

CABINET - SUBJECTS FOR CONSIDERATION, 10 NOVEMBER 2003 9:00 AM

Not Relevant

108 METFE38/03CS

Configuration of TAFE Institutes
APPROVED

Premier & Cabinet Minister:

Not Relevant

CABINET COVER SHEET

- | | |
|---|--|
| 1. TITLE | Configuration of TAFE Institutes |
| 2. MINISTER | Jane Lomax-Smith
Minister for Employment, Training and Further Education |
| 3. PURPOSE | To seek Cabinet endorsement for a new administrative arrangement for TAFE students and communities that provides one Regional and two Metropolitan Institutes. |
| 4. RELATIONSHIP TO GOVERNMENT POLICY | <p>The reconfiguration will provide:</p> <ul style="list-style-type: none"> - a stronger focus on TAFE as an instrument of Government economic and social inclusion policy; - improved community involvement and "ownership" of the local TAFE campus and its programs; - a stronger Departmental voice for Regional TAFE; - stronger support for regional development through the creation of one Regional Institute; - a direct mapping of the Government concept of Offices of the North and South via the proposed Northern and Southern Metropolitan Institutes of TAFE and; - implements a key recommendation from the Kirby <i>Review of TAFE Governance</i>, endorsed by Cabinet on 16 December 2002 and distributed to Caucus, February 2003. |
| 5. RESOURCES REQUIRED FOR IMPLEMENTATION | No additional funds required |
| 6. COMMUNITY AND ENVIRONMENTAL IMPACT | <ul style="list-style-type: none"> - a stronger Departmental voice for Regional TAFE programs - stronger support for regional development through the creation of one Regional Institute - all Primary Industries programs offered through one Regional Institute of TAFE with a state wide network of local campuses - environmental impact is nil |
| 7. RISKS | <p>The risks associated with this proposal fall into three categories:</p> <ul style="list-style-type: none"> - industrial; - ICT infrastructure to support one Regional Institute, and; - political risk in regional South Australia. <p>Detailed risk analysis will form part of the project brief that will guide implementation, however preliminary risk assessments indicate no cause for concern.</p> |

- 8. CONSULTATION** The consultation involved in the Review of TAFE Governance was extensive and included relevant Unions, Institutes, Indigenous interests and a group concerned with students with a disability.

Focus groups attended by diverse TAFE stakeholders were conducted in regional South Australia.

Following Cabinet endorsement of the proposal, a brief period of public consultation is proposed.

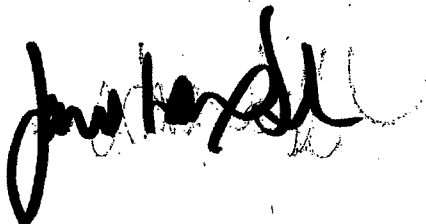
- 9. COMMUNICATION STRATEGY** Apart from the period of public consultation, a Steering Committee with wide stakeholder representation will be established to guide the implementation process. This group will recommend the detail of communication strategy to the Minister.

- 10. URGENCY** Since the references to reconfiguration in the Kirby Report (February 2003) a degree of "eager" anticipation has grown amongst TAFE staff. An announcement of intent, immediately followed by a brief period of public consultation would be desirable by the end of November 2003.

11. RECOMMENDATION

- 4.1 That Cabinet endorses a new administrative arrangement that provides one Regional and two Metropolitan Institutes for TAFE students and South Australian communities.

I declare that I have no actual or potential conflict of interest in relation to the proposals contained in this submission.



Jane Lomax-Smith
**MINISTER FOR EMPLOYMENT, TRAINING AND FURTHER
EDUCATION**

1 / / 2003

TO: THE PREMIER FOR CABINET

RE: PROPOSAL TO RECONFIGURE TAFE INSTITUTES

1. PROPOSAL

- 1.1 That Cabinet endorses a new administrative arrangement for TAFE students and communities that provides one Regional and two Metropolitan Institutes, as opposed to the current five Metropolitan and three Regional Institutes.

2. BACKGROUND

- 2.1 The policy of this Government with respect to TAFE has been to:

- a) Cease the process of corporatisation and remove competition between Institutes;
- b) Provide the structures for TAFE to operate as a state-wide system that has a focus on teaching and learning;
- c) Provide strong strategic support from the centre for reconfigured Institute structures, simplified governance arrangements and improved financial management.

- 2.2 Shortly after the election, Peter Kirby was commissioned to lead the *Review of TAFE Governance* (reported, Feb 2003). On the subject of Institute reconfiguration, Kirby recommended that,

"A process should be established for . . . Institute amalgamations with the aim of developing a more coherent management structure"

- 2.3 This recommendation is fully endorsed by the Government and the required work has been proceeding under the direction of the Deputy Chief Executive.

The proposal is to reduce the current configuration of eight Institutes (five Metropolitan and 3 Regional Institutes) to three (two Metropolitan and one Regional).

- 2.4 There has been extensive debate in TAFE Institutes and their Councils and amongst various Departmental Task Forces regarding the implementation of the Kirby recommendations. Administrative changes have occurred but the matter of Institute configuration has been unresolved.

- 2.5 Within TAFE there is a great deal of expectation and in most cases a positive attitude to the prospect of Institute reconfiguration. The Network of TAFE Councils, in recent correspondence, expressed support for a reduced number of Institutes.

2.6 The condensed history of TAFE reconfiguration is as follows:

1993 - A diverse collection of Regional and Metropolitan campuses ranging from very small and discrete to 19 moderately sized Colleges of Further Education was the subject of a major restructure. Under the direction of Kaye Schofield 3 Regional and 7 Metropolitan Institutes were formed.

1995 - 7 Metropolitan Institutes became the current 5 Institutes, with the 3 Regional Institutes unchanged.

1996 - The Alliance between the Metropolitan Onkaparinga and Regional South East Institutes of TAFE did not achieve its efficiency and quality objectives but did demonstrate the quite different structural and governance requirements of Metropolitan and Regional Institutes.

July 2003 – The Onkaparinga/ South East alliance ceased to operate.

2.7 Nationally the reconfiguration of TAFE Institutes continues apace, with substantial work recently completed in Tasmania and imminent work in New South Wales and Western Australia.

3. DISCUSSION

3.1 Reconfiguration Principles and Purpose

- Enhance teaching and learning at campus level by providing stronger system wide strategic direction
- Broaden the delivery base/sites for entry level and pre vocational courses
- Consolidate delivery of high end training at “lead” campuses
- Reinvestment of any resources “freed up” over time in teaching and learning
- Simplify the implementation of Program Management as recommended strongly by Kirby and Schofield (in the *Skills Inquiry*).

3.2 The Options

Following internal analysis and considerations of developments nationally, three options for the configuration of TAFE Institutes have been the subject of detailed analysis.

Option 1: 1 Institute covering the whole state

From the point of view of simplicity of governance and flexibility, the single Institute model would be preferred. However it is considered precipitous from a cultural and change management perspective. Implementation would take longer. It would be controversial and would probably create inordinate industrial difficulties. It would be the biggest single Institute in Australia and it is likely that added complexity and operational diseconomies of large scale would arise.

Option 2: 3 Metropolitan 2 Regional

This is not much of a change, would not present the advantages of a single strong voice for Regional SA and ignores the logical north/south split of Metropolitan Adelaide.

Option 3: 2 Metropolitan, 1 Regional

This is the preferred option. It fits the Office of the North, Office of the South concept of the Government, with the River Torrens providing the logical separation and in the country it does achieve a strong voice for Regional South Australia. Regional TAFE would no longer be dwarfed by its city counterparts.

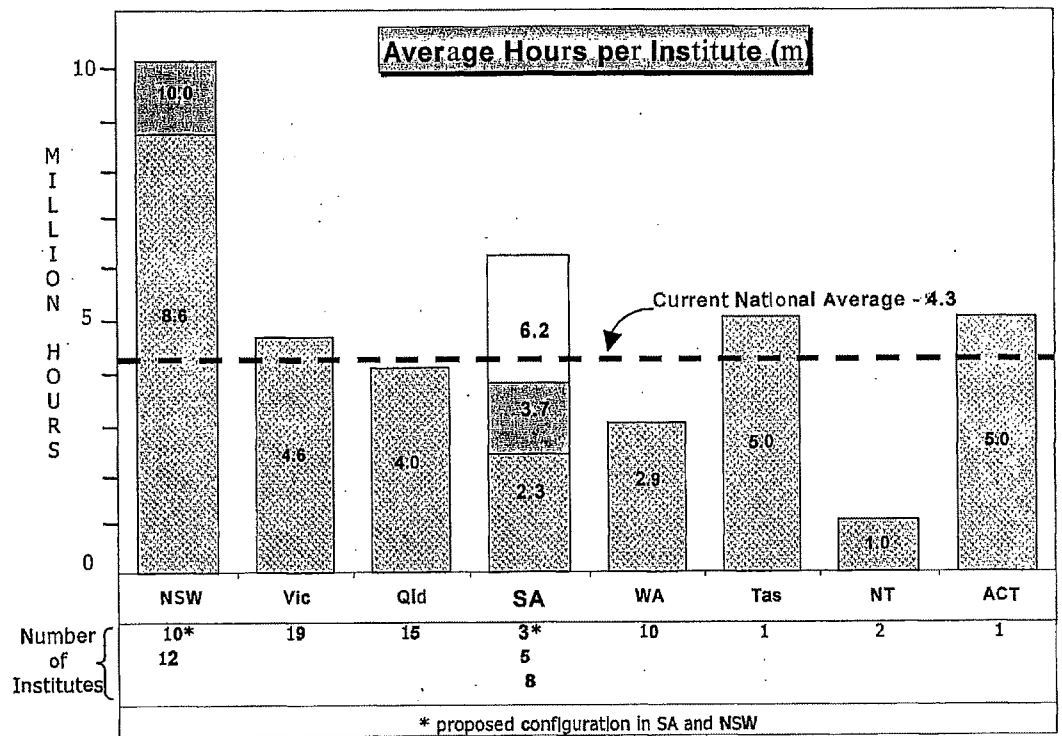
Two Metropolitan Institutes and one Regional Institute in South Australia would mean three substantially sized organisations in Australian terms, still much smaller than those in New South Wales but not significantly bigger than those in the ACT and Tasmania. Importantly the present disparity in size between country and city Institutes would be removed with one Regional Institute. The breakdown of campuses and training hours for Option 3 is provided at Appendix 1.

3.2.1 Program Management as recommended in the Kirby Review of TAFE Governance and the Schofield Skills Inquiry is a consideration in the reconfiguration of Institutes. Clearly the fewer the number of Institutes, the more simplified becomes the planning and setting of strategic direction. Therefore Program Management would work best under a single Institute model, but for the reasons already discussed (under Option 1 above) this is not preferred.

2 Metropolitan, 1 Regional is the next best option in this regard. Industry would have a clear Institute focus for the first time. A broad guide to optimal or manageable scale of an Institute can be obtained through an analysis of:

- a) training hours delivered by Institutes across Australia, and
- b) recent and proposed Institute reconfiguration in other jurisdictions.

3.2.2. National Comparisons



Average hours per TAFE Institute are currently 2.3m for South Australia and 4.3m nationally. The proposed reduction to 3 Institutes would produce a State average of 6.2m hours.

The Governments in NSW and WA are proposing to reduce the number of Institutes and three years ago Tasmania amalgamated its 4 Institutes into one. When the reconfiguration in NSW (from 12 to 10) and WA is complete, the estimated national average hours per Institute will be 5.5-6.0m hours.

3.2.3 One Regional Institute

- a) One Regional Institute will provide stronger support for regional development and campuses and management arrangements will work in with regions served by Regional Economic Development Boards.
- b) Such a strategy will strengthen TAFE's Regional presence, embed the TAFE brand and maintain a recognition of each community/ region's unique identity and needs. The arrangement has been trialed in Murray Institute over the past three years.
- c) A single Regional Institute model has the capacity to reinforce and support local rural identity while presenting as a unified body to represent Regional South Australia in matters pertaining to vocational education and training,

Regional economic development and Regional capacity building.

- d) Underpinning the Regional Institute would be strategic and operational program initiatives such as the Primary Industries training program that would cement cooperative arrangements in areas significant to South Australia's economic development.
- e) The Council of the Regional Institute would complement the work of the TAFESA Board, the Regional Economic Development Boards and other government agencies involved in Regional SA.
- f) Membership would consist of public and private nominees who have a vested interest in furthering South Australian Regional economic development through vocational education and training. The Council could respond to and advise on all Regional issues of a strategic nature, eg State Government priorities such as Social Inclusion, Skills for the Future Inquiry, SA Works etc.
- g) In summary one Regional Institute for TAFE will provide:
 - a stronger departmental voice for Regional TAFE programs;
 - a direct correlation between Institute management structures and Regional Economic Development Boards, and;
 - all Primary Industries programs offered through one Regional Institute of TAFE with a state wide network of local campuses

3.2.4 Two Metropolitan Institutes

- a) Two Metropolitan Institutes fits the Office of the North, Office of the South concept of the Government, with the River Torrens providing the logical separation.
- b) The overlay of Program Management as recommended in the Kirby Review of TAFE Governance and the Schofield Skills Inquiry, would facilitate an even distribution of possible foci for program specialisation.
- c) The following table provides a break down of hours by program under the three Institute model. The courses and activities that comprise each of the eight programs are based on the logical groupings suggested by the Kirby Implementation Task Force that has made recommendations on the structure and operational arrangements for Program Management in TAFE.

(millions of training hours)

Suggested Program Groups	Metro		Region	Total	Possible Program Focus
	Sthn	Nthn			
Aboriginal Education	0.2	0.08	0.3	0.6	Regional/ TAFSA Pt Augusta
Business Studies	2.7	1.0	0.8	4.6	Southern/ TAFESA Adelaide
Community Services	1.3	1.5	1.1	4.0	Northern/ TAFESA Croydon
Creative	0.8	0.7	0.08	1.5	Southern/ TAFESA Adelaide
Design and Construction	1.0	0.4	0.03	1.4	Southern/ TAFESA Marlestone
Engineering	0.4	1.4	0.4	2.3	Northern/TAFESA Regency
Tourism and Hospitality	0.5	1.1	0.2	1.9	Northern/ TAFESA Regency
Primary Industries	0.04	0.5	1.8	2.3	Regional/ TAFESA Urrbrae
TOTALS	7.0	6.8	4.8	18.5	

d) The breakdown of hours in the 2 Metropolitan, 1 Regional Model for South Australia is as follows:

	(million hours)	
Southern Metropolitan	7.0	
Northern Metropolitan	6.8	
Total Metropolitan		13.8
Regional	4.8	
Total Regional		4.8
Total TAFE		18.5

e) Two Metropolitan Institutes provides a balance:

- in the comparative size of Metropolitan and Regional Institutes in South Australia;
- in terms of hours and economic significance, a balance that has never existed in the program profiles of our TAFE Institutes in the past.

The hours per Institute are above the national average (4.3m hours) but in line with the trend to reconfiguration in other states.

3.3 Other matters

3.3.1 Economic, Financial and Budget implications

- a) At the local level the structuring of each of the three new Institutes will focus on Regional Economic Development Boards and the provision of local vocational education and training services to support regional development. The Council of the Regional Institute would complement the work of the TAFESA Board, the Regional Economic Development Boards and other government agencies involved in Regional SA.

- b) In essence TAFESA will become a sharper instrument of Government economic policy and will make a stronger contribution to state development.
- c) Infrastructure - The TAFE Capital Program (Jan. 2003) and the Kirby *Review of TAFE Governance* both predicted that significant savings could accrue from the rationalisation of delivery sites. The TAFE Facility Managers' Network has also expressed concerns that the current facility stock is unsustainable given current funding allocations. Generally it is considered that:
- There is excess capacity within the TAFE system. This is partly due to a move of about 20% of VET activity to non-TAFE providers (since the opening up of the training market in 1997), 16% of program delivery being undertaken by modes other than face to face delivery and a wide acceptance of on the job training. There has also been a permanent shift in the balance of programs with private providers focusing more on basic and generic training that does not require specialist equipment.
 - The Capital funds available have declined considerably and are insufficient to sustain the existing facility stock.
 - Backlog maintenance is increasing annually. Approximately \$20m existed in 2002 and as a result, the Capital Program has changed its priorities to progressively address this problem.
 - Equipment replacement, especially IT equipment is a major future liability. Recent studies have indicated that the annual replacement cost of general equipment exceeds \$3m pa and IT equipment \$6.8m pa.
- d) While the data available at this stage are preliminary, there is sufficient information to justify a major study of delivery site reconfiguration and future site closure possibilities.
- e) Rationalisation of Metropolitan delivery sites (as opposed to campus closures) is overdue and is an objective over the next 5 years in the reconfigured Institute structure. Considerable savings will arise from such rationalisation and a significant reduction (from 5 to 2) in Metropolitan Institutes will simplify the process.
- f) The proposed reconfiguration and associated administrative changes will provide opportunities for a reduction in the number of Metropolitan campuses. This will be sensitive and will involve very careful analysis of a range of indicators including, but not limited to:
- general comparative demographics;
 - industry needs;

- Social Inclusion imperatives, and;
 - availability of public transport.
- g) It has been estimated that the infrastructure support costs associated with current unused space in TAFE Institutes is \$4m per annum.
- h) Management and Administrative Support – Clearly a reduction in the number of Institutes will have implications for the size and allocation of the resources for management and administrative support. There will be a need in some instances to strengthen that support within the three larger Institutes model. That is, new management structures in the significantly larger Institutes, including a strengthening of management and delegation at the local campus level.
- i) Under the proposed model, 2 Metropolitan, 1 Regional Institute, and over time, potentially around 40 positions or approximately \$3.5m could be “freed up” to increase vocational education and training output and provide for better management of the existing assets and equipment replacement.
- j) Any such changes would only be made in the context of Government policies on voluntary separation, retraining and redeployment. A fundamental tenet must be to secure a new efficient structure and reinvest any resources freed up in enhanced vocational education and training programs in TAFE.
- k) Under the proposed model, 2 Metropolitan, 1 Regional Institute, over time there will be an opportunity for a gradual process of redirecting some administrative resources into the delivery of training. This is likely to be approximately 40 positions. Any such changes would be made in the context of natural attrition and Government policies on voluntary separation, retraining and redeployment. A fundamental tenet must be to secure a new efficient structure and *reinvest any resources freed up in enhanced vocational education and training programs in TAFE.*

3.3.2 Impact on the community

- a) TAFE in Regional and Metropolitan South Australia is locally recognised:
- by its campuses, eg Berri TAFE, Mt Gambier TAFE, Port Augusta TAFE, Port Lincoln TAFE, Gilles Plains TAFE, Adelaide TAFE, Regency TAFE, Elizabeth TAFE, Gawler TAFE etc;
 - by its diversity of program offerings;

- by its collaborative arrangements with local enterprises, local government and state/commonwealth government offices and;
 - through the relationships Institute staff in Regional South Australia enjoy with their communities, through sporting, recreational and other leisure activities.
- a) Regional and Metropolitan communities identify with "the local TAFE." That is *not* "the Spencer Institute", not "the Murray Institute", not "the South East Institute", not "Douglas Mawson Institute", but rather "Port Adelaide TAFE", "Croydon TAFE", "Naracoorte TAFE", "Coober Pedy TAFE", "Port Pirie TAFE", "Clare TAFE", "Ceduna TAFE" etc.
 - b) The number of Institutes does not really matter to Metropolitan and Regional communities. What does matter is the campus and the fact that it is identified with a particular Regional or Metropolitan community, by virtue of its place name. This is a reality that previous reconfiguration has failed to recognise.
 - c) TAFESA campuses need to be responsive to the social, economic and cultural needs of their communities. To do this, a strong education / community relationship is required. The relationship should be based on mutual recognition of community service obligations that contribute to the economic and social viability of the local community.
 - d) Recent focus group meetings to explore optimum models for Regional TAFE were conducted in Mount Gambier, Millicent, Naracoorte, Murray Bridge, Mount Barker, Victor Harbour and Kangaroo Island. Over 100 TAFE staff, Institute Council members, students, community members, government agencies, and business groups attended.

In essence strong support was found for the following:

- an integrated TAFE SA system, with some centralised services;
- TAFE regions/campuses to have some autonomy, local management and identity and either;
- one TAFE Institute covering the whole state, or;
- one Regional TAFE Institute covering all of country South Australia.

- e) Badging of TAFE sites should focus on:
- the state-wide nature of the TAFE system and;
 - the Metropolitan or Regional place name of the campus.

Therefore, names such as TAFESA Regency, TAFESA Adelaide, TAFESA Port Augusta, TAFESA Mount Barker etc, should be used. A detailed "Style Guide" for the consistency of processes for the promotion of TAFESA and the logic and nomenclature of the TAFESA brand will need to be developed. Such a guide will need to take cognisance of the commercial implications of some existing TAFE brands in the highly competitive global education market place, eg Regency Institute, Adelaide Institute.

- f) Campus Management and Institute management structures will have sufficient devolution to the campus/local level to allow an exercise of delegation that sends a clear message to local communities, industry and enterprises that they are being heard by the system and TAFESA is there for them.
- g) Effectively the three Institute model might be perceived as a single system with three administrative regions (Institutes) since each site/campus will be labelled "TAFESA" followed by the local place name.
- h) Student and communities will relate primarily to their local campus and there will be no push by TAFE management for parochial re-badging of Institutes.
- i) Social Inclusion - Strengthening the identity, management and delegations at the campus level will enable more flexible and responsive local programs. In turn, this will enable TAFE to provide improved support to disadvantaged groups and stronger links with employment programs.

3.3.3 Risk Management Strategy

- a) The risks associated with this proposal fall into three categories:
- industrial;
 - ICT infrastructure to support one Regional Institute, and;
 - political risk in regional South Australia.
- b) Detailed risk analysis will form part of the project brief that will guide implementation, however preliminary risk assessments indicate no cause for concern.

3.3.4 Consultation

- a) The consultation involved in the Review of TAFE Governance was extensive and included relevant Unions, Institutes, Indigenous interests and a group concerned with students with a disability.
- b) Focus groups attended by diverse TAFE stakeholders were conducted in regional South Australia.
- c) Following Cabinet endorsement of the proposal, a period of one month for public consultation is proposed. The matter has already been discussed with and has the full support of the Minister for Regional Development and Trade.

3.3.5 Proposed Approach to Implementation

- a) A Steering Committee should be established to guide systems and process development associated with the reconfiguration. Such a group should be established immediately following Cabinet endorsement of the reconfiguration and should include:
 - Chair and representative of Network of TAFE Council Presidents – to be determined by the Minister
 - The Deputy Chief Executive of DFEST
 - Executive Director Shared Business Services (SBS)
 - Representatives of the AEU and the PSA
 - A current Metropolitan Institute Director
 - A current Regional Institute Director
 - Public Relations/Communication expert
 - Project Director – nominated by the Deputy Chief Executive
- b) The Steering Committee should meet at least twice before the end of 2003 to:
 - broadly scope the project;
 - provide direction for the Project Director and;
 - advise the Minister on internal and external consultation processes.
- c) The Directors of the three Institutes would be appointed by May 2004 and the work of the Steering Committee would be taken over by a new TAFESA Executive from June 2004.
- d) A Project Team that will lead the work required to achieve a smooth transition to the 3 Institute model will support the Committee. It will be operational by January 2004. Preliminary time lines for the implementation of the three Institute model form Appendix II

3.3.6 Communication Strategy

- a) Apart from the period of public consultation, a Steering Committee with wide stakeholder representation will be established to guide the implementation process. This group will recommend the detail of communication strategy to the Minister.

3.3.7 Executive Council

- a) No elements of the proposal require the approval of Her Excellency the Governor in Executive Council after cabinet approval.
- b) No legislative changes are required. All changes can be effected under the administrative powers vested in the Minister for Employment Training and Further Education under the Technical and Further Education Act and regulations there under.

4. RECOMMENDATION

- 4.1 That Cabinet endorses a new administrative arrangement that provides one Regional and two Metropolitan Institutes for TAFE students and South Australian communities.



Jane Lomax-Smith

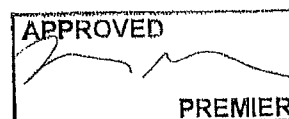
MINISTER FOR EMPLOYMENT TRAINING AND FURTHER EDUCATION

28 / 10 2003



In Cabinet

10 NOV 2003



Allocation of Campuses and Hours in the 3 Institute Model

Southern Metropolitan Institute		Northern Metropolitan Institute		Regional Institute	
Campus	AHCs	Campus	AHCs	Campus	AHCs
AEDB	112,199	Cheltenham	51,647	Barossa Valley	292,234
Currie Street	2,814,257	Croydon	826,547	Berri	139,060
ELS	423,626	Elizabeth	874,718	Ceduna	41,427
Marleston	736,818	Gilles Plains	681,767	Clare	64,341
Noarlunga	1,044,696	Parafield Airport	63,029	Cleve	19,606
O'Halloran Hill	539,119	Port Adelaide	624,325	Coober Pedy	28,262
Panorama	922,653	Regency Park	2,460,099	Gawler	196,475
Roma Mitchell	398,303	Salisbury	327,711	Jamestown	2,866
Total	6,991,671	Tea Tree Gully	859,741	Kadina	772,699
		Total	6,769,584	Leigh Creek	18,687
				Loxton	31,074
				Millicent	42,324
				Mount Barker	304,460
				Mount Gambier	478,343
				Murray - Virtual	3,175
				Murray Bridge	238,649
				Naracoorte	80,899
				Narungga	16,917
				Peterborough	8,457
				Port Augusta	293,659
				Port Lincoln	305,545
				Port Pirie	228,781
				Renmark	57,156
				Roseworthy	133,803
				Roxby Downs	30,006
				Urrbrae	235,323
				Victor Harbor	113,992
				Walkerie	11,152
				Whyalla	572,977
				Wudinna	11,922
				Yorketown	13,566
				Total	4,787,837

Preliminary Schedule of Tasks (1st Draft)											
Task	Nov-03	Dec-03	Jan-04	Feb-04	Mar-04	Apr-04	May-04	Jun-04	Jan-05	PROJECT DIRECTOR COMMENT	
1 Preliminaries										1	
2 Cabinet endorsement of 3 Institute model										2	
3 Minister appoints Steering Committee										3	
4 Public consultation, comment invited										4	
5 Minister confirms/revises direction										5	
6 Project Director appointed										6	
7 Steering Committee refines scope, defines process										7	
8 Project Brief prepared										8	
9 Define communication strategy										9	
10 Define change management / transition process										10	
11 Establish Project Team										11	
12 Establish Functional Reference Groups (FRG)										12	
13 Classify new Institute Director positions and recruit										13	
14 Establish new TAFE SA Executive										14	
15 Disband Steering Committee, new TAFESA Exec takes over										15	
16 Preliminaries complete - Milestone 1										16	
17 FRG - TAFE Educational Services and Programs (ESP)										17	
18 Establish reference group										18	
19 Prepare sub project brief										19	
20 Implement										20	
21 Fortnightly reports to Project Team										21	
22 Transition ESP arrangements complete Milestone 2A										22	
23 FRG - HR Transition										23	
24 Establish reference group										24	
25 Prepare sub project brief										25	
26 Implement										26	
27 Fortnightly reports to Project Team										27	
28 Transition HR arrangements complete Milestone 2A										28	
29 FRG - Asset Mgt, Procurement, Resource Allocation										29	
30 Establish reference group										30	
31 Prepare sub project brief										31	
32 Implement										32	
33 Fortnightly reports to Project Team										33	
34 Transition Res arrangements complete Milestone 2A										34	
35 FRG - Finance Transition										35	
36 Establish reference group										36	
37 Prepare sub project brief										37	
38 Implement										38	
39 Fortnightly reports to Project Team										39	
40 Transition Fin arrangements complete Milestone 2A										40	
41 FRG - Info & Communication Technology Transition										41	
42 Establish reference group										42	
43 Prepare sub project brief										43	
44 Implement										44	
45 Fortnightly reports to Project Team										45	
46 Transition ICT arrangements complete Milestone 2A										46	
47 Three Institute Model Operational										47	
Steering Committee Meetings											
										Certified Correct at:	
										Project Manager	
										Forwarded to Steering Group for Comment:	