



Reform of Vocational
Education (RoVE)

NZ Marine & Composites TITO

TITO Transition Plan (Second Version)

Template and Guidance Document

Date: 31/05/2021

Version: 5

Part 3: Guidance & Template

Section 1: Transition approach

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

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

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

1.1 Overview of transition approach

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

How the transition will occur and where activities will be transferred

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

The Receiving Organisation for NZMAC TITO's Arranging Training activities

The receiving organisation for NZMAC TITO NZQA gazetted coverage for *Arranging Training* and its related *Activities* will be the **Marine and Specialised Technologies Academy of New Zealand (MAST Academy)**, an NZQA (Edumis # 6034) recognised PTE. During the Reforms NZMAC TITO consulted with its various industry bodies, employers, and learners about what will best serve their specialist needs in a future vocational setting. Strong feedback from the constituent industries and employers led to the establishment of a dedicated PTE, the *Marine and Specialised Technologies Academy of New Zealand* (MAST Academy). This will be fully operational on 2nd August 2021, and able to receive all the Arranging Training Activities from NZMAC TITO.

Taking a 'lift & shift' approach to the transition, all NZMAC TITO staff, capability and assets will transfer to MAST Academy. This approach provides NZMAC TITO staff certainty and continuity of employment, whilst retaining a fully experienced team through the transition. Learners and employers will experience a smooth transition to the new *provider* organisation within the *Arranging Training* activities, knowing that established relationships and support will continue. The only effective change learners and employers will notice is the new branding on the correspondence, current team shirt and website.

MAST Academy is registered NZ company (8137259) with registered Charitable Status (CC58968). The restructure activities from NZMAC TITO have been completed and are now awaiting formal approval from the Tertiary Education Commission (TEC) for this Transition Plan to be executed.

The Receiving Organisation for NZMAC TITO's Standard Setting Body (SSB) activities

The Standard Setting Functions of **NZMAC TITO** will transition to the **Manufacturing, Engineering & Logistics Workforce Development Council (MELWDC)**.

It is anticipated that this will occur around October/November 2021, subject to MELWDC being ready to receive the SSB functions.

Prior to the Standard Setting Function transition, it is anticipated NZMAC TITO will have completed an extensive review of all its current qualifications and reviewed all unit standards scheduled for review in 2021. Receipt of these will have been acknowledged and approved by **NZQA** at the time of transitioning to the MELWDC. The Boating Industries Association (BIA) incorporates the NZMAC TITO Educational Organisation (number 8140) and the responsibility for SSB activities will remain with NZMAC TITO until MELWDC deem themselves sufficiently operational and the SSB activities are formally transitioned.

It is anticipated that there will be minimal work for NZMAC TITO within the SSB Activity, however capability will be maintained within NZMAC TITO from 2nd August 2021 through the retention of 9(2)(a) to ensure it meets its responsibilities in standard setting and governance requirements of NZMAC TITO. Once the SSB function has been successfully transferred to the WDC 9(2)(a) will transition to MAST Academy 9(2)(a)

Once the SSB requirements have been received by the WDC, 9(2)(a) will transition to MAST Academy and the TITO will hold no further responsibilities. Therefore, the Boating Industries Association will request from the Minister, dissolution of the NZ Marine and Composites TITO (Edumis # 8140) under the Reforms requirements. The relationship between MAST Academy and NZMAC TITO will be through a professional working relationship from 2nd August until the TITO relinquishes all SSB functions to the WDC.

NZ Marine as the lead Industry Association and is seeking support from the Composite Association of NZ and the Marina Operators Association with the establishment, of an *Industry Skills Reference Group (ISRG)* to take on responsibility for liaising with the MELWDC on all matters relating to skills and qualification development. Representatives will include employers who are actively training apprentices, a representative from MAST Academy, and a learner representative who is in their later years of apprenticeship. The ISRG will take on the work that the TITO provided industry, maintaining strong connections and intelligence with industry to provide regular guidance and updates to the new Workforce Development Council (WDC). This will be established and operational by September 2021.

When the transition will occur and rationale

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

The transition to MAST Academy is scheduled for **2nd August 2021**. Our rationale for going live ahead of the commencement of the WDCs is driven by industry and staff preference, as well as confidence in the proposed transition plan. The past 2.5 years of the Reforms has been unsettling for all stakeholders and the timing will provide industry, employers and learners confidence and certainty that their niche industry will continue to have support at the earliest possible time within the reforms and assure continuity for apprentices/trainees in their training.

NZMAC TITO is grateful for the excellent cooperation and support from the **TEC RoVE team** and officials from **NZQA** and their assistance in addressing the many issues that needed to be considered for the transition, which will result in a transition from NZMAC TITO into MAST Academy. Allowing MAST Academy to settle within the provider space quickly, in a relatively seamless transition for NZMAC TITO personnel, providing reassurance to employers and learners with minimal disruption, the following dates will see key transition actions:

- August 2, 2021 –
 - Arranging Training functions transition to MAST Academy and fully operational on day one
 - Standard Setting Body functions are retained with NZMAC TITO (BIA) and capability maintained
- October 2021 –
 - Standard Setting Body functions transition from NZMAC TITO to the newly established MEL WDC
- November -
 - NZMAC submits application to Minister of Education to be dissolved as a TITO

Transition of other ITO activities

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

NZMAC TITO's successful School to Work programme will transition to MAST Academy within the Arranging Training activities. The programme has strong industry endorsement and acceptance with an established brokered pathway for students into the marine and composite industries. The School to Work <https://www.nzmacito.org.nz/schools/> programme operates alongside the Arranging Training activities and has developed good connections with the Secondary School sector, offering career advice, authentic workplace experiences with strong pastoral support that provides students a smooth transition into paid employment and further training with apprenticeships. See latest promotion:

<https://www.nzherald.co.nz/northern-advocate/news/new-programme-to-get-northland-students-into-the-marine-industry/DOUTQPUK4NPWN6M5DLYABKGGWQ/>

The participating Secondary Schools, Gateway, and Careers Advisors have been advised by the School to Work Coordinator of the transition to MAST Academy. Future promotional communications and marketing will continue to industry and communities, and ensure all stakeholders are fully aware of the new provider, MAST Academy.

MAST Academy also has contract arrangements with several of NZMAC TITO's off-job providers to deliver one- or two-week block-courses, where good provision already exists, with appropriate delivery arrangements. These Providers are:

1. NorthTec, who are contracted to deliver 2-week block-courses for General Engineering and Welding
2. Skills Org, who coordinate a range of 1-week block-courses for Electrical & Electronic training

Both organisations have been notified of the change and have new training delivery contracts in place with MAST Academy beyond 2nd August.

All specialist Boatbuilding and Composite related off-job training requirements will be managed and delivered through MAST Academy as no provision currently exists outside of these industries.

Relevant post-transition activities

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

NZMAC TITO has been working with MAST Academy to ensure a seamless transition so it is ready to receive all the Arranging Training functions to be operational from day one. Post transition NZMAC TITO will have:

- Stopped trading in the Arranging Training Activities
- Notified all its employers and learners of the transition to MAST Academy
- Transferred all its assets and provided capital investment from NZMAC to MAST Academy
- Arranged the transfer and ongoing contractual arrangements to MAST Academy with relevant stakeholders
- Paid all business debts and will have no creditors
- Supported the restructure of its employees into new employment agreements with MAST Academy

This will see NZMAC TITO transition into MAST Academy on day one (2nd August 2021) which will have full responsibility for, and capability in, the Arranging Training activities.

In the future, MAST Academy will seek additional opportunities within the training sphere by creating a specialist campus to undertake further delivery of bespoke boatbuilding and composites education and meet the wider specialist training needs of its industries. This will allow learners to undertake unique training programmes, from pre-trade courses through to bespoke off-job training that is not currently available from any other provider. It will also allow MAST Academy to be able to respond more quickly to skill shortages, and address employer needs in a timely fashion.

MAST Academy will continue to support and advocate NZMAC TITO's future goals of improving outcomes for industry and learners, including under-represented groups by introducing a Certified Workplace Trainer programme. This is designed to equip current and future workplace trainers involved in apprenticeship training with the key skills to be more effective trainers and mentors within their sphere of influence to trainees/apprentices. This initiative will develop and strengthen the workplace setting, creating the ideal environment and structure to provide learners the support they require to progress through their training effectively resulting in better progression, retention, and skill development of employees. Offering this specifically developed eLearning module leading to a Workplace Trainer Certificate, recognises, values, and validates these key people operating in work-based training. It allows our Field Officers to work more closely with them in achieving outcomes for the benefit of learners, employers, industry, and Government. MAST Academy will continue to support and champion Workplace Trainers with annual Professional Development upskilling through webinars and seminars.

MAST Academy will continue to work with employers to support them in their development and maintenance of a training environment with dedicated workplace trainers, systems, and a training culture to support learner outcomes through the awarding of Accredited Training Company Endorsement that reflects the New Zealand Apprenticeship Code of Practice.

1.2 Alignment with learner, employer, and industry needs

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

- Deliver to the unique needs of all learners, including those who have been traditionally under-served, such as Māori, Pacific, and disabled learners,
- Be relevant to the changing needs of employers,
- Be collaborative, innovative and sustainable for all regions of New Zealand, and
- Uphold and enhance Māori-Crown relationships.

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

Alignment with learners' needs

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

The **Reform of Vocational Education** has had a significant impact on NZMAC TITO and its stakeholders, seeing disruption and uncertainty over a sustained period. This has been further heightened by having to deal with the worldwide pandemic, COVID-19; the resulting impact on parts of our industry have been challenging, particularly for learners. However, there has been an unexpected positive consequence with a 220% upswing in demand to train more apprentices. We know this increase is also due in part to the Government response initiatives such as, Targeted Training Apprenticeship Fund and Apprenticeship Boost that have been rolled out to maintain learner retention and attract new learners within the vocational sectors, which has been welcomed by both employers and learners.

We have sought feedback in written and verbal form from all employers and apprentices throughout the Reforms, including through support letters/emails, direct feedback through our Field Officers, and a satisfaction survey of our apprentices conducted at the time of our Independent Self- Review in 2020 and ongoing stakeholder engagement. Our main goal is to make the transition of the Arranging Training functions as seamless as possible, and for our learners to feel heard, supported, and undisrupted.

The most common feedback NZMAC TITO received from employers and learners was the opportunity for more off- job training courses and more learning opportunities, over a broader range of topics. In addition to transitioning all existing programmes to Programmes of Study so they align with requirements of the Unified Funding System and can continue to be delivered within the PTE context, MAST Academy will be developing and offering:

1. Comprehensive Programmes of Study that extensively cover all aspects of campus, online, and workplace learning. As needs are identified, new Programmes will be developed to meet gaps in the market sectors.
2. Bespoke learning, tailor-made for groups of learners that will supplement the learning they are achieving in their workplaces.
3. Additional courses, as identified by employers, who wish to upskill in particular tasks without joining an apprenticeship programme, including:
 - a. Adult learners who may wish to upskill through evening courses and online learning
 - b. Study groups for workplace learners
 - c. Young adult pre-trade courses.
 - d. Community courses
4. Courses would be available as demand arises and appropriate tutors will be sourced and vetted to provide the learning at the MAST campus facility.
5. Flexible course delivery within a dedicated training academy. The facility will incorporate many specialized training areas and dedicated spaces. It will have large spaces to engage with hull lofting and boat construction, a clean room for composites with focused ventilation for extraction in small spaces, access to move trailer boats in and out for training purposes, and a 3D printer to quickly create components, among others. Having these abilities, and much more over time, in one centralized location with knowledgeable tutors for instruction will enable MAST Academy to provide tailored, pinpoint upskilling to meet industries' skill needs.
6. Micro-credentials to diversify the learning delivery to better suit the needs of the learners.
7. Research and Development into innovative new methods of delivery, as well as advancing technologies and potential new markets; this will be a focus within our new organisation.

MAST Academy will have an enviable reputation that attracts both domestic and international learners to come to New Zealand and train in our renowned marine and specialist technologies industries. This initiative will also address New Zealand's International Education Strategy and specific global skill shortages.

Our approach to our learners is underpinned by two of our guiding principles: Inclusive Learning & Kaitiakitanga and Learner Centric & Mātauranga:

- *Inclusive Learning & Kaitiakitanga* – we strive to provide an inclusive learning environment that fosters diverse talent and recognises all students' entitlement to a meaningful learning experience. It is also key to recognise the importance of committed and accountable leadership that enables, advocates, and models the five key Maori cultural values in the workplace. This includes the importance of Business Policies and Strategic Initiatives that are not opposing the five key Maori

cultural values. This means recognising diversity; encouraging and enabling broad participation; removing and avoiding barriers to learning and anticipating and considering a variety of learning needs and preferences.

- *Learner Centric & Mātauranga* - our approach will enable learners to take responsibility for their learning and make decisions about what and how they learn. We will encourage increased engagement in learning through dynamic relationships between learners and their instructors and by supporting learners to freely express themselves and share their knowledge with others. It is also imperative that we recognise the importance of on-going Professional Development for all staff within the organisation, to support this core principle, alongside recognising the importance of ensuring the Treaty of Waitangi is understood by all staff and the principles are embedded and enacted within the core business.

In the initial period post the transition, MAST Academy will continue to support learners and employers as currently done by NZMAC TITO to allow for continuity and to maintain the current strong relationships.

MAST Academy will ensure learners' pastoral needs are met through:

- Development and promotion of new career pathways within communities, iwi and secondary schools
- Making learning and learning support resources available online
- Providing mentoring and pastoral care support from industry-qualified Field Officers who develop learning plans, provide assessment services and progress reports
- Alumni/Graduate services including career services (job hub), upskilling/PD, support for new or potential industry business owners
- Consultation with iwi, whanau, and specific organisations to understand learning requirements, what success means for Maori/Pacifica, and how Maori/Pacifica learners are best supported.

Alignment with employers' and industries' needs

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

Through the years, NZMAC TITO has built itself into a nationally recognized organisation, professionally representing its industry sectors. The aim of the MAST Academy is to continue that legacy and reach even further. The MAST Academy aspires to become a recognised Centre of Excellence in skills development, with specific goals calling out relevancy and responsiveness to changing needs of employers and an emphasis on a collaborative, innovative and sustainable approach across all regions of New Zealand.

Our approach to our employers and industry is underpinned by three of our guiding principles: First-in-Class & Auahatanga, Future Focused & Whakawhanaungatanga and Wairuatanga:

- *First-in-Class & Auahatanga* – we strive to provide an enviable learning environment through our programme offerings, academic team and student support services. This means having world-class quality standards and aspiring to be world leaders in achieving industry outcomes across marine, composites and specialised trade programmes. This also includes recognising the importance of ongoing audit and review activities that evaluate and monitor the business status and form part of core business activities, as well as the importance of investing adequate resourcing to activities that will support sustainability.
- *Future Focused & Whakawhanaungatanga* – we strive to create and deliver programmes that result in student outcomes that are relevant to the future needs of work in marine, composites, and specialised technologies. This means having strong interpersonal relationships with internal staff as well as strong industry relationships to keep us close to the forefront of new technology and industry changes. As well as having the flexibility to pivot to meet changing needs and acknowledging the importance of Whakapapa connections, by connecting staff and learners to whanau (family) and whenua (the environment).
- *Wairuatanga* – the importance of ensuring a recognised sense of identity, uniqueness and belonging, it is the outcome seen by staff and the organisation from their commitment to this kaupapa and the four values mentioned above being enacted by all. We commit to a way of working that is reflective of a ‘collective responsibility’ culture. We acknowledge that for staff to be the best version of themselves for our learners, employers and the broader industry, we have a responsibility to ensure staff maintain a balance across their work and personal life.

Priorities for employers

Our main goal is for minimal disruption for employers as we make the transfer of the Arranging Training function. It is important for our employers and industry to feel heard, supported, with maintained services. We will meet these priorities through:

- The provision of qualified staff with relevant skills
- The provision of relevant industry endorsed programmes that learners can undertake to meet their skill needs
- The provision of learning resources to support learners to attain the skills and knowledge required
- The provision of on-site support (at a minimum, quarterly) to provide pastoral support to apprentices and employers
- Supporting workplace trainers and verifiers to meet required learning outcomes
- The provision of off-job training where the full scope of the programme cannot be completed in the workplace
- The promotion of market career opportunities to the wider community and iwi, including secondary schools.
- The provision of support for employers through the School to Work and Gateway programme
- The development of career pathways beyond apprenticeships
- Personal development and upskilling for employer staff
- Career services for employer vacancies

As mentioned in the section above, it is important that the level of dedicated training is maintained at its current level while also grown and improved. It is also imperative that MAST Academy continues to seek and train talented individuals to maintain, grow and develop the industry, through increasing the number of learners it takes on, and by providing further development opportunities, which will further support the industry.

Priorities for industry

Feedback has been constantly received from employers via their Field Officer visits and through past employer satisfaction surveys conducted for our previous External Evaluation Reviews. We are also in constant discussions with industry to keep abreast of their wishes and needs for training and are confident we understand the requirements and improvements that can be made to this.

Priorities for Industry are met by:

- The promotion of industry sectors to increase awareness and interest in career choices.
- Ensuring training programmes are current and meet the sectors' growing needs.
- Training outcomes that are internationally recognised, enhancing the sectors' reputation.

The areas of importance for employers and industry in the arranging training activities include;

- Ensuring all apprentices/trainees are well supported nationally by industry qualified Field Officers who visit each employer at their workplace 4-6 times a year to see learners, with the ability to respond more if required.
- Retaining industry experienced Field Officers who have established trusted relationships with learners, and who provide a range of services including mentoring, pastoral care support, and assessment services to ensure learners progress in their training, and who are able to address any issues that impede the training in a timely matter.
- Retaining these Field Officers who work closely with workplace trainers to verify learner's competency to ensure the skills and knowledge are being attained at an industry standard. This relationship is key to ensuring the retention of learners who progress and qualify in their chosen field of study.
- Ensuring that career opportunities are promoted within the community, iwi and secondary schools, to ensure a suitable supply of personnel who are trained to meet industry growth.
- Ensuring learners have access to quality resources, available on-line to support their attainment of skills and knowledge in their training programme.
- The establishment of an Industry Skills Advisory Group to ensure relevant skills and qualification delivered through industry endorsed programmes are maintained.

1.3 Employer and industry support

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

Employer engagement and support

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

Sector	TOTAL		Engaged			Supportive		
	Employer #	Learner #	Employer #	Employer %	Learner #	Employer #	Employer %	Learner #
Marine & Composites	225	597	225	100%	597	157	157 or 70 % have confirmed support. 68 or 30% have given verbal acknowledgement of support/ indicative support.	377 of the learner base is covered by the employer support responses, we also provided an independent apprentice survey which has been voluntarily completed by 126 apprentices and 96% of these are supportive with 4% not supportive - with their main issue being not wanting any change to the ITO at all during the reforms, which we are aware is not possible and has been explained in full.

Industry engagement and support

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

Industry body	Representation	Engaged with? Y/N	Supportive? Y/N
Composites Association of NZ	The wider (non-marine) composites sectors of NZ	Y	Y
NZ Marina Operators Association	All marine berthing/boatyard facilities in NZ	Y	Y
New Zealand Division of Royal Institution of Naval Architects (RINA- NZ).	NZ Marine designers and Naval Architects	Y	Y
NZ Marine Industry Association	The wider marine industry, including export and the various specialised sector groups	Y	Y

Nature of engagement with employers and industry

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

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

Evidence key existing employers and industry bodies support the Transition Plan

Sector – Marine & Composites

An overview of the RoVE reforms was provided to the three constituent industries and the employers engaged in training. NZMAC TITO, having considered its options in the reforms and having consulted with industry, developed a Business Case which the TITO and Industry Boards has endorsed, regarding the transition of *Arranging Training* to a dedicated PTE, being the Marine and Specialised Technologies Academy of New Zealand (MAST Academy).

This rationale was communicated to industry and employers, providing questions that were designed to ask what is wanted in work-based training by industry and employers, whether we provide that now, and what they would like to see from a Provider, along with any recommendations and potential improvement opportunities we can accommodate.

Mechanisms employed to communicate the plan and seek feedback included:

- Consultation during RoVE consisted of Industry stakeholder meetings
- Industry surveys and support letters received
- Presentations and discussion at industry conferences, AGM and meetings
- Direct Field Officer consultation during the many workplace visits to see apprentices/trainees
- Regular Industry communications updates through the marine and composite association comms

The industry bodies represented included the Marine Industry Association (NZMIA), the Composites Association of NZ (CANZ) & the Marina Operators Association (MOA). These sectors include some **225 employers with 570 registered learners**. The key contact people are:

- Marine Industry Association (NZ Marine) – Garry Lock, President/Chair – s9(2)(a)
- Composite Association of New Zealand (CANZ) – Susan Lake, Executive Board – s9(2)(a), Glen Campbell, President/Chair – s9(2)(a)
- Marina Operators Association – s9(2)(a)
- Royal Institute of Naval Architects (NZ) – s9(2)(a)

To-date we have received confirmation of support from 150 out of the 225 employees. All three industry bodies support the transition of arranging training from NZMAC TITO to the MAST Academy, with NO written objections to the proposal of transitioning to MAST Academy as the dedicated provider. Correspondence and support details have been provided to TEC for transparency and can be found alongside this [document is attached](#).

NZMAC is not aware of any organisation(s) who are dissatisfied with or deemed capable, that may seek a review of, NZMAC's plan to transition arranging training to MAST Academy. We have not received any feedback to date both written and verbal of any organisation NOT expressing support. All those that we have had discussions with around Arranging Training have provided their support.

1.4 Status of discussions with Receiving Organisations

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

Activity	Receiving Organisation	Progress as at <25/05/21>	Next significant milestone	Issues to resolve
Arranging Training	Marine and Specialised Technologies Academy of New Zealand (MAST Academy)	<p>Both NZMAC TITO and the NZ Marine Boards have endorsed NZMAC TITO's Transitional Plan to TEC along with the MAST Academy Business Case and Operational Plan.</p> <p>The Transitional Plan has all three Industry Association's endorsement and Board approval for the MAST Academy as the receiving organisation for Arranging Training.</p> <p>The final Transition Plan is to be submitted to TEC on 31st May 2021 and will be presented at the TEC Board on 22nd July 2021</p>	TEC approves Transition Plan Transition to MAST Academy occurs on 2nd August 2021. MAST Academy Operational on day one	<p><i>TEC submission Deadline date met</i></p> <p><i>MAST Academy is activated as an approved PTE by NZQA - June</i></p>

Activity	Receiving Organisation	Progress as at <25/05/21>	Next significant milestone	Issues to resolve
Standard Setting	Manufacturing, Engineering & Logistics WDC	<p>The SSB function will remain with BIA/NZMAC under the TITO with the retention s9(2)(a) [redacted] until it is transferred to the WDC.</p> <p>NZMAC will maintain SSB activities as a TITO and continue working with the RoVE team and the Establishment Unit on the WDC Operating Model</p> <p>NZMAC TITO will ensure all Qualification and Unit Standards are reviewed for 2021 are completed prior to the transition to the MELWDC. All work will be up to date at the time of transition.</p>	<p>Standards Setting activities will remain with NZMAC TITO until the MELWDC is Operational and ready to receive Standard Setting functions.</p> <p>NZMAC TITO will continue to have capability for SSB activity until the transfer and s9(2)(a) [redacted] will remain in the TITO until the WDC is operational to ensure SSB functions are well maintained.</p> <p>The transition of SSB functions to the MEL WDC is anticipated to occur in October 2021</p>	s9(2)(a) [redacted]

Activity	Receiving Organisation	Progress as at <25/05/21>	Next significant milestone	Issues to resolve
School to Work Programme	MAST Academy	The NZMAC TITO School to Work Programme and its coordinator will transition along with the arranging training activities	<p>Move to MAST Academy on 2nd August 2021.</p> <p>Complete status report to TEC as of 31st July 2021 for NZMAC TITO and end contract.</p> <p>Advise Secondary Schools and Communities of new provider.</p>	Post Transition MAST Academy to enter in to new JVAP with TEC to continue School to Work till December 2022.

1.5 Conflicts of interest

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

Provide information about:

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

There are two NZMAC TITO Board members who are also Board of Directors for MAST Academy, being Tracey Stevenson (Chair), and Susan Lake of the Composites Association of NZ. This is to provide some continuity within the transition period. After the TITO has been dissolved, Tracey Stevenson will remain as a NZ Marine Board Member to maintain the close working relationship and intelligence between the two organisations.

s9(2)(a)

Section 2: Transition of Arranging Training

2.1 Rationale for preferred provider(s) of Arranging Training

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

Providers that have been considered for Arranging Training

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

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
Te Pūkenga – New Zealand Institute of Skills and Technology	When the Reforms of Vocational Education were first announced where the polytechnics would be merged in to one entity, the merits of transitioning the 'Arranging Training' functions were discussed through industry consultation and at board level prior to the establishment of Te Pūkenga – New Zealand Institute of Skills and Technology.	<p><u>Decision</u></p> <p>CEO Stephen Town confirms endorsement from Te Pūkenga support for NZMAC TITO transition plan to transition to a PTE – MAST Academy. The support is based on the strong industry and learner base support.</p> <p><u>Rationale</u></p> <p>There is currently no provision for boatbuilding and composites training within any of the 16 Polytechnics or other TITOs moving to the NZIST.</p> <p>The industry was let down by the lack of industry consultation, and the eventual closure of the Unitec Marine Campus six years ago resulting in a lack of faith in the ITP sector within industry.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
		<p>Industry has expressed concern that this small, specialised sector would not be well catered for under a large integrated polytechnic with no experience or history with the industry, and which does not have the understanding of its specialist training needs or the environment in which to deliver – which would take many years to fully develop.</p> <p>A move of ‘Arranging Training’ functions to Te Pūkenga is not supported by NZMAC TITO staff which would result in lost capability in such a transition.</p>
<p>s9(2)(b)(ii) [redacted] [redacted] [redacted]</p>	<p>s9(2)(b)(ii) [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] s9(b)(ii) [redacted]</p>	<p>Decision</p> <p>NZMAC TITO Board acknowledged [redacted] support for the establishment of MAST Academy, however agree [redacted] is not a suitable route for NZMAC TITO to pursue for transition</p> <p>Rationale</p> <p>This was based on the guiding criteria and consideration of [redacted] capability that:</p> <ul style="list-style-type: none"> • It has no accreditation to deliver programmes for qualifications developed by the relevant TITO • [redacted] has provided us the relevant sector industry support to pursue a new PTE • [redacted] is not a favoured route by our Board, industry and sector representatives
<p>s9(2)(b)(ii) [redacted] [redacted] [redacted] [redacted]</p>	<p>NZMAC TITO was also approached by s9(2)(b)(ii) [redacted] and had informal discussions with CEO, s9(2)(a) [redacted] about possible opportunities for arranging training. s9(2)(b)(ii) [redacted] is a focussed employer-led association which offers a range of services to businesses with no engagement with Vocational Education and Training. From our understanding, s9(2)(b)(ii) [redacted] services appear</p>	<p>Decision</p> <p>NZMAC TITO Board acknowledged s9(2)(b)(ii) [redacted] support from CEO s9(2)(a) [redacted] for MAST Academy, however, agree that s9(2)(b)(ii) [redacted]</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
	<p>to be a range of general employer services and training products to businesses offered either directly or delivered through a third party.</p> <p>§9(2)(b)(ii) have provided us with their support for the new MAST Academy, for which we appreciate.</p>	<p>is not a suitable route for NZMAC TITO to pursue for transition.</p> <p>Rationale:</p> <p>The rationale was based on the guiding criteria and consideration of §9(2)(b)(ii) capability that;</p> <ul style="list-style-type: none"> • §9(2)(b)(ii) has no accreditation to deliver programmes for qualifications developed by NZMAC TITO • Does not have the relevant sector industry support • §9(2)(b)(ii) does not have a track record of working with work-based apprentices • Is not currently working with employers from the relevant industry groups • §9(2)(b)(ii) would be reliant on NZMAC TITO transferring its full capability for Arranging Training Activity which is not supported

<p>Marine and Specialist Technologies Academy of New Zealand (MAST Academy)</p>	<p>NZMAC TITO consulted with its relevant industry sectors and employers throughout the reforms to determine what would be the best outcome for stakeholders, our current and future learners, and employers. This evident through the strong support we have received.</p> <p>An independent consultant was appointed by the NZ Marine and NZMAC TITO Board to facilitate the consultation process, evaluate the options and to advise the board.</p> <p>The decision to transition NZMAC TITO into a new PTE entity was based on the Business Case developed which was ratified by the relevant boards.</p>	<p><u>Decision</u></p> <p>The Board’s decision is based on the rationale that this provides least disruption and provides continuity of service for current learners and employers engaged in Arranging Training activities.</p> <p>The MAST Academy business case and operational plan articulates its vision for the industry and future learners.</p> <p>The NZMAC TITO staff fully support and will move to the MAST Academy.</p> <p><u>Rationale</u></p> <p>The MAST Academy is the preferred provider for the transition of Arranging Training Activities from NZMAC TITO. This is based on that MAST Academy has:</p> <ul style="list-style-type: none"> • Has NZQA accreditation to deliver programmes for qualifications developed by the relevant TITO • Has full industry support and standing relationships from the relevant sectors • Meets TEC financial viability criteria • Has a team that has a 20-year track record of working with work-based apprentices for the relevant sectors • Is currently working with employers from the relevant industry groups • NZMAC TITO with a track record of over 20 years in vocational education and a current Category 2 EER rating will transfer its entire operational capability and all personnel to provide a seamless transition to The MAST Academy.
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Preferred providers' approach to Arranging Training

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

Preferred Provider – MAST Academy

Preferred provider's approach to Arranging Training	How this will meet learner needs	How this will meet employer needs
<p>NZMAC TITO is transitioning its complete operational capability model through a lift and shift into the MAST Academy.</p> <p>Learners and employers will experience a seamless transition, with no recognisable change except the name of the organisation. 100% of current ability to support integrated work-based learning, through will be maintained through:</p> <ul style="list-style-type: none"> the retention of all the NZMAC TITO skilled workforce the continued provision of ongoing national coverage to all employers through regular on-site visits the continued provision and development of relevant learning resources to ensure learners achieve within their chosen study the continued provision of the delivery of learning resources on-line through a dedicated learning management system, <i>RudderLive</i> having the required administration services to manage learner records 	<p>Existing relationships that have been established by NZMAC TITO over the duration of a learner's apprenticeship are maintained with current personnel.</p> <p>There will be minimal disruption to their training with continued on-site visits and the provision of pastoral care support provided to ensure learner retention and progression in training is maintained.</p> <p>MAST Academy will continue to coordinate all off-job training requirements for apprentices through its providers.</p> <p>Learners will continue to access their current learning resources through the <i>RudderLive</i> LMS portal.</p> <p>Graduates will be recognised and able to attend an annual Graduation Ceremony.</p>	<p>The 220+ employers retain their trusted and existing relationships that have been developed over the past 20+ years, providing confidence in the continuation of the programmes and delivery with minimal disruption.</p> <p>An organisation that understands the nuances of these specialised industries through the retention of existing staff will meet employer needs for consistency and quality of delivery.</p> <p>An organisation that can promote career opportunities through its established channels, including the School to Work programme and brokering suitable placements will maintain the pipeline of new workers for employers.</p> <p>A dedicated PTE that can deliver relevant industry-based training responds to industry and learner's skill needs through the provision of more off-job training opportunities and the development of career pathways.</p> <p>MAST Academy will be able to respond to regional skill needs based on employer demand.</p>

<ul style="list-style-type: none"> • having the required reporting functions through SMART-TMS to register learners on the ITR along with ongoing technology support through Fusion 5 • the continued provision of in-work pastoral care for all apprentices regardless of level • the continued provision of support for workplace trainers to ensure apprentices/trainees progress in their field of study • the development of individual learning plans for trainees/apprentices by the workplace trainers • the continued provision of onsite assessment services by experienced industry assessors and the provision of progress reports to all stakeholders through the LMS • the maintenance of ongoing relationships with existing secondary schools and support brokering services through the School to Work programme. 		
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Preferred providers' capabilities

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

Preferred provider	Preferred provider's existing capabilities	Plan to obtain additional capabilities
MAST Academy	<p>MAST Academy capability will include:</p> <ul style="list-style-type: none"> NZMAC TITO current employees who are all transitioning to MAST Academy have employment agreements as of 2nd August 2021. MAST Academy will have purchased all NZMAC TITO's assets including, learning resources, QA systems, computers and IT equipment/licenses, vehicles, marketing and promotional material, reporting systems, office furniture and mobile phones. MAST Academy will continue to operate out of NZMAC TITO existing premises through a shared services agreement. 	<p>MAST Academy will have full capability from day one (2nd August 2021) in the <i>Arranging Training</i> responsibilities.</p> <p>MAST Academy will continue to obtain additional capabilities within the <i>Arranging Training</i> responsibilities by creating a specialist campus to undertake delivery of bespoke boatbuilding, composites, and the wider specialist training needs. This will allow learners to undertake unique training programmes, from pre-trade through to bespoke off-job training that is not currently available from any other provider. This will allow MAST Academy to respond quicker to skill shortages and address employer needs in a timelier fashion.</p>

Details of transitioning programmes, learners and standard training measures

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

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

MAST Academy

NZQF Level	Learners		Standard Training Measures (STMs)	
	Trainees	Apprentices	Trainees	Apprentices
2				
3	20		s9(2)(b)(ii)	
4	13	490	s9(2)(b)(ii)	s9(2)(b)(ii)
5				
6				
7				

NB/ Unable to update at time of submission as no workspace reports are available for 2021.

2.2 Service continuity approach

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

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

Please describe the planned approach to:

- Retaining relevant key assets until the provider’s Arranging Training capabilities are in place;

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

Topic	Planned approach
Retain relevant assets	<p>NZMAC Asset transfer of all physical assets has been through an agreement between MAST Academy and the Boating Industry Association (NZMAC), for MAST Academy to purchase these assets s9(2)(b)(ii)</p> <p>MAST Academy having purchased all of NZMAC existing assets s9(2)(b)(ii) as of 2nd August. Which includes:</p> <ul style="list-style-type: none"> • Learning resources described as assessments, study notes and digital resources and its IP. • All IT equipment including, laptop/desk top computers, keyboards, monitors. • New MAST website development • Motor vehicles • Office furniture and equipment • Mobile phones • All marketing & promotional material • 1 x Container <p>All software licenses will transfer to MAST Academy including:</p> <ul style="list-style-type: none"> - SMART-TMS 'People' for registering and withdrawing learners and managing learner records on the ITR - RudderLive s9(2)(a) – an LMS platform for learners to access online learning resources and track progress - Smartsheets for project planning - Adobe Suite

Topic	Planned approach
<p>Maintaining service levels for existing learners</p>	<p>Students have been kept well informed during the reforms and will have received advice through transition letters from NZMAC TITO on this transition plan being approved by TEC. MAST Academy will be confirmed as the new Arranging Training provider, stating the transition date and confirming there will be no disruption to them or their learning.</p> <p>Learners will continue to be supported by their current Field Officer and engage in off-job training schedule and have access to their learning resources in the same manner as they do under NZMAC TITO.</p> <ul style="list-style-type: none"> • With staff roles migrating to the MAST Academy, we expect to maintain retention of learners and employers, with no disruption to learner progression, thus maintaining good EPIs. • In time MAST Academy will grow into a campus-based training facility; for the near future (2021-2022) learning will remain in place in the same way as it is currently provided. Learners will also continue to use the same LMS system they are familiar with throughout the transition and the only change they should see during the transition is the change of name from NZMAC to MAST Academy. <p>All learner's data will be transferred to a MAST Academy server with the necessary security protocols in place by our contracted IT specialist s9(2)(b)(ii) This means there will be no physical transfer of information as the service contracts for our systems will simply move to MAST Academy from 2nd August 2021 but the information will remain where it is. We are confident this will be a very seamless transition for learners as none of their data is actually moving.</p>

Topic	Planned approach
<p>Manage risks related to under-served learners</p>	<p>Risks are mitigated as NZMAC Field Officers who support and have built trusted relationships with learners will transition to MAST Academy. Any existing and known risks will have been identified and mitigated prior to transition.</p> <p>Our successful School to Work programme in brokering placements for many under-served students, will remain with the transition to MAST Academy ensuring the continuity of support.</p> <p>As above any under-served learners will be advised of the transition in the same way – via a transition letter and continual and ongoing conversations with their Field officers, who monitor these learners closely through regular interaction face to face and on the phone. We are confident this will be a very seamless transition for learners as none of their data is moving, the same people they deal with daily will remain the same and the same structure of the learning and learner management system will remain the same. The biggest change they will see in the transition will be the name of the organisation and, over time, the increased opportunities that will be available to them.</p>
<p>Minimise disruption to employers and industry groups</p>	<p>Disruption is anticipated to be negligible – the transition will see the use of the same learning platforms for the immediate future; learners and employers will continue to receive updates via the Rudder platform, as they do now, and will continue to be served by existing Field officers and team members in the same way they currently are, but under a different business name of ‘MAST Academy’.</p> <p>Transition letters will be provided to all learners and employers detailing the process, which will be largely internal with the only change to them being the branding of communications and uniforms etc and assuring them that no action is required of them and no impact should be seen to their current learning/apprentice training arrangements.</p>

Topic	Planned approach
<p>Minimise disruption to existing education and training providers</p>	<p>Disruption here is expected to be very minimal - MAST Academy will continue to use its existing providers for specific off-job training provision where it already exists and is appropriate, with new contracts booked and scheduled under MAST Academy.</p> <p>Currently Block Courses are provided as follows and will continue after migrating to the PTE:</p> <ol style="list-style-type: none"> 1. NorthTec: contracted to deliver 2-week blockcourses for General Engineering and Welding 2. Skills Org. coordinating a range of 1-week blockcourses for Electrical & Electronic training <p>Both organisations have been notified of the change to MAST Academy. Contracts have been updated to reflect this change and sent to providers for bookings scheduled beyond transition.</p>
<p>Continue school-focused activities</p>	<p>Employers are adamant NZMAC's successful <i>School to Work</i> programme be retained with MAST Academy as it has strong industry endorsement with an established and growing pathway for students into the marine and composite industries.</p> <p>The participating schools and Gateway and Careers Advisors have been advised by NZMAC TITO of the transition to MAST Academy. Promotional communications and marketing along with a new MAST Academy website will continue to inform industry and communities, ensuring all stakeholders are fully aware of the new provider.</p>

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

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

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

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

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

People

The Provider

- One of the critical factors for NZMAC TITO and Industry consideration that led to the final decision regarding the destination of *Arranging Training Activities* was the need to retain and utilise its existing skilled people. NZMAC TITO is a tight high-performing passionate team with a shared vision of delivering great outcomes for learners and their employers. NZMAC TITO 's mission statement, *'we work with learners and employers to ensure people are trained with the necessary skills and knowledge to build successful lives and businesses* underpins this. All NZMAC TITO staff have considered their options within the reforms and will have entered into new employment arrangements with MAST Academy. All existing entitlements will be carried over to the new employment. The complete transfer of staff from NZMAC TITO to the MAST Academy as the new provider ensures the retention of an experienced team with full capability in Arranging Training activities for work-based training and apprenticeships, across all industry sectors covered.
- A formal restructure process will be undertaken and overseen by a contracted specialist HR Consultant, to facilitate the transition of staff into the MAST Academy. A Communication and Advisory Framework document has been provided to NZMAC TITO employees outlining the process for staff moving to the PTE. Alongside the Communications and Advisory Framework document we have also provided the available job roles and descriptions, all of which has been done in a clear and transparent manner. Staff have been provided time to review the developed documents, which confirms all the conversations that have been had regarding the

transition and the timelines and process for roles within the PTE. Formal correspondence of application for each job role available have been requested and these will be reviewed by the acting MAST Academy Chief Executive and the independent contracted HR consultant. Interviews and formal discussions will then take place Chief Executive and HR consultant, with formal job offers following ahead of the commencement date of 2nd August.

- s9(2)(b)(ii) [REDACTED]
- It is acknowledged that the development of staff and the opportunity for staff to identify career paths within the MAST Academy is an important element of retaining diverse talent, future proofing for loss of critical skills, growing a strong culture and ensuring greater organisational stability. A robust talent development strategy is incorporated into the performance review process.

The WDC

- No employee from the current NZMAC TITO team have expressed a desire to move to the WDC in a standard setting role.
- NZMAC TITO will retain standard setting capability with s9(2)(a) [REDACTED] remaining, until such time as the WDC has operational capacity to receive all NZMAC TITO standard setting activities; this could occur as soon as October 2021.
- s9(2)(a) [REDACTED]
- NZQA has approved the intention of NZMAC TITO to have completed the NZQA Mandatory Review of Qualifications at the time of transition; the review of all unit standards that were due for review in 2021 will have been completed at this time.

Learning Resources

- The MAST Academy will acquire the complete learning resources developed by NZMAC TITO over the past twenty years as part of the transition process and asset purchase.

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

- Service continuity will be retained by the new Provider, MAST Academy, with the retention of the industry-experienced Field Officers who will continue to visit employers and learners at their workplace, a minimum of four visits per year -or more as required. These workplace visits cover all aspects of Arranging Training Activities as previously outlined in the transition plan.
- MAST Academy will support and advocate for the goals of NZMAC TITO regarding improving outcomes for industry and learners through the introduction of a Certified Workplace Trainer programme. This will be designed to equip current and future workplace trainers involved in work based training, with the necessary skills to be effective trainers and mentors within their sphere of influence and in their engagement with trainees/apprentices.
- This initiative will strengthen the environment and structure within the workplace setting that provides learners the support they need to progress through their training more effectively, resulting in better progression, retention, and skill development for their employers. Offering this specifically developed eLearning module (leading to a Workplace Trainer Certificate) recognises these key people in the work-based training ecosystem. It allows the Field Officers to work more closely with work-based trainers in achieving these outcomes for the benefit of learners, employers, industry, and Government. The MAST Academy will continue to support and champion Workplace Trainers with annual Professional Development upskilling through webinars and seminars.
- Additionally, MAST Academy will continue to work with employers to support them with having a training culture and environment with dedicated workplace trainers, systems and a culture to support learner outcomes through awarding an Accredited Training Company Endorsement which adheres to the New Zealand Apprenticeship Code of Practice.

All other activities currently provided by NZMAC TITO will be retained and promoted.

Identify current key skills, knowledge and relationships associated with transitioning functions and how the transition will impact:

- There is negligible risk or impact associated with the transition of current key skills, knowledge, and established relationships and other NZMAC TITO functions in the arranging of training as there will be a complete transfer into the MAST Academy, retaining people with the skills, knowledge and existing relationships required to ensure a smooth transition with minimal disruption.

Outline your approach/governance for making employment decisions related to the transition:

A Communications and Advisory Framework has been developed to advise the NZMAC TITO team in relation to employment decisions (refer attached). At a high level this state:

- The MAST Academy Board has approved:
 - Appointment of an independent HR specialist to oversee the HR transition
 - Appointment of Acting Chief Executive Officer
 - Organisational Structure
 - Employment contracts, Job Descriptions, Development Plans, People Policies, and Onboarding
 - Operational Budget
- MAST Academy board has appointed Chris van der Hor as the acting CEO – (Letter to attached)
- The appointed MAST Academy acting CEO will work with an appointed HR consultant to undertake a restructure process to address the transition from NZMAC TITO to the MAST Academy.
 - New employment agreements will be created for transitioning staff, with their full entitlements transferred.
 - All MAST Academy employees will undertake the onboarding process and adhere to all MAST Academy policies

Describe any non-compete and no-poaching commitments:

Not applicable

2.4 Transition of information and assets

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

Key categories of information needed for transition

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

Category of information	Approach to transition	Key risks
Details of employers, providers and learners, and their relationships with TITO & Details of the needs of learners, employers and industries, relevant to transitioned activities	<p>All details of employers, learners, and stakeholders on the NZMAC IT database and servers will be retained by the MAST Academy in the transition process. As the MAST Academy will be operating out of the same premises, no information will be physically transferred. It will simply change from NZMAC to MAST Academy with current access restrictions maintained and with the same people administering data access.</p> <p>The current TMS/LMS systems will be kept in place for the near future for continuity and to facilitate a smooth transition; in time, under a new LMS system, information will be transferred as part of a back-office exercise, with no impact to external parties.</p> <p>For clarity, all learners/employers will be advised of the move from ITO to PTE, via transition letters (copies attached). Retention of staff will also ensure the strong industry knowledge and significant relationships with individuals, will be maintained, and hopefully strengthened through the transition to the MAST Academy. The knowledge and relationships currently held by the ITO will be retained and move across to the PTE.</p>	<p>No risk is perceived here; a significant risk here could be the loss of learner and employer data. However, as the same system will be kept in place for the transition, the risk of such loss is removed; there will be no physical move of information - data will remain where it is but will sit become the responsibility of the PTE.</p> <p>Another risk could be the disruption or loss of key relationships with stakeholders; however, as they will see no change in staff support and current learning support, these strong relationships are expected to continue with no disruption or change during the transition.</p>

	<p>All learner and employer records in hardcopy or digital form will transition intact to the MAST Academy with restricted access by the same people administering the data access including:</p> <ul style="list-style-type: none"> - training agreements, learner ID and records - learner training plans and progress reports - learners' assessments and evidence - all correspondence - marketing material, including photos and videos 	
<p>Details of relevant functions, contracts, IP, systems, policies, on-going projects, and how these relate to future needs for learners and employers</p>	<p>NZMAC ITO will transfer all IP and contracts and its learning packages, and resources (in the form of assessments, study notes and digital products), which it has invested in and developed over many years to support the delivery of industry training and apprenticeship programmes. The MAST Academy will continue to develop and grow these functions to meet the needs of industry/employers/learners. These resources are continually reviewed and developed in both written form and as digital assets. Each learning resource is maintained with a review cycle of five years or less to ensure it meets the needs of learners particularly in the light of changing technologies.</p> <p>The MAST Academy has developed its own policies related to governance, employment, and HR issues. All ongoing projects and work completed to date will transfer to the MAST Academy upon transition.</p>	<p>No risk is perceived here; a significant risk here could be the loss of data or the risk of resources not able to be provided to the same high standard as they currently are. These risks are being removed by carrying over the same dedicated team members who are familiar with the functions, contract and IP. The resources that are transferring to the PTE will allow a BAU approach to ensure the same high standard and consistency is maintained through the transition process.</p> <p>All information is retained within current IT provider filing systems, backed up with security protocols in place. The MAST Academy will continue to operate out of NZMAC's current premises so no files will be physically transferred or removed from site.</p>
<p>Details of careers information guides and related activities</p>	<p>NZMAC complete marketing and promotional material will transfer to MAST Academy as part of the asset purchase. Prior to the transition all the</p>	<p>Minimal risk as NZMAC will be notifying all learners, employers, industry associations, schools, and other relevant stakeholders of the transition to MAST Academy.</p>

	<p>current marketing brochures, banners, resources, new website, vehicle branding, and uniforms will have been rebranded to MAST Academy as of 2nd August. We are also in the process of creating a new launch video to support the transition and help with discussions at careers days and what we do to support learners etc.</p> <p>Key agency which links NZMAC website like Careers NZ will be advised to include the new link to MAST Academy. This will be supported with the comms to stakeholders with transition to the new Provider. MAST Academy will have a promotional and marketing strategy to continue to advise stakeholders and communities</p>	<p>NZMAC current website will remain with a redirect link to MAST Academy newly developed website with explanation so communities and stakeholders are informed of the change.</p>
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Key categories of assets needed for transition

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

Category of assets	Approach to transition	Key risks
Trainee Management systems	<ol style="list-style-type: none"> 1. The SMART-TMS People software (from Fusion 5) will be transitioning to the MAST Academy which will sign fresh contracts as necessary with the relevant vendors 2. The Learning Management System (RudderLive) will transition to the MAST Academy under a new contract 3. Smartsheets for project management remains with each individual user transitioning to the MAST Academy 	A significant risk here would be any loss of learner and employer data. Any such risk will be mitigated by keeping the same system in place for the duration of the transition, until testing is done to ensure no loss of data. As there will be no physical relocation of information, and the data will essentially remain where it is now (but under the new PTE) any risk is minimised.
Employer Key Account systems	<p>As above and including:</p> <ol style="list-style-type: none"> 1. Xero Platform 2. MyHR Platform 3. Payroll System 	As above
Other IT systems	<p>s9(2)(b)(ii)</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>	<p>s9(2)(b)(ii)</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

Category of assets	Approach to transition	Key risks
Hardware and equipment	The MAST Academy will purchase all hardware and equipment from Boating Industries Association (BIA) through a commercial arrangement s9(2)(b)(ii)	Any risk of loss and services continuity here have been mitigated through a legal purchase transfer arrangement from BIA (current asset owners) to the MAST Academy, whereby all parties have agreed to the terms of sale, which will see MAST Academy purchase the assets listed in an agreed schedule s9(2)(b)(ii)
Vehicles	All existing vehicles will be purchased by MAST Academy from BIA/NZMAC TITO and rebranded. s9(2)(b)(ii)	Any risk of loss and services continuity here have been mitigated through a legal purchase transfer arrangement from BIA (current asset owners) to the MAST Academy, whereby all parties have agreed to the terms of sale, which will see MAST Academy purchase the assets listed in an agreed schedule s9(2)(b)(ii)
Learning Resources and Assessments	MAST Academy will purchase all learning resources current and expired from BIA in the form of assessments, model answers, learning packages, either digital or hard copy and videos.	Any risk of loss and services continuity here have been mitigated through a legal purchase transfer arrangement from BIA (current asset owners) to the MAST Academy, whereby all parties have agreed to the terms of sale, which will see MAST Academy purchase the assets listed in an agreed schedule s9(2)(b)(ii)

2.5 Commercial and legal processes

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

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

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

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

NZMAC TITO (Boating Industries Association - BIA) has agreed to transfer all assets to the new MAST Academy to ensure it has full ongoing capability from day one. This has been facilitated through a signed purchase and transfer arrangement from BIA to the MAST Academy, whereby all parties have agreed to the terms of sale. s9(2)(b)(ii)

No physical assets will be left behind with the TITO.

MAST Academy will take over from NZMAC TITO the lease arrangement at 85 Westhaven Drive, St Mary's Bay which includes shared services and support.

s9(2)(b)(ii)

2.6 Working with external parties

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

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

Please outline the:

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

Oversight

Throughout the transition arrangements for the Arranging Training and SSB Activities has been led by the following senior personnel.

1. Chris van der Hor – NZMAC TITO GM
2. Tracey Stevenson – NZMAC Board & New MAST Academy Chair
3. Garry Lock – NZ Marine Industry Association (NZMIA) President/ Board Chair
4. Robert Knox – NZMIA Board Financial & Remuneration Chair
5. s9(2)(a) – Contracted consultant

Robust and ongoing discussions with the Board and stakeholders (via individual conversations and in group meetings) have been held during the reforms and throughout transition planning, with a purpose of ensuring the challenges and obstacles to establish a dedicated PTE (MAST Academy) to serve current and future employer and learner needs are met. This has been achieved and acknowledged through the endorsement and signatories to the Business Case and Transition Plan documents.

NZMAC TITO has engaged with NZQA regarding the registration of the new PTE, the Marine and Specialist Technologies Academy of New Zealand (MAST Academy). We continue to work with NZQA regarding the application requirements and they are aware of the proposed transition timeline:

- Draft TEC transition plan required to be submitted before 01/03/21
- Draft NZQA/PTE application submitted 09/03/21
- Feedback to be received and second draft of TEC document to be reviewed by external consultant by 1/04/21
- Feedback of NZQA/PTE document to be received and reviewed
- Final submission of PTE application to be completed 14/6/21
- PTE licence granted on or before 30/06/21,
- Final TEC Transition Plan submitted by 31/05/21 and reviewed by RoVE Team prior to TEC next Board meeting on 22/07/21 for approval.
- Commencement of the PTE 02/08/21
- Transfer of SSB activities to MEL WDC 04/10/21 and dissolution of NZMAC TITO following - November.

MAST Academy will continue to have a strong relationship with its key external stakeholders, including The NZ Marine Industry Association (NZMIA), The Composite Association of NZ (CANZ) and The Marina Operators Association (MOA) by:

- Continuing to operate out of the same premises as NZ Marine, maintaining the strong relationship and the sharing of relevant industry information
 - Retaining a NZMAC TITO Board member on the MAST Academy Board for the purpose of continuity of governance and understanding within the marine sector. The MAST Academy Chair, Tracey Stevenson, will continue to serve on the NZMIA Board of Management, ensuring a shared understanding of the priorities from an arranging training perspective.
 - Retaining two NZMAC TITO Board member on the MAST Academy Board for the purpose of continuity of governance and understanding within the composites sector. The MAST Academy Board member, Susan Lake, will continue to serve on the CANZ Executive Board, ensuring a shared understanding of the priorities from an arranging training perspective.
 - Being a key participant in the Industry Skills Advisory Group in advising the MEL WDC of skills and qualification requirements.
 - Continuing to support the industries through attendance at conferences, networking functions and key events.
 - Retaining key relationships with TEC through its Support Desks and Relationship Manager, ensuring continuity and understanding beyond the transition.
 - Maintaining the strong relationship NZMAC TITO has enjoyed with NZQA. This will continue to be maintained through the transition to a PTE to ensure delivery and service is maintained to a category standard, being no less than 2.
 - Maintaining the strong relationship NZMAC TITO has enjoyed with Ministry of Education, with the School to Work programme and future initiatives that have been established.
 - Continuing to work with wider stakeholders, including other providers, to ensure a successful transition with minimal disruption to learners and employers. It will continue to explore opportunities for future collaboration
-

2.7 High-level work plan

The timeline of transition is subject to NZQA approving MAST Academy application to become a PTE. This transition Plan will come into effective on receiving approval from NZQA, which it has provided assurance to TEC and prior to TEC Board approving NZMAC Transition Plan on 22 July.

We have confirmation from NZQA exemptions will be in place to be able to assess and continue business operations under MAST Academy from day one (2nd August) and all existing third-party providers (block courses) remain contracted and therefore we can continue ‘business as usual’ from commencement date.

We are aiming for the following timeline and milestones:

	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
BOM /MAST MILESTONES		Develop MAST HR Policy Documents	NZMAC Staff Restructure, Comms & Framework Developed		NZQA approve PTE		Staff/HR Restructure to MAST completed.	MAST Operational				
			Draft PTE application to NZQA		MAST BOM approve Structure & Policy Documents	NZMAC BOM approve Transition Plan (TP)		MAST Launch Event				
ARRANGING TRAINING ACTIVITIES			Final draft of Transition Plan completed & reviewed by TEC		NZMAC BOM approve Transition Plan	TP submitted to TEC by 30 th May	Arranging Training Functions move to MAST	TP presented to TEC Board on 22 nd July & approved				
			Consultation with EV	Operational Design Completed						SSB function and responsibility transferred to WDC		
WDC / TEC ACTIVITIES				NZMAC review of US completed in line with hand over to WDC								NZMAC Disestablished
				NZMAC review of qualifications completed in line with hand over to WDC								

Reporting Milestones to TEC consist of data provided from NZMAC TITO for a funding wash up as at 1st August and then MAST Academy information to be provided to TEC on their reporting templates from commencement on 2nd August with subsequent wash up for MAST Academy of any funds due/owed at the end of the year (Dec 2).

Key dates for transitioning include:

- 4 May: NZMAC Board and NZ Marine board endorses (as recorded in the Board minutes) a Communication and Advisory Framework for the restructure of personnel to MAST Academy
- 12 May: MAST Academy Board approved:
 - o Governance policies and roles
 - o Financial & Remuneration sub-committee
 - o Organisational structure
 - o Key HR documents, including, employment contract template, CEO job description and the Communication and Advisory Framework
 - o Appointment of Chris van der Hor as the acting CEO
 - o Agreed with the timeline and process below
- 24 May: Proposed MAST Academy organisational structure, job descriptions and employment contract available for NZMAC TITO staff for their feedback
- 07 June: Expressions of interest for MAST Academy roles open – via email
- 08 June: Staff attend a Wellness Session to help with the ongoing organisational changes
- 16 June: PTE application approved by NZQA and confirmation provided to TEC to support Transition Plan submission.
- 26 June: Re-structure interviews and selection commence, staff will be provided with a letter from s9(2)(a) as an independent body, detailing the change in employer and process involved to ensure their understanding.
- 12 July: Roles confirmed, and employment agreements entered
- 12 July: s9(2)(b)(ii) confirm the separation of NZMAC TITO files to MAST Academy from BIA Access on the Server, and emails under the MAST Academy domain active.
- 13 July – Communications sent to apprentices and employers via way of Transition Letter, to advise the change from NZMAC to MAST.
- 14 July – Deadline for all equipment/merchandise to be rebranded and assets held under MAST, with s9(2)(b)(ii)
- 22 July – TEC provide confirmation on approval status of the Transition Plan from their BOM meeting.

- 23 July – All physical and electronic files are moved/ensured they are separated from NZMAC to the MAST Academy, such as copies of assessments, training agreements, HR Documents etc.
- 24 July – Confirmation from Fusion5 as TMS provider and RudderLive as the LMS provider, that we will now operate all functions under MAST Academy as of 02 August.
- 31st July – Wash up details for NZMAC TITO provided to TEC for confirmation and payment.
- 02 August: AT & People formal transition to MAST Academy completed
- 04 August: Soft Launch Event of MAST Academy to key stakeholders and press, ensuring the voice of MAST Academy is out into the public as the new provider.
- 30 September: All qualification reviews, development, and any expired US up to date by this deadline s9(2)(a)
- 30 October: Any physical or electronic files confirmed as needed by MEL WDC are transferred from NZMAC
- 30 October: s9(2)(a)
- 30 November/01 December: BIA apply to the Minister for dissolution of NZMAC TITO now all functions have been transferred.
- 31 December – Wash up details for MAST Academy provided to TEC for H2 of 2021 under MAST Academy.

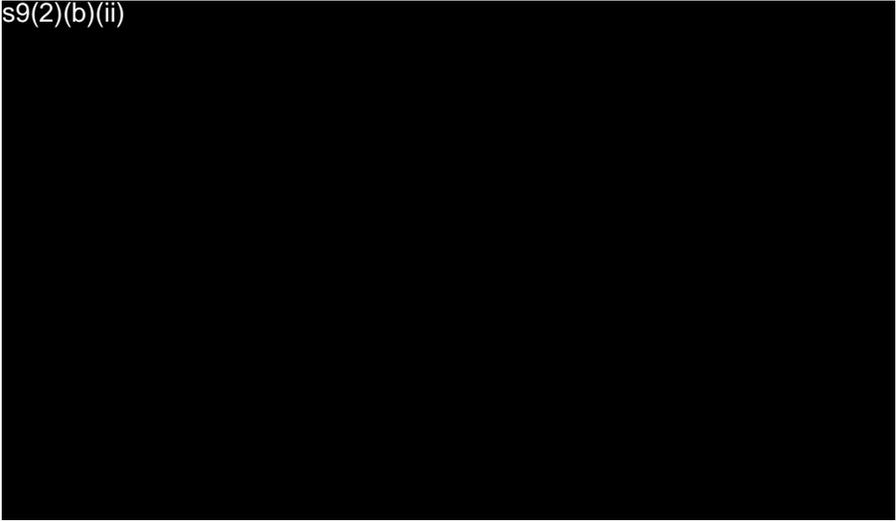
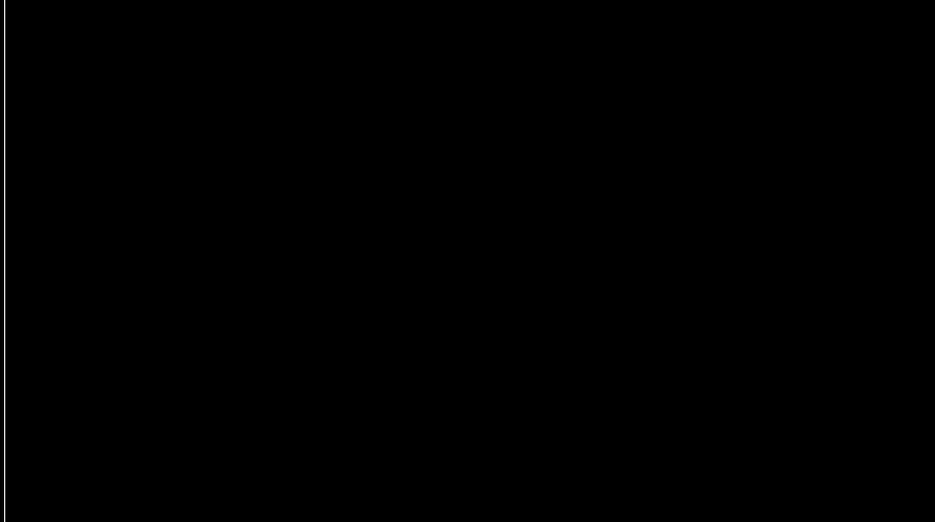
Aside from the above, we agree and fully acknowledge that TEC and NZMAC/ MAST will agree further key reporting milestones in order to provide TEC with visibility against dependencies and key implementation risks.

Key Risks, Dependencies & Mitigations for transfer of Arranging Training Pre & Post Transition:

We are aware that this transition plan is subject to risks/dependencies and to support this plan, we have detailed these in the below table, including our proposed mitigations:

Pre Transition Key Risk/Dependency	Mitigation/Contingency
<p><u>Technical and Business Support Transition</u></p> <p>NZQA activities including approval of the PTE license not approved/delayed in approval and doesn't meet TEC deadline for 22 July BOM approval.</p> <p>We are very conscious the timescales for approval of the PTE license by NZQA and the TEC transition plan submission are very linear and in order for the transition plan to be considered, we must ensure MAST Academy has gained PTE license approval.</p> <p>Vendors cannot be retained or replaced in time for Receiving Organisation Day 1</p> <p>We are seeking and have planned to keep the existing vendors, such as our TMS provider, ICT support provider, premises provider and stationary provider etc in place for the receiving organisation.</p>	<p>We have been liaising very closely with both TEC and our analyst at NZQA to keep all parties up to date with the progress of each submission and the timelines we are working to, to ensure everyone is 'on the same page'.</p> <p>We have also advised the NZQA analyst that the TEC transition plan is wholeheartedly reliant on the PTE license and they have agreed to provide a confirmation to TEC that the application is well underway and that they are confident the license will be granted (subject to the agreed points being met in their feedback) before it is required by TEC to submit the transition plan to their BOM for approval. We are confident the 6 remaining points questioned by NZQA will be met, with a target of formal approval granted by mid-late June.</p> <p>Our 'worst case scenario' is we are also able to delay the transition of AT functions and commencement of MAST Academy as the receiving PTE to a later date if required, with it being a registered company, the last piece of the puzzle is the license being granted and transition plan approval. However, our preference of course is to meet the 02 August date. Our vendors will continue the existing contracts under the MAST Academy and this has already been discussed and agreed, with agreements/billing being split to MAST Academy going forward.</p> <p>Contingency is we will maintain the current contracts through BIA with a service agreement to use the services until a new vendor contract is confirmed/signed.</p>

<p><u>People & Culture (Comms & Engagement)</u></p> <p>Staff departure/not wishing to transfer to MAST Academy and therefore not secured.</p> <p>Although staff of NZMAC TITO have verbally expressed their desire to move to MAST Academy, we are aware this is not guaranteed and there could be a gap in experience and skill for the PTE, should an employee not wish to transfer employment.</p>	<p>There has been a full and detailed HR/Staff restructure put in place by MAST Academy, which see's an independent HR Consultant facilitating the transition, to ensure it is transparent, fair and understood by all.</p> <p>Full details of the proposed roles within MAST Academy have now been provided to NZMAC staff for review and thoughts. MAST Academy will be accepting expressions of interest from staff from 07 June 21 and we are confident this will provide enough notice for MAST Academy, should any roles need to be filled by a new employee (such as time to advertise/enroll/train the new staff). There are also process sheets provided by NZMAC TITO that will support the training of any new person if needed, to ensure the AT functions are maintained to the high standard they currently are.</p>
<p>Communications across TITO, AT receivers, WDCs and NZQA not aligned.</p>	<p>We are fortunate in that the same key people are party to NZMAC TITO and MAST Academy and therefore communications between the TITO and AT Receivers have been congruent from the outset. We are also very diligent in ensuring all updates and communications of the proposed transition are provided to the WDC and NZQA, making the same member of staff within the TITO the key contact person for both, ensuring consistency of communication.</p>
<p>Stakeholders not informed about what will change and how to operate/who to contact post change.</p>	<p>All staff have made it their priority when seeing or speaking with stakeholders, to continually discuss the change from TITO to PTE and what this will mean for them individually and for industry as a whole. We have also sent a number of communications around the changes when seeking support from employers, apprentices and industry and have managed conversations with those who may not have initially understood, to ensure they are fully aware of any potentially changes and what they look like for that individual going forward. We also have a transition letter that will be sent to all employers and learners, conditional on TEC and NZQA approval, that outlines the changes and what this means to them.</p> <p>Our main contingency here is that the same people and contact details for MAST Academy, will be the same as NZMAC TITO as all physical and</p>

	<p>electronic assets are transitioning too. The relationships will be maintained the way they have always been, so there will be no risk in any stakeholder not being able to make contact or be put at a detriment.</p>
<p>Organisational Transition:</p> <p>s9(2)(b)(ii)</p> 	<p>s9(2)(b)(ii)</p> 
<p>TEC funding cannot be confirmed for Receiving Organisation</p>	<p>We are working currently with Fusion5 (our TMS Provider) and s9(2)(a) at TEC to work through the process of the funding reporting for NZMAC TITO transitioning to MAST Academy. We are aware and are currently implementing the action plan/process to transfer learners on the TMS/ITR. We will be registering the existing programmes under the new Programme ID and then registering all learners onto these programmes again under the new TMS licensing for MAST Academy. We will then back date the start dates for the ITR to 31st July under MAST Academy and report from this date to TEC. Any reporting for wash ups up to the 31st July will be reported under NZMAC TITO.</p>
<p>New Structures don't get implemented in time for Day 1</p>	<p>Structures are already being implemented at MAST Academy, by way of HR restructure for staff transitioning and contracts amendments with providers. We are fortunate in that MAST Academy is trading and has an</p>

	acting CEO in place and therefore ‘structural changes’ are already in process and confident to be completed by Day 1 with no delays.
Contracts not signed (organisational, tripartite etc)	<p>We have already begun the employment contract process with staff and have the date of 12th July to be signed, giving plenty of time to be completed and confirmed by commencement date.</p> <p>Subcontracting/Tripartite contracts have already begun amendment/reissue process to state from 02 August they will be in contract with MAST Academy and we have set a deadline for these to be returned and completed by 30th June – again giving plenty of breathing space. We are fortunate in that the dates have been booked and invoiced, it is now a matter of ‘housekeeping’ for the change AT provider namesake.</p>
<p>ICT Transition</p> <p>ITR capabilities ready for Day 1</p>	As mentioned previously we are aware and are currently implementing the action plan/process to transfer learners on the TMS/ITR. We will be registering the existing programmes under the new Programme ID for MAST Academy in the TMS system and then registering all learners onto these programmes again under the new TMS licensing agreement and ID number for MAST Academy. We will still retain access to the ITR by way of the s9(2)(a) [REDACTED] for any unforeseen issues in transferring any learners, meaning we can still report to the ITR during the transition.
Critical Data/Systems cannot be transferred for Day 1	We are working very closely with Fusion5 and RudderLive, our 2 systems providers and they have agreed the changeover date to MAST Academy is reachable and are supporting us in the change where needed. There is an action plan for the TMS (Fusion5) which we are working with them on to achieve in plenty of time. With regards to RudderLive, this will be as straightforward as an agreed new contract under MAST Academy from 02 August, as all users and accesses will remain the same, the system administrator at RudderLive will just update the email address contact to the new MAST Academy domain addresses – which will be an easy administrative alteration.

<p><u>Operations and Deployment Transition</u></p> <p>New Premises and vehicles cannot be adequately secured by Day 1 by the Receiving Organisation</p>	<p>We again, are fortunate, in the matter that the assets are being transferred and this has been signed and agreed by both parties and is only subject to the NZQA and TEC approvals before moving across to the Receiving Organisation. We will also be operating from the same premises meaning there is no moving/risk of not having a trading location. We have a lease agreement signed to confirm we will sublet with BIA the existing premises we currently operate from.</p>
<p>Deployment preparations cannot be implemented in time for Day 1 by the Receiving Organisation (ie branding/signage/new emails etc)</p>	<p>There is a branding and marketing schedule in place for MAST Academy to ensure there is sufficient plan to have branding in place for the commencement on 02 August. We have also created a document listing the existing NZMAC TITO materials that will need rebranding, and this is in the process of being completed by MAST Academy. The Logo for MAST Academy is also in final stages and will be ready by the start of June for printing to commence. The email and website domains have already been confirmed and are ready for use under MAST Academy. Our 'worst case scenario' is we have the minimum materials rebranded for MAST Academy, with things such as vehicles being unbranded until a slightly delayed timescale, however the message of MAST Academy will be strong and clear as the new AT Provider, with a soft launch being organised for 06 August.</p>
<p>Post Transition Key Risk/Dependency</p>	<p>Mitigation/Contingency</p>
<p>Receiving Organisations cannot operate new activities effectively from Day 1</p> <p>Critical data/ systems/ info cannot be successfully accessed and used by the Receiving Organisations from Day 1.</p>	<p>The existing capabilities of TITO will move to MAST Academy and we have action plans in place for the systematic transfers, such as TMS etc, however the ability to operate the activities will remain in the transition and therefore won't necessarily be 'new' to MAST Academy. As previously mentioned we are working very closely with Fusion5 and RudderLive, our 2 systems providers and they have agreed the changeover date to MAST Academy is reachable and are supporting us in the change where needed. There is an action plan for the TMS (Fusion5) which we are working with them on to achieve in plenty of time. With regards to RudderLive, this will be as straightforward as an agreed new contract under MAST Academy from 02 August, as all users and accesses will remain the same, the system administrator at RudderLive will just update the email address contact to the new MAST Academy domain addresses – which will</p>

be an easy administrative alteration. We are aiming to get this up and 'operational' to users 2 weeks ahead of the formal commencement date of 02 August, to iron out any issues and ensure any transfers of data are in place. We are also fortunate that s9(2)(a) will be retained to support this handover and still have access to all critical data / systems etc.

Section 3: Transition of Apprenticeship Training Activities

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

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

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

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

Apprenticeship Training Activities going to same provider as Arranging Training

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

NZMAC TITO will be transferring all activities to the same receiving organisation and therefore has not completed any of section 3 as advised.

Section 5: Transition of other activities

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

Providing this information is not compulsory for TITOs.

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

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

5.1 High-level approach and planning considerations

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

SSB functions are the only other activities that will be transferring, and these will be moving to the MEL WDC upon their commencement. As referenced earlier in the document key milestones for transition to the PTE are tracking against expectation with key dates for NZQA approval (before end of June) of the PTE license and submission of the final TEC Transition Plan 31st May, tracking as required.

The second draft of the PTE application has been submitted and feedback received with minimal corrections required, which is very promising to enable the final submission to be approved by end of June. If this is severely delayed, we can delay the commencement date, but this is unlikely it will be needed.

As detailed, there are minimal risks in the transition as MAST will retain staff members, service contracts and use of the same database and user systems. As discussed with TEC we will submit funding data for NZMAC TITO up to 31st July and then commence funding under MAST from 2nd August. TTAF funding is to be confirmed with NZQA as to how this will move entitlement to MAST. Additionally, IFT and JVAP funding are currently received by NZMAC TITO and will need to move across to MAST Academy, respectively.

5.2 High-level work plan

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

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

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

The SSB functions will remain with NZMAC TITO (BIA), including any QDF remaining, s9(2)(a), thus ensuring responsibilities are maintained until transition to MELWDC.

s9(2)(a) in question will provide a 5-year review plan for qualifications and unit standards. We will review plans a month prior to final endorsement to the WDC to ensure they remain correct and up-to-date to allow for as smooth a transition as possible.

NZMAC (BIA) will write to the Minister requesting dissolution of the ITO.

s9(2)(a)

Draft TEC transition plan submitted before 01/03/21,

- Draft NZQA/PTE application submitted 09/03/21
- Feedback to be received and second draft of TEC document to be reviewed by external consultant by 1/04/21,
- Feedback of NZQA/PTE document to be received and reviewed by 01/05/21
- Final submission of PTE application to be completed 14/5/21
- PTE licence granted on or before 30/06/21,
- Final TEC Transition Plan submitted by 30/05/21 and reviewed by TEC at their next Board meeting on 22/07/21 for approval.
- HR / Staff Restructure begins 01/06/21 and finalised before 01/08/21
- Website is live and merchandise/materials are rebranded before 01/08/21

- Learners, Employers and Industry are made aware of the transition to MAST Academy (post TEC approval)
- Commencement of the PTE and new staffing contracts from 02/08/21
- MAST Academy Launch to the public, with industry and key stakeholders invited – 04/08/21
- Transfer of SSB activities to MEL WDC in October 2021 and dissolution of NZMAC TITO following, November.

Our largest risk to this timeline is not being successful in the approval of the TEC Transition Plan at the board meeting held 22/07/21. As there is a relatively short timeframe between the board meeting and the proposed commencement date (2nd August), we won't be able to resubmit and gain approval beforehand. This means the commencement date will need to be delayed and TEC will need to evaluate a further submission with any relevant changes at their next Board Meeting. This will determine the new MAST Academy commencement date (if required). We have mitigated this risk to the best of our ability by providing as much information as possible to TEC and being as transparent as we can throughout this process. We have sought feedback across a broad range of stakeholders and undergone peer review of the document to ensure the submitted plan is completed to the utmost quality and detail. We thank TEC and NZQA for their continued support and excellent, clear correspondence throughout

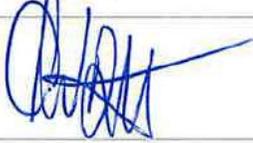
Section 6: Declarations

Please confirm, on behalf of your TITO, that:

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

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

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

Your name:	Chris van der Hor	Position/Role: - General Manager
Signature:		
Your Name:	Tracey Stevenson	Position/Role: - Board Chair
Signature:		
Name of TITO:	NZ Marine & Composites	

Your Name:	Garry Lock	Position/Role: - President / Chair
Signature:		
Organisation:	Boating Industries Association (trading as NZ Marine)	

Part 4: Appendices

Supporting information

Summary of TITO's current business

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

Please:

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

List table of contents and supporting documents:

Appendices 1	BIA & MAST Academy Signed Agreement	2.5 Commercial/Legal Processes	Linked in the document and attachment link sent to s9(2)(a)
Appendices 2	MAST Academy Casual Tenancy & Services Agreement	2.5 Commercial/Legal Processes	Linked in the document and attachment link sent to s9(2)(a)
Appendices 3	Transfer of Asset Agreement	2.5 Commercial/Legal Processes	Linked in the document and attachment link sent to s9(2)(a)
Appendices 4	Evidence/Data of Support	1.3 Employer Engagement & Support	Linked in the document and attachment link sent to s9(2)(a)
Appendices 5	Apprentice Survey	1.3 Employer Engagement & Support	Linked in the document and attachment link sent to s9(2)(a)