



Reform of Vocational Education (RoVE)

BCITO's

Transition Plan - Final

Date: 28 July 2021



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Introduction

This plan explains BCITO's approach to transition its current activities to Te Pūkenga and to the Construction & Infrastructure Workforce Development Council as required by the Government's Reform of Vocational Education (RoVE) programme. This plan is valid as of 28 July 2021.

Section 1: Transition approach

1.1 Overview of transition approach

How the transition will occur and where activities will be transferred

BCITO propose a large majority of existing ‘arranging training’ will transition to Te Pūkenga. Based on our evaluation, a transition into Te Pūkenga is the best available option for the construction industry. This is based on our belief that a lift and shift transition, in which BCITO would become an operationally autonomous business unit within Te Pūkenga’s Workbased Learning (WBL) subsidiary is the best option for employers and learners. Lift and shift maintains: current apprenticeship and training methods; current block course providers; business model & support systems; BCITO brand; and our people (including both our frontline field team and support team). A lift and shift transition significantly minimises disruption during the transition process, thereby maintaining continuity of service to apprentices and employers. It also allows us to ensure that, in the short and medium term, the current strengths of the BCITO training model are preserved.

- Note - There is no PTE in New Zealand able to receive BCITO’s 18,000 trainees, so this is not an option available for the bulk of BCITO training. We have considered one proposal from a registered PTE to arrange training for a small industry. s9(2)(b)(ii) s9(2)(b)(ii)
- The general expectation of TEC (based on the Minister’s intentions) is for the transition to be within the established network of provider provision with a recognition that a significant level of overall existing “arranging training” will transition into Te Pūkenga. Te Pūkenga is generally considered a preferred transition destination given its:
 - scale;
 - national coverage;
 - Letter of Expectations;
 - legislative requirement to honour Te Tiriti o Waitangi and to genuinely partner with Māori;
 - Charter;
 - requirement to adopt the Learner Success Framework;
 - requirement to work closely with WDCs and RSLGs;
 - key role in RoVE; and
 - noting that PTEs and Wānanga do not meet many of the above points.

Our intended approach to the transition is the same as that set out in the Transition Plan (version 1) submitted to the TEC in June 2020. Essentially, our approach will involve:

- Transitioning all arranging training activities into Te Pūkenga, as a business unit of its new workplace learning subsidiary. This will involve a ‘lift and shift’ arrangement in which the unit receives BCITO’s people and assets related to training, maintains the current BCITO pedagogical model, and takes ownership of the BCITO training brand. This business unit takes responsibility for formal publicly-funded education and training (i.e. that funded through the industry training fund), our non-publicly funded training (e.g. enterprise contracts), and our current work with schools (e.g. Gateway and BCATS). It would also include the people, systems, and processes that support our direct education activities, such as our Learner Management Systems, people capability, and internal quality assurance work. This allows the maintenance of current quality standards and minimises disruption to learners. It also allows the business unit to leverage its location within Te Pūkenga to improve aspects of the training model and skills pipeline, such as providing greater pastoral care for learners, or improving pathways by aligning campus-based pre-trade programmes to better prepare learners for workplace-led apprenticeships.
- Transitioning all standards-setting, qualifications development, and associated strategic/system-level functions into the Construction and Infrastructure Workforce Development Council (CIWDC). All our sectors map directly into the industries covered by CIWDC. The only exceptions to this are two specific qualifications – the Level 3 New Zealand Certificate in Automotive Reglazing, and the Level 4 New Zealand Certificate in Glass Processing – which will transition into the Manufacturing, Engineering and Logistics WDC rather than the CIWDC. We will transfer materials and documentation associated with these qualifications (including moderation records) to MEL, but do not anticipate transferring other capabilities, such as people or our own industry advisory structures.

Although this transition process is conceptually straightforward, we note that there are several cases of ‘training’ and ‘system’ activities overlapping within BCITO. This is because the activities WDC will undertake for the system as a whole can or should also be undertaken by providers when planning, delivering, and marketing their own activities. For example, while quality assurance involves moderation of external organisations that offer BCITO qualifications and standards, it also involves quality assuring BCITO’s current training activities (which will shift to Te Pūkenga). Similarly, our learning design work covers both the design of the overarching qualification (e.g. the Level 4 New Zealand Certificate in Carpentry) and the design of the specific programme in which apprentices and trainees enrol. Responsibility for the first activity will rest with the CIWDC, while responsibility for the second will reside in the ‘lifted and shifted’ unit inside Te Pūkenga. While obtaining industry intelligence and engagement lies at the heart of a functioning WDC system, it is also a requirement of providers under NZQA’s External Evaluation and Review quality assurance regime.

Given this, we anticipate that there will be some replication of capability requirements between the CIWDC and Te Pūkenga’s workplace learning subsidiary. This will not be identical; when housed in a WDC such roles will be orientated to macro- and meso-level concerns of the VET system and network of provision, while when located in Te Pūkenga they will be tied to the micro-level of delivering specific programmes. However, the transition process will need to account

for this. Moreover, in BCITO's current organisation structure there exist specific teams and roles that directly encompass both 'training' and 'systems' functions; for example, the people involved in developing qualifications and standards (core WDC functions) are also involved in developing programmes (training activities that will shift to providers).

This cross-function activity is largely associated with the work of the Education and Stakeholder Engagement Group (ESEG) and we have undertaken a stocktake of what materials, processes, and people are more strongly associated with training, those with a stronger system and strategic focus, and those that could sit with either. The former will shift to Te Pūkenga as part of the aforementioned 'lift and shift', while the latter will shift to the CIWDC. The current 'people mapping' process initiated by the TEC's WDC Establishment Unit is assisting with this, but it is likely that the detail of this will not be confirmed until the consultation and selection process between BCITO and the CIWDC is complete. This is a particularly important issue with regard to supporting our people to transition in a fair and appropriate way, whatever their destination. In particular, where a role could potentially fit with either receiving organisation, we are completing processes in parallel, to allow employees to understand all options available to them.

When the transition will occur and rationale

To provide certainty and stability for our learners, employers, and BCITO people we have targeted a swift transition process, while recognising that haste must not lead to a poor outcome. Our preference is that both transitions – to Te Pūkenga and to the CIWDC – occur at the same time or with only a brief gap between them. This is also important given the point noted above that some activities and roles within BCITO cross-over the functions that will become the responsibility of each receiving entity. Maintaining the appropriate capabilities in each receiving organisation will be key to ensuring a successful transition. Having a single unified transition date will reduce the complexity of 'unwinding' positions and teams, providing a clean and clear start for everyone to move with clarity into their new employment, and is ultimately the best option for preserving service continuity.

Our relatively clear preferred transition process, involving one receiving organisation for training and one receiving organisation for system and standards-setting work, facilitates a single transition date. We have identified 4 October 2021 as a date for both transitions.

Transition of other activities

We anticipate that the 'Lift and Shift' model will allow the BCITO business unit to maintain 'other' relevant training activities. These consist principally of:

- Our current 'Enterprise Packages', offered to organisations such as the Department of Corrections, major supply chain firms (Placemakers, Mitre 10), and sports teams, and in the Cook Islands and Tuvalu. From our discussions with Te Pūkenga to date we understand that the BCITO business unit will still be able to run these programmes on a contract/fee-for-service basis. This will include the business unit conducting ongoing monitoring and review of these programmes to evaluate their value, appropriate methods of delivery, and the like.

- Our BCATS (Building, Construction and Allied Trades) qualifications and programmes are aimed primarily at secondary school students. While ownership of the relevant standards and the qualification will shift to the CIWDC, the associated support for schools and other organisations using BCATS will be delivered by the BCITO within Te Pūkenga. As such, learning materials and moderation will be managed by the BCITO. Note that some non-school providers (e.g. PTEs, Dept of Corrections facilities, etc) also use BCATS, the BCITO business unit will continue to support these providers in the same way as the TITO currently does.

We anticipate that our non-training activities can be straightforwardly shifted to the CIWDC. Many of these – such as our current Research and Innovation work – would fall under the umbrella of the WDC’s skills and workforce leadership function.

We also have four projects currently funded through the TEC’s COVID Response and Recovery project; these relate to the development of new microcredentials, workforce demand forecasting, the needs of construction firms in a post-COVID environment, and supporting women who have lost jobs from COVID to retrain in construction and infrastructure careers. For the last of these (*Project Retrain*), we are the contract-holder with TEC, but the project itself involves a consortium of construction and infrastructure TITOs (ourselves, Connexis, Competenz, and the Skills Organisation). Where these projects extend beyond the relevant transition points, we anticipate that responsibility for all these projects will transfer over to the CIWDC; this includes relevant contracts (which will be novated over to the WDC), associated funding, and contract resource funded to work on these projects. We assume that relevant teams in the TEC will work together to facilitate this transfer.

Relevant post-transition activities

The BCITO Board is currently determining the future purpose of the remaining BCITO entity (Appendix 4).

1.2 Alignment with learner, employer, and industry needs

Alignment with learners’ needs

The most important element of our current pedagogical activities – for both trainees and apprentices – is our kanohi-ki-te-kanohi, team-based approach to learning. Following best practice in workplace-led learning, this approach is built around a tripartite relationship between the employer, the apprentice, and the BCITO-employed Training Advisor (TA). The training process emphasises situated learning in authentic contexts and is work-led with support from appropriate learning design elements. Off-job provision (coordinated by a dedicated National Office team) is limited to supplementing on-job learning in areas where simulated learning environments are explicitly preferred by industry (due, for example, to safety risks or firm costs) and/or employers may

struggle to provide the full range of skills necessary in a given qualification. Similarly, assessment is undertaken on site through a team-based professional conversation model in which the TA acts as an assessor.

Each TA is responsible for 90-95 apprentices across several firms (although surging demand has led to this figure currently sitting at around 110-130). The TA works personally with each apprentice and their employer to develop a detailed individual Training Plan linked to the requirements of the qualification, the learner's personal goals, and the current and upcoming pipeline of work at the firm. This establishes the Standards (or elements thereof) the apprentice will work toward and on which they will be assessed in the next visit, and provides the employer with guidance on the capabilities they should be guiding the apprentice to develop.

Historically, a TA has formally visited each apprentice at least four times a year, during which training plans are reviewed, new goals set, and on-site assessment takes place. This model is currently in the process of redesign from a focus on number of visits to identifying 'touchpoints' appropriate to the learner and their work context, through more integrated use of technology while maintaining the same core principle of personalised contact between TA and learner. The redesign will deliver more seamless experience for apprentices and employers while maximising the use of TA's time. All TAs are expected to provide the same level of support in this regard whether or not the learner concerned is formally defined as an apprentice for funding and regulatory purposes. Effectively all our trainees are considered apprentices, and 'apprenticeship-specific' support is integrated into our BAU training arrangements.

At BCITO the learner voice is captured through specific engagement practices including:

- Detailed and comprehensive questionnaires of apprentices through digital and voice surveys repeated multiple times each year. With over a 35% engagement rate, these surveys target completed, terminated and current learners.
- Restricted and open digital learner forums that facilitate learner discussion and feedback.
- Learner surveys and feedback regarding qualifications and standards is regularly sought along with their participation in the same.

Under-served learner needs are identified and met through specific engagement practices:

1. Targeted financial support for identification and support for learners with LLN issues.
2. Specific induction programmes for Māori learners to remove barriers to entry into apprenticeships (partnered with iwi and hapu).
3. Kaitohutohu positions in the field to support Māori and Pasifika learners.
4. Internal Te Ao Māori programme to support people development.
5. Principal Advisor positions with respect to Women, Māori and Pasifika to facilitate organisational growth and responses.
6. Specific grants to support initiatives / learners associated with increasing diversity and addressing hardship.
7. Partners with industry groups (eg. National Association for Women in Construction) and community organisations (churches, iwi, hapu, sports clubs, etc) to develop supported pathways for diverse learners.

In addition to these practices, BCITO has increased its commitment to under-served learners and the learner voice with the introduction of a dedicated business group in BCITO's new organisational structure (Te Kahui Whakawhitinga) as we transition into Te Pūkenga's Workbased Learning Subsidiary. This new group's purpose is to enable better outcomes for under-served learners and by embedding their needs in educational design.

Our model supports the development of strong personal relationships between TAs and the apprentices and employers they work with. As well as managing individual apprenticeship arrangements and undertaking assessment, BCITO people are also expected to undertake a wide range of support, engagement, and promotion activities that sit around the specific 'training' relationship. Informally, they often undertake similar advisory and support roles for the firms they work with. This in turn makes it more likely that potential training and pastoral issues will be identified early, enabling the field team to develop appropriate strategies specific to a given context. The ability of our people to help firms and apprentices address disruptions created by COVID and the associated lockdown provides a clear example of this.

The proposed 'lift and shift' transition approach preserves this model by allowing our current approach to be maintained within the Te Pūkenga WBL subsidiary. This is particularly important for our sector given BCITO's dominance of the training landscape: approximately three-quarters of all learners in the *building* field and 90% of those in Level 4 programmes (i.e. those that educate people to practice as competent trade professionals) are enrolled with BCITO. This approach will also leverage Te Pūkenga and BCITO's current strengths in order to better serve learners. For example, the BCITO unit will be able to offer its expertise to Te Pūkenga subsidiaries in designing campus-led pre-trade programmes that genuinely prepare learners for apprenticeships (thus addressing current low rates of progression from those programmes).

Alignment with employers' and industries' needs

As with trainees and apprentices, the most important element of our training activities for employers and industries is the workplace-based, contextualised, kanohi-ki-te-kanohi approach (as described above). This follows best practice in workplace-led learning, and treats both employers and learners as active participants in the training process. This allows training to be adapted to the specific context of the firm, its work pipeline, and the trainee/apprentice's own learning requirements.

Similarly, our distinctive professional conversation assessment model enables the assessment of authentic competence-in-practice. In this model, prior to an assessment visit the apprentice prepares an evidence portfolio relevant to the standards being assessed and provides it to their Training Advisor via the apprentice's myBCITO portal. The TA also contacts the employer to discuss both the portfolio and the overall development and performance of the apprentice. The visit itself then consists of the TA and apprentice touring the work site to see examples of the apprentice's work in situ, discuss their work process, and explain their reasoning behind decisions and choices (demonstrating theoretical knowledge and its connection to practice). This both validates and provides additional context for the evidence portfolio. Following the visit, a TA may make further contact with the employer to clarify or discuss elements of the visit or portfolio before awarding the standard.

Additional learning supports (such as workbooks and online quizzes) are provided to assist the apprentice or trainee in developing their skills and knowledge. However, the crux of our assessment model is *in situ*, ‘real world’ professional evaluation of learner achievement (rather than the completion of abstract workbook assessments or compilation of materials assessed in isolation from the workplace). This is a critical element for giving industry confidence in assessments: it involves not only situated learning but genuine situated assessment. Employers can therefore have confidence that learners not only have ‘in-principle’ capabilities, but have demonstrated the actual application of these capabilities and the consequent commercial competence.

This model is supplemented by off-job ‘block course’ provision in some specific areas, (Flooring, Brick & Blocklaying, Painting & Decorating, Timber Joinery, Kitchen Design, and Glass & Glazing). This reflects specific trades where some skills are not a common part of all firms’ work but are still seen by industry as an important part of being a skilled practitioner, and some activities involve a high level of risk if apprentices make an error (and so simulation – alongside observing and assisting with actual practice – is seen as the most appropriate way to develop skills). In most cases the providers used for such provision are industry-owned organisations (only one is a Registered PTE) specialised in training for those specific aspects of the relevant qualification; in other cases off-job courses are delivered by current Te Pūkenga subsidiaries.

The proposed lift and shift model allows the preservation of this context-specific, situated learning and assessment model within the Te Pūkenga workplace learning subsidiary. We have also received assurances from TEC that, regardless of destination, existing contracts with off-job providers will be able to continue post-transition. We therefore intend to continue our relationships with the off-job providers who have a history of high-quality specialist block course provision valued by our industry.

1.3 Employer and industry support

Employer engagement and support

Sector	Total		Engaged			Supportive		
	Employer #	Learner #	Employer #	Learner #	Employer %	Employer #	Learner #	Employer %
Aluminium Joinery	165	524	BCITO Summit was used to engage with industry around the proposal. This focused on industry representatives, including members of our sector-specific National Advisory Groups.			BCITO Summit was used to engage with industry around the proposal. This focused on industry representatives, including members of our sector-specific National Advisory Groups.		
Brick and Block Laying	197	340						
Carpentry	5958	13,409						
Concrete	181	553						
Floor and Wall Tiling	144	251						
Flooring	271	611						

Frame and Truss Manufacture	45	224		
Glass and Glazing	200	222		
Interior Systems	244	616		
Kitchen and Bathroom Design	142	194		
Masonry	13	2		
Painting and Decorating	603	1181		
Proprietary Plaster Cladding Systems	116	226		
Refractory Installation	2	6		
Solid Plastering	25	21		
Stonemasonry	25	59		
Timber Joinery	319	499		

Industry engagement and support

Industry body	Representation	Engaged with? Y/N	Supportive? Y/N
Registered Master Builders Association	Builders (membership numbers confidential; 6 regional hubs/ 28 branches)	Yes –Attended Summit; mandated representation on BCITO Board.	Yes BCITO Summit used to engage with industry as a whole around the
New Zealand Certified Builders Association	Builders (membership numbers confidential). 22 regional representation committees	Yes –Attended Summit	

Industry body	Representation	Engaged with? Y/N	Supportive? Y/N
Concrete New Zealand	Concrete placement and finishing, concrete product manufacturing, ready-mix services, concrete drilling and cutting, precast concrete services, elementary / core concreting, site-based concrete building services.	Yes –Attended Summit	proposal. See attached summary of outcomes from the 2021 BCITO Summit in Appendix 3.
Master Painters New Zealand	Painting industry	Yes –Attended Summit	As above
NZ Brick and Block Federation	Brick and block laying plus suppliers	Yes –Attended Summit	As above
Window and Glass Association	Aluminium joinery manufacture, glass processing and flat glass installation	Yes –Attended Summit	As above
NZ Monumental Masons	Monumental masonry manufacture and installation	Yes –Attended Summit	As above
Master Joiners New Zealand	Timber cabinetry, interior/exterior timber joinery and stairs manufacture and installation	Yes –Attended Summit	As above
Association of Wall and Ceiling Installation	Interior linings and finishing	Yes –Attended Summit	As above
Floor New Zealand	Residential and commercial resilient and soft flooring distribution, sales and installation	Yes –Attended Summit	As above
Resin Flooring New Zealand	Resin flooring installation and sales	Yes –Attended Summit	As above
NZIOB	Quality surveying, civil and structural engineering, project management	Yes –Attended Summit	As above
National Kitchen and Bathroom Association	Design of kitchens and bathrooms	Yes –Attended Summit	As above
Frame and Truss New Zealand	Detailing, manufacture, and supply of structural frame and truss building components	Yes –Attended Summit	As above

On the 30th of April 2021, BCITO hosted an industry summit involving National Advisory Groups and construction industry associations (100+ attendees). The focus of the Summit was RoVE, with consideration of recommendations concerning, and presentation of, BCITO's Transition Plan. Summit participants were provided with a summary describing BCITO's proposed transition approach two weeks prior to the Summit.

Following a presentation covering the purpose and history of RoVE, the implications for industry and learners, and specific exploration concerning the arranging of training, feedback was sought from participants in respect to how the BCITO's transition plan to Te Pūkenga meets:

1. Industry's expectations of representation and voice.
2. Requirements for continued support for learning in the workplace.
3. Needs for promotion of programmes in schools, industry and community.
4. Expectations of minimal disruption to workplaces and performance.

Feedback collected from each industry (16) was overwhelmingly positive and confirmed:

- Industry representation must be a priority at Te Pūkenga (at least as good as what the BCITO does now) – industry needs a continued voice, and to be heard.
- Vocational training must continue meeting individual industries' needs, promotion of individual trades regardless of size is important.
- The Transition must have no or minimal disruption to arranging training.
- Support for learning in the workplace must be at least what it is with BCITO or more.
- Maintain opportunities for blended learning, digital and more pastoral care.
- Must continue marketing, and engagement / promotion in schools is critical.

The Summit also included a vote in respect to the statement, 'I support BCITO's proposal to transition the arranging of training function of BCITO to Te Pūkenga.' The response from industry members present was a unanimous 'Yes' (88 in favour, 0 opposed).

With regard to standard-setting, BCITO Summit participants considered the implications and benefits of the broad range of BCITO functions underpinning qualification and standards work transitioning to the CIWDC. Namely, the CIWDC will have a forward, strategic view of the future skills needs of the industry; set standards, develop qualifications and help shape the curriculum of vocational education; moderate assessments against industry standards and, where appropriate, set and moderate capstone assessments at the end of a qualification.

BCITO Summit participants were asked to consider their expectations in respect to transition to CIWDC including:

1. Needs for understanding industry workforce trends and demands.

2. Industry's expectations of representation and voice.
3. Requirements for industry intelligence gathering and sharing.
4. Promotion of careers in schools, industry and community.
5. Expectation of programmes for schools (BCATS).
6. Formulating initiatives to increase diversity and reduce barriers.

Similar to above, feedback collected from each industry (16) was overwhelmingly positive and confirmed:

- Industry representation is important in the new environment – industry needs a continued voice, and opportunity to contribute.
- Regional focus through Regional Skills Leadership Groups (RSLGs) is a positive move – but there is a need to make sure industry has a voice in these as well.
- Industry intelligence gathering and sharing must be responsive to industry's needs – at least as good as it is today at BCITO.
- Continued promotion of vocational education and trades (including into schools) important – keep up with campaigns like 'Tricky Chat' TV advert.
- Keep up with digital evolution – myBCITO is great, keep it!
- Initiatives for diversity and inclusiveness are important – BCITO is doing really well and there is more work to be done. Continue on the good path we are on.

During the first three weeks of May the outcomes of the BCITO Summit were distributed to active employers (7,502) via the BCITO's digital network. The total number of emails opened was 3,011. This equates to an open rate of 40.1%, which is reasonably high for the construction industry and compared with similar correspondence BCITO has sent in the past. Given the high email open rate, it is appropriate to assume a high number of employers considered the content and recommendations therein.

In addition to sharing outcomes of the BCITO Summit with industry members, feedback on the outcomes were sought via a digital survey, which yielded the following results:

1. Agreement with industry feedback provided at the BCITO Summit about arranging of training = 94.26%
2. Support for the decision for BCITO to transfer arranging of training to Te Pūkenga = 84.61%
3. Agreement with industry feedback provided at the BCITO Summit about the CIWDC = 90.83%

BCITO received 122 responses to the digital survey (4.0%), which is consistent with past surveys.

BCITO Annual General Meeting

On the 30th of April (directly after the Summit), BCITO hosted the Annual General Meeting of the incorporated society. The BCITO is a membership organisation comprising national trade organisations, e.g. NZ Certified Builder, NZ Registered Master Builders, NZ Master Painters, etc. Accordingly, member representatives attending the BCITO AGM speak and vote on behalf of their industry membership.

The AGM considered and voted on the BCITO Summit’s resolution to support BCITO's proposal to transition the arranging of training function of BCITO to Te Pūkenga. The vote from industry members present at the AGM was unanimously in favour of the resolution (Appendix 2).

Nature of engagement with employers and industry:

Sector	Nature of engagement
All sectors	<ul style="list-style-type: none"> Regular industry-wide communications and meetings with individual associations and organisations as requested, outlining the progress of the RoVE programme. Updates on RoVE progress to National Advisory Groups. BCITO Summit (30 April 2021). This brought together key representatives of our industry and employers, including members of our 15 sector-specific National Advisory Groups and all organisational members of BCITO. Attendees were presented with a summary of BCITO’s proposed approach and asked to endorse it. A summary of the outcomes from this event is attached to this Transition Plan.

Evidence key existing employers and industry bodies support the Transition Plan

See attached summary of outcomes from the 2021 BCITO Summit in Appendix 3, and as discussed above.

1.4 Status of discussions with Receiving Organisations

Activity	Receiving Organisation	Progress as at 13/03/21	Next significant milestone	Issues to resolve
<i>e.g. Arranging Training</i>	<i>e.g. Te Pūkenga</i>	<i>e.g. Partnership agreed in principle; now reviewing draft Partnership Agreement</i>	<i>e.g. Partnership Agreement signed (target date: 01 Oct 2021)</i>	<i>e.g. Decision on upgrading core IT system</i>

Activity	Receiving Organisation	Progress as at 13/03/21	Next significant milestone	Issues to resolve
Arranging Training	Te Pūkenga	Partnership agreed in principle; currently engaging in due diligence/ discovery as a precursor to developing specific plans for managing the 'lift and shift' transition.	Te Pūkenga Transfer Agreement completed (intended 30 April 2021).	Issues identified through ongoing due diligence process.
Qualifications Systems Functions (QSF)	Waihanga Ara Rau - Construction and Infrastructure WDC	Discussions with TEC's WDC Establishment Unit were conducted as part of the establishment process. We have received assurances that where an effective one-to-one or very close match exists between CIWDC positions and BCITO positions, BCITO people will be offered preferential hiring opportunities.	Formal establishment of CIWDC.	Detail of transition process, including process for hiring people, transferring qualifications and standards responsibility, transfer of documentation and archiving, and associated intellectual property. Most of these cannot be fully resolved until the CIWDC has been set up, although the TEC's WDC Establishment Unit may negotiate some elements collectively.

1.5 Conflicts of interest

BCITO has no existing or intended future interests in the Receiving Organisations other than as described here. We note that under Lift and Shift, existing ELT members may have roles as leaders of the BCITO division of the Work Based Learning Subsidiary, and under the Transfer Agreement, two BCITO Directors will be appointed to the Te Pūkenga WBL Board.

Section 2: Transition of Arranging Training

Providers that have been considered for Arranging Training

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
Te Pūkenga	<p>We have engaged in ongoing discussions with Te Pūkenga – and earlier the NZIST Establishment Board – since late 2019 as to how they could support effective training on an ongoing basis. This has largely focused on the possibility of taking a ‘lift and shift’ approach to transitioning our training into the entity; in early 2021 Te Pūkenga agreed to this and received ministerial approval to establish a subsidiary for housing TITOs as a business unit.</p>	<p>Transitioning into Te Pūkenga under a ‘lift and shift’ model is our selected approach. This will allow us to preserve the strengths of the current BCITO training model (i.e. ‘what works’ for apprentices, trainees, and employers) and minimise disruption for learners, industry, and our own people.</p> <p>Choosing Te Pūkenga as our preferred destination also enables us to work with other ‘Early Mover’ TITOs (Competenz and Connexis) in developing a strong and coherent basis for workplace-led learning in that provider. We see the transition into Te Pūkenga offers the greatest opportunity to continue to pursue the objectives of RoVE, while keeping industry and apprentices supported and aligned.</p>

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
<p>9(2)(b)(ii)</p> <p>██████████</p>	<p>As requested by TEC, BCITO engaged with 9(2)(b)(i) ██████████ regarding transition of arranging of training.</p> <p>Engagement involved telephone conversations and one face to face meeting at 9(2)(b)(ii) ██████████</p>	<p>9(2)(b)(i) ██████████ upper limit for increasing arranging of training was stated to be approximately 1,000 to 1,200 carpentry learners. In discussions, 9(2)(b)(i) ██████████ stated they did not have the capacity to arrange training for all of BCITO’s volume of learners (18,000) or the range of industries currently served (16). Based on discussions, 9(2)(b)(i) ██████████ appreciated being consulted, and understood why the BCITO would not recommend transition of arranging of training of BCITO learners to them.</p> <p>We do not propose proceeding any further with this provider. 9(2)(b)(i) ██████████ does not possess the requisite capability, infrastructure, experience, or relationships needed to preserve the current level and quality of building and construction training. This is especially the case in comparison to the ‘lift and shift model’ offered by transitioning our learners to Te Pūkenga.</p> <p>Note: As previously advised to TEC, other than moderation and qualification matters, BCITO has no business history with 9(2)(b)(i) ██████████. Accordingly, BCITO was unable to fully assess their ability to deliver arranging of training against the criteria provided by TEC.</p> <p>Note: 9(2)(b)(i) ██████████ was the only PTE that met the TEC’s initial criteria for consideration for arranging of training.</p>

9(2)(b)(ii)

BCITO welcomed [redacted] proposal for [redacted] to undertake arranging training for part of the [redacted] industry. Of note, up until June 2021 [redacted] had no history of providing arranging of training or being directly funded by the TEC. [redacted] provision of educational services was limited to apprentice block courses exclusively for BCITO.

As requested by the TEC, BCITO consulted extensively with [redacted] during 2021 with respect to arranging-of-training (four meetings and additional correspondence). Consultation was based on the guidance and criteria provided the TEC to TITOs and PTEs. BCITO’s engagement provided [redacted] with the opportunity to fully develop its understanding of the range of services and educational approaches employed to support [redacted] industry learners. During the period in question, BCITO provided considerable verbal and/or written feedback on critical aspects of the [redacted] proposal to manage training.

In early May BCITO considered the [redacted] formal proposal for the arranging of training. Information provided by [redacted] was initially reviewed by BCITO staff and subsequently by members of the BCITO National Advisory Group (NAG) for [redacted]. The NAG is an appointed representative body of employers and stakeholders from the industry.

On the 18th of May BCITO advised the [redacted] that their proposal for the arranging of training was not acceptable. And that BCITO intends to recommend to the TEC that [redacted] training transition to Te Pūkenga as part of the transition with BCITO’s other industries.

BCITO invited [redacted] to consider coming to an agreement with Te Pukenga that provides for [redacted] to undertake further preparation to take on arranging of training on or before 31 December 2022 (BCITO had discussed this possibility with Te Pukenga, who confirmed a MOU would with [redacted] was acceptable). While, BCITO is not a party to the MOU between [redacted] and Te Pukenga, we will assist the process by providing information about discussions to date including areas the [redacted] needs to improve on.

Consideration of the [redacted] proposal was undertaken by senior BCITO staff in collaboration with members of the BCITO’s National Advisory Group for [redacted]. While the [redacted] proposal contained sufficient undertakings in parts, significant aspects were less than acceptable. In brief, these were:

1. Transition planning information

A detailed transition process timeline was not provided in the [redacted] proposal. This would have demonstrated how [redacted] planned to scale up its operations to take on the arranging training function, and also give the BCITO and NAG greater confidence in the continuity of service needed for a seamless transition process.

2. Educational rationale for new model:

[redacted] proposed a significant shift in the educational model that currently underpins BCITO arranging of training. BCITO currently supports learners via field staff, whereas the [redacted] proposal relies less on field staff and introduces a workplace verifier model. BCITO requested [redacted] provide the educational rationale for the workplace verifier model, which was not provided. Additionally, [redacted] did not describe how transition will occur between the current BCITO model and the future state proposed by the [redacted]. The [redacted] did not explain the benefits of the workplace verifier model, how this has been applied in similar industries, or the potential issues of changing to this system. Accordingly, the BCITO and NAG concluded the proposed educational approach was not appropriate and transition to the same would be detrimental to current and future training.

3. Operational capability

9(2)(b)(ii)

In the interim, BCITO anticipates the continuation of existing contracts for the provision of block-course apprentice training with [REDACTED] for 2022. Thereby providing stability for learners, the industry and [REDACTED]

[REDACTED]
[REDACTED]

By way of summary of the above:

- BCITO followed the guidelines put forward by the TEC.
- BCITO had multiple meetings with the [REDACTED] to provide them with opportunities to strengthen their final proposal. These meetings established a fair and transparent process, discussed the arranging training functions, and provided feedback on the [REDACTED] proposals.
- After the [REDACTED] submitted their first formal proposal. BCITO provided a report, which detailed formal feedback and the opportunity for [REDACTED] to submit additional information, before BCITO's final decision regarding its recommendation to TEC.
- BCITO involved multiple members of its ELT and the [REDACTED] Advisory Group in the consultation and decision making process.
- Despite [REDACTED] not meeting the criteria for arranging training, BCITO invited the [REDACTED] to consider coming to an agreement with Te Pūkenga that provides more time for the [REDACTED] to prepare to take on arranging of training for [REDACTED]. BCITO investigated this possibility with Te Pūkenga on behalf of the [REDACTED] NAG and the [REDACTED] resulting in Te Pūkenga expressing a willingness to enter into an MoU with the [REDACTED]

Providers considered	Approach to engaging and evaluating this provider	Decision and rationale
9(2)(b)(ii) [Redacted]	9(2)(b)(ii) [Redacted]	9(2)(g)(i) [Redacted]

Preferred providers’ approach to Arranging Training

Preferred provider	Preferred provider’s approach to Arranging Training	How this will meet learner needs	How this will meet employer needs
Te Pūkenga	Te Pūkenga will support a ‘lift and shift’ approach to transitions, under which BCITO will become a unit within a separate workplace learning subsidiary and maintain its current systems and model.	This will both preserve BCITO’s current successful kanohi-ki-te-kanohi pedagogical model, and minimise disruption to learners. It demonstrates and provides stability and certainty to learners, and allows a seamless transition and continuation of their learner journey.	This will both preserve BCITO’s current successful model of employer engagement, and minimise disruption that could affect employer willingness to support learners. It creates a launching pad for the integration of RoVE objectives in a low-impact manner that retains industry support and engagement.

Preferred providers' capabilities

Preferred provider	Preferred provider's existing capabilities	Plan to obtain additional capabilities
Te Pūkenga	Te Pūkenga itself has some capability in supporting workplace-led learning through its ex-ITP subsidiaries. Approximately 2000 managed apprenticeships (all in the Carpentry sector) are offered across this network. Some individual campus subsidiaries do have experience in supporting 'pre-trade' learning (though this is provided through off-job/ classroom-led learning rather than on-job/ workplace-led learning). Overall, however, Te Pūkenga has limited existing capability as BCITO training dominates construction VET; approximately three-quarters of all learners and 90% of those in Level 4 programmes are enrolled with BCITO.	The 'lift and shift' model preserves all BCITO's current training capabilities (including people, assets and relationships) and transfers them to the BCITO unit within the workplace learning subsidiary of Te Pūkenga. This will provide Te Pūkenga with access to the largest source of experience and expertise in construction training in Aotearoa New Zealand.

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

Details of transitioning programmes, learners and standard training measures

Te Pūkenga

All programmes will transition to Te Pūkenga. As we are in a period of significant growth it is difficult to estimate with certainty the actual number of trainees and apprentices that will transfer over. Table A below represents the funding request made to TEC in February 2021 based on forecast Apprentice and Industry Trainee numbers through 2021. These are average numbers for the annual funding request. The number of Apprentices and Industry Trainees forecast to 31 December 2021 exceeds 22,500. This represents the likely approximate mix of provision for Te Pūkenga, derived from current enrolment and industry trends.

For completeness, Table B below represents the current STM funding (and associated mix of provision) currently approved by TEC for the 2021 funding year. 9(2)(b)(ii)

TABLE A		Learners		Standard Training Measures (STMs)	
NZQF Level		Trainees	Apprentices	Trainees	Apprentices
2		129	-	█	-
3		928	-	█	-
4		641	18,138	█	█
5		96	-	█	-
6		-	-	-	-
7		-	-	-	-

TABLE B		Learners		Standard Training Measures (STMs)	
NZQF Level		Trainees	Apprentices	Trainees	Apprentices
2		65	-	█	-
3		463	-	█	-
4		320	15,776	█	█
5		48	-	█	-
6		-	-	-	-
7		-	-	-	-

2.2 Service continuity approach

Topic	Planned approach
Retaining relevant assets	The Lift and Shift approach ensures that all training-related assets will be retained by BCITO and then immediately transferred to the BCITO unit within the Te Pūkenga workplace learning subsidiary on the agreed transition date.
Maintaining service levels for existing learners	The Lift and Shift approach allows all current BCITO services to continue without disruption until the agreed transition date, and then continue past this date with no change for learners 'on the ground'.
Managing risks related to under-served learners	The Lift and Shift approach allows all current BCITO services to continue without disruption until the agreed transition date, and then continue past this date with no change for learners 'on the ground'.

Topic	Planned approach
Minimising disruption to employers and industry groups	The Lift and Shift approach allows all current BCITO services to continue without disruption until the agreed transition date, and then continue past this date with no change for employers of apprentices and trainees.
Minimising disruption to existing education and training providers	The Lift and Shift approach involves a guarantee that, in the short term, all current arrangements for contracting off-job programme components will continue. Together, BCITO and Te Pūkenga’s off-job subsidiaries account for approximately 99% of provision for the industry and thus there will be minimal disruption to other education and training providers.
Continuing school-focused activities	Direct support for school-focused activities (Gateway and BCATS) will shift to the BCITO unit within the Te Pūkenga workplace learning subsidiary (note that responsibility for BCATS standards development will shift to the CIWDC). The ‘Lift and Shift’ approach should allow current support to be maintained with little disruption. We have responded to enquiries from schools on a case-by-case basis, informing them that we intend business to continue as usual in this respect.

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

S9(2)(a)

BCITO recognises the importance of keeping core capability in the sector. For this to occur, BCITO people's skills, knowledge, and experience need to be retained. This is a key reason behind the organisation's decision to follow the lift and shift model when moving into Te Pūkenga. BCITO has also continued to provide ongoing development and support for leaders and strong change management practices for employees.

As part of the ‘lift and shift’, BCITO assessed and proposed an organisation structure needed to effectively operate Arranging Training in Te Pūkenga, and at the same time the Standard Setting functions will be transitioned to WDC. A formal consultation process was undertaken with BCITO people on the Arranging Training requirements and organisational structure. This consultation was run in parallel with the WDC consultation on organisational structures and position descriptions. It was important these processes were run simultaneously, to ensure that people were able to view the options available to them to work in both Te Pūkenga and the WDC’s and make informed decisions on their future, and for the retention of capability within the sector. This affirms BCITO’s commitment to the dual WDC / Te Pūkenga recruitment process to ensure the retention of capability across the sector.

The ‘lift and shift’ model also enables all key people involved in training to be retained in the BCITO unit of the Te Pūkenga workplace learning subsidiary, on the same terms and conditions as they currently enjoy at BCITO. Moreover, the model allows current models, processes, and systems to be maintained, meaning that there will be little immediate change in the day-to-day work of our people and minimal disruption in our service for industry. At the time of writing, it is estimated that approximately 400 BCITO employees will move to Te Pūkenga as part of the lift & shift and approximately 20 – 25 will move to the WDC’s. All employees moving to Te Pūkenga, will be provided a letter of variation from Te Pūkenga. The letter, developed in collaboration with Te Pūkenga and other TITOs, will outline that from 4 October 2020, Te Pūkenga is their employer, and that their current terms and conditions of employment will be retained. This should enable a smooth transition of employer and encourage people with critical skills, knowledge, experience, and relationships to remain within the organisation. We are working closely with Te Pūkenga as we lead up to our transition date to understand how their requirements and processes around people relate to our own, and also provide strong change management of the change (including providing direct support to our leaders and general staff) to facilitate an effective transition.

For employees whose position aligns with the WDC, BCITO will continue to support them throughout the process of mapping, recruitment, offers of employment, and transition into the WDC. Employees who move to the WDC will predominantly do so on the same terms and conditions as well, again with the aim to retain our people’s standard setting capability for the ongoing benefit of the sector.

2.4 Transition of information and assets

Key categories of information needed for transition

Category of information	Approach to transition	Key risks
Details of employers, providers and learners, and their relationships with TITO	On the agreed date, this information will transfer to the BCITO unit within the Te Pūkenga workplace learning subsidiary.	Given the lift and shift approach the key relevant risk is Te Pūkenga not being ready to take on the BCITO unit at the agreed transition date. In this case, the date will be delayed.
Details of the needs of learners, employers and industries, relevant to transitioned activities	On the agreed date, this information will transfer to the BCITO unit within the Te Pūkenga workplace learning subsidiary.	Given the lift and shift approach the key relevant risk is Te Pūkenga not being ready to take on the BCITO unit at the agreed transition date. In this case, the date will be delayed.

Category of information	Approach to transition	Key risks
Details of relevant functions, contracts, IP, systems, policies, on-going projects, and how these relate to future needs for learners and employers	<p>On the agreed date, relevant information will transfer to the BCITO unit within the Te Pūkenga workplace learning subsidiary.</p> <p>Contracts will be novated or assigned from BCITO to the workplace learning subsidiary relating to all third party suppliers, providers and for system licenses as appropriate.</p> <p>Systems (license agreements) and associated hardware will transition to the workplace Learning subsidiary as far as practically possible with provision made to support the residual TITO entity to continue in its own legal form for an agreed period.</p>	Given the lift and shift approach the key relevant risk is Te Pūkenga not being ready to take on the BCITO unit at the agreed date.
Details of careers information guides and related activities	On the agreed date, this information will transfer to the BCITO unit within the Te Pūkenga workplace learning subsidiary.	Given the lift and shift approach the key relevant risk is Te Pūkenga not being ready to take on the BCITO unit at the agreed date. In this case, the date will be delayed.
Business roadmap or other plans showing the intended vision for development of Arranging Training activities	On the agreed date, this information will transfer to the BCITO unit within the Te Pūkenga workplace learning subsidiary.	Given the lift and shift approach the key relevant risk is Te Pūkenga not being ready to take on the BCITO unit at the agreed transition date. In this case, the date will be delayed.
Any other information being transferred to the preferred provider(s) – please specify	All information other than that specifically moving to the CIWDC will, on the agreed date, transfer to the BCITO unit within the Te Pūkenga workplace learning subsidiary.	Given the lift and shift approach the key relevant risk is Te Pūkenga not being ready to take on the BCITO unit at the agreed date. In this case, the date will be delayed.

Key categories of assets needed for transition

Category of assets	Approach to transition	Key risks
Trainee Management systems	On the agreed date, the Salesforce license agreement will be novated to the BCITO unit within the Te Pūkenga workplace learning subsidiary.	Given the lift and shift approach the key relevant risk is Te Pūkenga not being ready to take on the BCITO unit at the agreed transition date. In this case, the date will be delayed. Also, see section 2.5
Employer Key Account systems	On the agreed date, the Salesforce license agreement will be novated to the BCITO unit within the Te Pūkenga workplace learning subsidiary.	Given the lift and shift approach the key relevant risk is Te Pūkenga not being ready to take on the BCITO unit at the agreed transition date. In this case, the date will be delayed. Also, see section 2.5
Other IT systems	On the agreed date, ownership of these assets will be transferred to the BCITO unit within the Te Pūkenga workplace learning subsidiary. The transfer of assets and licenses will be such to ensure continued service with minimal disruption. However, as the residual legal entity that is BCITO will continue to exist post transition, provision will need to be made to support this entity for an agreed period. This will be necessary to ensure legal requirements of the residual organisation relating to business records remain in order.	Given the lift and shift approach the key relevant risk is Te Pūkenga not being ready to take on the BCITO unit at the agreed transition date. In this case, the date will be delayed. Also, see section 2.5
Hardware and equipment	On the agreed date, ownership of these assets will be transferred to the BCITO unit within the Te Pūkenga workplace learning subsidiary. The transfer of assets and licenses will be such to ensure continued service with minimal disruption. However, as the residual legal entity that is BCITO will continue to exist post transition, provision will need to be made to support this entity for an agreed period. This will be necessary to ensure legal requirements of the residual organisation relating to business records remain in order.	Given the lift and shift approach the key relevant risk is Te Pūkenga not being ready to take on the BCITO unit at the agreed transition date. In this case, the date will be delayed. Also, see section 2.5

Category of assets	Approach to transition	Key risks
Vehicles	On the agreed date, operating leases of the BCITO vehicle fleet will be novated to the BCITO unit within the Te Pūkenga workplace learning subsidiary.	Given the lift and shift approach the key relevant risk is Te Pūkenga not being ready to take on the BCITO unit at the agreed date. In this case, the date will be delayed. Also, see section 2.5
Other assets (e.g. Intellectual Property, Brands)	On the agreed date, ownership of these assets will all be transferred to the BCITO unit within the Te Pūkenga workplace learning subsidiary.	Given the lift and shift approach the key relevant risk is Te Pūkenga not being ready to take on the BCITO unit at the agreed transition date. In this case, the date will be delayed. Also, see section 2.5

2.5 Commercial and legal processes

As BCITO is a financially viable organisation whose training operations are being transitioned to Te Pūkenga as a going concern we do not envisage any financial risks to the Crown, Te Pūkenga, or BCITO resulting from the transition. As the new workplace learning subsidiary will take over responsibility for all contracts, leases, employment agreements and similar legal obligations ‘as is’ (other than those specifically being transferred to the CIWDC, such as projects funded by the TEC through the COVID Response and Recovery Fund) we do not anticipate any legal risks to the Crown, Te Pūkenga, or BCITO resulting from the transition.

The most significant risk in this regard therefore lies in parties being subject to contractual obligation with which they are not comfortable. For BCITO, this involves contracts not being novated across and therefore the residual legal BCITO entity remaining exposed. For Te Pūkenga, the risk is that they take on ‘unreasonable’ contracts that they do not wish to maintain. To address this, we continue to work with Te Pūkenga on the novation of all arranging training contracts, and have provided a draft contract register as part of the due diligence process and Transfer Agreement discussions. This register is being added to as appropriate, and it is worth noting that due to increasing demand for training services the BCITO vehicle fleet is growing rapidly and relevant leases will need to be updated closer to transition.

BCITO and Te Pūkenga agreed and signed the Transfer Term Sheet on 30 June 2021. This formed the basis of preparation for the Transfer Agreement between BCITO and Te Pūkenga which sets out in detail, the agreed terms and obligations of both parties. The Transfer Agreement has been agreed by both parties, conditional on the following:

- TEC approval of the Transition Plan;
- The agreed transfer of skills and standard setting activities to a Workforce Development Council;
- BCITO Board approval of the Transfer Agreement

- Te Pūkenga Council approval of the Transfer Agreement; and
- Te Pūkenga Work Based Learning Limited Board approval of the Transfer Agreement;

Listed below are BCITO’s current office leases. BCITO currently has the following office locations and leases. It’s anticipated all office leases and associated car parking and storage will transfer with Arranging Training Activities. No surplus space will remain.

Location	Renewal
51 Raumanga Valley Road, Raumanga, Whangarei (NorthTec)	████
Unit C, Highbrook Drive Units, 38 Highbrook Drive, Auckland	████
Level 4, The Textile Centre. 117-125 Saint Georges Bay Rd, Parnell, Auckland	████████
1A Tapu Road, Huapai, Auckland	████
Unit A, 8 Saturn Place Albany	████
1st Floor, 8C Maui Street, Te Rapa, Hamilton	████
40 Tawa Street, Mount Maunganui Tauranga	████
46 Currie Street, New Plymouth	████
71 Pururu Street, Rotorua	████
21A Derby Street, Gisborne	████
7A Austin Street, Napier	████
32 Amesbury Street, Palmerston North	████

All these redactions are made under 9(2)(b)(ii)

37 Marsden Street Lower Hutt	████
234 Wakefield Street, Wellington	████
6/72 Oxford Street, Richmond, Nelson	████
NMIT Campus, 85 Budge St, Blenheim	██████
Unit 13, 12/2 Barry Hogan Place, Christchurch	████
Unit 12, Shotover Ridge, 193 Glenda Drive, Queenstown	████
30 Portsmouth Drive, Dunedin	████
Unit 3, 41 Leet Street, Invercargill	████
156-158 Stafford Street, Timaru	██████
Ground Floor + 2 carparks, 11 Te Tahi Street, Whakatane	██████
First Floor office, 42 Glenda Drive, Queenstown	██████

2.6 Working with external parties

We are one of the TITO 2021 early movers – the others being Competenz and Connexis– who will transition activities into Te Pūkenga relatively early. All three of us will be using a lift and shift model, and we will each become separate units within the Te Pūkenga workplace learning subsidiary. To ensure a coherent approach to transition we have developed a Heads of Agreement memorandum that commits us to collaborating with each other, developing collective positions on key issues, and sharing information on a regular basis.

With the exception of NZQA, we have not identified any other external parties that we need to work with in relation to the transition of arranging training. However, our industry advocates (and BCITO as a whole) will continue to communicate information about the transition to their National Advisory Groups and wider industry networks.

BCITO's ongoing work with NZQA comprises: standards and qualification review and development; microcredential development; quality assurance; provider domain accreditations; and participation in working groups / advisory panels. All of the BCITO's current responsibilities in respect to the above are on-track. The key risk to this large and significant part of our business is a loss of capability through BCITO people attrition. We propose this risk could be largely mitigated through transition arrangements to the CIWDC that limit uncertainty for people and celebrate the tremendous skill base at BCITO.

2.7 High-level work plan

A Project Plan has been attached to this Transition Plan in Appendix 1, outlining the high-level work plan around transitions (both of training and WDC-relevant functions). The external parties (other than Te Pūkenga as the Receiving Organisation) involved in this transition are:

- **Competenz and Connexis.** These are our fellow 'Early Mover' TITOs transitioning into the Te Pūkenga subsidiary. 9(2)(b)(ii) [REDACTED]
- **Construction and Infrastructure WDC.** As noted in Section 1.1, we intend our 'training' and 'system' functions to transition either at the same time (4th October 2021) or as close to each other as possible. This is particularly important given that we have roles and activities (e.g. communications, quality assurance, learning design) that sit across both functions and people that could feasibly move either to the Te Pūkenga subsidiary or to the CIWDC. The progress of our plans to transition training – and especially confirming the formal transition date – will therefore be at least partially dependent on the establishment of the CIWDC and our ability to negotiate relevant transitions with them.

*Our intention is that the transition of training to Te Pūkenga and the transition of people and responsibility for qualifications, standards, and strategic activities into the CIWDC will occur at approximately the same time (4th October 2021). Risk of people attrition should be mitigated through simultaneous transition arrangement with CIWDC.

Section 3: Transition of Apprenticeship Training Activities

Apprenticeship Training Activities going to same provider as Arranging Training

We intend to transfer apprentices and trainees together, as outlined in the previous section. As noted above, this means that this section does not need to be completed.

We note that sections 4 and 5 have been removed by TEC as they are now covered by the generic WDC transition plan supplied by the WDC Establishment Unit.

Section 6: Transition of other activities

6.1 High-level approach and planning considerations

Enterprise Packages and International Operations

In addition to STM-funded training we offer Enterprise Packages that involve specially designed packages of training and assessment for a business that wishes to upskill their people in a specific area. For example, we work with Placemakers and Mitre 10 to deliver elements of the Level 4 Certificate in Carpentry in order to improve staff members' ability to understand and work with builders. Another Package has been designed with the Corrections Department to support inmates' skill development and good outcomes following incarceration. This involves participation in building maintenance or Kaianga Ora housing refurbishment and building programmes, is built around BCATS standards, and has supported training for 755 inmates across 15 sites since 2018. A third example is the recent development of packages targeted specifically at professional sportspeople, providing them with foundational resources and skills that support them to transition into a trade once their playing career is over.

Similarly, we have also been working with the Cook Islands (since 2011) and Tuvalu (since the end of 2020) to deliver packages based around the content and resources used to support our BCATS standards and qualifications. Students in the Cook Islands are eligible under the terms of s455 of the Education and Training Act 2020 to study for NCEA and thus may use standards developed by BCITO – including specific BCATS standards – as part of their NCEA programmes. Under Memoranda of Agreement BCITO moderates this work and assists the Cook Islands Trade Training Institute (CTTI) to offer support the implementation of BCATS Level 1 and 2 in schools. We also support the CTTI to use Level 3 standards as a basis for pre-trade training – from 2020 onwards this has shifted to CTTI using BCATS Level 3 for this purpose. For Tuvalu, an application has been made to NZQA for offshore delivery of BCATS; this is nearing final approval.

We have negotiated with Te Pūkenga that both Enterprise Packages and relevant aspects of our Pacific support will still be able to be offered by the BCITO unit on a fee-for service/ contract basis. Existing contracts will be novated and supported in the same way as they currently are. We may take this opportunity to revisit whether some packages are fit-for-purpose and/or comprise genuine value, but this is not part of the formal transition process.

BCITO has a number of VET related activities that are not financially supported by TEC, which will be transitioned to Te Pūkenga. For example:

- Programmes for custodial prisoners with the Department of Corrections.
- Learning support for limited credit learning programmes with industry suppliers: Carters, Placemakers, etc.
- Delivery of BCATS programme in the Cook Islands and Tuvalu.

In addition, the BCITO currently has four COVID 19 TEC projects, two of which transition to the CIWDC. The projects are:

1. Construction Industry Recovery Packages (completion Feb 2022)
2. National Construction Workforce Forecasting (completion Dec 2021)
3. Project Retrain (completion June 21)
4. Trade Knowledge (completion June 21)

BCITO meets regularly with TEC staff responsible for these projects. Projects three and four are expected to be complete prior to the BCITO's transition on 4 October 2021. Assignment of contracts for projects one and two from BCITO to CIWDC is planned to occur on or before 4 October 2021. With regard to staffing for assigned projects, the following arrangements are proposed. Project one (Construction Industry Recovery Packages) – 9(2)(a) staff member and 9(2)(a) contractor will transition to the CIWDC. Management of this project is currently provided as part of a role that is transferring to Te Pūkenga. Accordingly, we propose a part-time secondment between CIWDC and Te Pūkenga of sufficient management service to oversee the project's completion. Project two (National Construction Workforce Forecasting) – all staff permanent and fixed term staff associated with this project are expected to transfer to similar type and structured roles in the CIWDC.

Section 7: Declarations

Yes	You are satisfied that the proposed providers to receive Arranging Training and Apprenticeship Training Activities meet TEC's initial approval criteria.
Yes	You agree to immediately inform TEC of any risks or issues that could adversely impact your operations in order to allow us to discuss how these could be managed, prior to transition.
Yes	Where applicable, you agree to factor your transition activities and dates into your annual Investment Planning process and to work with the TEC to provide for a smooth transition of TEC funding.
Yes	All of the information in your TITO Transition Plan is true and correct at the time of submission.
Yes	Your TITO Transition Plan (Second Version) has been signed off by your relevant governance body (BCITO Board and membership, Appendix 2).

Your name:	 Toby Beaglehole
Your position/ role:	Chief Executive
Name of TITO:	Building and Construction Industry Training Organisation