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BACKGROUND

A. These TAFE Delivery Guidelines (the Guidelines) describe minimum service requirements relating to training delivery funded through the 2010 TAFE Performance Agreement that are not already specified in the Performance Agreement itself.

B. The Guidelines cover all training delivery to eligible individuals funded through the 2010 TAFE Performance Agreement and specified in Schedule 3.

C. The Guidelines are divided into three parts:
   Part A: General requirements for all training;
   Part B: Specific requirements relating to apprenticeship and traineeship training; and
   Part C: Resources

PART A: GENERAL REQUIREMENTS FOR ALL TRAINING

1. Training Quality

1.1 The Institute must ensure that all training and assessment is delivered in accordance with the Australian Quality Training Framework 2007 (AQTF).

1.2 The Institute must issue recognised qualifications or Statements of Attainment to the requirements of the relevant accredited courses, endorsed national Training Packages and Approved Training Schemes, as well as any other guidelines or regulations.

2. Skills Victoria Data System Access

2.1 The Institute is required to access and/or submit data to a number of data systems within Skills Victoria. The table below provides a summary of relevant data systems and login addresses.

<table>
<thead>
<tr>
<th>System Name</th>
<th>Purpose</th>
<th>Login Address</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>DELTA</td>
<td>Track and complete training contracts</td>
<td><a href="https://secure.otte.vic.gov.au/deltarto/">https://secure.otte.vic.gov.au/deltarto/</a></td>
<td>The DELTA database records all Apprentices and Trainees in Victoria</td>
</tr>
<tr>
<td>SVTS</td>
<td>Statistical reporting and claiming for training</td>
<td><a href="https://secure.otte.vic.gov.au/SVTS/">https://secure.otte.vic.gov.au/SVTS/</a></td>
<td>Enter monthly delivery data for all training and claim confirmation for demand driven training</td>
</tr>
</tbody>
</table>
2.2 The Institute must access the DELTA database at least weekly to identify new clients that have nominated the Institute as the preferred provider.

3. Enrolment
3.1 The Institute must complete enrolments in accordance with:
   - the AQTF 2007 Standards for registered training organisations; and
   - the Victorian VET Student Statistical Collection Guidelines.

3.2 The Institute must ensure that individuals that are enrolled to receive government subsidised training meet the eligibility and general conditions as described in Schedule 3 of the 2010 TAFE Performance Agreement.

4. Pre-Training Review
4.1 For each eligible individual, the Institute must conduct a pre-training review of current competencies including literacy and numeracy skills to:
   - identify any competencies previously acquired; and
   - ascertain that the proposed learning strategies and materials are appropriate for that individual.

4.2 Recognition of Prior Learning (RPL) must be offered to all individuals upon enrolment and prior to delivery of any training. The Institute must be able to demonstrate that they have processes to encourage the uptake of, and to streamline, the RPL process.

5. Documentation of Agreed Program Delivery
5.1 The Institute must document information on training and assessment to be provided for all government subsidised students, either as a group of students or an individual student.

5.2 The information should include, at least:
   - name and contact details of the Institute (and employer if applicable);
   - title of qualification;
   - competencies/modules to be obtained;
   - nominal student contact hours (SCH) for competencies to be obtained;
   - scheduled hours for achieving competencies;
   - time frame for achieving competencies;
   - delivery modes to be used;
   - training to be undertaken;
   - assessment details and arrangements;
   - party/ies responsible for the delivery and/or assessment of each competency;
• details (when, how & how much) of the time allocated outside routine work duties for structured training; and
• record of RPL and Credit Transfer hours granted.

5.3 The information on training and assessment must be agreed and signed by the Institute, the employer (if applicable) and the group of students or individual student. A copy of the signed information must be provided to each student. This information ensures that both the Institute and the group of students or the individual student are making informed decisions about the services required and the respective obligations in the delivery of these services. This information may be in the form of a Training Plan.

5.4 The Institute must record the Scheduled Hours specified within the training plan or equivalent document in their organisation’s Student Management System (SMS) and upload via the SVTS as outlined in Part A Section 6. The information must be consistent with the qualification to be attained and customised, as required, for the needs of the group of students or the individual student, including the needs identified in the Pre-Training Review.

5.5 If training includes accredited nurse education courses, delivery must be in accordance with the guidelines and regulations of the Nursing Board of Victoria (NBV), and delivery (including method, mode and location/facilities) must be approved by the NBV.

6. Commencement
6.1 Upon commencement of an individual’s training, the Institute must be in a position to upload appropriate data onto SVTS in accordance with the requirements of the Victorian VET Student Statistical Collection Guidelines.

7. Evidence of Participation

7.1 All training delivery must be supported by Evidence of Participation at a unit of competency/module level.

7.2 There are many examples of the types of evidence that satisfy participation at the unit of competency and module level.

7.3 In undertaking an audit of Evidence of Participation, an auditor will attempt to utilise appropriate recording models adopted by the Institute to assure client participation at the unit of competency or module enrolment delivery level. Evidence sought in this regard needs to be authenticated by documented evidence from the Institute of engagement by the student in the learning activity and must include any one of the following:

7.3.1 Evidence of work submitted relating to engagement by the student in the unit of competency or module. Evidence provided must contain
the client's name or identification number, a module or unit of competency identifier and a date.

OR

7.3.2 Instructor notes based on personal interviews, telephone, e-mail, or other communication modes on the engagement of a student in learning activity of the unit of competency or module.

OR

7.3.3 A provider endorsed attendance roll:

In order to be considered acceptable, the format of the roll should be one that is recognised by the training organisation as a tool to record attendance as a part of their normal processes. This is deemed adequate to satisfy the minimum participation criterion in the unit of competency or module enrolment. This will be sufficient provided it can be shown that the actual unit of competency or module was delivered at the point at which the client is marked on the roll. Where the roll indicates that the student has only attended one class a supporting documentation must be supplied demonstrating that there was engagement in the learning activities of the module / unit of competency during that class. Attendance at an induction or orientation class alone is not sufficient evidence of participation.

For clustered delivery:

- where the modules are delivered consecutively (or "lock-step"), a notation on a roll or student management sheet that indicates which training was actually delivered in a session at the unit of competency or module level will be sufficient
- for other types of clustered delivery, a delivery schedule or equivalent must be provided that shows the planned training, at the unit of competency or module level; on the date/s the client was in attendance.

OR

7.3.4 Primary documentation that provides evidence of assessment:

Primary documentation is considered to be either a secure paper based or electronic record that indicates an actual result consistent with assessment for a pass outcome, a non zero mark or grade for a component of the unit of competency or module or the final result, or an assessment record that supports client activity in the unit of competency or module. For all other outcomes additional evidence of participation will be required. For RPL outcomes only the primary assessment tool used for the assessment of the RPL application will be accepted.

Evidence of client results should have an endorsement at the delivery level that confirms the accuracy of the client information.
7.3.5 Where primary recording documentation is not available a signed statement from the relevant provider staff affirming a student's participation:

In the event that circumstances prevent the provision of any of the primary recording documentation as detailed above (e.g. fire, flood or other equivalent circumstances), staff directly associated with the delivery who are authorised by the provider may be prepared to attest participation in the unit of competency or module enrolment in question. In all such cases the staff member is required to submit and sign a statement affirming their evidence.

To result in a verifiable enrolment an auditor would be required to record two elements, certified by an appropriate staff member:

- a full explanation of the reasons why primary recording documentation is not available: and
- a signed and dated statement containing a full explanation of the evidence being provided and affirmed. The auditor would determine if the evidence provided is sufficient to substantiate the claim that the student participated and thereby verify the enrolment. It should be noted that a signed document merely stating that participation within the enrolment has occurred would not meet verification requirements.

OR

7.3.6 Login and engagement with learning activity required for the unit of competency or module:

Where a student has a secure login to specific learning activity (for the unit of competency or module) in which they are enrolled, the login record demonstrating on-line engagement with the learning activity will constitute evidence of engagement.

OR

7.3.7 In flexible and distance modes of learning, records of staff/student engagement with learning activity at a unit of competency or module level that indicates the student has commenced working on the learning materials received.

7.4 General Requirements associated with verification of enrolments

7.4.1 Where a final assessment in the next collection year is supplied to justify participation in a module or unit of competency for a continuing enrolment in the current collection year, National Auditors will verify each enrolment for participation on its merits. Regardless of the approach jurisdictions are using
to report this particular scenario the guiding principles are that activity is reported so that there is only one claim for the enrolment and the reporting of the final outcome is required.

7.4.2 The National Auditors will not accept Training Organisation based Certificates in isolation as evidence to satisfy participation at the unit of competency or module level.

7.4.3 Statements from students declaring they participated in the module/unit of competency will only be accepted if evidence of extreme and exceptional circumstances such as fire, flood or theft, outlined in 7.3.5, is provided.

7.4.4 Verification of enrolments will be disallowed where documents such as ‘catch all’ sets of questions are provided as the only evidence of participation for a module or unit of competency. These sets of questions are typically completed on the first day of student attendance, covering all modules or units of competency within the cluster and the nature of the questions are very simple with limited educational use.

7.4.5 Where students are trained via correspondence, any record of telephone contacts between the trainer and student must contain specific information about the training being conducted. Messages such as “I have received the material and have commenced reading it” are unacceptable as evidence of participation. To be accepted at audit, the message must indicate that the student has participated in the training (e.g. “I have received the material and have commenced reading, however, I do not understand the difference between X and Y”).

7.5 Clarification Regarding Participation in VCE Units 3 & 4

There are particular requirements in relation to evidence of participation relating to VCE Units 3 & 4:

- the criteria of evidence of participation outlined in Part A Section 7.4 apply to VCE Units 3 & 4 as they do to all other units or modules;

- VCE Units 3 & 4 should be reported on the Australian Vocational Educational and Training Management Information Statistical Standard (AVETMISS) as individual units of study, (e.g. “Unit 3 Economics” Code ECO33 and “Unit 4 Economics” Code ECO34). Where a student withdraws after commencing Unit 3, the provider will also need to withdraw the student from Unit 4, as both units must be delivered sequentially. In this instance the student would be considered to have participated only in Unit 3, but not Unit 4 as there was no attendance or participation;

- where withdrawal is prior to May 1st, the student will be automatically withdrawn from both Units 3 and 4;
where a student ceases to participate after May 1st they must be recorded as a Code 30 Assessable Enrolment – Competency Not Achieved / Fail for Unit 3. They must also be separately withdrawn from Unit 4; and

Where a student completes Unit 3, they may be withdrawn from Unit 4, up to July 10, after which time they must be recorded as a Code 30 Assessable Enrolment – Competency Not Achieved / Fail.

8. Reporting and Audit Requirements

8.1 The Institute is required to maintain for audit purposes evidence of compliance with the delivery requirements identified in these Guidelines.

8.2 The Institute must submit to Skills Victoria via the SVTS accurate student statistical data for the previous month’s training in accordance with Schedule 4.2 of the 2010 Performance Agreement.

8.3.1 In the event that:

- evidence of participation does not support scheduled hours previously reported for a student against a module/unit of competency, or
- the quantum of scheduled hours previously reported for a student against a module/unit of competency is inaccurate,

the institute must:

- for training delivery funded through both demand driven initiatives as described Schedule 3 Part 2C of the TAFE Performance Agreements and profile or other non-demand driven initiatives as described in Schedule 3 Part 4A of the TAFE Performance Agreements, amend the reporting by uploading the correct number of scheduled hours to the SVTS in the next monthly upload, and
- ensure that the correct number of scheduled hours is reported in the Annual Student Statistical Report.

8.3.2 For training delivery funded through demand driven initiatives as described Schedule 3 Part 2C of the TAFE Performance Agreements where the module completion date is prior to 2010, adjustments can not be made in the manner described above, and must instead be adjusted via a manual process as described in the “SVTS Guide to Claims”.

8.3.3 By making corrections/adjustments as described above:

- payments for demand driven initiatives as described Schedule 3 Part 2C of the TAFE Performance Agreements will be adjusted accordingly (i.e. credits or debits as appropriate), and
- reconciliation of annual delivery for profile or other non-demand driven initiatives as described in Schedule 3 Part 4A of the TAFE Performance Agreements will be based on the corrected data.
PART B: SPECIFIC REQUIREMENTS RELATING TO APPRENTICES AND TRAINEES

1. Standard

1.1 The Institute is to deliver training for eligible apprentices and trainees according to schemes deemed by the Commission to be approved training schemes under the Education and Training Reform Act 2006, and in accordance with:

- the Training Package and Implementation Guides for endorsed qualifications, or the curriculum documentation for accredited courses; and
- the requirements of the AQTF 2007; and
- any other guidelines or regulations as required by law.

2. Eligibility for Funding

Individuals

2.1 In addition to eligibility requirements detailed in Schedule 3, Part 2 of the 2010 TAFE Performance Agreement, to be eligible for government funded training as an apprentice or trainee an individual must be:

- a signatory to a Training Contract with their employer which is registered with the Victorian Skills Commission; and
- employed in Victoria in either a full time or part time capacity under an award or registered agreement (with the exception of NSW registered apprentices); and
- involved in paid work and structured training (structured training may include delivery at the worksite); and
- undertaking a training scheme approved by the Victorian Skills Commission; and
- a signatory, jointly with the employer and an eligible registered training organisation to a Training Plan; and
  - a new entrant trainee or apprentice; or
  - an existing employee apprentice who commenced his/her training contract after 1 July 2006; or
  - an existing employee trainee funded through demand driven arrangements as defined in Schedule 3, Part 2C of the 2010 TAFE Performance Agreement.

2.2 The Victorian Government does not fund:

- the training of an apprentice who commenced a Training Contract prior to 1 July 2006 which is subsequently cancelled or withdrawn, and then enters into a new training contract on or after 1 July 2006 with the same employer; nor
- the training of existing worker trainees funded through Schedule 1 of TAFE Performance Agreements (i.e. Profile) or any subsequent Addenda to the TAFE Performance Agreement (i.e. non demand driven arrangements).
2.2.1 For the purposes of apprentice/trainee eligibility for government subsidised training funded through Schedule 1 of TAFE Performance Agreements (i.e. Profile), existing employees are persons who have been working with the employer or former employer:

- for more than twelve months within the two year period prior to commencing the current training contract; or
- as a full time employee for more than 3 months in total during the above 12 month (or more) period of employment; or
- under more than one training contract where the time elapsed between any two of the training contracts has exceeded three months.

2.2.2 However, time employed while attending a secondary school as a full time student is not taken into consideration when calculating the above terms of employment.

2.2.3 For the purposes of determining existing worker status, “former employer” includes:

- grouped employer - another employer which is a member of the same “group” as the current employer. (Typically employers are members of a group where there is a connection in the way they operate and they have holdings/subsidiary relationships, or are controlled or owned essentially by the same persons, or where the staff of one employer provides services for another); or

- predecessor employer – an employer is a predecessor if it, in effect, sells or transfers to another employer its business, part of its business, or an asset of its business including goodwill or intellectual property such as a licence.

2.3 The Victorian Government does fund:

- the training of all eligible apprentices and trainees funded through demand driven arrangements, as specified in Schedule 3 Part 2C of the 2010 TAFE Performance Agreement, including Securing Jobs for Your Future – Skills for Victoria as an individual's employment status is not relevant to eligibility for funding under this initiative.

Institutes

2.4 In accordance with the 2010 TAFE Performance Agreement, if more than three months elapses between the date of commencement of the Training Contract for an apprenticeship or traineeship and the start of Structured Training, the Institute is not eligible for funding (as applicable).

2.5 The date of commencement of the Training Contract for the apprenticeship or traineeship can be found on the DELTA record at the field
called: *(date) Commenced*. The data in this field is the date on which the legal Contract between the employer and the apprentice or trainee comes into effect.

3. **General Administrative Practices**

3.1 The Institute is required to:

- provide training in the approved training scheme nominated on the Training Contract to full time or part time apprentices/trainees if the Training Contract is registered with the Commission;

- note that the registration of a part time Training Contract by the Commission is subject to compliance with the Commission’s policy in respect of part time and school based apprenticeships and traineeships as detailed in Part C 1;

- accept full responsibility for the structured training by obtaining the consent (dated signatures) of the employer, apprentice/trainee, TAFE Institute representative and (if required) school representative, to the Training Plan within two months of the registration of the training contract on DELTA. Training must then commence within one month of obtaining all required signatures (dated) to the training plans;

- ensure, prior to the enrolment, that the apprentice/trainee is eligible for State Government funding according to the eligibility criteria described in the Performance Agreement, including review of the apprentice’s/trainee’s record on the DELTA database to confirm the qualification associated with the enrolment, and the “existing employee/new entrant” status of participants undertaking traineeships funded through the institute’s profile (Schedule 1 of the 2010 Performance Agreement);

- immediately notify the relevant Australian Apprenticeships Centres (AAC) if the qualification on DELTA is not appropriate or relevant to the apprentices/trainees work duties, and request that the employer and apprentice/trainee vary the Training Contract;

- notify the employer immediately, in writing, when an engineering sector apprentice/trainee attains any point of progression linked to the competency based wages system;

- issue the qualification to trainees when all competencies of the structured training have been achieved and the employer has returned a written sign-off of the trainee’s competency as an employee in the workplace (if the employer is a Group Training Organisation (GTO), final sign-off must be from the GTO, not only the host employer);

- issue the recognised qualification to apprentices when all competencies necessary for the completion of the approved training scheme have been achieved;
- report the completion of the qualification in the DELTA database within two weeks of completion; and enter the Training Contract completion date in the DELTA database. If the institute does not record a completion date in DELTA by the nominal end date, the final scheduled hours will not be paid until the completion date is recorded.

- for engineering sector * apprentices/trainees, issue the AQF qualification only when:
  - all competencies of the structured training have been achieved;
  - the employer has confirmed in writing on the Training Plan that they agree with the RTO’s assessment of competency (if the employer is a Group Training Organisation (GTO), final confirmation prior to completion must be from the GTO, not only the host employer); and
  - clear advice is given to the employer that final confirmation completes the Training Contract.

3.2 Qualifications issued following the completion of an approved training scheme must contain on the certificate below the qualification title, the words "obtained under an approved Victorian Government apprenticeship or traineeship training scheme."

4. Delivery Practices

4.1 The Institute is required to:

- conduct, for each apprentice/trainee, a pre-training review of current competencies including literacy and numeracy skills to:
  - identify any competencies previously acquired; and
  - to ascertain that the proposed learning strategies and materials are appropriate;

- develop, prior to the commencement of training, a customised Training Plan, developed in consultation with the employer and apprentice/trainee; signed by the employer, apprentice/trainee, TAFE Institute representative and (if required) school representative which includes at least the information outlined in Part A Section 5.2 and any other specific requirements to be met in accordance with the Training Contract.

- for engineering sector apprentices/trainees, make a minimum of four contacts per year with the employer to discuss progress and obtain employer confirmation in writing on the Training Plan that they agree with any RTO assessments of competency (if the employer is a Group Training Organisation (GTO), final confirmation must be from the GTO, not only the host employer). These should be grouped around completions of logical clusters of competencies rather than for completion of any individual competency.

* NOTE: Institutes will be notified by Executive Memorandum when this requirement applies to other industry sectors.
5. Workplace Based Training Minimum Compliance Standards

5.1 For competencies where the training and assessment is not conducted on campus (including by distance and on line delivery modes), but undertaken in the apprentice’s/trainee’s work environment (workplace based training), the Institute must make provision for:

5.1.1 An induction visit prior to the commencement of training to meet with the apprentice/trainee and workplace supervisor to:

- outline the supervisor’s responsibilities; and
- outline the purpose of the ensuing face to face visits; and
- outline the key features of the Training Plan; and
- sign off the Training Plan with the supervisor/employer;

5.1.2 A further four (4) face to face visits per training year verified by the signature of the employer/workplace supervisor and apprentice/trainee and dated. During the course of the face to face visits, the Institute’s training staff will:

- meet with the apprentice/trainee external from their direct work environment to discuss progress in relation to the Training Plan; and
- deliver training consistent with the delivery and assessment strategy and in accordance with the Training Plan; and
- document the training provided in reference to the competencies.

5.1.3 For engineering sector apprentices/trainees, obtain employer confirmation in writing on the Training Plan that they agree with any RTO assessments of competency which have occurred since the last visit (if the employer is a Group Training Organisation (GTO), final confirmation prior to completion must be from the GTO, not only the host employer). These should be grouped around completions of logical clusters of competencies rather than for completion of any individual competency.

5.1.4 A minimum number of visits determined on a pro rata basis for part time apprenticeships/traineeships or where only a proportion of the approved training scheme is delivered and assessed in the workplace as follows:

- 1 visit if 25 per cent or less of the nominal SCHs of the qualification;
- 2 visits for 25 - 50 per cent of the nominal SCHs of the qualification;
- 3 visits for 50 – 75 per cent of nominal SCHs of the qualification; and
- 4 visits for more than 75 per cent of the nominal SCHs of the qualification.

5.1.5 Withdrawal time from routine work duties for structured training/learning activities as follows:
• at Certificates III and above, a minimum of three hours per week, averaged over a four week cycle (pro rata for part time trainees and only for the duration of competencies delivered and assessed in the workplace if the training program combines on campus and workplace delivery); and
• at Certificates I and II a minimum of one and half hours per week, averaged over a eight week cycle (pro rata for part time trainees and only for the duration of competencies delivered and assessed in the workplace if the training program combines on campus and workplace delivery);
• a maximum of 40 hours of the annual withdrawal time may be delivered as block training within the first 3 months of training for all certificates. This training should focus on compliance and regulatory units and generic skills.

5.1.6 Monthly contact by either e-mail, fax or phone with both the apprentice/trainee and the workplace supervisor to:
• monitor the progress of training against the Training Plan;
• monitor and document the training/learning activities undertaken during the withdrawal time for the previous month; and
• record the dates and time periods logged as withdrawal time in the previous month.

5.1.7 Where an employer/supervisor is not allowing the apprentice/trainee to be withdrawn from routine work duties for the applicable minimum specified time, report the non-compliance to the Manager of the Skills Victoria Apprenticeship Administration Branch within 10 days if initial consultation with the employer/supervisor does not resolve the issue.

6. Other Obligations

6.1 The Institute is required to:
• document under a Memorandum of Understanding any arrangements to subcontract apprentice/trainee training delivery to other RTOs. No more than 50% of the nominal SCHs for the qualification named on a Training Contract may be subcontracted;
• supply a copy of the signed Training Plan to all signatories, including the school (if SBAT);
• advise the apprentice/trainee and their employer, that an application for an extension to the term of the Training Contract must be made if they are unable to complete the structured training prior to the nominal completion date of the Training Contract (this application should be lodged via the relevant AAC well before the end date of the Training Contract);
• continue the structured training, under a relevant apprentice/trainee funding source code as outlined in the Victorian VET Student Statistical Collection Guidelines, of an apprentice or trainee who becomes
unemployed before completing the qualification named on the Training Contract, for the following periods of time to provide reasonable opportunity of re-employment:

- an apprentice may continue to receive training toward the qualification named on the Training Contract, subject to tuition fees being paid until completion of the qualification;
- a trainee may continue to receive training towards the qualification named on the Training Contract for three months, or to the end of the enrolment period for which the trainee’s tuition fees have been paid, whichever is the greater;
- If an apprentice or trainee successfully completes the structured training while continuing to be unemployed the qualification can be issued but the words "obtained under an approved Victorian Government apprenticeship (or traineeship) training scheme" should be omitted from the certificate OR at the apprentice’s request, withhold the certificate to allow for re-employment and completion of the Training Contract.

6.2 In the event that the apprentice/trainee is undertaking the training as part of a School Based Apprenticeship or Traineeship (SBAT), the institute is required to ensure that:

- it makes contact with the secondary school to initiate completion of a training plan;
- the Training Plan is also signed by an authorised representative of the SBAT’s school within two months of the signing of the Training Contract;
- a copy of the completed (signed) Training Plan is provided to the relevant AAC;
- in consultation with the SBAT’s school, report SBAT results in a timely manner for the school to enter results on the VASS system. Results must be supplied to schools at least one week prior to the cut off date as schools require one week to allow for data entry. Check the exact date at www.vcaa.vic.edu.au and search for the VCE and VCAL Administrative Handbook; and
- schools are informed when there are amendments to the Training Plan (this allows SBATs to receive full credit in their VCE or VCAL).

7. Communications and Recording Practices

The Institute is required to:

7.1 Notify the relevant organisation as listed within 2 weeks of an apprentice’s/trainee’s:

- enrolment – inform ACC (If not accepting enrolment, set the DELTA record to “POL unknown” and inform AAC);
- withdrawal/non-start - inform AAC;
- completion of off the job training for trainees and apprentices – inform Skills Victoria (issue qualification and update DELTA status to “POL complete”);
- completion of contract of trainees – inform Skills Victoria (update DELTA to “complete” and enter the actual completion date);
- for engineering sector apprentices, completion of contract - inform Skills Victoria (update DELTA to “complete” and enter the actual completion date), - same as required for trainees, above
- change of address -update DELTA; or
- change of employer - notify AAC.

7.2 Notify the Manager of the Apprenticeship Administration Branch, Skills Victoria within 24 hours of the death of an apprentice/trainee;

7.3 Report to the Manager of the Apprenticeship Administration Branch or an Apprenticeship Field Officer, Skills Victoria within two weeks, of any situations including absences by apprentices/trainees, which have the potential to affect completion of the training contract (after making an effort to contact the employer and ascertain the situation);

7.4 Sign Claim Forms for Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) Employer Incentives for apprentices/trainees when training delivery commences and as appropriate for progression and completion claims;

7.5 Retain evidence of participation for all funded competencies/modules (refer to the Evidence of Participation Guidelines found in Part A section 7); and

7.6 Advise the Commission of the approved training schemes the Institute is delivering or intends to deliver as requested by lodging this information via Skills Victoria Training System (refer to Resources at Part C Section 3). This information is made available to employers and Australian Apprenticeship Centres to assist them in identifying potential training providers for apprentices and trainees.

8. Competency Based Completions

8.1 It is the Commission’s intention to progressively phase in the full implementation of competency based completions for apprentices on an industry by industry basis during 2010.

8.2 As each industry endorses implementation, the provisions in these guidelines which currently apply only to Engineering apprentices are to be applied to those other industry sectors.

8.3 The Commission will advise Institutes when particular industries endorse the implementation of their competency based completions model. The existing practices for early completion of training contracts by employers and apprentices continue to apply in the meantime.
8.4 It should be noted that the competency based wage progression arrangements which apply in Engineering will not necessarily be adopted by other industries. Unless specific advice is provided by the Commission to the contrary, the requirement to notify the employer immediately when an apprentice/trainee attains any point of progression linked to the competency based wages system, will continue to apply only to Engineering apprentices.

9. Part Time Apprenticeships and Traineeships

9.1 All new and existing apprenticeships and traineeships are available on a part time basis with employers and apprentices able to nominate the proposed duration of the Training Contract, subject to maximum periods.

9.2 Where the nominal full time duration of the Training Contract is two years or less, the maximum duration of a part time Training Contract is three years. Where the nominal full time duration of the Training Contract is greater than two years and up to four years, the maximum duration of a part time Training Contract is six years.

9.3 Subject to any minimum duration that may be specified in an Approved Training Scheme, the employer and apprentice can specify a duration less than the maximum. Completion will be available earlier than the specified duration if all competencies have been attained, and an extension to the maximum duration can be mutually agreed if all required competencies have not been attained.

9.4 All Approved Training Schemes are available on a part time basis subject to there being a suitable industrial arrangement in place. In effect the employer will be either:

- covered by an Award/ Australian Pay and Classification Scale with suitable provisions;
- party to an Individual Transitional Employment Agreement or Collective Agreement with suitable provisions; or
- covered by the minimum terms and conditions as outlined in the Standard and part 21 of the Workplace Relations Act.

The onus is on the employer to establish that this is the case and to certify to such on the Training Contract.

9.5 The apprentice/trainee must be employed and paid (subject to award arrangements) for a minimum of 13 hours per week, comprising not less than 7 hours of employment and 6 hours of training. This may be averaged over:

- three periods of four months each in each year of the training contract in the case of school based apprenticeships and traineeships and also for
school students undertaking non integrated part time apprenticeships/traineeships; and

- 1, 2 or 4 week cycles for part time apprentices/trainees not attending school (i.e. mature age workers, existing employees etc).

9.6 The exception to this is where training delivery is via a fully workplace based model in which case there would be a minimum of 13 hours paid employment and the Commission’s existing workplace based training standards shall apply.

9.7 For ‘Workplace Based Training’:

- all apprentices/trainees undertaking workplace training at Certificates I and II must be withdrawn from routine work duties for a minimum of 1.5 hours per week, (pro rata for part time apprentices/trainees with a minimum of one half hour) averaged over a two month cycle for the purpose of undertaking structured training/learning activities. This release must occur periodically
- where the qualification is at Certificate III or above, apprentices/trainees must be withdrawn from routine work duties for a minimum of three hours per week (pro rata for part time apprentices/trainees with a minimum of one hour) for planned training, averaged over a four week cycle.

9.8 Additional flexibility is available for secondary school students undertaking apprenticeships or traineeships where the secondary school principal (or delegate) has endorsed the training plan to be undertaken, and the employment and structured training has been timetabled as a component of the student’s Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) studies.

9.9 This means that all apprenticeships and traineeships can also be undertaken as school based programs, subject to the availability of suitable industrial arrangements. Arrangements are in place by the Victorian Curriculum and Assessment Authority (VCAA) to support any apprentice or trainee obtaining credit into their VCE or VCAL program.
### PART C: RESOURCES

1. Quick reference guide to key requirements of part time and school based apprenticeships and traineeships

<table>
<thead>
<tr>
<th>Part time apprenticeship/ traineeship</th>
<th>School based apprenticeships and traineeships (SBATs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person undertaking a part time apprenticeship or traineeship outside of school hours. May or may not be a senior school student.</td>
<td>A senior school student undertaking a part time apprenticeship or traineeship partially in school hours. At least one day per week must be timetabled to be spent on the job or in training during the normal school week.</td>
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</tbody>
</table>

**Minimum hours**

- At least 7 hours of employment and 6 hours of training per week. This may be averaged over:
  - three periods of four months each in each year of the training contract for school students undertaking non integrated part time apprenticeships/ traineeships
  - 1, 2 or 4 week cycles for part time apprentices/ trainees not attending school (includes mature age workers, existing employees etc).
  - If the program is fully workplace based the Commission’s standards for workplace based training shall apply.

- At least 7 hours of employment and 6 hours of training per week which may be averaged over three periods of four months in each year of the program, unless the program is fully workplace based in which case the Commission’s standards for workplace based training shall apply.

**School authorisation**

- Not required

- In order for the Training Contract to be registered with Skills Victoria as a school based apprentice, a school representative is required to sign the student’s Training Plan. The school’s acknowledgement indicates:
  - the student is enrolled in a senior secondary program (VCE or VCAL);
  - the school’s awareness of the Training Plan and certification that the study, training and work commitments of the student form an integral part of that student’s school learning program and study timetable.

- In signing the Training Plan, the school is not endorsing the quality of the training for the SBAT, the occupational health and safety arrangements, or the wage arrangements/requirements.

- Note: The plan should be completed within 2 months of training contract commencing.

**Credit into VCE or VCAL**

- If the person is a school student, they are eligible to receive VCE or VCAL credit for the vocational training, if sought.

- The student is eligible to receive VCE or VCAL credit for the vocational training.

**Training Contract**

- Responds Yes or no to Q18 as appropriate
- Responds No to Q19.

- Responds Yes to Q18
- Responds Yes to Q 19.
### Part time apprenticeship and traineeship

<table>
<thead>
<tr>
<th>Not Fully Workplace Based</th>
<th>Minimum hours of employment</th>
<th>Non School Student</th>
<th>School Student</th>
<th>School Student</th>
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<td>Employment</td>
<td>Training</td>
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<td>Training</td>
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<td>6</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Averaged Cycle</td>
<td>1, 2 or 4 weeks</td>
<td>3 periods of 4 months per year</td>
<td>3 periods of 4 months per year</td>
<td></td>
</tr>
</tbody>
</table>

For part time apprenticeships and traineeships which are not fully workplace based, the requirements of the Commission’s part time apprenticeships and traineeships policy shall apply. This requires that there be a minimum of 7 hours per week of employment and a minimum of six hours per week of structured training. This may be averaged over 1, 2 or 4 week cycles unless the apprentice or trainee is also a school student undertaking the apprenticeship or traineeship outside school hours in which case it may be averaged over three periods of four months in each year of the program.

### Fully Workplace Based

The minimum hours of employment are 13 hours per week.

All apprentices/trainees undertaking workplace training at AQF levels 1 and 2 must be withdrawn from routine work duties for a minimum of 1.5 hours per week (pro rata for part time apprentices/trainees with a minimum of one half hour), averaged over a two month cycle for the purpose of undertaking structured training/learning activities. This release must occur periodically.

Where the qualification is at Certificate III or above, apprentices/trainees must be withdrawn from routine work duties for a minimum of three hours per week (pro rata for part time apprentices/trainees with a minimum of one hour) for planned training, averaged over a four week cycle.

The training undertaken during the period of release must include a focus on the compliance and regulatory units and the units concentrating on generic skills. Up to 40 hours of this training may be transferred, to be delivered in one or more blocks during the first three months of the training program.

In order for a training contract to be registered as a school based apprenticeship or traineeship (SBAT), the Commission requires that there be a minimum of 7 hours per week of employment and a minimum of six hours per week of structured training which may be averaged over three periods of four months in each year of the program.

However if the training program is fully workplace based, the Commission’s standards for workplace based training shall apply (see below).

Additionally a school representative is required to sign the training plan and that plan should be submitted within 2 months of the training contract commencing. At least one day per week must be timetabled to be spent on the job or in training during the normal school week.

The policy applies to all students who will be substantively commencing programs in 2009 irrespective of when the training contract is signed and irrespective of whether some amount of training delivery and/or employment, occurs prior to January 2009.
2. Sample Training Plan
A sample Training Plan and associated Templates are available at the following URL:
http://www.skills.vic.gov.au/industry/recruiting/training/plan

3. Instructions for advising of training schemes the Institute is delivering or intends to deliver via SVTS
- Click on “SVTS Logon”.
- Enter the Training Organisation ID, User ID and Password (see below if you do not know or have forgotten the login details).
- Once logged on, click on the “Stakeholder” tab then “Approved Training Scheme Identification”.
- Follow the appropriate links from there to either display/modify the current list of courses, or add to the list.

4. Lost/ Forgotten Passwords and Logon details
If an Institute requires confirmation of its Training Organisation ID, User ID and/or Password details, staff should in the first instance inquire through their line management. In the event that these details must be re-issued, refer to instructions on the Skills Victoria Training System home page at:

5. SVTS Flow Chart
5. Useful websites

Australian Apprenticeships Centres

Australian Quality Training Framework 2007 (AQTF)

Course Accreditation

Curriculum Maintenance Managers

Guide to apprenticeships and traineeships and industry guides

Ministerial Directions including Fees and Charges Policy

National Training Information Service (NTIS)

Nurses Board of Victoria
http://www.nbv.org.au/web/guest/home

Securing Jobs for Your Future – Skills for Victoria policy

Skills Victoria Corporate website

Student Statistical Data Collection Guidelines (AVETMISS)

Victorian Curriculum and Assessment Authority (VCAA)

Victorian Purchasing Guides

Victorian Registration and Qualification Authority (VRQA)
http://www.vrqa.vic.gov.au