



**Reform of Vocational
Education (RoVE)**

**MITO New Zealand Incorporated (“MITO”)
Transition Plan (Final)**

Date: 17 September 2021



Contents

<i>Introduction</i>	3
<i>Section 1: Transition approach</i>	4
<i>Section 2: Transition of Arranging Training</i>	17
<i>Section 3: Transition of Apprenticeship Training Activities</i>	36
<i>Section 4: Transition of other activities</i>	36
<i>Section 5: Declarations</i>	39
Appendices	40
<i>Supporting information</i>	40

Introduction

The Reform of Vocational Education (RoVE) consists of seven key changes aimed at creating a strong, unified, sustainable vocational education system that is fit for the future of work, and that delivers the skills learners, employers, and communities need to thrive.

The new system will have a stronger focus on employers, delivering the skills they need, providing more support for their employees, and ensuring greater consistency in vocational education across the country. Longer term, this will increase the number of employers that are engaged in vocational education. Learners will receive more support while they are training and have access to vocational education that is more relevant to work. Learners will be able to move more easily between regions and between work-based and provider-based training, and will be able to continue training more easily if their employment situation changes.

Work-integrated learning will become an increasingly important part of the vocational education system, giving people the opportunity and flexibility to earn while they learn and gain an education that is more directly relevant to the changing needs of the workplace.

One of the seven key changes of RoVE is shifting the role of supporting work-based learning from transitional industry training organisations (TITOs) to providers. In the new system, providers, including Te Pūkenga, Private Training Establishments (PTEs), and wānanga will support on-job, on-campus and online learning, so learners can move seamlessly through the vocational education system.

MITO's transition will occur on 1 January 2022. This Transition Plan outlines MITO's approach to the transfer of arranging training and other functions, provides the rationale for the destinations, reinforces how learners and employers will seamlessly transition and validates industry engagement and employer and stakeholder support.

Section 1: Transition approach

1.1 Overview of transition approach

How the transition will occur and where activities will be transferred

1. On 9(2)(b)(i) MITO signed a Letter of Intent with Te Pūkenga for the transfer of arranging training activities. Under this agreement, MITO will transfer into a business division of Te Pūkenga Work Based Learning Limited (WBL), a wholly owned subsidiary of Te Pūkenga. To date, MITO has confirmed industry support for the transition of the automotive, commercial road transport, passenger services, drilling, gas, mining and quarrying, and ports and stevedoring industries to Te Pūkenga. MITO completed a discovery process with Te Pūkenga at the end of June. The discovery information has enabled both parties to understand the risks and opportunities for the transition prior to the development of a Transfer Agreement for the transfer of MITO's people, systems, procedures and processes to Te Pūkenga on 1 January 2022. MITO and Te Pūkenga Work Based Learning Limited have signed a Term Sheet that sets out the terms of the transfer and commits both parties to entering into a binding transfer agreement as soon as practical following the signing of the Term Sheet.
2. In consultation with the ports and stevedoring industry, MITO has agreed that the sector will transition across to Te Pūkenga on 1 January 2022. 9(2)(b)(ii)
[REDACTED]
3. In consultation with the industrial textile fabrication industry, MITO has evaluated the transition of arranging training functions to the Marine and Specialised Technologies Academy of New Zealand (MAST Academy), a PTE formed by the NZ Marine and Composites TITO which commenced operation on 4 August 2021. MITO has completed a due diligence process over the operation of the PTE and gained assurance that this PTE will have the capacity and capability to assume the arranging training functions for the industrial textile fabrication industry. MITO facilitated discussions between the Outdoor Fabric Products Association of New Zealand (OFPANZ), and MAST Academy to consider the proposed transition of arranging training functions for this sector. OFPANZ's recommendation to proceed with a transfer to MAST Academy was received on 27 August 2021, with consultation with the wider industry members subsequently completed confirming the proposed transfer to MAST Academy.
4. In consultation with the mining and quarrying industry, MITO has agreed that the destination for the arranging training functions MITO currently provides will transition to Te Pūkenga on 1 January 2022. The options considered by this sector included either Te Pūkenga or 9(2)(b)(ii) a privately owned PTE. 9(2)(b)(i) was also considered a possible destination for this sector; however, this PTE declined on the basis that the arranging

training functions do not align with their strategic direction. ^{9(2)(b)(ii)} currently provides training and assessment for this sector. A joint due diligence process with MinEx, the health and safety body representing the mining and quarrying industry, was completed to assess whether the PTE would have the capacity and capability to assume the arranging training functions. Following due diligence, MinEx advised MITO of its preference to remain with MITO for the arranging training functions for its sector and consequently the transition to Te Pūkenga. Consultation with the wider industry members confirmed the proposed transfer to Te Pūkenga.

5. MITO also has coverage for the resource recovery sector and the warehousing and logistics sector. These sectors have no industry training arranged by MITO; therefore, are not included in this plan.

When the transition will occur and rationale

MITO intends the transition to occur on 1 January 2022, following Competenz, Connexis, and BCITO into the Work Based Learning Limited subsidiary of Te Pūkenga. This phased approach will minimise transition risk for MITO and Te Pūkenga and will allow time for the implementation of the new WDC operating structure. The transition of arranging training activities to MAST Academy, will occur at the same time.

MITO’s rationale for transitioning to Te Pūkenga prior to the legislative mandate of 31 December 2022 includes maximising the influence MITO will have in developing the new system; minimising the risk of staff attrition through the transition period; maintaining the integrity of MITO systems and products; influencing operating models and systems that are adopted going forward; and closely following the timing of the WDC transformation; thereby enabling MITO to maintain focus on high educational performance throughout the transition period and ensure a seamless transition for learners and employers.

Transition of other activities

1. MITO and Waka Kotahi NZ Transport Agency (NZTA) are jointly responsible for Class 2 - 5 driver licensing and driver licence endorsement related unit standards, and the training and assessment resources that support them, under a Memorandum of Understanding (MoU) that specifies the responsibilities and the working relationship of both parties in relation to approved Driver Licence courses. NZTA have confirmed their support for the transfer of MITO’s responsibilities under the MoU to the Work Based Learning Limited subsidiary of Te Pūkenga, who will continue to maintain and update the resources, fulfilling the obligations under the NZTA MoU and NZQA reporting requirements. Fundamental to the transfer arrangements will be retention of all MITO systems, people and resources that will ensure the receiving organisation has the capability to provide the same level of service for the NZTA approved course providers, including rigorous quality assurance functions, to enable a smooth and seamless transition. ^{9(2)(b)(ii)}
2. MITO has registered independent assessors that support assessment activity; many of whom use MITO resources. These assessors will transition with MITO into the Work Based Learning Limited subsidiary of Te Pūkenga.

3. MITO has MoUs with secondary schools, allowing the use of MITO learning and assessment resources, approval of specific MITO registered assessors for training and assessment against specified driving unit standards, and the use of MITO's EDUMIS code for reporting assessment results. This activity will transition with MITO into the Work Based Learning Limited subsidiary of Te Pūkenga.
4. MITO provides vocational careers advice and micro-credentials to support the development and management of MITO's secondary school strategy with the key objective of increasing secondary school and student engagement and connecting students to employment and apprenticeships/training. MITO's engagement with schools is supported by dedicated Vocational Careers Advisors and MITO's network of regionally based Industry Training Advisors and Regional Managers who coordinate regional initiatives and ensure learner outcomes are achieved. This activity will transition with MITO into the Work Based Learning Limited subsidiary of Te Pūkenga.
5. MITO has a scholarship programme and also supports industry scholarship programmes, including the IAG Insurance Trades Scholarship programme, the NZ Collision Repair Association Inc, the Outdoor Fabric Products Association of New Zealand Apprentices of the Year, and the MITO and Chartered Institute of Logistics and Transport in New Zealand Incorporated (CILT) scholarship. The scholarship programme for 2022 will transition to Te Pūkenga.
6. In February 2020 MITO formed the MITO Charitable Trust which will ensure the continuation of vocational educational support for the industries MITO serves for the longer term. MITO and Te Pūkenga have agreed that the MITO brand name will transfer to Te Pūkenga and that the MITO Charitable Trust will be renamed. The parties have also agreed that they will enter into a collaboration agreement between the MITO Charitable Trust and Te Pūkenga that will enhance the experience for MITO learners and industries in vocational education. The purposes of the MITO Charitable Trust, as set out in its trust deed, are as follows:
 - a. Payment of grants for scholarships, bursaries or other financial support for persons working in the industries or for study that will enable those studying to work within the industries in future;
 - b. Identification and advancement of vocational training and education needs for persons entering or already engaged within the industries;
 - c. Payments of grants towards study, research and research projects the trustees believe will benefit those entering or already engaged within the industries;
 - d. Payment of grants for the promotion and dissemination of information that will advance the education of those working in the industries;
 - e. Ensuring that as far as possible appropriate support is available for the education and training of people engaged within the industries and their families; and
 - f. Fulfilling an advocacy role in promoting the educational and other interests of those entering or already engaged within the industries.

Relevant post-transition activities

1. As MITO will transition prior to the legislative mandate of 31 December 2022, MITO's recognition as a transitional ITO will need to be cancelled.

2. The Chief Executive position at MITO will be disestablished and replaced with a WBL divisional Director position.
3. The wash up of TEC funding for 2021 will be completed as at 31 January 2022.
4. MITO New Zealand Incorporated will be wound up following the transfer of functions to the WDCs, Te Pūkenga and MAST Academy as soon as practicable after 1 January 2022.
5. MITO expects to have completed the transfer of the majority of its surplus cash reserves to the MITO Charitable Trust by 31 December 2021. It will retain sufficient cash balances as at 31 December 2021 to settle all outstanding liabilities of MITO not transferred to Te Pūkenga, and any residual cash will be settled by a liquidator in accordance with MITO's Rules.
6. MITO will continue to assist MAST Academy following the transition of learners and employers post 1 January 2022 if required.

1.2 Alignment with learner, employer, and industry needs

Alignment with learners' needs

It is important to MITO's learners that there is no disruption to service and that they continue to receive the same high standard of service and duty of care following the transition to the receiving organisation. This includes the support learners receive throughout their learning journey, the technological solutions built into MITO training and assessment services, and the wrap-around training support services provided by MITO.

MITO proactively supports the achievement of all learners. Training support services such as off-job training, literacy and numeracy tuition, technical mentoring, iwi mentoring, and other pastoral care are all designed to ensure learners have every opportunity to access the support they require. Support services are adaptive according to changing needs learners may have over their period of enrolment. Please see MITO's initial Draft Transition Plan submitted to TEC in June 2021 and MITO's Learner Success Plan (attached) for details on MITO's approach to improving outcomes for learners, summarised below. These are critical success factors for MITO learners in terms of arranging training and apprenticeship training activities:

Individual training plans: MITO learners are provided with individual training plans which take into account prior learning and credit recognition and transfer. With many pre-apprenticeship programmes being non-unit standard based this involves the expertise of MITO specialist staff to align prior learning to unit standards.

eLearning and online practical assessments: MITO learners gain maximum benefit from technological solutions across the education and training domain. The MITO team of eLearning experts have developed sophisticated online training and assessment resources. MITO training models include online virtual classrooms to allow learners to actively engage with technical experts, and the integration of online practical assessments into a range of programmes, enabling learners to submit practical evidence using their smartphones.

High visibility of progress: All MITO learners' progress is actively monitored, and learners are supported to succeed. MITO's Industry Training Advisors,

Managers Corporate, Regional Managers, learners and supervisors have high visibility of learner progress throughout their training programme. There are many customised reports available to Industry Training Advisors, Regional Managers and the Managers Corporate, as well as reports that can be accessed by learners and their supervisors via an online self-service portal, and reports and emails automatically generated and distributed from the MITO CRM.

Adaptive training support: This information is used to identify off-job training requirements, set goals, motivate learners, involve employers, identify numeracy and literacy issues, identify financial constraints, and provide improved overall services to MITO's customers. Customised reports and dashboards are available for the Industry Training Advisors, Regional Managers and Managers Corporate for reporting purposes, including underachieving at-risk learners.

Technical mentors: MITO's technical mentors support learners through the technical components of their programme. While on-job training is delivered within the workplace by skilled technicians, the technical mentors provide supplementary support to that learning process. The mentoring services are customised to the specific needs of each learner. Services can be delivered locally or virtually.

Dedicated Industry Training Advisors: MITO learners are managed by a national network of Industry Training Advisors, who are strategically positioned in the regions they serve. MITO's corporate clients are supported by the Managers Corporate. The Managers Corporate are responsible for the development of national relationships to support enterprise-wide MITO-facilitated training solutions. They work directly with enterprise training managers and human resource managers to monitor and evaluate learner performance.

Accessible information through a bespoke Portal: MITO learners are supported through a bespoke Learner Portal with an interactive and mobile-friendly design that provides access to learner training information and reporting, an online practical assessment verification and submission process, and an InfoHub to provide updates, support and tips on using the Portal.

Assessor management: MITO has a network of registered assessors (in-house; workplace; independent; contracted) who carry out assessments and report credits to MITO for learners enrolled in training programmes. Registered assessors must maintain the professional standards outlined in the MITO Registered Assessor Code of Practice and be committed to upskilling in areas which are relevant to their role as an assessor. The Quality and Compliance team provides upskilling in assessment practice, as well as maintaining an annual internal moderation plan to ensure that assessment carried out by MITO registered assessors is fair, valid and aligns with the national standard, thereby providing reassurance that assessors are making consistent judgements about learner performance. Assessors enter their assessment results electronically via the MITO Portal or directly into the MITO CRM; results are exported directly to NZQA via an automated process driven by the MITO CRM. The Quality and Compliance team co-ordinate the collection of evidence to demonstrate that MITO graduates have achieved the graduate profile; they participate in consistency reviews of MITO programmes to confirm consistency of the graduate outcomes.

Transitioning MITO's arranging training activities to the Work Based Learning subsidiary of Te Pūkenga as a stand-alone operating division will mean these essential support services are maintained. This will be guaranteed through the transition arrangements agreed with Te Pūkenga specifying the retention of

current training and service models, including the valued wrap-around support, until the new operating model has been implemented. Any subsequent changes will need to be designed in consultation with learners, to uphold the requirement that they receive equal or enhanced service in the new system.

MITO's due diligence with MAST Academy confirmed that the provider has both the capacity and capability to assume the arranging training functions to the same high standards and duty of care currently provided by MITO.

Alignment with employers' and industries' needs

It is important to industry and the employers MITO works with that there is no disruption to service and that they receive equal or improved service from the receiving organisation. This includes the support they receive through their learning journey, the technological solutions built into MITO's training and assessment services, and the wrap-around services provided by MITO.

Co-designed training programmes and delivery models: MITO develops training programmes in consultation with industry, and the training models used reflect the diverse needs of MITO's different sectors. Industry reference groups are convened for programme development and reviews; the profile of members of the groups depend on the sectors being reviewed, but include industry representatives from large, medium, and smaller enterprises, and assessors, as appropriate.

Training capacity evaluations to ensure success: For workplace-based training it is important that the employer is supported. MITO completes a Training Capacity prior to enrolment. The Training Capacity is a joint process completed with the employer and MITO; the employer must sign off on the Training Capacity on an annual basis. The purpose of the Training Capacity is to ensure that an employer has the capability, facilities and equipment essential for the learner to complete the qualification. They must also confirm they comply with all relevant Health and Safety legislation. Ideally employers will be able to link their Training Capacity to their company training and development initiatives/plans, enabling MITO to support their workforce development strategies.

Streamlined enrolment process: MITO has a streamlined enrolment process driven out of the MITO CRM. This starts with an online pre-enrolment form, which is processed by the Workforce Development Group. The learner is allocated a unique MITO ID and their NZQA Record of Achievement is imported from NZQA into the MITO CRM, or MITO creates an NSN on the NSI where learners do not hold a number. Auto-generated emails provide the learner and employer codes for the learner to complete the TEC Literacy and Numeracy for Adults Assessment Tool, and a Training Agreement. Follow-up for the return of the signed Training Agreement is managed through a weekly reminder to the learner and employer, with follow-up phone calls made to the employer. Industry Training Advisors also follow-up through visiting workplaces to collect Training Agreements where this is required. Industry Training Advisors track learner enrolments through their MITO CRM dashboard.

Induction programme: MITO's employer and learner induction programme is customised and bespoke for each programme. Industry Training Advisors undertake this induction during their first visit. This induction provides clarification on key responsibilities within the Training Agreement, advice on where the learner and employer can secure further information, additional help, and an outline of the responsibilities of each party to the Training Agreement.

The programme of study is fully explained, support to navigated training resources and onboarding to the MITO Portal for the employer and learner is provided. A follow-up visit is scheduled within six weeks.

Dedicated Industry Training Advisors and support for employers: MITO supports employers through their learner's journey by assigning a dedicated Industry Training Advisor, strategically positioned in the regions they serve. The Industry Training Advisors proactively manage and support learners' credit achievement and qualification completion by regular coaching, mentoring, assessing and monitoring of learner progress throughout their learning journey. Through the duration of the Training Agreement they achieve this by:

- Completing a training capacity evaluation to ensure suitability of workplace
- Carrying out a comprehensive induction, including study skills, fees free evaluation, LLN Support plan, and confirming the training plan
- Supporting learners in their applications for RPL and CRT
- Being well prepared for each visit by thoroughly reviewing learner progress
- Keeping learner records up to date
- Working with employers and learners to develop goals, including review of online learning goals, practical learning goals, and gaining agreement on upcoming goals and priorities
- Working with learners and employers to prepare for and complete assessments
- Organising support services as required, including literacy and numeracy support, Workbridge applications, industry mentoring, off-job training, study hubs, application for loan devices, and Māori or Pasifika mentoring
- Arranging future scheduled visits
- Remote monitoring and reporting of learner performance
- Managing non-performing learners through including additional pastoral care support phone calls and/or visits
- General learner well-being support
- Presenting framed certificates to learners in the workplace.

The Industry Training Advisors also support industry and employers by:

- Providing regional market intelligence to inform MITO strategies and priorities
- Promoting industry training through enterprise visits
- Promoting industry training by attending career events run by schools and local Economic Development Agencies
- Liaising with local secondary schools including pastoral care visits to support those students enrolled in MITO secondary school micro-credentials
- Attendance at graduations
- Employment brokerage support for existing learners and/or new learners
- Liaising with local training providers

- Attending off-job training courses
- Participating in Māori and Pasifika Trade Training activities
- Liaising with MITO registered workplace assessors
- Liaising with MITO Industry Mentors
- Liaising with MITO Māori and Pasifika mentors
- Liaising with local government agencies as required (MSD, Mana in Mahi, Regional Councils)
- Regional stakeholder engagement
- Attending local industry association meetings.

MITO's corporate clients are supported by the Managers Corporate, who are responsible for the development of national relationships to support enterprise-wide MITO-facilitated training solutions. This is done through the implementation of tailored training solutions for corporate clients, where these fit within MITO's business operating environment and meet agreed criteria. The support provided by the Managers Corporate includes the tracking, monitoring, and evaluation of the performance of the corporate segment, as per main functions/tasks for Industry Training Advisors above.

Accessible information through bespoke Employer Portal: Employers are supported through MITO's Employer Portal with an interactive and mobile-friendly design that provides access to learner training information and reporting, an online practical assessment verification and submission process, and an InfoHub to provide updates, support and tips on using the Portal.

Transitioning MITO's arranging training activities to the Work Based Learning subsidiary of Te Pūkenga will mean these needs continue to be met and are maintained. For the industries transferring to another provider, this will require absolute assurance that the provider has the capacity and capability to assume the arranging training functions to the same high standards and duty of care currently provided by MITO.

This will be guaranteed through the transition arrangements agreed with the receiving organisation specifying the retention of current training and service models, including the current wrap-around support, for an agreed period. Any subsequent changes will need to be designed in consultation with employers, to uphold the requirement that they receive equal or enhanced service in the new system.

1.3 Employer and industry support

Employer engagement and support

Sector	Total Engaged		Total Responded			Supportive			As at
	Employer #	Learner #	Employer #	Employer %	Learner #	Employer #	Employer %	Learner #	
Automotive	2,933	4,291	173	5.9%	566	129	75%	452	15 May 2021
Commercial Road Transport	35	122	1	3%	7	1	100%	7	15 May 2021
Passenger Services	0 ^{*1}	0	0	n/a	0	0	n/a	0	2 June 2021
Drilling	16	63	1	6.3%	4	1	100%	4	7 April 2021
Ports and Stevedoring	13	160	5	38%	111 ^{*2}	3	60%	111	27 August 2021
Industrial Textile Fabrication	35	47	6	17%	9	6	100%	9	7 September 2021
Mining and Quarrying	44	105	6	14%	70	5	83%	70	27 August 2021
Gas	9	35	1	11%	0	1	100%	0	10 June 2021

^{*1} No learners enrolled in Passenger Services programmes ^{*2} Two responded anonymously so their learner count cannot be added.

Traditionally MITO's employer response rate to surveys is 10%. The response rate to this survey was 6%, possibly reflecting employer overall satisfaction with MITO as recorded in the November 2020 customer satisfaction survey where their overall satisfaction level with MITO was 97%.

Industry engagement and support

Industry body	Representation	Engaged with? Y/N	Supportive? Y/N
Association of Australasian Diesel Specialists Inc	Automotive: membership includes those engaged in repair of diesel fuel injection, turbo-chargers or allied ancillary equipment	YES	YES
NZ Collision Repair Association Inc	Automotive: membership includes qualified panelbeaters and auto refinish painters and all other car collision repair tradesman and allied businesses	YES	YES

Industry body	Representation	Engaged with? Y/N	Supportive? Y/N
Motor Industry Association of New Zealand Inc	Automotive: represents the interests of official New Zealand distributors for new cars, trucks and motorbikes	YES	YES
Motor Trade Association Inc	Automotive: main automotive industry body in New Zealand, representing businesses that fix, fuel, buy, sell and inspect much of the country's vehicle fleet	YES	YES
New Zealand Automobile Association Incorporated	Automotive: membership for vehicle owners and drivers	YES	YES
NZ Engine Reconditioners Association	Automotive: membership includes engine reconditioning shops as well as manufacturers, wholesalers, suppliers, cylinder head shops and other specialists in areas such as camshaft and crankshaft workshops	YES	YES
Vehicle Service Federation Inc	Automotive: specialises in providing advice, support, information and resources to the NZ automotive industry and the wider motoring community	YES	YES
VIA	Automotive: represents the interests of all businesses involved in importing, preparing, wholesaling and retailing most used vehicles that are imported into New Zealand from Japan, Singapore and other source markets	YES	YES
NZ Automotive Electrical Group	Automotive: established to elevate the standing of the automotive electrical sector	YES	YES
Tractor and Machinery Association of New Zealand	Automotive: represents New Zealand's tractor and farm-related machinery industry including repairers, importers, manufacturers, and retailers	YES	YES
National Road Carriers (Inc)	Commercial Road Transport: represents transport operators, from single truck operators to courier vans to large transport operators	YES	YES
NZ Heavy Haulage Association	Commercial Road Transport: the national trade association for companies associated with transporting overweight or over-dimension loads, load piloting and heavy recovery	YES	YES
NZ Log Transport Safety Council	Commercial Road Transport: a pan industry collaborative of truck operators, transport researchers, trailer manufacturers, forest owners, legislators, and enforcement agencies	YES	YES
NZ Trucking Association Inc	Commercial Road Transport: representing and supporting trucking related businesses. Members range from small owner-operator businesses through to corporate partners	YES	YES
Road Transport Forum New Zealand Inc	Commercial Road Transport: national body representing the commercial road freight industry	YES	YES
Road Transport Association NZ	Commercial Road Transport: national industry association committed to providing support and development for members and the road transport industry as a whole. Represent road freight operators of all types and sizes, from courier companies and owner/drivers to large fleet operators and the companies that work alongside the freight transport industry	YES	YES

Industry body	Representation	Engaged with? Y/N	Supportive? Y/N
Bus and Coach Association New Zealand Inc	Passenger Services: represents the bus and coach industry to promote a safe, efficient, sustainable, and profitable road passenger transport industry that benefits members and New Zealand as a whole	YES	YES
Aggregate and Quarry Association of New Zealand	Mining and Quarrying: represents aggregate, limestone and allied products suppliers on matters relating to industry, government, health and safety, technical and other issues	YES	YES
Straterra Inc	Mining and Quarrying: the collective voice for the minerals sector. Membership cover minerals producers, explorers, researchers, engineering and geotechnical firms, equipment suppliers, and providers of ancillary services, e.g. legal, financial, environmental	YES	YES
The Institute of Quarrying New Zealand (Inc)	Mining and Quarrying: membership of the Institute is open to everyone in a position of responsibility with appropriate qualifications and/or experience employed in, or supplying to, the surface mineral extractive and processing industries. This includes: hard-rock quarrying, sand and gravel (both land-based and marine-dredged), recycling, special sands, cement, lime, gypsum, clays, coal, slate, asphalt, ready-mixed concrete and concrete products	YES	YES
MinEX	Mining and Quarrying: the national Health and Safety Council for New Zealand's extractive sector - the mining and quarry industry	YES	YES
NZ Drillers Federation Inc	Drilling: national body representing the drilling industry	YES	YES
Gas Association of NZ	Gas: represents companies and organisations in the gas sector involved in the transportation of gas	YES	YES
LPG Association of New Zealand	Gas: represents companies and organisations in the gas sector involved in the transportation of LPG	YES	YES
Outdoor Fabric Products Association of New Zealand	Industrial Textile Fabrication: represents enterprises engaged in canvas fabrication, sailmaking, vehicle trimming and upholstery, marine trimming and upholstery, as well as suppliers of materials and associated components	YES	YES
Port Industry Association	Ports and Stevedoring: represents companies involved in all port activities throughout New Zealand. Membership includes virtually all independent stevedoring companies, port companies and container park companies	YES	YES

Nature of engagement with employers and industry

Sector	Nature of engagement
Automotive	Information enews, webpage, and survey to employers with current MITO learners and to industry associations. Chief Executive to Chief Executive phone call with key industry associations. Presentation at the national CRA conference in April. To seek endorsement for the Transition Plan stakeholders were sent an email with a link to a webpage and survey. Follow up emails were sent to those that hadn't responded and phone calls made to industry associations and corporate employers to remind them to complete the survey.
Commercial Road Transport	Information enews, webpage, and survey to employers with current MITO learners and to industry associations. To seek endorsement for the Transition Plan stakeholders were sent an email with a link to a webpage and survey. Follow up emails were sent to those that hadn't responded and phone calls made to industry associations to remind them to complete the survey.
Passenger Services	Information enews, webpage, and survey to industry association. Presentation to BCA Council in May. To seek endorsement for the Transition Plan the industry association received a phone call and then email with a link to a webpage and survey. This sector doesn't currently have any learners engaged in training with MITO.
Drilling	Information enews, webpage, and survey to employers with current MITO learners and to industry associations. To seek endorsement for the Transition Plan stakeholders were sent an email with a link to a webpage and survey. Follow up emails were sent to those that hadn't responded.
Ports and Stevedoring	Attendance at Ports Industry Association meetings. Letter from Chief Executive. To seek endorsement for the Transition Plan stakeholders were sent an email with a link to a webpage and survey. Follow up emails were sent to those that hadn't responded and phone calls made to the industry association and corporate employers to remind them to complete the survey.
Industrial Textile Fabrication	Meetings with industry association. Letter from Chief Executive. Presentation at their national conference in late June. Brokered meeting with MAST Academy in August.
Mining and Quarrying	Meetings with industry associations. Presentation at their national conference in July. To seek endorsement for the Transition Plan stakeholders were sent an email with a link to a webpage and survey. Follow up emails and phone calls were made to those that hadn't responded.
Gas	Information enews, webpage and survey to employers with current MITO learners and to industry associations. To seek endorsement for the Transition Plan the stakeholders were sent an email with a link to a webpage and survey. Chief Executive to Chief Executive phone call with the industry associations.

Evidence key existing employers and industry bodies support the Transition Plan

1. Automotive – 45 respondents did not support the transfer of the arranging training responsibilities for the automotive industry to Te Pūkenga. One was an industry association who elected not to provide any details of their organisation; their concern was that the current ITP managed apprenticeship model is not lost in the transition of MITO arranging training to Te Pūkenga. 28 of the 44 employers who did not support the transfer to Te Pūkenga provided feedback for consideration in relation to the transfer of the arranging training responsibilities for the automotive industry. The main feedback was that the current system is working well. MITO provided assurance that the level of service and the products they currently enjoy will remain in the new system.
2. Mining and Quarrying – one respondent did not support the transfer of the arranging training responsibilities to Te Pūkenga as they believe that MITO doesn't understand the quarrying industry.
3. Ports and Stevedoring – two respondents did not support the transfer of the arranging training responsibilities to Te Pūkenga. No reasons were provided.

1.4 Status of discussions with Receiving Organisations

Activity	Receiving Organisation	Progress to date	Next significant milestone	Issues to resolve
<ul style="list-style-type: none"> - Arranging Training - Apprenticeship Training Activities - Independent Assessors - NZTA approved Driver Licence courses - Secondary School access to driving standard resources and reporting - Vocational careers advice - Scholarship programme/support 	Te Pūkenga	<p>Letter of Intent signed on 9(2)(b)(ii)</p> <p>Discovery Report provided by Alma Consulting in June 2021.</p> <p>Term Sheet signed on 9(2)(b)(ii)</p>	<p>MITO Member approval of the transfer arrangements at a Special General Meeting to be held on 24 September 2021.</p> <p>Transfer Agreement signed on 30 September 2021.</p> <p>Transition date on 1 January 2022.</p>	Transfer Agreement to be negotiated in accordance with the Term Sheet.
<ul style="list-style-type: none"> - Arranging Training 	MAST Academy	<p>Due diligence completed.</p> <p>Industry association support received 9(2)(b)(ii)</p> <p>Consultation with the wider industry members has been completed.</p>	<p>MAST Academy – MITO Receiving Plan to be finalised.</p> <p>Agreement on transfer of intellectual property to MAST Academy to be signed.</p>	

1.5 Conflicts of interest

There are no conflicts of interest to declare.

Section 2: Transition of Arranging Training

2.1 Rationale for preferred provider(s) 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>Discovery report prepared for Te Pūkenga.</p> <p>MITO is working through the following established groups to ensure Te Pūkenga is ready to receive the functions being transferred:</p> <p>TITO Transitional Functional Workstream (MITO/Competenz/BCITO/Connexis)</p> <ul style="list-style-type: none"> • Finance, Legal and IT • Delivery and Academic • HR and Internal Communications • Marketing and Communications. <p>Te Pūkenga Operating model:</p> <ul style="list-style-type: none"> • Key Design Partnership Group • Co-design group. <p>Te Pūkenga– Learner-Centred Design Network Forum</p>	<p>Transitioning MITO into the Work Based Learning Limited subsidiary of Te Pūkenga is considered an ideal solution to maintaining MITO products and services for stakeholders, with minimal disruption.</p> <p>Te Pūkenga has a national footprint, with urban and regional campuses strategically positioned throughout the country</p> <p>MITO has had service delivery contracts to provide off-job training with all 16 ITPs (now Te Pūkenga subsidiaries) for over 25 years (specifically for the automotive sector which represents 90% of all learners)</p> <p>ITPs and MITO promote trades training and industry career pathways.</p> <p>There is a natural synergy working together to create a cohesive and synthesised future operating model.</p>

9(2)(b)(ii)	On the 'long list' supplied by TEC for 9(2)(b)(ii). MITO considered history of training in these industries and known capability.	Decision was not to consider as a potential transition: PTE hasn't reported any qualification completions in 9(2)(b)(ii) since 2018 and has never reported qualification completions in 9(2)(b)(ii). No proactive approach received from the PTE.
9(2)(b)(ii)	On the 'long list' supplied by TEC for Automotive Engineering. MITO considered history of training in this industry and known capability.	Decision was not to consider as a potential transition: PTE delivers pre-trade qualifications only, no workplace-based training. No proactive approach received from the PTE.
9(2)(b)(ii)	On the 'long list' supplied by TEC for Automotive Engineering. MITO considered history of training in this industry and known capability.	No proactive approach received from the PTE: PTE delivers pre-trade qualifications only, no workplace-based training. No proactive approach received from the PTE.
9(2)(b)(ii)	On the 'long list' supplied by TEC for Automotive Engineering. MITO considered history of training in this industry and known capability.	Decision was not to consider as a potential transition: PTE delivers pre-trade qualifications only, no workplace-based training. No proactive approach received from the PTE.
9(2)(b)(ii)	On the 'long list' supplied by TEC for Automotive Engineering. MITO considered history of training in this industry and known capability.	Decision was not to consider as a potential transition: PTE delivers pre-trade qualifications only, no workplace-based training. No proactive approach received from the PTE.
9(2)(b)(ii)	On the 'long list' supplied by TEC for Automotive Engineering. MITO considered history of training in this industry and known capability.	Decision was not to consider as a potential transition: PTE delivers pre-trade qualifications only, no workplace-based training. No proactive approach received from the PTE.
9(2)(b)(ii)	On the 'long list' supplied by TEC for Automotive Engineering. MITO considered history of training in this industry and known capability.	Decision was not to consider as a potential transition: PTE delivers pre-trade qualifications only, no workplace-based training. No proactive approach received from the PTE.

9(2)(b)(ii)	Not on the 'long list' supplied by TEC, but currently provides training to workplace-based learners in the extractives sector. MITO considered history of training in this industry and known capability, including consent to assess, moderation history, EER, industry engagement, and approached this provider to consider transition discussions.	PTE was approached to consider potential for transition. Decision made by PTE that arranging training functions do not align with their strategic direction.
9(2)(b)(ii)	Not on the 'long list' supplied by TEC, but currently provides training to workplace-based learners in the extractives sector. MITO considered history of training in this industry and known capability, including consent to assess, moderation history, EER, industry engagement, and approached this provider to consider transition discussions.	PTE was approached to consider potential for transition. MITO supported the PTE's presentation of a proposal to 9(2)(b)(i). Industry decided to transition the arranging training functions to Te Pūkenga. An email was provided by 9(2)(b)(ii) acknowledging MITO's assistance to the PTE in preparing their proposal.
Marine and Specialised Technologies Academy of New Zealand (MAST Academy)	Not on 'long list' supplied by TEC but aligned to the industrial textile fabrication sectors. MITO considered history of training and known capability. Provider approached to consider transition discussions.	Decision to proceed with discussions. MAST Academy PTE was formed by NZ MAC ITO, who have experience in arranging training for apprentices in the marine and composites industry.
9(2)(b)(ii)	Not on 'long list' supplied by TEC, but aligned to 9(2)(b)(ii). 9(2)(b)(ii) currently provides training and assessment for learners in the 9(2)(b)(i). They also assumed responsibility for the administration of 9(2)(b)(ii) certificates of competence, transferred from MITO in 2020. MITO considered history of training and known capability. Provider approached to consider transition discussions.	PTE was approached to consider potential for transition. Decision made by PTE that taking on arranging training for this sector is not financially viable.
Te Wānanga o Aotearoa	Te Pūkenga and Te Wānanga o Aotearoa have signed a Memorandum of Understanding (MoU) to collaborate in a partnership that will serve current and future generations of New Zealanders through upskilling and access to training opportunities; therefore, MITO has not directly engaged and evaluated Te Wānanga o Aotearoa as a receiving organisation.	Under the MoU, in time the arranging training functions transferred from MITO to Te Pūkenga could be delivered by the two organisations together or could be transferred from Te Pūkenga to Te Wānanga o Aotearoa to deliver. Transitioning MITO into the Work Based Learning subsidiary of Te Pūkenga enables consideration to be given to how this MoU could improve outcomes for learners and employers in MITO's industries.

<p>9(2)(b)(ii)</p>	<p>MITO consulted with the 9(2)(b)(i) about their options for the transfer of arranging training functions, indicating two options: 9(2)(b)(i) and Te Pūkenga. 9(2)(b)(i) was rejected as an option. 9(2)(i) formally advised MITO on 28 June 2021 that they were in the process of working with the 9(2)(b)(i) to gain NZQA approval to set up their own industry led PTE (their preferred option). MITO's response, dated 29 June 2021, restated the process required of transitional Industry Training Organisations and outlined the guiding criteria set by TEC for PTEs to deliver arranging training activities. 9(2)(b)(i)</p>	<p>MITO and 9(2)(b) have resolved and mutually agreed that it is unlikely that the proposed new PTE would be approved as a receiving organisation before 31 December. In the meantime, learners enrolled in a MITO training agreement will transfer across to the MITO Division of Te Pūkenga's Work Based Learning subsidiary on 1 January 2022. MITO's correspondence to 9(2)(b) on 2 September 2021 confirmed that once the proposed PTE has been formally established and fulfilled NZQA's criteria, they will be well placed to assume the arranging training functions. For the record 9(2)(b) and industry employers have endorsed MITO's transition to Te Pūkenga.</p>
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Preferred providers' approach to Arranging Training

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

Preferred provider	Preferred provider's approach to Arranging Training	How this will meet learner needs	How this will meet employer needs
Te Pūkenga	MITO's approach to arranging training will continue uninterrupted in the Work Based Learning Limited subsidiary of Te Pūkenga until the new operating model has been designed, developed and implemented. Under the Transition Agreement, any changes will need to be designed in consultation with learners, employers and industry, to uphold the requirement that they receive equal or improved service in the new system with training models that suit the needs of their individual sector.	Learners will experience no difference. MITO customer satisfaction surveys indicate that the MITO model meets their needs, with the 2020 survey showing 91% of learners are satisfied with overall service they receive from MITO; 92% would recommend a MITO training programme to others in their industry.	Employers will experience no difference. MITO customer satisfaction surveys indicate that the MITO model meets their needs, with the 2020 survey showing 97% of employers are satisfied with overall service they receive from MITO; 98% would recommend a MITO training programme to others in their industry.
MAST Academy	MAST Academy intends to replicate MITO's service delivery model. The two MITO programmes will be transferred to MAST Academy. The programme structure will be the same, with online learning and practical resources supported by	Learners will experience the same service standards and duty of care. They will receive pastoral care support through a regional field team who will	Employers will experience a similar experience to the MITO model.

	<p>the specialist contracted assessor. The online learning and assessment resources will be transferred to MAST Academy's LMS. The specialist assessor will continue under contract to MAST Academy. Similar levels of pastoral care will be provided. MAST Academy intends to work closely with OFPANZ to ensure their arranging training services continue to support the needs of industry. Please see completed transition questionnaire attached.</p>	<p>visit them in their workplace to provide coaching and mentoring support. MAST Academy has reporting systems in place that currently serve the Marine and Composites industries.</p>	
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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
Te Pūkenga	Similar to Competenz, Connexis and BCITO, MITO's arranging training functions are differentiated and complex, with a range of service delivery models customised to specific sectors. MITO's industry relationships transcend all levels of the organisation. MITO has developed sophisticated and bespoke operating and reporting systems. Oversight and management of MITO's commercial training activities needs to be preserved and protected. MITO recognises that in the short to medium term Te Pūkenga's Work Based Learning subsidiary (WBL) does not have the capacity nor the capability to assume these functions.	Te Pūkenga will obtain all required capabilities through the transition of MITO's people, procedures, systems and resources that support the functions being transferred.
MAST Academy	MAST Academy has transitioned existing arranging training capability from NZMAC ITO to support the learners transitioning from MITO. NZMAC ITO was recognised as a high performing ITO that delivered work-based training solutions to smaller bespoke industries. The TEC Board has approved the transition of NZMAC ITO arranging training activities to MAST Academy.	MITO will transfer the intellectual property in online learning and assessment resources to MAST Academy. MAST Academy will implement a new learning management system to deliver the online programme. MITO Industry Training Advisors will complete joint learner visits with MAST Academy field staff in November/December 2021 to support a smooth transition of learners to MAST Academy. This will enable MAST Academy field staff to build relationships with learners prior to the transfer. MITO's specialist contracted assessor will transfer to provide uninterrupted assessment services.

Details of transitioning programmes, learners and standard training measures

Te Pūkenga

Automotive

New Zealand Certificate in Automotive Diesel Fuel Technology
New Zealand Certificate in Automotive Electrical Engineering (Level 3-4)
New Zealand Certificate in Automotive Electrical Engineering (Level 4)
New Zealand Certificate in Automotive Engineering - Heavy Vehicle
New Zealand Certificate in Automotive Engineering - Light Vehicle
New Zealand Certificate in Automotive Parts and Accessories
New Zealand Certificate in Automotive Refinishing (Level 3-4)
New Zealand Certificate in Automotive Refinishing (Level 4)
New Zealand Certificate in Business (First Line Management) (Level 4)
New Zealand Certificate in Coachbuilding (Level 3)
New Zealand Certificate in Collision Repair and Automotive Refinishing (Level 3)
New Zealand Certificate in Collision Repair Non-structural Repair (Level 3-4)
New Zealand Certificate in Collision Repair Non-Structural Repair (Level 4)
New Zealand Certificate in Electric Vehicle Automotive Engineering
New Zealand Certificate in Heavy Automotive Engineering - Agricultural Equipment (Level 3-4)
New Zealand Certificate in Heavy Automotive Engineering - Agricultural Equipment (Level 4)
New Zealand Certificate in Heavy Automotive Engineering - Materials Handling (Level 3-4)
New Zealand Certificate in Heavy Automotive Engineering - Materials Handling (Level 4)
New Zealand Certificate in Heavy Automotive Engineering (Plant and Equipment) (Level 3-4)
New Zealand Certificate in Heavy Automotive Engineering (Plant and Equipment) (Level 4)
New Zealand Certificate in Heavy Automotive Engineering (Road Transport) (Level 3-4)
New Zealand Certificate in Heavy Automotive Engineering - Road Transport (Level 4)
New Zealand Certificate in Heavy Wheel Alignment
New Zealand Certificate in Light Automotive Engineering (Level 3-4)
New Zealand Certificate in Light Automotive Engineering (Level 4)
New Zealand Certificate in Motorcycle Engineering (Level 3-4)
New Zealand Certificate in Motorcycle Engineering (Level 4)
New Zealand Certificate in Outdoor Power Equipment (Level 3-4)
New Zealand Certificate in Outdoor Power Equipment (Level 4)
New Zealand Diploma in Business (Leadership and Management) (Level 5)
Vehicle Inspection Supplementary Credit Programme

Working Safely with Electric Vehicles Micro-credential
Introduction to Automotive Engineering Micro-credential

Automotive non-funded only programmes

StartUp® Accelerate - Automotive Engineering Micro-credential
StartUp® Accelerate - Collision Repair and Refinishing Micro-credential
StartUp® Ignition - Automotive Micro-credential
Introduction to Automotive Engineering Micro-credential

Automotive programmes in development

New Zealand certificate in Light Automotive Engineering (Level 5)
New Zealand Certificate in Heavy Automotive Engineering (Level 5)
New Zealand Certificate in Automotive Electrical Engineering (Level 5)
New Zealand Certificate in Coachbuilding (Level 4)
New Zealand Certificate in Coachbuilding (Level 3-4)

Commercial Road Transport

New Zealand Certificate in Commercial Road Transport (Heavy Vehicle Operator) (Level 3)
New Zealand Certificate in Commercial Road Transport (Specialist Driver) (Level 4) with strands in Transportation of Logs
New Zealand Certificate in Commercial Road Transport Skills (Level 3)
Commercial Road Transport - Driver Safety Micro-credential
Commercial Road Transport - Heavy Combination Vehicle Loading Fundamentals Micro-credential
Commercial Road Transport - Mass and Dimensions Micro-Credential
Introduction to Commercial Road Transport Micro-credential

Commercial Road Transport non-funded only programmes

ShiftUp® - Road Transport Micro-credential

Passenger Services

New Zealand Certificate in Passenger Service (Level 3)

Drilling

New Zealand Certificate in Non-Hydrocarbon Drilling (Level 3-4)
New Zealand Certificate in Non-Hydrocarbon Drilling (Level 4)

Drilling non-funded only programmes

DICAT Resources

Gas

New Zealand Certificate in Reticulated Gas Pipelines (Level 3)

Ports and Stevedoring

- New Zealand Certificate in Port Operations (Cargo Handling) (Level 3) [Ref: 2814]*
- New Zealand Certificate in Port Operations (Heavy Machine Operation) (Level 3) [Ref: 2814]*
- New Zealand Certificate in Port Operations (Port Administration) (Level 3) [Ref: 2814]*

Ports and Stevedoring non-funded only programmes

LoadUp®- Ports and Stevedoring (Micro-credential)

Mining and Quarrying

- New Zealand Certificate in Mining and Quarrying (First-line Supervision) Surface (Level 4)*
- Mining and Quarrying Surface Extraction (Level 2)*
- Mining Administration - A Grade Surface Extraction*
- Mining Administration - B Grade Surface Extraction*
- Mining Administration - B Grade Tunnel Manager*
- Mining Administration - A Grade Tunnel Manager*
- B Grade Tunnel Manager SCP*
- Safety Critical Explosives Knowledge SCP*
- Safety Critical Legislation SCP*
- Safety Critical Surface Manager SCP*
- Safety Critical Underground Manager SCP*

Ports and Stevedoring non-funded only programmes

- RockUp® - Surface Mining and Quarrying (Micro-credential)*
- Risk Management*
- Incident Investigation*

NZQF Level	Learners		Standard Training Measures (STMs)	
	Trainees	Apprentices	Trainees	Apprentices
2	48	-	9(2)(j)	-
3	344	-		-
4	168	4,062		9(2)(j)
5	144	-		-
6	5	-		-
7	-	-		-

Marine and Specialised Technologies Academy of New Zealand (MAST Academy)

Industrial Textile Fabrication

New Zealand Certificate in Industrial Textile Fabrication (Level 3)

Industrial Textile Fabrication non-funded programmes

TrimUp® - Industrial Textile Fabrication (Micro-credential)

NZQF Level	Learners		Standard Training Measures (STMs)	
	Trainees	Apprentices	Trainees	Apprentices
2	-	-	-	-
3	35	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-

2.2 Service continuity approach

Topic	Planned approach
Retaining relevant assets	As agreed in the Term Sheet between MITO and WBL, and subject to approval of the Transfer Agreement(s), assets (and agreed liabilities) will be transferred to Te Pūkenga, allowing MITO's training resources to continue to be used for all existing arranging training activity. MITO will transfer the intellectual property for the online learning and assessment resources to MAST Academy. Post transition, learning and assessment resources and IP will be retained by the receiving organisations.
Maintaining service levels for existing learners	<p>MITO's service levels will be maintained at the current level, with no change to the training and assessment models while MITO remains a division of WBL.</p> <p>For the small number of learners transitioning to MAST Academy (estimated to be 35 learners on 1 January 2022), services levels will be maintained at the current levels with existing MAST Academy capability, with no change to the MITO training and assessment models. MITO Industry Training Advisors will complete joint learner visits with MAST Academy field staff in November/ December 2021 to support the smooth transition of learners to MAST Academy. This will enable MAST Academy field staff to build relationships with learners prior to the transfer.</p>

Managing risks related to under-served learners	<p>Under-served learners will continue to be a focus for MITO. MITO Industry Training Advisors have trusted relationships with learners and employers. This will be a seamless transition for learners as the same staff will be managing them post transition, with the same learner management system and support services.</p> <p>Under-served learners are a focus for MAST Academy. MAST Academy has a network of field staff that have extensive experience in supporting learners in work-based training. MITO Industry Training Advisors will complete joint visits with field staff to support a smooth transition of learners to MAST Academy. This will enable MAST Academy field staff to build relationships with learners prior to the transfer.</p>
Minimising disruption to employers and industry groups	<p>Employers and industry groups will be kept informed of progress throughout the transition and progress on training for their employees/industry will continue to be a focus for MITO.</p> <p>For employers and industry groups transitioning to MAST Academy they will be kept informed of progress throughout the transition. MITO will provide support to MAST Academy to onboard them to their systems and provide post transition support as required.</p>
Minimising disruption to existing education and training providers	<p>Existing providers contracted to provide training for MITO learners will be transferred to WBL and will continue post transition. MITO does not foresee any disruption, but any disruption to them as a result of the transition will be communicated well in advance. The contracted assessor supporting the industrial textile and fabrication programmes has agreed to continue post-transition under contract to MAST.</p>
Continuing school-focused activities	<p>All school-focused activities will be transferred to WBL and schools will be kept informed. Employers and learners involved in school-focused activities will also be transitioned. The TrimUp® school programme developed by MITO for the industrial textile and fabrication industry will transfer to MAST and will be included in their suite of school-focused activities.</p>

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

This transition plan proposes transferring 99% of MITO’s arranging training activity and associated support functions to Te Pūkenga as a going concern. This minimises the risk of losing key skills, knowledge, experience, specialist expertise and relationships through the transition period, as there will be certainty of ongoing, uninterrupted employment for all MITO staff associated with the transitioning functions. ^{9(2)(a)} positions were disestablished following the matching of roles to the Hanga-Aro-Rau Manufacturing, Engineering and Logistics Workforce Development Council (WDC). While a small number of staff have applied for contestable positions at the WDC the outcome of these appointments is not yet finalised. Once any additional appointments to the WDC have been confirmed, MITO will realign the organisational structure accordingly, filling outstanding vacancies and any further vacancies that may arise. All positions in MITO’s organisational structure post the WDC transition will transition to Te Pūkenga.

MITO will continue with regular and structured communication to employees throughout the transitional period, to minimise anxiety. MITO’s annual staff engagement survey is being undertaken twice in 2021 to ensure any issues with staff welfare are addressed with urgency. The response rate to the June 2021 staff engagement survey was 95%, with an engagement level of 85%. Staff will transfer to Te Pūkenga on the same terms and conditions as their MITO employment agreement, thereby preserving leave entitlements and redundancy provisions. The Transfer Agreement with Te Pūkenga will include provision for annual inflation adjusted salary increases in line with MITO policies and the MITO Board approved budget for 2022.

MITO will implement, in co-ordination with Te Pūkenga, a change management plan to minimise any risks associated with cultural differences between the two organisations.

MITO’s training model relies on a network of registered assessors, who are managed by the Quality and Compliance team. The network of registered assessors is pivotal to MITO’s training model, and must be retained through the transitional period and post the transfer to the receiving organisations. Key to this is no reduction in the support and services they currently receive from MITO, including the ability for MITO assessors to enter their assessment results electronically via the MITO Portal or directly into the MITO CRM.

Where MITO programmes include off-job training provision it is vital that these arrangements are maintained through the transitional period and after the transfer to the receiving organisations, with no change in the way information is shared between the organisations. Off-job training calendars and bookings are driven from the MITO CRM, and data from providers is imported into the MITO CRM post training and assessment events.

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	All data is maintained in the MITO CRM (customer relationship management system) which will be transferred to Te Pūkenga as an operational system.	No risk.
	All data related to learners and employers transferring to MAST Academy will be extracted from the MITO CRM and provided in a format that meets their needs for uploading into their system. This will require disclosure to learners and employers of the transfer of their personal information to a new provider.	Small number of contacts reduces any data transfer risks.

Category of information	Approach to transition	Key risks
Details of the needs of learners, employers and industries, relevant to transitioned activities	This information is held in the MITO CRM and knowledge of the MITO staff who work with these stakeholders. The MITO CRM will be transferred to Te Pūkenga as an operational system; the institutional knowledge will be transferred to Te Pūkenga via MITO employees.	No risk.
	MAST Academy has been engaged in discussions with stakeholders and will be provided an in-depth handover.	Small number of employers reduces any risk. Subject to finalisation of transition approach for this sector.
Details of relevant functions, contracts, IP, systems, policies, on-going projects, and how these relate to future needs for learners and employers	All relevant IP, systems, contracts and policies will be transferred to the receiving organisations. Any work in progress relating to future needs for learners and employers will be transferred to the receiving organisations.	Key risk in the case of the MAST Academy is readiness to receive and integrate. This risk will be mitigated by MITO support to be provided during the hand-over period and post-transition. MITO has formally agreed to support learner assessment post-transition for a period of up to six months if there are delays by MAST in developing their LMS capability.
Details of careers information guides and related activities	All marketing and promotional collateral will be transferred to the receiving organisations in a format(s) suitable to their needs, e.g., print, digital, concept.	No risk.
Business roadmap or other plans showing the intended vision for development of Arranging Training activities	Workforce Development Strategies have been developed by MITO in conjunction with industry for the automotive, commercial road transport, and mining and quarrying industries. Projects to support the implementation of these will transfer to the receiving organisations.	MITO will support the development of new strategies and roadmaps within Te Pūkenga in conjunction with the implementation of the new operating model. Long term risk.
Any other information being transferred to the preferred provider(s) – please specify	All MITO systems including MITO CRM, LMS, eCommerce platform, online Portals, MITO website, online practical assessment system using OneNote and internal systems will transfer and be retained in Te Pūkenga.	No risk.

Key categories of assets needed for transition

Category of assets	Approach to transition	Key risks
Trainee Management systems	MITO's CRM and LMS will be transferred as an asset to Te Pūkenga.	No risks.
	No transfer of MITO CRM or LMS assets to MAST Academy.	Key risk in the case of MAST Academy is readiness to receive and integrate MITO information and resources. This risk will be mitigated by MITO support to be provided during the hand-over period and post-transition. MITO has formally agreed to support learner assessment post-transition for a period of up to six months if there are delays by MAST in developing their LMS capability.
Employer Key Account systems	Part of the MITO CRM, transitioned as described above.	
Other IT systems	IT systems assets will be transferred to Te Pūkenga.	Vendors varying existing terms and conditions on transfer to new organisation.
	No transfer of other IT assets to MAST Academy	No risks.
Hardware and equipment	Hardware and equipment assets will be transferred to Te Pūkenga.	No risks.
	No hardware and equipment will be transferred to MAST Academy should the transition proceed.	No risks.
Vehicles	Ownership of MITO vehicles will be transferred to Te Pūkenga.	Vendors varying existing terms and conditions on transfer to new organisation.
Other assets (e.g. Intellectual Property, Brands)	IP and brands associated will be transferred to the receiving organisations, subject to commercial negotiations.	No risks.

2.5 Commercial and legal processes

The following commercial and legal processes are underway or have been completed:

- Due diligence completed by 9(2)(b)(ii) on behalf of Te Pūkenga. MITO provided extensive information during the due diligence process and this has informed the finalisation of the Discovery Report provided to Te Pūkenga.
- MITO has provided information to potential PTEs (9(2)(b)(ii) and MAST Academy) on its arranging training activities to support those organisations prepare proposals to the extractives and industrial textile fabrication industry associations respectively. Information was also provided to 9(2)(b)(ii) to consider potential for arranging training for the 9(2)(b)(ii)
- MITO has agreed a non-binding Term Sheet (attached) with Te Pūkenga Work Based Learning Limited (WBL) that records the key terms of the transfer of MITO's arranging training and other activities to WBL.
- Key terms of the Term Sheet are summarised as follows:
 1. Arranging Training Activities (being arranging training activities required for developing and maintaining arrangements for the delivery of work-based training in the areas of automotive, commercial road transport, passenger services, ports and stevedoring, mining and quarrying, drilling, and gas), including apprenticeship training activities, that are included in the specified industries covered by MITO and funded by TEC through the Industry Training Fund; and other training activities, being:
 - a) Marketing and promotional activities that promote vocational educational training in MITO's industries
 - b) Job brokering activities to connect jobseekers with employers in MITO's industries
 - c) Vocational careers advice to support secondary school and student engagement to employment and apprenticeship opportunities
 - d) Provision and support of unit-standard based training programmes in schools
 - e) Provision of core driving learning and assessment resources to schools will be transferred to WBL.
 2. Commercial Training Activities (including all training resources and assessment reporting services developed and owned by MITO which are sold to approved course providers who deliver Class 2 - 5 driver licensing and driver license endorsements) will be transferred to WBL.
 3. As consideration for the transfer of the Arranging Training Activities, WBL will hold a proportion of 2022 surplus operating earnings equal to MITO net asset value transferred to WBL (being the sum of the Arranging Training Assets less the Arranging Training Liabilities) as a ringfenced amount which will be applied to investment in matters that fall within the best interests of the industries that MITO supports. WBL will provide an annual report to the MITO Charitable Trust on the balance of the ringfenced amount and investments made from the ringfenced funds.
 4. Employees will all be offered roles with WBL on the same or better terms as the employees currently enjoy.

5. The cash reserves of MITO will be transferred to the MITO Charitable Trust. MITO New Zealand Incorporated will cease to operate from 1 January 2022 and the Board will initiate winding up proceedings following completion of 2021 audited financial statements in 2022.
 6. MITO warrants not to use the name MITO after the Completion Date, and therefore will need to change the name of the MITO Charitable Trust prior to the completion date.
 7. The Agreement will be conditional on approval by TEC of MITO's Transition Plan.
 8. The target Completion Date is 1 January 2022.
 9. MITO will continue to operate as a separate business division of WBL until the new operating model is established by Te Pūkenga. Staff of the MITO business division will be consulted on any significant future changes proposed to the operating or service models.
- The terms included in the Term Sheet will be included in a formal Transfer Agreement between MITO and WBL prior to the TEC Board approval of the Transition Plan.
 - A Special General Meeting of MITO Members will be held on 24 September 2021 to ratify and approve the key terms of the Term Sheet.
 - TEC have confirmed that a wash up of all funding received by MITO up to 31 December 2021 will be finalised by 31 January 2022, and any wash up payments will be made in February 2022.
 - Special General Meetings will be held in 2022 to appoint liquidators and complete the winding up of MITO New Zealand Incorporated.
 - MITO will formally advise all employers and learners in current training agreements that training agreements will be assigned to WBL.
 - MITO will arrange for all third-party contracts for continuing services provided to MITO post Completion Date will be novated to WBL prior to the Completion Date.
 - MITO and MAST Academy will sign an Agreement for Sale and Purchase of Intellectual Property to transfer ownership of intellectual property related to training and assessment resources developed by MITO for the industrial textile fabrication industry to MAST Academy. 9(2)(i) [REDACTED]
[REDACTED]
[REDACTED]. MITO has formally agreed to support learner assessment post-transition for a period of up to six months if there are delays by MAST in developing their LMS capability.

2.6 Working with external parties

Roles:

NZQA: Transition of programme approvals and consent to assess will occur to enable the receiving organisations to take on the arranging training activities.

Unions: E tū is represented on the MITO Board and is fully informed and supportive of the proposed transition arrangements.

Schools: School activity will transfer to the receiving organisations. They will be kept informed of progress and of any changes that impact their operations.

Assessors: Assessor activity will transfer to the receiving organisations. They will be kept informed of progress and of any changes that impact their operations.

Technical Mentors: Technical mentor activity will transfer to the receiving organisations. They will be kept informed of progress and of any changes that impact their operations.

Third-party providers: Contracts with third-party providers will transfer to the receiving organisations. They will be kept informed of progress and of any changes that impact their operations.

NZTA: NZTA has confirmed their preference for the transfer to Te Pūkenga of MITO's responsibilities under a Memorandum of Understanding for the provision of training resources, assessment reporting and quality assurance services to approved course providers who deliver Class 2 – 5 driver licences and driver license endorsements.

Collaboration model:

Externally, MITO senior managers engage with all parties involved in the Reform. This includes working groups and co-design groups led by EY and EY Tahi, PricewaterhouseCoopers, and other external consultancies; TEC and NZQA; as well as from within Te Pūkenga, the ITPs, PTEs; and other TITOs.

Internally, MITO's Group Manager - Corporate Services is the Project Manager (RoVE); MITO's Chief Executive is the Project Sponsor. The senior leadership team meets weekly to review progress, align priorities and assign resources to the project against the Project Plan. The MITO Board receive regular updates on the progress against the Project Plan.

2.7 High-level work plan

24 September 2021	MITO Members ratify transfer arrangements at Special General Meeting
1 October 2021	MITO Board approves Transfer Agreement RoVE Programme Board endorse the MITO Transition Plan
4 October 2021	Confirmation that transition of standard setting functions to WDC completed
5 October 2021	Te Pūkenga Council approves Transfer Agreement
21 October 2021	TEC Board approves MITO Transition Plan
31 October 2021	MITO confirms organisation structure to transition to Te Pūkenga Work Based Learning Limited
7 December 2021	MITO Charitable Trust and Te Pūkenga approve an MoU to collaborate for the benefit of learners within MITO's sectors
10 December 2021	Transfer of surplus cash reserves to the MITO Charitable Trust completed
15 December 2021	Confirmation that MITO employees have accepted offers of employment with WBL on the same terms and conditions
15 December 2021	Confirmation of NZQA approval of Programme / Consent to Assess to WBL
15 December 2021	Confirmation of MAST readiness to transition
15 December 2021	Confirmation that Transfer Agreement is unconditional
10 January 2022	Confirmation of transfer completion on 1 January 2022

Governance

MITO's Board is accountable for recommending the approval of its transition arrangements to its Members. MITO's senior leadership team is responsible for managing the delivery of the outcomes approved by the MITO Board. MITO has appointed a member of its senior leadership team to lead the project to co-ordinate the workplan with the Te Pūkenga TITO Transition Workstream project team, and senior leadership team members have been appointed to lead their respective functional working group. Transition milestones are on track with ongoing progress reported to the Directors at each Board meeting. A MITO Board Director has led the negotiation of the Term Sheet with Te Pūkenga on behalf of the MITO Board. Updates on progress of the Transition Plan have been provided to the MITO Board at scheduled Board meetings. Interim Board meetings have been held as required to approve all aspects of the Transition Plan in accordance with the Project Plan timeline.

Risk Assessment

Risk Description	Risk Rating	Risk Mitigation
Loss of staff prior to transition to Te Pūkenga. Potential that disestablishment of CE position and replacement of divisional Director will be unsettling for staff and industry partners.	High	Engage key staff early to confirm intentions and manage expectations and career pathways on a case-by-case basis. Develop contingency plans to fill any potential vacant positions for critical roles from 1 January 2022. Maintain current and transparent communications.
A decline in staff engagement post transition due to potential impact of Te Pūkenga policies and uncertainty over the impact of the future operating model. Potential for higher staff turnover post-transition.	High	Clear and consistent communication of any change in policies. No significant change expected from day one. Expectation that Te Pūkenga will implement a strong change management programme in 2022. MITO will continue to monitor internal staff engagement 6 monthly up to and post transition.
Disruption to learners and employers.	Moderate	Initial risk effectively addressed through the continuity of service provisions in the Transfer Agreement. Medium term risk with the implementation of the new operating model requiring management across the Te Pūkenga network. Risk of delay in MAST LMS implementation mitigated by MITO formally agreeing to support learner assessment post-transition for a period of up to six months if there are delays by MAST in developing their LMS capability.
Future operating models and the unified funding model do not support effective work-based learning.	Moderate	Early transition will ensure MITO staff are actively engaged in the development and implementation phases and enable opportunity to showcase MITO's systems and processes across the work-based learning network.
Key suppliers may not agree to assignment of contractual arrangements to Te Pūkenga.	Low	Te Pūkenga status as a crown entity will minimise supplier risk of financial insecurity. Expectation that all suppliers will agree to novation of contracts. Early engagement will be undertaken to confirm once Transition Plan approved.

Section 3: Transition of Apprenticeship Training Activities

Apprenticeship Training Activities going to same provider as Arranging Training

Apprenticeship training activities will be transferred to Te Pūkenga, and agreed/approved PTEs with the arranging training activities, at the same time using the same approach.

Section 4: Transition of other activities

4.1 High-level approach and planning considerations

All activities being transferred fit within arranging training and apprenticeship training activities.

It is important that activities that support arranging training and encourage learners to participate in industry training are recognised as key factors to the success of the MITO training model, and must stay with arranging training, transitioning to the receiving organisations. These include:

Promotion

Twice a year MITO manages social media marketing campaigns promoting careers in the automotive industry aimed at the youth market. A tactical approach targeting school leavers seeking employment, the campaigns are scheduled in February-March and September-November. The target audience is directed to the MITO Job Hub to view vacancies and develop their jobseeker profile. These campaigns have generated over 600 jobseekers interested in a career in the automotive industry. MITO also conducts campaigns and activity to employers to promote the benefits of industry training and taking on an apprentice. If the employer needs support finding a new apprentice, they are directed to the MITO Job Hub.

Profiling the success of youth in MITO's industries is a key strategy to help develop the pipeline of talent to industry. On the MITO website, social media channels and publications 'success stories' are profiled of apprentices and learners, across all industries, that are doing well in their chosen careers. These human stories aim to capture the attention of peers who could relate and think "that could be me!". [View here.](#)

When a new programme is launched MITO places programme-specific advertising and PR in industry publications, industry association communications, and direct mail and email to employers. MITO Industry Training Advisors are equipped with brochures for direct contact and cold calling in their regions.

Job brokering to connect jobseekers to employment

MITO invented SpeedMeet in 2015 and since then has worked closely with the Ministry of Education and other industry training organisations to co-ordinate SpeedMeets across the country, facilitating six-minute interviews between secondary school students and employers. SpeedMeet allows employers and students to make valuable connections, and many of these brief connections result in job offers.

MITO staff attend over 70 careers events throughout the year, building important relationships with students, parents and teachers.

MITO's Job Hub continues to grow with employers listing vacancies and jobseekers creating online profiles for registered employers to view. Marketing campaigns that promote careers in the industries that MITO supports drive talent to the Job Hub to seek employment.

Vocational Careers Advice

MITO provides vocational careers advice to support the development and management of MITO's secondary school strategy with the key objective of increasing secondary school and student engagement and connecting students to employment and apprenticeships/training. MITO's Vocational Careers Advisors coordinate regional initiatives and ensure learner outcomes are achieved.

MITO hosts bus tours for secondary school students and careers advisors to visit workplaces and see 'careers in action'. These are very successful as they debunk negative perceptions about working in the 'trades' and provide the opportunity for schools to connect directly with employers.

Provision and support of unit-standard based programmes in schools

MITO released the first micro-credentials in New Zealand for secondary school students approved by NZQA and currently offers seven micro-credentials across five industries. Following the success of MITO's three automotive school programmes, StartUp[®], MITO released ShiftUp[®] which is aligned to the road transport industry, RockUp[®] for the mining and quarrying industry, LoadUp[®] for the ports and stevedoring industry, and TrimUp[®] for the industrial textile fabrication industry. For schools, all theory is completed via MITO's eLearning platform and MITO registered assessors carry out assessment for any standards where schools do not have consent to assess.

Core Driving provision for secondary schools

MITO has MoUs with secondary schools, allowing the use of MITO learning and assessment resources, approval of specific MITO registered assessors for training and assessment against specified driving unit standards, and the use of MITO's EDUMIS code for reporting assessment results.

NZTA driver licensing and driver licence endorsements

MITO and NZTA are jointly responsible for Class 2 - 5 driver licensing and driver licence endorsement related unit standards, and the training and assessment resources that support them, under an MoU that specifies the responsibilities and the working relationship of both parties in relation to approved Driver Licence courses.

Under this MoU, MITO is responsible for:

- i. Development, review and maintenance of unit standards
- ii. Establishing and maintaining a network of assessors
- iii. Development, maintenance and approval of MITO IP that forms the prescribed training and assessment materials
- iv. Provision of a resource ordering process to make training material available to approved course providers
- v. Moderation and quality assurance.

To work within the NZTA driver licensing system all assessors must work for or be an NZTA approved course provider and abide by the NZTA Statement of Approval Conditions and the MITO Registered Assessor Code of Practice. Currently there are 91 provider assessors who report their assessment results directly to NZQA. In addition, there are 272 assessors who are not affiliated with a provider and report assessment results through MITO.

Independent Assessors

MITO has 343* registered independent assessors who provide assessment services to learners outside of MITO training agreements. Many of these assessors use MITO resources.

**includes the 272 NZTA driver licensing assessors.*

4.2 High-level work plan

To be transferred to Te Pūkenga as part of the overall Project Plan, refer section 2.7.

Section 5: 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:

Your name:	Janet Lane
Your position/ role:	Chief Executive
Name of TITO:	MITO New Zealand Incorporated

Appendices



Supporting information

Attachments ✓

1. Learner Success Plan
2. 9(2)(b)(ii)
3. Completed Transition Questionnaire from MAST Academy
4. Term Sheet between MITO and Te Pūkenga Work Based Learning Limited (WBL)
5. Agreement for Sale and Purchase of Intellectual Property