



Education &
Communities

NSW Apprenticeships & Traineeships

State Training Services

TRAINING PLAN GUIDELINES

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1. OVERVIEW

These Guidelines provide information on:

- Training obligations of parties to an apprenticeship or traineeship
- Role and obligations of the Registered Training Organisation (RTO)
- Training Plan Proposal
- Training Plan
- Key components of the Training Plan

2. WHAT IS AN APPRENTICESHIP OR TRAINEESHIP?

In New South Wales, apprenticeships and traineeships are established under the *Apprenticeship and Traineeship Act 2001 (the Act)*. Apprenticeships and traineeships combine on-the-job or work-based training with structured or formal training.

On-the-job or work based training is the work experience or “hands-on” component of the apprenticeship or traineeship. This is where apprentice or trainee, working under the supervision of a qualified or experienced supervisor, undertakes work that allows them to put into practice the knowledge they have learnt during the formal training and build on and further develop their practical skills.

Formal or structured training is delivered by an RTO representative (or their delegate), either off-the-job or at the employer’s premises, and is supported by training materials provided to the apprentice or trainee. A formal training program for an apprentice or trainee should take account of and integrate the on-the-job or work based training that takes place under the supervision of the employer.

Apprenticeships and traineeships may be full-time, part-time or school based. All apprenticeships and traineeships require:

- **paid employment** under an appropriate industrial arrangement (for example, an award or enterprise agreement); and
- a **Training Contract** that is signed by both the employer and apprentice or trainee, and approved by State Training Services, a division of the NSW Department of Education and Training; and
- a **Training Plan Proposal** that details the proposed training and the registered training organisation that will deliver the formal or structured training; **AND/OR**
- a **Training Plan** that meets the requirements of the relevant vocational training order (VTO) for the apprenticeship or traineeship and specifies the training required to achieve the appropriate nationally recognised qualification.

3. OBLIGATIONS UNDER AN APPRENTICESHIP OR TRAINEESHIP

3.1 EMPLOYER

The obligations of the employer are specified in the:

- Apprenticeship and Traineeship Act 2001
- Apprenticeship/Traineeship Training Contract
- Training Plan

The employer has obligations relating to both conditions of employment and training. To meet their training obligations, the employer must:

- provide appropriate facilities and qualified or experienced people to supervise and train the apprentice/trainee at work
- provide work that is relevant and appropriate to the vocation and to the achievement of the competencies specified in the Training Plan
- release the apprentice/trainee to attend formal training at the RTO's premises, OR
- (where formal training is being delivered in the workplace, or by electronic or other means) withdraw the apprentice/trainee from routine work duties, with pay, for a minimum of 3 hours per week, averaged over each four week period, for the purpose of undertaking formal training, self-paced learning and assessment activities
- Discuss with the RTO any issues that may affect the delivery of training, either on or off the job
- notify State Training Services within 14 days of any matter that impacts on the capacity of the apprentice/trainee to successfully complete the training specified in the Training Plan.

3.2 APPRENTICE/TRAINEE

The obligations of the apprentice/trainee are specified in the:

- Apprenticeship and Traineeship Act 2001
- Apprenticeship/Traineeship Training Contract
- Training Plan

Apprentices and trainees must make reasonable efforts to:

- acquire the competencies of the trade or traineeship vocation
- obtain the appropriate qualification or qualifications for that vocation
- discharge their obligations under the apprenticeship or traineeship as an employee of the employer, and
- discuss with the employer and RTO any issues that may affect completion

3.3 REGISTERED TRAINING ORGANISATION (RTO)

The obligations of the registered training organisation are specified in the:

- Australian Quality Training Framework (AQTF)
- Australian Qualifications Framework (AQF) Handbook
- Approved Providers List Contract, including NSW Apprenticeship and Traineeship Training Program Requirements 2011-2012

- Training Plan Proposal
- Training Plan

An RTO that accepts a nomination from the employer and the apprentice/trainee to provide training to an apprentice or trainee must:

- develop the Training Plan in consultation with the employer and apprentice or trainee within 12 weeks of approval of the Training Contract
- provide the Training Plan to State Training Services on request
- deliver training in accordance with Training Package and VTO requirements and relevant Commonwealth and State legislation
- provide regular updates to the employer on the apprentice's or trainee's achievement of competency
- confirm an apprentice's or trainee's achievement of competence with the employer
- [advise State Training Services regional offices](#), as soon as practicable after the matter arises, of any matter that may affect the successful completion of the training, including:
 - any failure by the apprentice or trainee to make satisfactory progress towards achieving the qualification as a result of non-attendance, failure to complete assessment tasks or failure to achieve competence within a reasonable period after delivery of training
 - any failure by the employer to allow the apprentice or trainee the opportunity to complete the training specified in the Training Plan
 - if the RTO is denied access to the apprentice or trainee to deliver training or conduct assessment
 - if the apprentice or trainee's role in the employer's business does not enable the RTO to undertake workplace assessment of the competencies specified in the Training Plan
 - any changes in the nature of the employer's business that adversely affects the employer's capacity to provide the workplace facilities needed for the RTO to assess competency in the workplace
 - training cannot be completed within the nominal term of the apprenticeship or traineeship
 - variations to the Training Plan (See **Section 5.7** for further information)
 - if training cannot continue to be delivered because the RTO's circumstances have changed or the employer selects a new RTO

RTOs must also review the Training Plan:

- at least every 6 months, and/or at dates agreed with the employer and apprentice/trainee
- if there are any changes to the training arrangements resulting from matters raised above.

4. TRAINING PLAN PROPOSAL

4.1 PURPOSE

The Training Plan Proposal details the vocation, qualification title and qualification level to be undertaken by the apprentice or trainee, the mode of training delivery and other preliminary training information. The signed Training Plan Proposal confirms acceptance by the RTO of its nomination by the parties to deliver the training. In signing the Training Plan Proposal, the RTO also confirms that it has the nominated qualification on its scope of registration, and gives an undertaking to develop the Training Plan within 12 weeks of approval of the Training Contract. The Training Plan Proposal proforma is available from the State Training Services website at: https://www.training.nsw.gov.au/forms_documents/index.html

4.2 PREPARING THE TRAINING PLAN PROPOSAL

The Training Plan Proposal is developed by the employer, apprentice/trainee and nominated RTO, with the help of their Australian Apprenticeship Centre, at the commencement of an apprenticeship or traineeship. This is the first step in the development of the training relationship between the employer, apprentice or trainee and the RTO. A copy should be provided to the employer and the apprentice/trainee, together with a copy of the Training Contract.

The Training Plan Proposal will not be necessary in instances where State Training Services requires a Training Plan to be developed at the outset and lodged with the Training Contract. These instances include applications for school based apprenticeships and traineeships, and applications for selected apprenticeship and traineeship vocations.

4.3 LODGING THE TRAINING PLAN PROPOSAL

The Training Plan Proposal, together with the Training Contract, is electronically lodged with State Training Services by the employer's Australian Apprenticeship Centre. The Training Plan Proposal and Training Contract are assessed by State Training Services, and the parties are advised regarding approval or dismissal of the application. The RTO is notified of all approved apprenticeships and traineeships for which it is the nominated training provider through IVETS, the State Training Services database.

5. TRAINING PLAN

5.1 PURPOSE

The Training Plan has been designed to incorporate the following nationally agreed principles:

- The Training Plan should clearly define all parties/signatories
- The Training Plan should clearly and concisely set out the rights and responsibilities of all parties
- The Training Plan should clearly set out the qualification to be achieved and the agreed methodology for achieving the qualification
- The Training Plan should support competency-based progression and completion
- The Training Plan must be flexible and able to be adjusted to accommodate changes
- The Training Plan should be relevant to, and supportive of, industry and workplace requirements
- The Training Plan should be straight forward, easy to follow and written in plain English.

The Training Plan provides details of the formal training and assessment to be undertaken as part of an apprenticeship or traineeship. Information captured in the Training Plan includes:

- essential employer, learner and RTO details for the apprenticeship/traineeship;
- units of competency (training) to be undertaken, and how, when and by whom training and assessment will be delivered/undertaken;
- training materials, resources, facilities and supervision arrangements that will support the training; and
- an addendum, used to capture additional information required for school based apprenticeships and traineeships.

The Training Plan must:

- comply with the requirements of the Vocational Training Order
- specify Units of Competency that meet Training Package requirements for the issue of the appropriate qualification
- comply with Training Package requirements relating to training delivery and assessment
- be customised to the nature of the employer's business
- support and reflect the apprentice or trainee's workplace activities; and
- be used for the duration of the training contract and updated as necessary to reflect the current status of training.

The Training Plan is signed by the RTO, employer, and the apprentice or trainee. A copy of the Training Plan, including any agreed changes, must be provided to the employer and apprentice/trainee by the RTO. The Training Plan proforma is available from the State Training Services website at: https://www.training.nsw.gov.au/forms_documents/index.html

5.2 WHEN IS THE TRAINING PLAN DEVELOPED?

The Training Plan must be developed within 12 weeks from the date on which the apprenticeship or traineeship has been approved. In the case of school based apprenticeships and traineeships, and apprenticeships and traineeships in specific vocations as determined by State Training Services, the Training Plan must be developed and lodged with State Training Services together with the Training Contract as part of the application to establish the apprenticeship or traineeship.

5.3 IS THE TRAINING PLAN MANDATORY?

Yes, the Apprenticeship and Traineeship Act requires a Training Plan to be developed for all apprenticeships and traineeships. The Training Plan must be developed as required under these Guidelines and in the format approved by the Commissioner for Vocational Training. The proforma Training Plan is available from the State Training Services website at www.training.nsw.gov.au – follow the links to apprenticeships and traineeships.

5.4 DEVELOPING THE TRAINING PLAN

5.4.1 Who develops the Training Plan?

The Training Plan is developed by the RTO in consultation with the employer and apprentice/trainee. For school based apprenticeships/traineeships, the school representative should also be involved.

5.4.2 How is the Training Plan Developed?

Generally, the Training Plan will be developed after an apprenticeship or traineeship has been established and approved.

When developing the Training Plan, the RTO must be satisfied that the employer has the necessary range of work, equipment, and facilities to support delivery of the nominated training. The RTO will then discuss with the employer and apprentice/trainee, and record in the Training Plan, the units of competency to be undertaken, the sequence in which they will be delivered, and how, when, where and by whom training and assessment will be delivered.

In a case where the employer may not be in a position to provide the on the job training for a particular unit of competency, the RTO, in consultation with the employer must outline alternative arrangements agreed to, to support the on the job component of the required training against that unit.

They will also discuss and record training resources that will be provided to support both the apprentice/trainee and the employer.

For school based apprenticeships/traineeships, the Training Plan is developed prior to, or as soon as possible after, commencement of the training. It is lodged with the Training Contract.

Hosting Arrangements

Where an employer such as a Group Training Organisation (GTO) will be placing apprentices or trainees with a host employer, the RTO must develop the training plan in consultation with the GTO and, where appropriate, with the first host employer. They should also discuss any proposed arrangements for hosting the apprentice or trainee with other host employers who may provide a different range of training opportunities.

When confirming achievement of competence the RTO must obtain the confirmation and support of the GTO being the legal employer of the apprentice or trainee.

5.5 WHERE IS THE TRAINING PLAN KEPT?

Copies of the Training Plan, including any updates/variations are provided by the RTO. They must be kept by the RTO the employer and apprentice/trainee. In the case of school based apprenticeships/traineeships, a copy must also be kept by the school representative.

The employer's copy of the Training Plan should be kept in the workplace. When State Training Services training officers conduct workplace monitoring visits they will ask to see a copy of the current Training Plan.

5.6 LODGING THE TRAINING PLAN

The Training Plan must be prepared and lodged with State Training Services, together with a Training Contract, in support of applications for school based apprenticeships and traineeships, and with applications for apprenticeships and traineeships in specific vocations or in circumstances as determined from time to time by STS.

State Training Services may ask an RTO to provide a copy of a Training Plan for any apprentice or trainee at any time from 12 weeks after approval of the training contract.

5.7 VARYING THE TRAINING PLAN

The Training Plan (and Training Contract) may be varied at any time with the agreement of all parties. However, there are some changes that are subject to approval by State Training Services and for which an application must be submitted. These include:

- change of vocation or qualification
- change of registered training organisation
- change of mode of delivery
- competency based completion
- extension of term

For further information about variations and necessary forms, go to

https://www.training.nsw.gov.au/aacs/advice_instructions/variation_training_contract.html

6. TRAINING PLAN – COVER PAGE

6.1 PURPOSE

The cover page provides basic information about the Training Plan, specifies a number of obligations and undertakings required by each party to the Training Plan, and includes provision for signatures. The Training Plan must be signed by an authorised representative of the legal employer and RTO.

7. TRAINING CONTRACT DETAILS – PART 1

7.1 PURPOSE

Part 1 provides essential details about the apprentice/trainee, employer, and RTO, and about the Training Contract and the training to be conducted by the RTO. Where training is to be delivered by more than one RTO (as in the case of some school based apprenticeships), details of both RTOs must be provided. RTO 1 is the RTO that will issue the qualification of successful completion of the training.

8. TRAINING AND ASSESSMENT DETAILS – PART 2

8.1 PURPOSE

Part 2 is the nucleus of the Training Plan and identifies the units of competency (training) to be undertaken, and how, when and by whom training and assessment will be conducted. Legends at the bottom of the page provide codes and abbreviations for completing the form.

8.2 UNITS OF COMPETENCY

8.2.1 Unit Code and Name

This section records the agreed units of competency for which training will be delivered. A unit of competency is a key function, role, knowledge or skill necessary to perform in a particular job or occupation. Details of units of competency, including unit code, unit name and packaging rules, may be found in the relevant Training Package. All units of competency to be undertaken during the course of the apprenticeship/traineeship should be identified in the Training Plan. The RTO must ensure that the proposed set of Units of Competency to be undertaken meets packaging rules for the award of the nominated qualification.

8.2.2 Unit Type – Core and Elective

In this column the RTO indicates whether the units to be undertaken are core or elective units. Core units are the compulsory units that must be completed in order to achieve the specified qualification. Elective units are supplementary units chosen to be undertaken as a part of the qualification. The elective units to be delivered, including their sequence of delivery and assessment, should be determined by the employer, apprentice/trainee and RTO. As far as possible all Units of Competency should reflect the work actually undertaken in the workplace.

8.2.3 Recognition of Existing Skills

This column is where the outcomes (if any) of skills recognition processes are recorded against individual units of competency. In developing the Training Plan, the RTO must offer to assess the apprentice'/trainee's existing qualifications, skills and experience to determine whether the he/she may be entitled to advanced standing against either particular units of competency or the qualification as a whole. Forms of recognition include:

- *Recognition of Prior Learning (RPL)* is the process by which an apprentice or trainee can have their prior qualifications and informal learning recognised formally through assessment.
- *Recognition of Current Competencies (RCC)* is the term used when apprentices or trainees have the skills and knowledge that they are currently using for a particular job or role recognised.
- *Credit Transfer (CT)* formally identifies those parts of the qualification a person may have already completed, based on training undertaken or competencies attained prior to enrolment.

8.3 FORMAL TRAINING DETAILS

8.3.1 Purpose

When the Training Plan is initially developed the RTO, after discussions with the employer and apprentice/trainee, should indicate against each unit of competency:

- *Training Start Dates and Training End Dates*
- *Training Modes; and*
- *who will have Responsibility for Training*

These details should be completed for at least the first six months of formal training. At any given time, the Training Plan should indicate *Formal Training Details* for the next six months of formal training.

For school based apprenticeships/traineeships, indicative training start and end dates and training modes are required for the complete school based component of the apprenticeship/traineeship. In the case of school based traineeships, this means details are required for the complete traineeship.

Important: The employer and RTO should ensure that the apprentice/trainee is undertaking work that reflects the units of competency for which the apprentice/trainee is currently receiving formal training. Where the workplace does not provide the opportunity or facilities to support the on the job component of the training for a particular unit of competency, the employer and RTO may agree to alternative arrangements which may include delivery and assessment by the RTO in a simulated environment.

8.3.2 Training Start and End Dates

This section of the form is where formal training start and end dates for individual units of competency are recorded.

Delivery of formal training should commence as soon as practicable after commencement of the apprenticeship or traineeship. The sequence in which the training is delivered should take account of the work being undertaken on-the-job by the apprentice or trainee. Training delivery and assessment should not be condensed into short periods at either the beginning or end of the training term.

If it is appropriate to integrate the delivery of several units of competency, the training start and end dates for all these units could be the same.

8.3.3 Training Modes

This section of the form identifies the way in which formal training will be delivered for each unit of competency. Formal training may be delivered through one or more of the following modes of delivery:

- Classroom based
- Employment based
- Electronic based
- Other delivery (egg. correspondence)

Classroom based training is training that takes place away from a person's job, either off the premises (e.g. at TAFE) or in a separate training area in the workplace, and usually involves face-to-face teaching. No matter where training is delivered, classroom based training is primarily defined by the fact that it does not happen directly in the learner's workplace, as part of their work activities. Delivery strategies for classroom based training may include a range of delivery techniques such as e-learning, simulations, case studies, discussions etc.

Employment based training is training conducted in the workplace as part of the productive work of the trainee or apprentice. Training may be delivered by the RTO and/or the workplace supervisor. If the workplace supervisor is delivering the training, they should be supported by training materials (and possibly learning materials) provided by the RTO for this purpose and must comply with AQTF standard requirements for the delivery and assessment of competencies in the workplace.

Electronic based training uses electronic media to deliver flexible vocational education and training. It is naturally suited to distance learning and flexible learning, but is also used in face-to-face teaching (blended learning). E-learning strategies include Web 2.0 or social networking technologies.

Other delivery training can include distance learning (or correspondence learning), which can be defined as independent study at your own pace supported by a trainer. It may include e-learning approaches.

8.3.4 SBAT HSC Program

This column is relevant to school based apprentices and school based trainees only. For these types of contracts the RTO should indicate those Units of Competency that form part of the student's HSC program. Delivery and assessment of these units must be completed by October of the student's HSC year.

8.3.5 Responsibility for Training

This is where the person or organisation that has primary responsibility for delivering the formal training is identified. If the employer is nominated to provide training under the oversight of the RTO, they must be provided with training support materials that comply with AQTF standard requirements for the delivery and assessment of competencies in the workplace.

8.4 ASSESSMENT DETAILS

8.4.1 Purpose

This section identifies how assessment of competencies is to occur or has occurred. It is here that the employer confirms the RTO's assessment that competence has been achieved, and the date on which the apprentice/trainee is deemed competent against a particular unit of competency is recorded.

8.4.2 Assessment Methods

In this column the RTO records the methods used to assess the competence of the apprentice/trainee against each unit of competency. After the formal training has been delivered for each unit of competency, and the apprentice/trainee has had sufficient on-the-job training and work based experience to build their skills and demonstrate competence in these units, the apprentice/trainee may then be assessed. Assessment methods vary and often more than one method is used for each unit. Methods of assessment and abbreviations are listed at the bottom of the Part 2 page. Assessment should be conducted by a qualified workplace assessor who holds the relevant qualifications and experience as specified in the AQTF and the Training Package. All assessment is undertaken under the auspice of the RTO. However, the collection of evidence that contributes to a final assessment decision can be undertaken by the trainer, employer or both. Further information on assessment methods may be found at www.ntis.gov.au/Default.aspx?trainingpackage/TAA04/unit/TAAASS402B

8.4.3 Employer Confirmation of Competence

The employer representative (or workplace supervisor) is required to confirm the apprentice's or trainee's competence by signing against the relevant unit on the Training Plan. In recognition of the RTO and employer collaborative approach to the training and achievement of competency, the apprentice or trainee is not deemed competent until this has occurred.

8.4.4 Date deemed competent

This is the date when all assessment requirements have been met, the employer has confirmed the RTO's assessment, and the apprentice or trainee is deemed competent in that unit of competency.

The competency date will have particular significance for apprentices and trainees in industries where competency-based progression arrangements apply.

9. TRAINING PLAN WORKPLACE SUPPORT – PART 3

9.1 PURPOSE

Part 3 of the Training Plan identifies support that will be necessary for the apprentice or trainee to successfully undertake and complete the training. This support may be on-the-job workplace based support and/or support through structured learning and training materials provided by the RTO.

9.2 WORKPLACE SUPPORT

9.2.1 Learning materials to be provided to apprentice/trainee

This section records the learning materials to be provided to the apprentice/trainee and may include instructional materials, log books, record books, manuals, website links, etc.

9.2.2 Additional support

This section records any additional support that is required for apprentices/trainees with special needs: for example, language, literacy and numeracy support, one-on-one support for people with learning disabilities or workplace adjustments for people with a vision or hearing impairment.

9.2.3 Employer training materials/support

This section records details of training materials or other support to be provided by the RTO to the employer, to support formal training they may be delivering under the oversight of, or in conjunction with, the RTO.

9.2.4 Employer assessment materials/support

This section records details of assessment materials or other support to be provided by the RTO to the employer, where the employer is gathering evidence of competency to support assessment decisions by the RTO.

9.3 ON-THE-JOB TRAINING

9.3.1 Details of facilities needed to support training

In this section any equipment or facilities needed in the workplace to support the delivery of training for the apprenticeship or traineeship should be recorded. For some apprenticeships and traineeships a general description of the required training environment will be sufficient. For others, specific tools or equipment items should be listed.

9.3.2 Facilities – Assessment and alternatives

In this section the RTO indicates whether the identified equipment, tools and facilities are available in the workplace and, if not, what alternative arrangements will be put in place.

9.3.3 Necessary range of work and alternatives

In this section the RTO indicates whether the business undertakes the necessary range/type of work that will allow the apprentice or trainee to gain experience and develop skills across the full range of competencies included in the Training Plan. If not, details of alternative arrangements to address this issue are to be recorded here.

9.3.4 Appropriately experienced on-the-job supervisors

This section requires the RTO to record the employer's advice that a suitably qualified and/or experienced person or persons is available to supervise the apprentice or trainee in the workplace. Supervisors must be appropriately qualified or experienced either in the vocation or specific competencies being undertaken. Multiple supervisors may be identified covering different skill/competency sets. Access to supervision may also be something addressed in this section.

9.3.5 Employer on-the-job training materials/support

This section lists training materials to be provided by the RTO to the employer that will support the on-the-job training and ensure that the work being undertaken by the apprentice/trainee is consistent with and aligns, as much as possible, with the formal training. These materials should identify specific tasks or elements of competency.

10. TRAINING PLAN SCHOOL BASED ADDENDUM – PART 4

10.1 PURPOSE

Part 4 is an addendum used to capture additional information required for school based apprenticeships and traineeships only.

10.2 SCHOOL DETAILS

This section details the participating school, school sector and provides school based contact details.

10.3 PROPOSED FORMAL TRAINING

In this section the RTO identifies the name of the Board Approved Course or Board Endorsed Course that forms part of the student's HSC and corresponds to the school based component of the apprenticeship or traineeship.

The RTO also describes the pattern of training delivery (how, when and by whom the training will be delivered) that will result in the student meeting Board of Studies HSC requirements.

10.4 BOARD OF STUDIES REQUIREMENTS

The RTO delivering the school based component of the formal training identifies whether the training to be delivered will meet Board of Studies requirements for the award of an Australian Tertiary Admissions Ranking (ATAR).

10.5 AUSTRALIAN APPRENTICESHIPS CENTRE

This section identifies the Australian Apprenticeships Centre (AAC) that the employer has selected to help prepare and lodge the school based apprenticeship/traineeship. The AAC will lodge the Training Plan, together with the Training Contract, with State Training Services for approval on behalf of the employer and apprentice/trainee.

10.6 ON-THE-JOB TRAINING DAYS

In this section the RTO records the number of paid work days the apprentice or trainee must undertake before the end of their HSC year. The minimum number of days required is specified in the relevant Vocational Training Order. Paid working time already completed with this employer or a previous employer prior to the commencement of the apprenticeship or traineeship may be taken into account but must be expressed in whole (7 hour) days.

This section also requires details of how the “required days” will be worked across school years, school terms and holidays. Details provided here are indicative only and should be used as a guide and to review progress.

10.7 PROPOSED PATTERN OF ON AND OFF-THE-JOB TRAINING

This section allows all parties, in conjunction with the school, to identify the pattern of work, formal training and school attendance each week. Additional details can be attached if necessary.

10.8 ACCEPTANCE OF AGREEMENT

This section is an “additional” signatory requirement designed to ensure that all parties to the school based apprenticeship/traineeship are in agreement that the Training Plan meets all minimum requirements for the appropriate HSC or VET course.

9. GLOSSARY

Apprenticeship and Traineeship Act 2001 – The legal framework under which apprenticeships and traineeships are administered in NSW, including obligations of individual parties and organisations.

www.legislation.nsw.gov.au/maintop/view/inforce/act+80+2001+cd+0+N

Apprentice – a person who has been employed in a recognised trade vocation and who has entered into a training contract with his/her employer under the Apprenticeship and Traineeship Act 2001.

Apprenticeship – a contractual agreement under which an employer agrees to employ and, with the assistance of a registered training organisation, train a person to learn the skills of a trade. In NSW apprenticeships are available in recognised trade vocations established under the Apprenticeship and Traineeship Act 2001.

Approved Provider List (APL) Contract - The APL contract is the contract under which the NSW Department of Education and Training purchases training from RTOs to meet specific training needs. There is an overall contract under which RTOs tender to deliver training and assessment services. In addition, there are specific contractual provisions that apply to individual training programs, such as the Apprenticeship and Traineeship Training Program (ATTP), the Strategic Skills Program (SSP) and the Productivity Places Program (PPP).

www.training.nsw.gov.au/training_providers/training_market/tender/index.html

Australian Apprentices – the national term used to describe both apprentices and trainees collectively.

Australian Apprenticeships Centres (AACs) – organisations that are funded by the Australian Government to promote apprenticeships and traineeships and provide advisory services and administrative support to employers, apprentices and trainees. All applications to establish an apprenticeship or traineeship must be lodged with State Training Services through an Australian Apprenticeships Centre.

Australian Quality Training Framework (AQTF) - the AQTF is the national set of standards that assures nationally consistent, high-quality training and assessment services within the vocational education and training system.

www.nqc.tvetaustralia.com.au/aqtf

Classroom based training - is training that takes place away from a person's job, either off the premises (e.g. at TAFE) or in a separate training area in the workplace, and usually involves face-to-face teaching. No matter where training is delivered, classroom based training is primarily defined by the fact that it does not happen directly in the learner's workplace, as part of their work activities. Delivery strategies for classroom based training may include a range of delivery techniques such as e-learning, simulations, case studies, discussions etc.

Competency Based Completion - competency based completion allows for a variation of the training contract to allow early completion of an apprenticeship or traineeship based on the successful achievement of required competencies.

Competency Based Progression – competency based progression allows apprentices to progress through their apprenticeship based on completion of competencies rather than time served. Competency based progression applies in selected trades where there is appropriate industrial coverage and where industry support has resulted in the necessary amendments to Vocational Training Orders.

Competency Unit– a specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.

Department of Education and Training (NSW DET) – the NSW Government department responsible for the administration of vocational education and training. Acting in this capacity, NSW DET may also be referred to as the State Training Authority. (See also **State Training Services**, below).

Electronic based training - uses electronic media to deliver flexible vocational education and training. It is naturally suited to distance learning and flexible learning, but is also used in face-to-face teaching (blended learning). E-learning strategies include Web 2.0 or social networking technologies.

Employment based training - is training conducted in the workplace as part of the productive work of the apprentice or trainee. Training may be delivered by the RTO and/or the workplace supervisor. If the workplace supervisor is delivering the training, he/she will be supported by training materials (and possibly learning materials) provided by the RTO for this purpose.

Existing worker trainee – a person who has been employed continuously by their current employer for more than 3 months full-time or 12 months casually or part-time, or a combination of both, immediately prior to commencing a traineeship.

New entrant trainee – a person employed within an enterprise for less than three months full-time or 12 months part-time or casually prior to commencing a traineeship. To be considered a new entrant trainee the person must not have been employed at all by their current employer for at least six months prior to such full-time employment or twelve months prior to such part-time or casual employment.

Nominal term – the term of training entered on the training contract and approved by State Training Services. The nominal term is the term specified in the vocational training order less any approved credit for previous training or recognised experience. (See also Competency Based Completion)

Other delivery training - can include distance learning (or correspondence learning), which can be defined as self-paced study undertaken independently and supported by a trainer. It may include e-learning approaches.

Registered Training Organisation (RTO) – a training organisation registered to provide vocational education and training and/or assessment services and issue nationally recognised qualifications. All registered training organisations are required to meet the standards of the Australian Quality Training Framework (AQTF). The nationally recognised qualifications a registered training organisation can issue are defined by its scope of registration.

School-Based Apprenticeships & Traineeships (SBATs) - SBATs allow Year 10, 11 and 12 high school students to undertake an apprenticeship or traineeship as part of their HSC program. School-based traineeships finish at the end of the HSC year. School-based apprenticeships are comprised of two stages: “at school” where the apprentice works part-time whilst doing the HSC, and “post HSC” when the apprenticeship continues on a full-time basis.

State Training Authority – see Department of Education and Training.

State Training Services – the division of NSW DET responsible for the administration and quality assurance of vocational education and training in NSW. State Training Services manages registration of training organisations and training courses in NSW and funds and administers a range of vocational education and training programs throughout NSW, including apprenticeships and traineeships. State Training Services has nine offices in metropolitan and regional areas of the State from which services are delivered. Your local State Training Services regional office can be contacted on 13 28 11. For more information visit the STS website at www.training.nsw.gov.au.

Trainee – a person who has been employed in a recognised traineeship vocation and who has entered into a training contract with his/her employer under the Apprenticeship and Traineeship Act 2001.

Traineeship – a contractual agreement under which an employer agrees to employ and, with the assistance of a registered training organisation, train a person to learn the skills of a specified vocation. In NSW traineeships are available in recognised traineeship vocations established under the Apprenticeship and Traineeship Act 2001.

Trainee apprentice – a person employed in a trainee apprenticeship under the Apprenticeship and Traineeship Act 2001. Trainee apprentices receive the same on-the-job and formal training and are eligible to gain the same qualifications and certificates as other apprentices. The training contract is binding while the apprentice is employed but employment can be terminated by either party by giving notice in accordance with the industrial award or agreement.

Trainee apprenticeship – an apprenticeship, mainly in the building and construction industries, in which the training contract can be broken by either party simply by giving notice as required under the relevant industrial award or agreement. Trainee apprenticeships are restricted to those trades for which the relevant industrial award or agreement makes specific provision.

Training Contract – a nationally consistent form developed and adopted by all states/territories in conjunction with the Australian Government, for use by the employer, the apprentice/trainee and their nominated Australian Apprenticeships Centre when applying to establish an apprenticeship or traineeship.

Training package – comprehensive publications developed by industry to support the national vocational education and training system. Training packages are made up of endorsed components (national competency standards, assessment guidelines and qualifications) and non-endorsed components (which may include learning and assessment resources).

Training Plan – The Training Plan provides details of the formal training and assessment to be undertaken as part of an apprenticeship or traineeship.

Training Plan Proposal – The Training Plan Proposal details the qualification to be undertaken by the apprentice or trainee, the mode of training delivery and other preliminary training information. The signed Training Plan Proposal confirms acceptance by the registered training organisation of the nomination by the parties to deliver the training.

Vocational Training Order (VTO) – a VTO is made by the Commissioner for Vocational Training when declaring apprenticeship or traineeship vocations in New South Wales. The VTO specifies a number of matters relating to the required training for a recognised vocation, including the term of an apprenticeship or traineeship, the probationary period and the qualification or course of study to be undertaken. Further information and details of specific VTOs may be found at:

https://www.training.nsw.gov.au/cib_vto/index.html

Vocational Training Tribunal (VTT) – the statutory body established under the provisions of the Apprenticeship and Traineeship Act 2001. The Tribunal's functions include resolving complaints, recognition of trade skills acquired outside the NSW apprenticeship and traineeship system, administering training contracts, and considering applications for the transfer, suspension, cancellation and variation of apprenticeships and traineeships.