition intent and informed the subsequent Transition Plan.

Skills also regularly engages with other Industry Associations outside of the Specialist Trades area such as Real Estate, Contact Centre and Security. We have worked hard to ensure that they have been regularly consulted on Skills' Transition Plan to accurately reflect the voice and needs of their industries.

While Skills is in regular contact with its Industry Associations, Appendix 7 reflects the more formal interactions. Please refer to Appendix 6 which lists the consultation interactions and presentations made to the Industry Association and presentations made by Skills regarding RoVE in 2019, 2020 and 2021.

Industry Associations were consulted on a range of relevant issues including:

- what does a successful transition look like?
- what of the current system do you value the most?
- what could support the seamless movement of learners and employers within the Vocational Education and Training (VET) system for your sector?
- are there any particular risks or risk mitigations you see and what else is particular for your sector?

Evidence key existing employers and industry bodies support the Transition Plan

Please refer to Appendix 7 to find signed final Consultation documents with our Members and Industry Associations in support of Skills' Transition Plan. This appendix also includes the Letter of Intent between Te Pūkenga WBL, Te Wānanga o Aotearoa and Skills. Appendix 5 lists the correspondence from large employers outlining their preference for a Skills owned PTE to support their training post RoVE.

1.4 Status of discussions with Receiving Organisations

Negotiations with the Receiving Organisations have been ongoing since early 2021, with letters of intent issued in June 2021. We have signed Term Sheets with all of our Receiving Organisations and are now working with them through the Commercial & Legal Process. Please refer to section 2.5 Commercial & Legal Processes for more detail for an overview of our process

Receiving Organisation	Progress as of 10 December 2021	Next Significant Milestone	Issues to Resolve
Te Pūkenga	<ul style="list-style-type: none"> Partnership Agreement signed Letter of Intent signed for Scaffolding with Te Wānanga o Aotearoa and Skills Receiving Plan completed Due Diligence completed Term Sheet signed 	<ul style="list-style-type: none"> Transfer Agreement negotiations 9(2)(b)(ii) 	<ul style="list-style-type: none"> 9(2)(j) 9(2)(b)(ii) Finalising which Work Based Learning Subsidiary Skills will transfer responsibility for the relevant Arranging training activities to within Te Pūkenga.
ETCO	<ul style="list-style-type: none"> Letter of Intent signed NDA signed Terms Sheet signed Receiving Plan completed Due Diligence completed 	<ul style="list-style-type: none"> Sale & Purchase agreement negotiations 9(2)(b)(ii) 	<ul style="list-style-type: none"> 9(2)(b)(ii) Skills will work with ETCO's IT team early 2022 to understand their implementation plan connection to the ITR, contingency plans and how we can support.
Vertical Horizontz (VHNZ)	<ul style="list-style-type: none"> Letter of intent confirmed NDA signed Terms Sheet signed Receiving Plan completed Due Diligence completed 	<ul style="list-style-type: none"> Sale & Purchase agreement negotiations 9(2)(b)(ii) 	<ul style="list-style-type: none"> 9(2)(b)(ii) Skills will work with VHNZ's IT team early 2022 to understand their implementation plan connection to the ITR, contingency plans and how we can support.
St John	<ul style="list-style-type: none"> Letter of Intent confirmed 9(2)(b)(ii) NDA signed Terms Sheet signed Receiving Plan completed Due Diligence completed 	<ul style="list-style-type: none"> Sale & Purchase agreement negotiations 9(2)(b)(ii) 	<ul style="list-style-type: none"> 9(2)(b)(ii) Skills will work with St John's IT team early 2022 to understand their implementation plan connection to the ITR, contingency plans and how we can support.

Receiving Organisation	Progress as of 10 December 2021	Next Significant Milestone	Issues to Resolve
Strategi Institute (Strategi)	<ul style="list-style-type: none"> Letter of intent confirmed NDA signed Terms Sheet signed Receiving Plan completed Due Diligence completed 	<ul style="list-style-type: none"> Sale & Purchase agreement negotiations 9(2)(b)(ii) 	<ul style="list-style-type: none"> 9(2)(b)(ii) Skills will work with Strategi's IT team early 2022 to understand their implementation plan connection to the ITR, contingency plans and how we can support.
Industry Connection for Excellence (ICE)	<ul style="list-style-type: none"> Letter of intent confirmed NDA signed Terms Sheet signed Receiving Plan completed TEC Financial standards assessment – completed and met. Investment Plan submitted (November 2021) 	<ul style="list-style-type: none"> ICE to submit final Request for Information for NZQA registration to NZQA 9(2)(b)(ii) Sale & Purchase agreement 9(2)(b)(ii) Skills purchase of ICE Investment Plan outcome – 9(2)(b)(ii) 	<ul style="list-style-type: none"> 9(2)(b)(ii) Skills will work with ICE's IT team early 2022 to understand their implementation plan connection to the ITR, contingency plans and how we can support.
Ignite Colleges (Ignite)	<ul style="list-style-type: none"> Purchase Agreement confirmed Letter of intent confirmed NDA signed Terms Sheet signed Receiving Plan completed 	<ul style="list-style-type: none"> Skills purchase of Ignite Colleges 9(2)(b)(ii) 	<ul style="list-style-type: none"> 9(2)(b)(ii) Skills will work with Ignite's IT team early 2022 to understand their implementation plan connection to the ITR, contingency plans and how we can support.

1.5 Conflicts of interest

In the interests of transparency, Skills notes their relationship with the following Receiving Organisations and declares the potential or actual conflict of interest.

- Industry Connection for Excellence (ICE)** – In 2016 Skills established a Plumbing, Gasfitting and Drainlaying training facility in East Tamaki, Auckland with a similar training facility set up earlier this year in Otaki, in response to regional capacity and quality issues in training provision. Skills is working closely with ICE on gaining PTE status with plans to commence purchasing ICE after registration is approved. 9(2)(b)(ii)

- **Ignite Colleges** – Skills has a Sale and Purchase Agreement in place with Ignite Colleges and will purchase this PTE on 14 January 2022. Skills is currently working closely with Ignite to ensure all their QA processes are current.
- **E-tec** – E-tec is a trading name of Skills’ wholly owned subsidiary, Skills Consulting Group Limited. E-tec previously delivered training to the niche electrotechnology industry as a PTE. As part of the purchase agreement to Skills, E-tec deregistered its PTE status. Skills’ wholly owned subsidiary Shift (Shift Innovation Centre Ltd) acquired E-tec’s business and assets in 2016, to preserve the ability to train in small niche areas of the Electrotechnology industry, with the approval of NZQA and TEC. 9(2)(b)(ii)
- **St John** – Skills has worked with St John for several years through consulting services and other capacities. Skills supported St John’s application for TEC’s Direct Funding Scheme by providing advice and technical expertise to enable them to interact with the ITR 9(2)(b)(ii)

In addition, Skills has a Partnership Agreement with Te Pūkenga which we do not perceive to be a potential or actual conflict of interest.

As demonstrated in this Transition Plan and appendices, the relevant Receiving Organisations were identified following a thorough evaluation of all options and based on the wishes of industries and employers, Section 2: Transition of Arranging Training

2.1 Rationale for preferred providers of Arranging Training

Providers that have been considered for Arranging Training

Our approach throughout this change has been to consult and engage with industry, providers, and employers to ensure that the new Receiving Organisations taking over responsibility for Arranging Training activities have the expertise to do so. Having successfully delivered these services to thousands of learners for many years, Skills want to ensure that our employers and learners get the same level of service from the next provider, so that they feel at ease knowing the transition will have minimal impact on their training.

Our strategy for selecting the Receiving Organisations was based on the following process:

- Engaging with the list of providers provided by TEC in early 2021
- Undertaking a comprehensive evaluation of each provider that expressed an interest in becoming a Receiving Organisation to ensure they had the capability and facilities to deliver the services. At a high level, our evaluation approach was as follows:
 - Receiving expressions of interest from PTEs
 - PTE self-assessment evaluations
 - Skills evaluation assessment using TEC’s guiding criteria and evaluation model
 - Evaluating the PTEs existing performance if they are current Skills provider
 - Mapping the PTEs against Skills’ Transition Selection Criteria (see page 11) – this includes where the learner will transition where there is no provider engagement in current programme design.

- Engaging with industry and employers to obtain their input, recommendations, and support
- Finalising the shortlist of preferred providers and issuing confirmation letters

Please refer to Appendix 8 for evidence of the approach and evaluation process Skills followed for all PTEs that expressed interest in becoming a Receiving Organisation.

After comprehensively considering a range of providers for receiving the Arranging Training responsibilities, Skills has identified the following preferred Receiving Organisations:

Receiving Organisation	Decision & Rationale
<p>Te Pūkenga</p>	<ul style="list-style-type: none"> • Transitioning to Te Pūkenga as a partial “lift and shift” strategy to a Business Unit within one of their existing Work Based Learning Divisions is our preferred approach. We considered the feedback from our learners, employers and industry partners to ensure we balanced their needs and the opportunities Te Pūkenga offers as part of the RoVE objectives. • Skills has taken a partnership approach with Te Pūkenga and has been working closely with their team since early 2021. • We initially proposed to establish our own Specialist Trades Division within Te Pūkenga’s Work Based Learning subsidiary. After consultation with Te Pūkenga and given the timing of transition, we have agreed Skills will transition to a Business Unit within an existing Division already established within the Work Based Learning subsidiary.
<p>ETCO</p>	<ul style="list-style-type: none"> • Skills will transition learners currently enrolled with ETCO as the off-job provider to ETCO for the Electrical qualifications, in accordance with the Skills Transition Selection Criteria and as endorsed by industry and employers. • We have selected ETCO as we are satisfied on the basis of their long association with Skills that they have the capability and capacity to take on the transitioned functions. 9(2)(b)(ii) [REDACTED] • ETCO is experienced in delivering Arranging Training activities for their own employees under their Group Employment Scheme. They have the capacity to build on this capability and deliver the Arranging Training activities in comparison to other PTEs that were interested in becoming a Receiving Organisation for the Electrical qualifications. ETCO operates across New Zealand and is 100% owned by Master Electricians, the Industry Association, which demonstrates that it has industry support.

Receiving Organisation	Decision & Rationale
VHNZ	<ul style="list-style-type: none"> Skills will transition learners currently enrolled with VHNZ as the off-job provider, to VHNZ for the Scaffolding, Roofing, Industrial Rope Access and Rigging qualifications, in accordance with the Skills Transition Selection Criteria agreed with TEC and endorsed by industry and employers. VHNZ expressed interest in receiving the Arranging Training activities. VHNZ have a long history of supporting industry training and operate across the country. We have had an association with VHNZ with Scaffolding delivery for over five years, and more recently Roofing and Industrial Rope Access. We approached VHNZ early 2021 regarding delivery of the Rigging qualifications that our team are currently developing, and VHNZ have actively engaging with Skills through this process. 9(2)(b)(ii) [REDACTED] They have the capacity to build on this capability and deliver the Arranging Training activities in comparison to other PTE's that were interested in becoming a Receiving Organisation for these qualifications.
St John	<ul style="list-style-type: none"> Skills will transition learners currently enrolled with St John as the off-job provider, to St John for the Ambulance qualifications, in accordance with the Skills Transition Selection Criteria agreed with TEC and endorsed by industry and employers. St John is an established PTE and train their own staff in Emergency Care and Ambulance Practice. With programme approval they can now offer training to the public. From 2016 to 2018 St John was a recipient of the Direct Funding Scheme through TEC, which saw them successfully funded for Arranging Training activities for their own staff. Given that St John have existing Arranging Training capabilities, and they are the leader in their industry for the Ambulance qualifications, we are confident that St John have the capability to deliver the Arranging Training activities, and that the transition will be straight forward with low risks.
Strategi	<ul style="list-style-type: none"> Skills will transition learners currently enrolled with Strategi as the off-job provider, to Strategi for the Financial Services qualifications, in accordance with the Skills Transition Selection Criteria agreed with TEC and endorsed by industry and employers. 9(2)(b)(ii) [REDACTED], Strategi delivers short courses, micro-credentials, and CPD modules to the financial services sector. They have the capacity to build on this capability and deliver the Arranging Training activities in comparison to other PTEs that were interested in becoming a Receiving Organisation for these qualifications but did not have the same level of experience.

Receiving Organisation	Decision & Rationale
ICE	<ul style="list-style-type: none"> • Skills will transition learners currently enrolled with ICE as the off job provider to ICE for the Plumbing, Gasfitting, Drainlaying and Roofing qualifications, and all learners currently enrolled in Electrotechnology programmes to ICE for Motor Rewinding, Switchgear fitting, Electrical equipment in Explosive Atmospheres, Electronic Engineering, Appliance Servicing, Electronic Security and Customer Service Premises, in accordance with the Skills Transition Selection Criteria agreed with TEC and endorsed by industry and employers. • We selected ICE as they have high standards in delivery and their engagement with apprentices and employers. Their delivery style is often used as an exemplar for block course delivery. Since 2017, our Group Employment Schemes ATT and Masterlink have extensively used ICE as their preferred off-job provider and as such, have endorsed ICE as their Receiving Organisation. • 9(2)(b)(ii) [REDACTED] • ICE has nearly completed its PTE registration with NZQA and has submitted an Investment Plan and Financial Viability to TEC for evaluation. • Skills plans to purchase ICE once they have been registered as a PTE and approved as a Receiving Organisation. 9(2)(b)(ii) [REDACTED]

Receiving Organisation	Decision & Rationale
<p>Ignite</p>	<ul style="list-style-type: none"> • Skills will transition learners to Ignite for the Adult Education Business, Case Management, Contact Centre, Emergency Communications, Intelligence, Offender Management, Project Management, Public Sector, Real Estate and Security qualifications. • Our industry partners selected Ignite as their preferred Receiving Organisation after we discussed options available to them such as transition to Te Pūkenga, Wānanga and/or the PTE Network. We are aware that other providers offer programmes in some of these industries, however the end result of our consultation was a strong preference from these industries for their learners to transition to Ignite. Ignite has experience in supporting Māori and Pasifika learners, online delivery, supporting industry training, workplace assessment, and industry-led agile programme development, which means it offers a unique complement to the network of provision. Ignite have demonstrated the capability to support arranging training. • During consultation with employers in the Corporate and Government sectors, in addition to considering all Receiving Organisations, our employers outlined that their preference was to have only one Receiving Organisation to arrange training for their learners across all programmes. Four of our larger clients – Corrections, Defence, NZ Police and Ministry of Social Development all requested that where possible, all of their learners transferred to Ignite. • Skills and Ignite began working together in 2016 when Skills selected Ignite to be an appropriate PTE partner for Ryman Healthcare to support their industry training. Skills and Ignite have continued working together over the years with Ignite supporting the Skills International team on occasion. In January 2020, the two organisations began discussing Skills purchase of Ignite, and Skills will take ownership on Friday 14 January 2022. With Ignite becoming a subsidiary PTE of Skills, post transition it will provide Ignite opportunities to leverage synergies and experience that Skills has to offer. <p>Ignite offers a range of entry and high level programmes:</p> <ul style="list-style-type: none"> • Healthcare Levels 2, 3, 4 and 5 • Cookery Levels 3, 4 and 5 • Hospitality Levels 3 and 6 • International Freight and Logistics Level 3 • Early Childhood Education and Care Level 4 • Study and Career Preparation Level 3 • Security Level 3 • Intensive Literacy and Numeracy. Note, ILN is a literacy and numeracy class using ILN funding, it is not an accredited programme

Please refer to Appendix 8 Evaluation of Receiving Organisations and Receiving Organisations Self Evaluation information for the rationale of the providers Skills decided not to proceed with.

Preferred providers' approach to Arranging Training

Skills has worked closely with the Receiving Organisations to develop their Receiving Plans. The Receiving Plans specify how they will integrate our learners transitioning to them and their approach to Arranging Training post transfer. During this process, we outlined our learner and employer success criteria (see Part 1.2 Alignment with learners' needs and Alignment with employers' and industries' needs), to the Receiving Organisations so ensure that they were committed to working with us to transfer knowledge, IP, and relevant staff to ensure success. For a more comprehensive and detailed view of the Receiving Organisation's approach to Arranging Training, please refer to their individual Receiving Plans submitted to the TEC RoVE Programme Team.

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"> Skills will transfer responsibility for Arranging Training activities to a Specialist Trades Business Unit within the WBL subsidiary within Te Pūkenga. This includes Skills' employees, our existing systems, service delivery models, programme resources and training materials. Te Pūkenga will initially retain Skills' existing delivery models and systems through this partial "lift and shift" approach. 	<p>This approach meets our learners' needs given that most of our existing off-job providers are subsidiaries of Te Pūkenga and a large portion of Skills staff will be offered roles to transition to Te Pūkenga, including our service delivery models, programmes and resource material (both print and online), therefore services will be "business as usual" for our learners as transition will be seamless.</p>	<p>We have applied the Transition Selection Criteria as a method of determining which programmes transition to Te Pūkenga. This meets our overall employer needs as their preference is that the learner transitions to their provider of choice as the first criteria. Service continuity is maintained and there is minimal impact to the learner's journey.</p>
ETCO	<ul style="list-style-type: none"> Skills will provide ETCO an opportunity to recruit Skills' staff for key roles e.g., Account Managers and will transfer vehicles, computers and mobile phones relevant to each role. We will transfer programme resources and training materials to support ETCO with gaining NZQA accreditation and aligning their internal processes with our service delivery models. Post data migration, Skills' IT Team will support ETCO by ensuring all learner and employer data is correctly aligned in their student management systems. ETCO acknowledge that whilst there will be differences to how Skills and ETCO conduct the various aspects of Arranging Training activities and reporting functions, ETCO will retain the existing service models and activities 	<p>As ETCO are an existing off job service provider for the Electrical apprentices transitioning to them, these learners will be familiar with the ETCO delivery team. By providing ETCO an opportunity to recruit our Programme Managers, Account Managers and Customer Operations employees (as pastoral care and support are one of the critical elements important to our learners), the learner will continue to have access to the same level of support they are familiar with at Skills.</p> <p>As we have sufficient time during the Planning and Execution Phases of the transition prior to Go Live 3, we will have opportunity to handover knowledge to ETCO and upskill their team so that they are ready at Go Live, therefore minimising the impact to the learners.</p>	<p>We have applied the Transition Selection Criteria as a method of determining the Electrical programmes to transition to ETCO. This meets our specific Electrical Employer needs, which were represented by Master Electricians as their preference is that the learner transitions to their provider of choice as the first criteria. Our employers and Master Electricians have existing relationships with ETCO and support ETCO being a Receiving Organisation based on their many years of experience in delivering training in this industry and level of comfort that service will be maintained post-transition.</p>

Preferred provider	Preferred provider's approach to Arranging Training	How this will meet learner needs	How this will meet employer needs
VHNZ	<ul style="list-style-type: none"> Skills will provide VHNZ an opportunity to recruit Skills' staff for key roles e.g., Account Managers and will transfer vehicles, computers and mobile phones relevant to each role. We will transfer programme resources and training materials to support VHNZ with gaining NZQA accreditation and aligning their internal processes with our service delivery models. Post-data migration, Skills' IT Team will support VHNZ by ensuring all learner and employer data is correctly aligned in their student management systems. VHNZ will initially retain existing service models and activities following transition, with a view to enhance service delivery and the learner experience once Arranging Training activities are well embedded in their business. 	<p>As VHNZ are an existing off job service provider for the Roofing, Scaffolding and Industrial Rope Access apprentices transitioning to them, these learners will be familiar with the VHNZ delivery team. The Rigging programme is still under development, however VHNZ are involved in this development work so that when it is live, they will be familiar with the product. By providing VHNZ an opportunity to recruit our Programme Managers, Account Managers and Customer Operations employees (as pastoral care and support are one of the critical elements important to our learners), the learner continues to have access to the same level of support they are familiar with at Skills.</p> <p>As we have sufficient time during the Planning and Execution Phases of the transition, and have staged the Roofing, Scaffolding, Industrial Rope Access and Rigging programmes across two Go Lives (Go Live 2 and Go Live 3), we will have opportunity to handover knowledge to VHNZ and upskill their team so that they are ready at Go Live, therefore minimising the impact to the learners as our goal is to ensure that transition is seamless and does not affect the learner journey.</p>	<p>We have applied the Transition Selection Criteria as a method of determining the Roofing, Scaffolding, Industrial Rope Access and Rigging programmes to transition to VHNZ. This meets our specific employer needs, which were represented by SARNZ and RANZ, as their preference is that the learner transitions to their provider of choice as the first criteria. Our employer representatives, SARNZ and RANZ, have existing relationships with VHNZ and support VHNZ being a Receiving Organisation based on their many years of experience in delivering training in these industries and level of comfort that service will be maintained post-transition.</p>
St John	<ul style="list-style-type: none"> St John has existing Arranging Training capabilities, 9(2)(b)(ii) [redacted] St John will retain the existing service delivery models which will be serviced by their own internal staff and activities post-transition. Post-data migration, Skills' IT Team will support St John by ensuring all learner and employer data is correctly aligned in their student management systems. 	<p>As St John currently deliver Arranging Training activities to their own staff and volunteers, there is minimal change or impact to the learner journey post-transition.</p>	<p>St John is the employer for the learners we will transition and managing the end to end Arranging Training activities is part of their business strategy.</p> <p>For learners that are currently employed by Wellington Free Ambulance (WFA), they will finish their qualification before transition. Skills has engaged with WFA to advise that any new learners that remain by the time of transition (Go Live 1) will transition to St John. Alternatively, they have an option to enrol their learners directly with Whitireia Polytechnic.</p>

Preferred provider	Preferred provider's approach to Arranging Training	How this will meet learner needs	How this will meet employer needs
Strategi	<ul style="list-style-type: none"> Skills will transfer programme resources and training materials to support Strategi with gaining NZQA accreditation and aligning their internal processes with our service delivery models, which will be serviced by their own internal staff. Strategi will initially retain existing service models and activities following transition, with a view to implement a continuous improvement model to enhance service delivery and the learner experience once Arranging Training activities are well embedded in their business. Post-data migration, Skills' IT Team will support Strategi by ensuring all learner and employer data is correctly aligned in their student management systems. 	<p>As Strategi are an existing off-job service provider for the Financial Services trainees transitioning to them, these learners will be familiar with the Strategi delivery team. The learner size is small in comparison to other programmes, meaning Strategi will have capacity to review continuous improvement opportunities without impacting business as usual activities.</p> <p>As we have sufficient time during the Planning and Execution Phases of the transition prior to Go Live 3, we will have ample opportunity to handover knowledge to Strategi and upskill their team so that they are ready at Go Live, therefore minimising the impact to the learners as our goal is to ensure that transition is seamless and does not affect the learner journey.</p>	<p>We have applied the Transition Selection Criteria as a method of determining the Financial Services programmes to transition to Strategi. This meets our overall employer needs as their preference is that the learner transitions to their provider of choice as the first criteria. Service continuity is maintained and there is minimal impact to the learner's journey.</p>

Preferred provider	Preferred provider's approach to Arranging Training	How this will meet learner needs	How this will meet employer needs
ICE	<ul style="list-style-type: none"> Skills will provide ICE an opportunity to recruit Skills' staff for key roles e.g., Account Managers and will transfer vehicles, computers and mobile phones relevant to each role. We will transfer programme resources and training materials to support ICE with gaining NZQA accreditation and aligning their internal processes with our service delivery models. Post-data migration, Skills' IT Team will support ICE by ensuring all learner and employer data is correctly aligned in their student management systems. ICE will initially retain existing service models and activities following transition, with a view to enhancing service delivery and the learner experience once Arranging Training activities are well embedded in their business. Skills plans to purchase ICE in 2022. ICE have their own staff, academic services, quality management, financial and systems leading up to and upon completing transition in October 2022. Post transition as a subsidiary of Skills, ICE will have the opportunity to leverage Skills wider resource pool in strategy, IT & Systems, and other shared resources. 	<p>As ICE are an existing off-job service provider for the PGD apprentices transitioning to them, these learners will be familiar with the ICE delivery team. Skills has been in discussions with ICE and RANZ since early 2021 to provide off-job training for Roofing. By providing ICE an opportunity to recruit our Programme Managers, Account Managers and Customer Operations employees (as pastoral care and support are one of the critical elements important to our learners), the learner continues to have access to the same level of support they are familiar with at Skills.</p> <p>As we have sufficient time during the Planning and Execution Phases of the transition and have staged the Roofing and PGD programmes across two Go Lives (Go Live 2 and Go Live 3), we will have ample opportunity to handover knowledge to ICE and upskill their team so that they are ready at Go Live, therefore minimising the impact to the learners as our ultimate goal is to ensure that transition is seamless and does not affect the learner journey.</p> <p>Post-transition, Skills and ICE will adopt a cohesive approach to working with the WDCs, Te Pūkenga and industry partners to enhance the service delivery for our learners.</p>	<p>We have applied the Transition Selection Criteria as a method of determining the PGD and Roofing programmes to transition to ICE. This meets our specific employer needs, which were represented by Master Plumbers and RANZ, as their preference is that the learner transitions to their provider of choice as the first criteria. Our employers, Master Plumbers and RANZ, have existing relationships with ICE and support ICE being a Receiving Organisation based on their many years of experience in delivering training in these industries and level of comfort that service will be maintained post-transition.</p>

Preferred provider	Preferred provider's approach to Arranging Training	How this will meet learner needs	How this will meet employer needs
Ignite	<ul style="list-style-type: none"> Skills will provide Ignite an opportunity to recruit Skills staff for key roles e.g., Account Managers and will transfer vehicles, computers and mobile phones relevant to each role. We will transfer programme resources and training materials to support Ignite with gaining NZQA accreditation and aligning their internal processes with our service delivery models. Post-data migration, Skills' IT Team will support Ignite by ensuring all learner and employer data is correctly aligned in their student management systems. Ignite will initially retain existing service models and activities following transition, with a view to enhancing service delivery and the learner experience once Arranging Training activities are well embedded in their business. Skills plans to purchase Ignite in 2022. ICE have their own staff, academic services, quality management, financial and systems leading up to and upon completing transition in October 2022. Post transition as a subsidiary of Skills, Ignite will have the opportunity to leverage Skills wider resource pool in strategy, IT & Systems, and other shared resources. 	<p>Ignite currently has training models in place that service their existing learners. Ignite plan to leverage their existing capabilities as a PTE to establish Arranging Training activities.</p> <p>By providing Ignite an opportunity to recruit our Programme Managers, Account Managers and Customer Operations employees (as pastoral care and support are one of the critical elements important to our learners), the learner continues to have access to the same level of support they are familiar with at Skills.</p> <p>As we have sufficient time during the Planning and Execution Phases of the transition and have staged the multiple programmes across two Go Lives (Go Live 2 and Go Live 3), we will have opportunity to handover knowledge to Ignite and upskill their team so that they are ready at Go Live, therefore minimising the impact to the learners as our ultimate goal is to ensure that transition is seamless and does not affect the learner journey.</p> <p>Post-transition, Skills and Ignite will adopt a cohesive approach to working with the WDCs, Te Pūkenga and industry partners to enhance the service delivery for our learners.</p>	<p>We have applied the Transition Selection Criteria as a method of determining the programmes to transition to Ignite. This meets our specific employer needs, which were represented by a cross section of industries and employers in the Contact Centre, Security, Offender Management and Real Estate sectors, with their preference being that the learner transitions to their provider of choice as the first criteria. These employers and industries endorsed transitioning to Ignite partly because of Skills purchasing Ignite and their confidence that Ignite is supported by Skills based on our long-standing relationship and experience.</p>

Preferred providers' capabilities

Upon the final selection process of determining our proposed Receiving Organisations, we checked to ensure they had existing and relevant capability for the programme areas proposed to be transferred to them. We also identified any capability or capacity gaps as a result of our discussions with them and agreed mitigation strategies to resolve. Skills will provide the Receiving Organisations access to our key internal support teams throughout the Planning and Execution Phases so that we are working jointly on ensuring they are prepared to commence Arranging Training activities at transition. For a comprehensive and detailed view of the Receiving Organisation's existing capabilities and their plans to obtain additional capabilities, please refer to their individual Receiving Plans submitted to the TEC RoVE Programme Team.

Preferred Provider	Preferred provider's existing capabilities	Plan to obtain additional capabilities
<p>Te Pūkenga</p>	<ul style="list-style-type: none"> Te Pūkenga has existing capabilities in supporting Arranging Training activities via the ITP subsidiaries. Through application of the Transition Selection Criteria, we ensured that the majority of the programmes transitioning to Te Pūkenga were delivered by existing ITP subsidiaries for on-job and off-job training, and where this was not apparent, we novate these existing contracts to Te Pūkenga. 	<ul style="list-style-type: none"> Te Pūkenga has agreed to recruit our staff and acquire our existing systems, processes, resources, Auckland office and other service delivery fundamentals to support establishing the Arranging Training activities Since Te Pūkenga are taking our existing student management system, which is connected to the ITR, there is no requirement for Te Pūkenga to enable this. As we have sufficient time during the Planning and Execution Phases of the transition prior to Go Live 3, we will have ample opportunity to handover knowledge to Te Pūkenga and upskill their wider team (non-Skills employees transferring) so that they are ready at Go Live therefore minimising the impact to the learner and employer experience. Te Pūkenga was established to deliver on the RoVE vision and is undergoing significant transformation to build its capability so that its future operating model can deliver vocational education across New Zealand.

Preferred Provider	Preferred provider's existing capabilities	Plan to obtain additional capabilities
<p>ETCO</p>	<ul style="list-style-type: none"> ETCO has been providing most of the Arranging Training activities for the past 30 years including: <ul style="list-style-type: none"> Proactively recruiting and evaluating apprenticeship applicants; onboarding apprentices Providing workplace support and pastoral care Providing off-job training Supporting host companies to provide work experience Working with external parties to resolve learner performance and capability gaps Monitoring apprentice progress ETCO has their own student management system in place ^{9(2)(b)(ii)} for managing student and employer records. ETCO have strong relationships within the Electrical industry, they are owned by Master Electricians, the industry representative body and have been an active member of Skills Electrical industry advisory group. 	<ul style="list-style-type: none"> ETCO will conduct its own gap analysis internally against their current practices and capacity. The outcome of this analysis is expected to be shared with Skills where there are dependencies on what Skills needs to transition to ETCO. Skills have agreed to provide ETCO an opportunity to recruit Skills staff for key roles e.g., Account Managers and will transfer vehicles, computers, mobile phones relevant to each role. We will transfer programme resources and training materials to support ETCO with gaining NZQA accreditation and aligning their internal processes with our service delivery models. ^{9(2)(b)(ii)} Skills will then extract our learner and employer data to provide to ETCO to upload into their system. Ongoing testing will occur throughout the Execution phase and post data transfer. As we have sufficient time during the Planning and Execution Phases of the transition prior to Go Live 3, we will have opportunity to handover knowledge to ETCO and upskill their team so that they are ready at Go Live, therefore minimising the impact to the learner and employer experience.

Preferred Provider	Preferred provider's existing capabilities	Plan to obtain additional capabilities
<p>VHNZ</p>	<ul style="list-style-type: none"> VHNZ have a long history of supporting industry training and operate across the country. We have had an association with VHNZ with Scaffolding delivery for over five years, and more recently Roofing and Industrial Rope Access. We approached VHNZ early 2021 regarding delivery of the Rigging qualifications that our team are currently developing, and VHNZ have actively engaging with Skills through this process. 9(2)(b)(ii) [REDACTED] They have the capacity to build on this capability and deliver the Arranging Training activities. VHNZ has their own student management system in place 9(2)(b)(ii) for managing student and employer records 	<ul style="list-style-type: none"> Skills have agreed to provide VHNZ an opportunity to recruit Skills staff for key roles e.g., Account Managers and will transfer vehicles, computers, mobile phones relevant to each role. We will transfer programme resources and training materials to support VHNZ with gaining NZQA accreditation and aligning their internal processes with our service delivery models. 9(2)(b)(ii) [REDACTED] Skills will then extract our learner and employer data to provide to VHNZ to upload into their system. Ongoing testing will occur throughout the Execution phase and post data transfer. Skills understands that VHNZ are exploring options to connect their 9(2)(b)(ii) system direct to the ITR, we will engage in early 2022 with VHNZ to understand their implementation plan and how we can support them if they prefer this option. As we have sufficient time during the Planning and Execution Phases of the transition, and have staged the Roofing, Scaffolding, Industrial Rope Access and Rigging programmes across two Go Lives (Go Live 2 and Go Live 3), we will have ample opportunity to handover knowledge to VHNZ and upskill their team so that they are ready at Go Live.

Preferred Provider	Preferred provider's existing capabilities	Plan to obtain additional capabilities
<p>St John</p>	<ul style="list-style-type: none"> St John has existing Arranging Training capabilities 9(2)(b)(ii) [redacted] 9(2)(b)(ii) [redacted] 	<ul style="list-style-type: none"> We will transfer programme resources and training materials to support St John with gaining NZQA accreditation and aligning their internal processes with our service delivery models. 9(2)(b)(ii) [redacted] Skills will then extract our learner and employer data to provide to St John to upload into their system. Ongoing testing will occur throughout the Execution phase and post data transfer. As St John currently deliver arranging training to their own staff and volunteers, there is significantly less data and information that needs to be transitioned to St John, therefore we have chosen St John to transition first (Go Live 1) as this provides sufficient time to deploy 9(2)(b)(ii) (approx. 2-3 months to configure, test and deploy) and transfer all relevant materials for St John to commence on 1 July 2022.

Preferred Provider	Preferred provider's existing capabilities	Plan to obtain additional capabilities
Strategi	<ul style="list-style-type: none"><li data-bbox="436 180 1220 244">• 9(2)(b)(ii) [redacted]<li data-bbox="436 252 1220 683">• [redacted]<li data-bbox="436 691 1220 778">• 9(2)(b)(ii) [redacted]<li data-bbox="436 786 1220 850">• Strategi has their own student management system in place 9(2)(b)(ii) for managing student and employer records.	<ul style="list-style-type: none"><li data-bbox="1254 180 2038 260">• We will transfer programme resources and training materials to support Strategi with gaining NZQA accreditation and aligning their internal processes with our service delivery models.<li data-bbox="1254 276 2038 483">• Strategi currently use 9(2)(b)(ii) as their student management system and have been in discussions with the 9(2)(b)(ii) team to review ITR connectivity options. We will work with Strategi so that they can leverage the partnership we have agreed with 9(2)(b)(ii). Skills will extract our learner and employer data to provide to Strategi to upload into their system. Ongoing testing will occur throughout the Execution phase and post data transfer.<li data-bbox="1254 491 2038 627">• As we have sufficient time during the Planning and Execution Phases of the transition prior to Go Live 3, we will have ample opportunity to handover knowledge to Strategi and upskill their team so that they are ready at Go Live, therefore minimising the impact to the learner and employer experience.

Preferred Provider	Preferred provider's existing capabilities	Plan to obtain additional capabilities
ICE	<ul style="list-style-type: none"> ICE has considerable experience and capability in providing apprentice training activities. Since 2017 they have built on their capability and capacity to provide apprentice training to a growing number of learners. They have grown their staff numbers from one tutor in 2017 to seven across two sites, with plans to hire new tutors in 2021 and 2022. ICE has developed innovative training delivery methods including two mobile gas training laboratories housed in repurposed shipping containers and have begun delivering Module 3 on-line theory to Wintec learners. They have since developed and delivered more on-line training to ICE learners during lockdown. ICE is the only provider in NZ developing practical training exercises with Microsoft HoloLens™. Suppliers to the PGD industry work closely with ICE to assist delivering specialist topics and materials. Since its inception ICE has fostered relationships with employers to demonstrate that their apprentices will have excellent training experiences with ICE. They ensure communication to both learners and employers is relevant and timely, and this ensures that all parties are aware and understand the requirements for learners to progress. ICE can build on its already high standard of communication by taking over Skills arranging training role and undertaking that component of communication. ICE has their own student management system in place 9(2)(b)(ii) for managing student and employer records and will ensure they have ITR access prior to transition. 	<ul style="list-style-type: none"> ICE's PTE registration is nearing completion, and Skills is expecting NZQA approval shortly. If complications arise with the registration prior to transition, Skills will delay the transition to ICE until registration is approved. The decision to delay transition will be made by April 2022. Skills have agreed to provide ICE an opportunity to recruit Skills staff for key roles e.g., Account Managers including vehicles, computers, mobile phones relevant to each role. We will transfer programme resources and training materials to support ICE with gaining NZQA accreditation and aligning their internal processes with our service delivery models 9(2)(b)(ii) Skills will then extract our learner and employer data to provide to ICE to upload into their system. Ongoing testing will occur throughout the Execution phase and post data transfer. As we have sufficient time during the Planning and Execution Phases of the transition, and have staged the Roofing, Electrotechnology and PGD programmes across two Go Lives (Go Live 2 and Go Live 3), we will have opportunity to handover knowledge to ICE and upskill their team so that they are ready at Go Live. Skills plans to purchase ICE in 2022. ICE have their own staff, academic services, quality management, financial and systems leading up to and upon completing transition in October 2022. Post transition as a subsidiary of Skills, ICE will have the opportunity to leverage Skills wider resource pool in strategy, IT & Systems, and other shared resources.

Preferred Provider	Preferred provider's existing capabilities	Plan to obtain additional capabilities
<p>Ignite</p>	<ul style="list-style-type: none"> • Ignite has a range of experience working with workplaces. Their existing capabilities include: <ul style="list-style-type: none"> - Supporting Māori and Pasifika learners and their communities - Supporting the delivery of training and assessments for enrolled learners - Providing workplace support and pastoral care - Programme development including workplace assessments including learning at a distance (online modules) - Build relationships with employers and the wider community to understand learner needs so that they provide fit for purpose learning and assessments that meet the programme outcomes • Ignite has their own student management system in place 9(2)(b)(ii) for managing student and employer records 	<ul style="list-style-type: none"> • Skills have agreed to provide Ignite an opportunity to recruit Skills staff for key roles e.g., Account Managers including vehicles, computers, mobile phones relevant to each role. • We will transfer programme resources and training materials to support Ignite with gaining NZQA accreditation and aligning their internal processes with our service delivery models • 9(2)(b)(ii) <div style="background-color: black; width: 100%; height: 100%; margin-top: 5px;"></div> <p>Skills will then extract our learner and employer data to provide to Ignite to upload into their system. Ongoing testing will occur throughout the Execution phase and post data transfer.</p> • As we have sufficient time during the Planning and Execution phases of the transition and have staged the programmes Ignite are receiving across two Go Lives (Go Live 2 and Go Live 3). We will have opportunity to handover knowledge to Ignite and upskill their team so that they are ready at Go Live. • Skills will purchase Ignite in January 2022. Ignite will have their own staff, academic services, quality management, financial and systems leading up to and upon completing transition in October 2022. Post transition as a subsidiary of Skills, Ignite will have the opportunity to leverage Skills wider resource pool in strategy, IT & Systems, and other shared resources.

Details of transitioning programmes, learners and standard training measures

Te Pūkenga

NZQF Level	Learners		Standard Training Measures (STMs)		TEC income \$m (2022 rates)	
	Trainees	Apprentices	Trainees	Apprentices	Trainees	Apprentices
2	96		9(2)(b)(i)			
3	1784		9(2)(b)(i)			
4	547	7541	9(2)(b)(ii)	9(2)(b)(ii)		
5	330		9(2)(b)(ii)		9(2)(b)(ii)	9(2)(b)(ii)

ETCO

NZQF Level	Learners		Standard Training Measures (STMs)		TEC income \$m (2022 rates)	
	Trainees	Apprentices	Trainees	Apprentices	Trainees	Apprentices
2						
3						
4		2129		9(2)(b)(i)		
5						9(2)(b)(i)
					9(2)(b)(ii)	

VHNZ

NZQF Level	Learners		Standard Training Measures (STMs)		TEC income \$m (2022 rates)	
	Trainees	Apprentices	Trainees	Apprentices	Trainees	Apprentices
2						
3	154		9(2)(b)(ii)			
4	16	1503	9(2)(b)(i)	9(2)(b)(ii)		
5					9(2)(b)(i)	
					9(2)(b)(ii)	

St John

NZQF Level	Learners		Standard Training Measures (STMs)		TEC income \$m (2022 rates)	
	Trainees	Apprentices	Trainees	Apprentices	Trainees	Apprentices
2						
3	6		9(2)(b)(i)			
4						
5	131		9(2)(b)(i)		9(2)(b)(i)	
					9(2)(b)(ii)	

Strategi

NZQF Level	Learners		Standard Training Measures (STMs)		TEC income \$m (2022 rates)	
	Trainees	Apprentices	Trainees	Apprentices	Trainees	Apprentices
2						
3						
4						
5	107		9(2)(b)(i)		9(2)(b)(i)	
					9(2)(b)(ii)	

ICE

NZQF Level	Learners		Standard Training Measures (STMs)		TEC income \$m (2022 rates)	
	Trainees	Apprentices	Trainees	Apprentices	Trainees	Apprentices
2						
3	40		9(2)(b)(i)			
4	3	592	9(2)(b)(i)	9(2)(b)(ii)		
5					9(2)(b)(i)	9(2)(b)(i)
					9(2)(b)(ii)	

Ignite

NZQF Level	Learners		Standard Training Measures (STMs)		TEC income \$m (2022 rates)	
	Trainees	Apprentices	Trainees	Apprentices	Trainees	Apprentices
2	1					
3	952		9(2)(b)(ii)			
4	1819		9(2)(b)(ii)			
5	215		9(2)(b)(ii)			
6	31		9(2)(b)(ii)			
					9(2)(b)(ii)	
						9(2)(b)(ii)

2.2 Service continuity approach

Skills recognises the importance of service continuity and we have outlined the key service impacting events that may occur. Strong change management practices and communication plans have been factored into our Transition Programme. In the Planning Phase, we will share with the Receiving Organisations a detailed Business Continuity Plan that will be maintained up until transition and post transition.

Topic	Planned Approach
Transfer relevant assets	<ul style="list-style-type: none"> Skills will transfer all relevant industry knowledge, IP, and resources to each relevant Receiving Organisation. This includes the transfer of any IT hardware and vehicles assigned to Skills staff that are recruited by a Receiving Organisation as agreed. Our intention is to transfer the existing systems, offices fitout and furniture, IT hardware and vehicles to Te Pūkenga as agreed via our Terms sheets and the final transfer agreements. As Skills will be continuing as an organisation, Skills will retain certain assets following transition that are not transitioned to the Receiving Organisations in the Transfer / Sales & Purchase agreement. For example, the website and brand.
Maintaining service levels for existing learners	<ul style="list-style-type: none"> Service levels will be maintained prior to transition and continue as business as usual. We have identified the risks that may impact our service performance and have adapted our Transition Project Plan to ensure any activity that is likely to impact the learner experience is done after hours or during the non-peak times when learners are likely to be utilising our online services. Our systems and data are backed up daily, and we intend to hold a copy of the data extracts during data migration and or data upload into the Receiving Organisations SMS so that if there are any issues with data loss, errors etc we have backed up data. This data will be destroyed once transition is completed.

Topic	Planned Approach
	<ul style="list-style-type: none"> • Skills IT lead in collaboration with 9(2)(b)(i) and TEC's ITR lead will develop a detailed design and implementation plan which will include testing and piloting of the 9(2)(b)(ii) prior to deployment. This will be shared with the Receiving Organisations well in advance so they can plan accordingly. • We will work with the Receiving Organisations during the Transition Planning phase to confirm timings prior to transition for any induction / training for Skills staff transferring and ensure there is sufficient cover for these staff members while they are training. Skills will physically transfer our staff over the weekend to the Receiving Organisation prior to Go Live, so they are ready on Go Live day. • Post transition Go Live, Skills will continue to support the Receiving Organisations for a period as indicated in our Transition Project Plan. • Changes that may impact service levels and are included on our risk register are: <ol style="list-style-type: none"> 1. Skills staff transferring to Receiving Organisations becoming competent on using a different student management system and or other systems 2. Connectivity issues with the ITR may impact the ability to report credits 3. Data / system issues may impact the learner's experience to access their online learning / learner progress reported
Manage risks related to under-served learners	<ul style="list-style-type: none"> • Skills has a dedicated team to support Māori and Pasifika learner needs and to provide Learning and Literacy support. • This activity will continue throughout the transition period and Skills will ensure support and communications with these learners are prioritised. Skills will be working closely with the Provider Network to ensure that under-served learners are fully supported as they transition across to the Receiving Organisations and continue their learning journey.
Minimise disruption to employers and industry groups	<ul style="list-style-type: none"> • The approach to our transition is based on consultation with employers and industry with one of the key success factors being minimal disruption to them and their learners. We are confident there will be minimal disruption due to: <ol style="list-style-type: none"> 1. All Receiving Organisations have existing relationships with some of our employers and industry groups 2. Agreement that the Receiving Organisations will continue to deliver the existing service models with no changes or enhancements post transition until the future operating model is confirmed 3. The phased approach to our transition including collaboratively working with Receiving Organisations, robust communications plans and other project controls in place. • Stakeholder management and a joint external communications plan will be implemented to ensure that we communicate any changes that may impact learners, employers and industry in a timely manner so that they can plan for the change where applicable.
Minimise disruption to existing education and training providers	<ul style="list-style-type: none"> • 9(2)(b)(ii) Therefore, the delivery of programmes and the provision of off job training will continue as agreed between the provider network and Skills throughout the transition period. • 9(2)(b)(ii)

Topic	Planned Approach
Continue school-focused activities	<ul style="list-style-type: none"> Skills delivers several Gateway programmes and will continue to deliver these Gateway programmes prior to transition. Gateway programmes will be transitioned across to Te Pūkenga's Work Based Learning subsidiary.

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

Strategy

A key component for the successful transition is maintaining the integrity and performance of the VET system. While transitioning, it is essential that our student and employer service capabilities remain intact. Skills has established a resourcing strategy that allows the retention of knowledge, IP, and skills that are critical for arranging training to maintain service continuity.

Our resourcing strategy includes:

- Providing the Receiving Organisation, a clear understanding of the roles and requirements for the industries transitioning during the Discovery process
- Initiating an Expressions of Interest (EOI) Process with the Receiving Organisations that is managed centrally by the Skills People & Culture Team
- Facilitating open information forums for our staff to ensure they are kept informed and have access to all relevant information
- Establishing a fair and transparent recruitment process between Skills and the Receiving Organisations to support the appointment of Skills staff and ensure service continuity for the Receiving Organisation
- Working with the Receiving Organisation on the induction and training strategy for staff transferring
- Providing support for our staff through our EAP service, one-on-one sessions, and information forums and Receiving Organisations engaging onsite with Skills facilitating the process

The end-to-end recruitment process will occur at the same time for all Receiving Organisations to ensure a fair and reasonable process is conducted. The Receiving Organisations that have agreed to onboard Skills employees are ETCO, ICE, Ignite, Te Pūkenga and Vertical Horizonz. St John and Strategi will backfill roles utilising their own internal staff as they have capacity to do so.

Role Requirements

During our Discovery Process with the Receiving Organisation, we provided indicative Full Time Equivalent (FTE) and headcount requirements for the core arranging training roles and support roles required to service the demand of learners based on current and forecasted numbers for 2022. We advised the Receiving Organisations that these numbers are likely to change, and we will provide updated numbers in 2022. Please refer to Appendix 11 Receiving Organisation Transition Packs for specific details on the resourcing numbers provided.

In early 2022 during the Transition Planning phase, our People & Culture team will establish a Role Mapping Model. The mapping process is intended to align roles that are technically comparable to the functions required to be delivered within the Receiving Organisation. When considering whether a role is comparable, consideration will be given to the existing role based on the technical competency required to carry out the role, the key principle responsibilities.

Due to how our internal teams are structured, for example, our Account Management team are split by regions across New Zealand providing pastoral care for our all learners in the Trades industries, whereas our Customer Operations Team are structured by industry and their roles are specific to the learner journey i.e. Enrolments or Block Course Allocations, there will not be an exact match. This mapping exercise will prepare our People & Culture team for when final selection of roles occurs.

Consultation and Information Forums

Skills People & Culture Team will lead and facilitate the recruitment process, with direct interface with the Receiving Organisations designated lead. We will commence internal consultations with Skills employees on approximately the 2 June 2022. The consultation will include an overview of the recruitment process and key information about each Receiving Organisation and the roles available. We will send invites to the Receiving Organisation Information forums to all employees to attend.

Skills will host Information forums at the Skills Head Office, which will provide the Receiving Organisations an opportunity to meet with our staff, introduce themselves and provide information about their organisation. In addition, we will send out information packs to our employees once the forums are completed so that they have the necessary information they need prior to submitting their expression of interest in the roles available.

EOI Process

The EOI period will commence from 27 June – 6 July 2022 and will allow our staff to apply for the roles across all Receiving Organisations in order of preference through our recruitment system. Once the applications close, we will review all applications and align preferences to the Role Mapping Model. This allows our People & Culture team to identify where there are gaps and any potential risks for the Receiving Organisations. Where there is a risk of a role not being filled by a Skills employee, we have allowed time in the project schedule for the Receiving Organisation to run their own external recruitment process or explore other options.

Once the EOI process is completed, we will share the results with the relevant Receiving Organisation and provide a shortlist of candidates for their organisation. The Receiving Organisation can then conduct interviews (where preferred) and will inform Skills of any additional requirements the candidate may need to fulfil e.g., Psychometric testing, criminal checks etc prior to a final outcome being decided. We expect all Receiving Organisations to provide offers of employment by 1 August 2022.

Staff Support

We will support our staff through the entire process by providing regular communications, which will commence in March 2022 and through our consultation and information forum sessions. Information packs will be created outlining the process, role descriptions and information about the Receiving Organisation. 9(2)(i)

We will encourage our staff to use Vitae, our wellbeing and employee assistance services provider for support as well as talking to their manager or our People and Culture Team if they have questions. All of this information will be available on our Skills Intranet site which has a page dedicated to RoVE.

Staff that are unsuccessful in securing a role with any of the Receiving Organisations, will be supported through Skills current redeployment process.

Induction & Training

We have allowed time in our project schedule to allow the Receiving Organisation time to conduct any induction or training for Skills employees transferring as part of their onboarding process. If this requires our staff to have to physically attending an induction or training session at the Receiving Organisations premises, we will ensure that their roles are covered during this time so that service is not disrupted. We will agree this with the Receiving Organisation during the transition planning phase.

Given the Receiving Organisations have some level of arranging training experience, we expect that they will facilitate their own training sessions for any new starters that are not Skills employees if they have to run their own external recruitment process. Skills will be transferring our processes and IP across to the Receiving Organisation to support this process. We will discuss this in more detail with the Receiving Organisations during the transition planning phase in early 2022.

Contracted Assessors

Skills will provide Receiving Organisations a list of our existing workplace assessors that are contracted to provide assessor services across our service delivery models. The Receiving Organisations will be provided access to engage directly with these assessors to enter their own arrangement for transition. Appendix 3 list the contracted assessors and the Receiving Organisation(s) they will have the opportunity to move to given acceptance from the Receiving Organisation.

Recruitment Timelines

As indicated previously, the recruitment process will run concurrently for all Receiving Organisations. This ensures a fair and transparent process is followed providing the Receiving Organisations equal opportunity to recruit our employees. Skills will undertake extensive planning prior to commencing the consultation process in which we will collaborate with the Receiving Organisations to ensure alignment, agree dates and execute administrative activities. Physical transfer of Skills employees will occur at the end of their last working day with Skills prior to Go Live. The Skills employee will take their computer and any other equipment with them when they start with the Receiving Organisation if agreed in the Sales & Purchase agreement with the Receiving Organisation.

Milestone	Target Date	Responsible
Recruitment Planning	February - 27 May 2022	Skills P&C Lead
Internal consultation sessions	2 June 2022	Skills P&C Lead + Skills GM TITO
Receiving Org Info / Roadshow Sessions (facilitated by Skills at Skills HQ)	8 - 15 June	Skills P&C Lead, Skills GM TITO + Receiving Org Lead
Commence EOI Process	16 - 24 June 2022	Skills P&C Team

Milestone	Target Date	Responsible
Assess EOI applications (role mapping + staff preferences)	27 June - 6 July 2022	Skills P&C Team and Skills Managers
Receiving Org Interviews (where applicable)	12 - 22 July 2022	Skills P&C Team and Receiving Org Lead
Notify Skills staff of final outcome	1 - 2 August 2022	Skills P&C Lead, GM TITO, Skills Managers
Staff induction training with Receiving Org (if applicable) for Go Live 2 (ICE, Ignite, VHNZ)	8 - 19 August 2022	Skills Managers and Receiving Org Lead
Transfer staff to ICE, Ignite + Vertical Horizontz - Go Live 2 (at end of their last working day)	30 August 2022	Skills Managers and Receiving Org Lead
Service Commencement - Go Live 2	1 September 2022	All
Staff induction training with Receiving Org (if applicable) for Go Live 3 (Te Pūkenga, ETCO, ICE, Ignite, VHNZ)	6 - 17 September 2022	Skills Managers and Receiving Org Lead
Transfer staff to all Receiving Orgs - Go Live 3 (at end of their shift)	30 September 2022	Skills Managers and Receiving Org Lead
Service Commencement - Go Live 3	1 October 2022	All

2.4 Transition of information and assets

The spreadsheet in Appendix 11 Receiving Organisation Transition Project Packs contain full details of the people, assets (furniture and fittings, vehicles, computer equipment, software and leasehold improvements), contracts, systems and data, and programme resources to be transferred to Receiving Organisations. Key categories of information and assets need for transition are summarised below.

Key categories of information needed for transition

Category of Information	Approach to Transition	Key Risks
Details of employers, providers and learners, and their relationships with TITO	<ul style="list-style-type: none">Te Pūkenga – This information is available in our existing Student Management System (SMS) and Learning Management System (LMS)	<ul style="list-style-type: none">Incorrect data migrated to the Receiving Organisation which could result in privacy / confidentiality issues.

<p>Details of the needs of learners, employers, and industries, relevant to transitioned activities</p>	<p>that we intend to handover at Go Live. The programmes not transitioning to Te Pūkenga and associated learner and employer data will be removed from the SMS prior to handover.</p> <ul style="list-style-type: none"> • All other Receiving Organisations – Skills will extract the data from our SMS and will provide this data extract to each Receiving Organisation a few weeks prior to Go Live. Days before Go Live, we will ask the Receiving Organisation to re-sync the data in their SMS so we can review any variations. The data will be re-aligned, and we will commence the de-register / re-register process in collaboration with TEC ITR team on Go Live. • Any notes that are recorded in our SMS including any documentation / attachments associated with that learner will be transferred to the Receiving Organisation. Skills will not retain copies of TITO data in once transitioned. • For historical data related to learners, employers, contractors and or providers that have transitioned in other systems, we will apply our standard data retention policy e.g., financial transactions – for seven years in a secure system that is audited yearly. • Skills will undertake thorough data cleansing and testing prior to data migration. • 9(2)(b)(ii) [Redacted] Data migration will then occur as described previously. Ongoing testing will occur throughout the Execution Phase and post data transfer. Please refer to Appendix 9 for 9(2)(b)(ii) High Level Design Approach. 	<p>Before any data is migrated, Skills will segregate all data that is relevant to each Receiving Organisation. We will add a field in our existing SMS to identify which Receiving Organisation the learner is transitioning to based on the Transition Selection Criteria. All data will then be checked and tested prior to migration.</p> <ul style="list-style-type: none"> • Transition Go Live delays potentially caused by Receiving Organisation not operationally ready or data migration issues. This is mitigated through robust change management controls and collaboration throughout the transition programme lifecycle with the Receiving Organisations. • Data not cleansed correctly therefore causing issues with messages between the SMS and ITR. Skills has dedicated resources to commence data cleansing during the Execution Phase. • Delays in deployment of 9(2)(b)(ii) [Redacted] has built ITR interface for another ITO which provides Skills comfort that a solution already exists. Skills will have a dedicated IT project team (Skills IT Orange Team) for planning, testing and implementation and the Receiving Organisation will be involved in the end-to-end process if they opt to use 9(2)(b)(ii) [Redacted] • Connectivity issues between SMS and ITR. Thorough testing and engagement with TEC ITR Team critical during development for 9(2)(b)(ii) [Redacted] platform • Delays or disruption during transfer of learner data to the Receiving Organisations SMS. Skills IT Red Team in place to test and resolve issues. • Learner data security and privacy risks due to poor data retention and archival procedure. Skills will have a strategy and plan in place to identify all sources of data including compliance processes in place to reduce this risk. • Loss of data or data security issue during transit of data to the Receiving Organisation. Skills will ensure a planned process is in place for the data transfer with the Receiving Organisation.
---	--	---

Category of Information	Approach to Transition	Key Risks
<p>Details of relevant functions, contracts, IP, systems, policies, on-going projects, and how these relate to future needs for learners and employers</p>	<ul style="list-style-type: none"> All relevant IP and information (programme resources, training material, assessments, processes and collateral) in printed and digital form will be transferred to the Receiving Organisations as agreed. All documentation from the time of enrolment to the date of transition that demonstrates how the learner achieved their unit standards (on and off job) including assessments completed by the learner will be extracted from our LMS and transitioned to the Receiving Organisation via an agreed channel (e.g., shared site, external hard drive etc) Skills will provide the Receiving Organisations the PITs early 2022 to support them with gaining NZQA accreditation Contracts will be novated from Skills to the relevant Receiving Organisation. This includes all service providers, training and assessment, employer support, pastoral care, resource use and suppliers. Please refer to Appendix 3 for a list of contracts to be novated. Ongoing projects – Skill has identified several projects that will transition to Te Pūkenga for Electrical, PGD and G-Reg. High level approach has been provided to Te Pūkenga and detailed plans to be provided in Jan 2022 as part of the transfer agreement. 	<ul style="list-style-type: none"> Negotiations with the Receiving Organisations during the Transfer Agreement (Te Pūkenga) or Sales & Purchase (all other Receiving Organisations) are delayed or cannot be agreed. The respective ROs sale and purchase agreements provide for an agreed value of the IP, based on fair and reasonable valuation. For Te Pūkenga the purchase price for the IP has been split to mitigate this risk. Should an RO be unable to pay the price for the IP, then a completion condition will not have been met offering the option to terminate the agreement. IP and information are not ready for handover due to issues with data extracting or internal management of the process causing delays to Go Live. Skills will have dedicated resources assigned to ensure all IP and information is updated and accurate prior to handover. Ongoing projects (programme of work) is not completed at time of transition causing poor handover and dissatisfaction from industry. Skills has commenced engaging with Te Pūkenga on the projects and Te Pūkenga will be a stakeholder during this process. We will share detailed project plans and statement of works with Te Pūkenga in January 2022.
<p>Details of careers information guides and related activities</p>	<ul style="list-style-type: none"> Career information will be transitioned to the appropriate Receiving Organisation relevant to the industries they are receiving 	<ul style="list-style-type: none"> None
<p>Business roadmap or other plans showing the intended vision for development of Arranging Training activities</p>	<ul style="list-style-type: none"> Skills is currently undergoing significant transformation and part of our strategy is to continue to offer training services that meet our customer needs through consulting, formal training, informal training, well-being and social good. A key component of this strategy is the purchase of ICE and Ignite as standalone PTE's which has been on our roadmap for some time and approved by our board. We continue to invest in our existing service delivery model, and these plans will transition to the Receiving Organisations for their understanding of our intended vision for the development of arranging training. 	<ul style="list-style-type: none"> Skills recognises there is a potential risk with delays or issues occurring with ICE's PTE registration. Skills is managing this process closely with NZQA. If complications arise with the registration prior to transition, Skills will delay the transition to ICE until registration is approved. The decision to delay transition will be made by April 2022.

Key categories of assets needed for transition

Skills and TEC have recently corresponded on the question of ITO-assets and non-ITO assets (as well as Skills' proposed post-transition structure):

- Email from 9(2)(a) dated 5 November 2021 (see Appendix 10a)
- Email from 9(2)(a) dated 23 November 2021 (see Appendix 10b)
- Email from 9(2)(a) dated 26 November 2021 (see Appendix 10c)
- Letter from 9(2)(b)(ii) 9(2)(a) dated 6 December 2021 (see Appendix 10d).

Skills confirmed its position that Skills ITO-related assets will be transferred to the relevant Receiving Organisations under this Transition Plan. Any and all assets not specified in the Receiving Organisations' Receiving Plans and relevant sale and purchase/transfer agreements will remain the property of Skills.

TEC is aware that Skills will continue to exist as an entity with the same members. We have shared information with our members through regular discussions throughout the year and formally at our annual general meeting, where the CEO has presented the future of the organisation. All members are comfortable with this direction and all surplus funds will continue to be used in the same way that they have for the last 30 years. This is to further the charitable purposes of the Skills Organisation by strengthening vocational education, training, and learning - in connection with the various industries represented.

Skills saw the need to formalise this arrangement so established The Skills Group Foundation Trust (NZBN 9429047923164) in February 2020. Each Skills member is allocated an annual entitlement, but their application to use these funds must meet the Foundation and Skills' criteria related to vocational education and charitable purposes. Applications can include staff wages to support vocational education, training and learning, wellbeing activities to members, promotional activities to recruit vocational trainees in member industries, capital expenditure to improve member capability and capacity and support of member conferences.

Skills has highlighted our approach to transition and key risks of the assets in the following tables. Please note that due to commercial sensitivity, we have referenced the respective term sheet available for specific information related to the transfer of assets.

Category of Assets	Approach to Transition	Key Risks
<p>Student Management systems</p>	<ul style="list-style-type: none"> • Te Pūkenga – This information is available in our existing Student Management System (SMS) and Learning Management System (LMS) that we intend to handover at Go Live. The programmes not transitioning to Te Pūkenga and associated learner and employer data will be removed from the SMS prior to handover. • All other Receiving Organisations – Skills will extract the data from our SMS and will provide this data extract to each Receiving Organisation a few weeks prior to Go Live. Days before Go Live, we will ask the Receiving Organisation to re-sync the data in their SMS so we can review any variations. The data will be re-aligned, and we will commence the de-register / re-register process in collaboration with TEC ITR team on Go Live. • Any notes that are recorded in our SMS including any documentation / attachments associated with that learner will be transferred to the Receiving Organisation. Skills will not retain copies of TITO data once transitioned. • 9(2)(b)(ii) [REDACTED] 	<ul style="list-style-type: none"> • Incorrect data migrated to the Receiving Organisation which could result in privacy / confidentiality issues. Before any data is migrated, Skills will segregate all data that is relevant to each Receiving Organisation. We will add a field in our existing SMS to identify which Receiving Organisation the learner is transitioning to based on the Transition Selection Criteria. All data will then be checked and tested prior to migration. • Transition Go Live delays potentially caused by Receiving Organisation not operationally ready or data migration issues. This is mitigated through robust change management controls and collaboration throughout the transition programme lifecycle with the Receiving Organisations. • Data not cleansed correctly therefore causing issues with messages between the SMS and ITR. Skills has dedicated resources to commence data cleansing during the Execution Phase. • Delays in deployment of 9(2)(b)(ii) [REDACTED] Skills will have a dedicated IT project team (Skills IT Orange Team) for planning, testing and implementation and the Receiving Organisation will be involved in the end-to-end process if they opt to use 9(2)(b)(ii) [REDACTED] • Connectivity issues between SMS and ITR. Thorough testing and engagement with TEC ITR Team critical during development for 9(2)(b)(ii) [REDACTED] platform • Delays or disruption during transfer of learner data to the Receiving Organisations SMS. Skills IT Red Team in place to test and resolve issues.
<p>Employer Key Account systems</p>	<ul style="list-style-type: none"> • This function exists in our current SMS and will transition as per above. 	<ul style="list-style-type: none"> • Learner data security and privacy risks due to poor data retention and archival procedure. Skills will have a strategy and plan in place to identify all sources of data including compliance processes in place to reduce this risk. • Loss of data or data security issue during transit of data to the Receiving Organisation. Skills will ensure a planned process is in place for the data transfer with the Receiving Organisation.

Category of Assets	Approach to Transition	Key Risks
Other IT systems	<ul style="list-style-type: none"> Te Pūkenga will take over the Skills Bank (LMS) and TITO Portal My Skills (Online trainee information) systems. The data and content not transitioning to Te Pūkenga will be removed prior to handover. 	<ul style="list-style-type: none"> See above risks
Hardware and equipment	<ul style="list-style-type: none"> 9(2)(j) Te Pūkenga, ETCO, ICE, Ignite and Vertical Horizonz have indicated during the Discovery Process to receive all hardware and equipment related to a Skills employee transferring to their organisation. This is to be finalised during the Transfer / Sales & Purchase Agreements. 	<ul style="list-style-type: none"> No material risks
Vehicles	<ul style="list-style-type: none"> Te Pūkenga, ETCO, ICE, Ignite and Vertical Horizonz have indicated during the Discovery Process to receive all vehicles related to a Skills employee transferring to their organisation. This is to be finalised during the Transfer / Sales & Purchase Agreements and the type of vehicle is dependent on the Skills employee transferring. 	<ul style="list-style-type: none"> No material risks
Other assets (e.g., Intellectual Property, Brands)	<ul style="list-style-type: none"> All relevant Skills owned IP and information (programme resources, training material, assessments, processes and collateral) in printed and digital form will be transferred to the Receiving Organisations at an agreed purchase price as per the final transfer / sales & purchase agreements. Te Pūkenga intend to take over the lease for Skills Auckland Office at transition. Skills will meet its obligations as per the lease agreement and will exit the property prior to Go Live 3. 	<ul style="list-style-type: none"> Negotiations with the Receiving Organisations during the Transfer Agreement (Te Pūkenga) or Sales & Purchase (all other Receiving Organisations) are delayed or cannot be agreed. The respective ROs sale and purchase agreements provide for an agreed value of the IP, based on fair and reasonable valuation. For Te Pūkenga the purchase price for the IP has been split to mitigate this risk. Should an RO be unable to pay the price for the IP, then a completion condition will not have been met offering the option to terminate the agreement. IP and information are not ready for handover due to issues with data extracting or internal management of the process causing delays to Go Live. Skills will have dedicated resources assigned to ensure all IP and information is updated and accurate prior to handover.

2.5 Commercial and legal processes

The full process by which the commercial and legal processes are covered are listed below (please note these dates have changed from our initial Transition Plan due to delays with negotiations with some Receiving Organisations. These are subject to change if circumstances require).

Receiving Organisation Approval process

- High level Due Diligence carried out prior to the June 2021
- Letter of Intent July 2021
- Signing a Non-Disclosure Agreement August 2021
- Receiving Organisations confirming their intent August 2021
- TEC Receiving Plan template sent August 2021
- Term Sheet sent August 2021
- Negotiation of Terms Sheet August 2021
- Terms Sheet signed December 2021
- Due diligence period 4 October – 10 December 2021
- Sale and Purchase Agreement negotiations December 2021 – February 2022
- Receiving Organisation's Board approves Transfer / Sale and Purchase Agreement. February 2022
- Sale and Purchase Agreement fully signed once TEC approval has been given. March 2022
- For certain Receiving Organisations, acceptance by NZQA of the Receiving Organisation's application for registration as a PTE

Skills Approval Process

- Skills Board Approval of Transition Plan (subject to resolution of G-Reg) December 2021
- Transition Plan submitted to TEC December 2021
- Final Transfer / Sale and Purchase Agreement Skills Board approval December 2021 – February 2022
- Final TEC Board Approval of Transition Plan February/March 2022

Each Transaction and Transfer / Sale and Purchase Agreement will be conditional on:

- a. TEC approval of Skills' Transition Plan
- b. Skills' Board, and Receiving Organisation's Board, approval

- c. Completion of and acceptance by the TEC of the Receiving Organisation Arranging Training Receiving Plan
- d. Completion of any regulatory notification or other required regulatory compliance actions.

2.6 Working with external parties

Roles of external parties

Skills will develop a Stakeholder Management and Communications Plan during our Transition Planning phase to ensure we are engaging with our external stakeholders as we work through our transition journey. These stakeholders include:

- **NZQA** – providing guidance and advice to Skills and Receiving Organisations for the transfer of qualifications, programmes, quality assurance and any issues regarding PTE registration for ICE.
- **Schools, existing training providers and other third-party providers** – we will engage with these groups to ensure they are kept updated on our transition progress during each stage of the transition lifecycle.
- **Employers & Industry groups** – we will continue to engage with employers and industry on our transition progress, especially prior to any changes that are executed that may have any impact on learners.

Collaboration Model

Skills proposes establishing a joint governance structure and engagement model with clear delineation of roles and responsibilities between Skills and each of the Receiving Organisations. This includes:

- Close management and alignment of agreed tasks and milestones and swift resolution of any issue
- A focus on joint risk management by providing a robust methodology to capture and mitigate risks associated with the transition.

The governance structure will include senior leaders from both Skills and the Receiving Organisation to oversee the delivery of the transition and will include regular formal meetings and other meetings to ensure alignment. This is to be agreed with the Receiving Organisations during the Planning Phase.

Skills representatives are already on the Te Pūkenga Trades Steering Group as well as the individual trade working groups, to ensure that activities are transitioned and embedded successfully.

Communications Plan

Skills will create a robust Communications Plan (both internal and external) during the Transition Planning phase in early 2022. This will be developed jointly with the Receiving Organisations to ensure messaging is consistent. Skills will involve the RoVE Programme Communication Team for any external communications prior to publishing. Our Marketing Team will be involved to ensure messaging is consistent with our internal guidelines.

The external communications plan will ensure that all external parties impacted by the transition are regularly updated and are informed leading up to and following the transition. The external Communications Plan will be shared with all external stakeholders for sign off prior to delivery. The internal communications plan will provide our staff detail around the overall transition programme, the recruitment process, and how we will support them throughout this change.

Transition Management

Skills has appointed a Transition Manager who will oversee and manage the transition activities. This includes collaboratively working with the project leads of each of the Receiving Organisations to plan and execute the transition.

Skills will appoint a dedicated Transition Team who will be responsible for the delivery of the transition. We have provided each Receiving Organisation a high-level Transition Project Plan Pack which outlines how and when the transition will occur. Included are specific details on learners, people, assets, contracts and programme resources that were provided to the Receiving Organisation during the Discovery Process with the intent to transition these items to the Receiving Organisation.

Please refer to Appendix 11 Receiving Organisation Transition Packs

2.7 High-level work plan

Skills has developed a baseline Transition Project Plan which details the key transition activities, dependencies, owners and target dates. Please refer to Appendix 13 Transition Project Plan.

We will have dedicated resources assigned to complete each deliverable, including Workstream Leads for People, Assets, Systems & Data (IT) and Service Delivery who are responsible for developing detailed implementation plans in collaboration with the Receiving Organisations for their workstreams. These plans will be at a more granular level, and will have their own risks, issues and success criteria.

The key milestones are:

Milestones	Responsible	Target Date
Sales & Purchase agreements signed	Skills & Receiving Org	December 2021 - March 2022
TEC Board Approval	TEC	February - March 2022
Programmes of Industry Training documents handed over to support the Receiving Orgs to progress accreditation	Skills	March 2022
Workstream detailed plans completed	Skills Workstream Leads	March 2022
ITR capability + implementation plan confirmed	Receiving Orgs	May 2022
Skills employees recruitment period	Skills & Te Pukenga, Ignite, ICE, ETCO + Vertical Horizonz	June – July 2022
Notify Skills staff of final outcome	Skills	1 - 2 August 2022

Milestones	Responsible	Target Date
Training / Induction with Skills employees transferring	ICE, Ignite + Vertical Horizonz	8 - 19 August 2022
	Te Pukenga, ICE, Ignite, Vertical Horizonz + ETCO	7 - 18 September 2022
All systems configured, tested and ready for data migration	Skills & St John	June 2022
	Skills & ICE, Ignite + Vertical Horizonz	August 2022
	Skills & Te Pukenga, Ignite, ICE, ETCO, Vertical Horizonz + Strategi	September 2022
Transfer Service Delivery documents (programme resources, collateral, processes etc)	Skills & St John	June 2022
	Skills & all other Receiving Orgs	August 2022
Transition readiness decision (Go/No Go)	Skills & St John	23 June 2022
	Skills & ICE, Ignite + Vertical Horizonz	24 August 2022
	Skills & Te Pukenga, Ignite, ICE, ETCO, Vertical Horizonz + Strategi	22 September 2022
Migrate learner + employer data – Cutover	Skills & St John	27 - 30 June 2022
	Skills & ICE, Ignite + Vertical Horizonz	28 - 31 August 2022
	Skills & Te Pukenga, Ignite, ICE, ETCO, Vertical Horizonz + Strategi	27 - 30 September
Transfer Skills employees (at the end of their last working day with Skills)	Skills & ICE, Ignite + Vertical Horizonz	31 August 2022
	Skills & Te Pukenga, Ignite, ICE, ETCO, Vertical Horizonz + Strategi	30 September 2022
Transfer Assets (vehicles, equipment etc)	Skills & ICE, Ignite + Vertical Horizonz	31 August 2022

Milestones	Responsible	Target Date
	Skills & Te Pukenga, Ignite, ICE, ETCO, Vertical Horizonz + Strategi	30 September 2022
Service Commencement – Go Live 1 Ambulance	Skills & St John	1 July 2022
Service Commencement – Go Live 2 Case Management, Contact Centre, Emergency Communications, Public Sector, Real Estate, Roofing, Specialist Electrical (E-Tech programmes)	Skills & ICE, Ignite + Vertical Horizonz	1 September 2022
Service Commencement – Go Live 3 Adult Education, Building Surveying/Regulatory, Business, Civil Defence, Conservation, Coordinated Incident Management Systems, Cranes, Electrical, Elevated Work Platforms, Financial Services, Fire & Rescue, Industrial, Measurement & Control, Industrial Rope Access, Intelligence, Organisation Risk & Compliance Plumbing, Gasfitting & Drainlaying, Regulatory Practice, Rigging, Scaffolding, Security, Statistics and Workplace Health & Safety	Skills & Te Pukenga, Ignite, ICE, ETCO, Vertical Horizonz + Strategi	1 October 2022
Post Go-Live Support & Monitoring	Skills & St John	1 - 15 July 2022
	Skills & ICE, Ignite + Vertical Horizonz	1 - 16 September 2022
	Skills & Te Pukenga, Ignite, ICE, ETCO, Vertical Horizonz + Strategi	1 - 16 October 2022
Lessons Learned + formal close out of Transition	Skills	17 October 2022

Risk and mitigation matrix in transition phase

We have conducted a risk review of the transition and included in Appendix 14 Risk Register. Each Receiving Organisation has completed their own risk review as part of their Receiving Plans. Skills will update and maintain the Risk Register (and Issues Register) throughout the Planning and Execution Phases. High impacting / key risks and issues will be raised in the joint Steering Committee meetings with the Receiving Organisations with the aim to discuss solutions and actions.

Section 3: Declarations

Please confirm, on behalf of your TITO, that:

Yes	You are satisfied that the receiving Arranging Training and Apprenticeship Training Activities provider(s) meet the TEC's initial approval criteria.
Yes	You agree to immediately inform TEC of any risks or issues that could adversely impact your operations to allow us to discuss how these could be managed, prior to transition.
N/A	Where applicable, you agree to factor your Transition Plan and transition date into your annual investment planning process and to work with the TEC to provide for a smooth transition of funding.
Yes	All the information in your Transition Plan is true and correct at the time of submission.
Yes	Your 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:	Garry Fissenden
Your position/ role:	Skills Chief Executive Officer
Name of TITO:	The Skills Organisation

Part 4: Appendices

Appendix 1 – Industry Detail	9pp
Appendix 2 – Learners Transition flow diagram	2pp
Appendix 3 - Novated Contracts	7pp
Appendix 4 – Learner Engagement Feedback	6pp
Appendix 5 – Large Employer Support and Survey Responses	25pp
Appendix 6 – Consultation with Industry Association & Peak Bodies (presentation and dates)	10pp
Appendix 7 – Industry Association & Peak Bodies Responses (signed consultation documents)	75pp
Appendix 8 – Receiving Organisation Evaluation	35pp
Appendix 9 – 9(2)(b)(ii)	5pp
Appendix 10 - 9(2)(b)(ii)	13pp
10a – 9(2)(b)(ii)	
10b – 9(2)(b)(ii)	
10c – 9(2)(b)(ii)	
10d - 9(2)(b)(ii)	
Appendix 11 – Receiving Organisation Transition Project Packs	71pp
Appendix 12 – Terms Sheets (signed)	47pp
Appendix 13 – Transition Project Plan	5pp
Appendix 14 – Risk Register	3pp