Completing the Training Plan

Policy & Procedures
Apprenticeships & Traineeships • [April 2018]
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INTRODUCTION

This Policy & Procedure provides information on the different fields in the Training Plan and how to complete them.

1. TRAINING PLAN – COVER PAGE
   1.1. 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.

2. Training Contract Details – Page 1
   2.1. 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.

3. TRAINING AND ASSESSMENT DETAILS – PART 2
   3.1. 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.

3.2. Units of Competency
   3.2.1. 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.

   3.2.2. 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.

   3.2.3. 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 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.
3.3. Formal Training Details

3.3.1. 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.

3.3.2. 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.

3.3.3. 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
- Employment based
- Electronic/Online
- Other eg. Correspondence

Classroom 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.

Work based 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 on behalf of the RTO. 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 NVR standard requirements for the delivery and assessment of competencies in the workplace.

Online 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.

Correspondence training can be defined as independent study at your own pace supported by a training/learning/assessment materials provided by the RTO. It may include e-learning approaches.

3.3.4. 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.
assessments of these units must be completed by October of the student’s HSC year.

3.3.5. 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 NVR standard requirements for the delivery and assessment of competencies in the workplace.

3.4. Assessment Details

3.4.1. 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.

3.4.2. Assessment Methods

In this column the RTO records the methods to be used to assess 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 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 NVR and the Training Package. All assessment is undertaken under the auspices of the RTO. However, the collection of evidence that contributes to a final assessment decision can be undertaken by the trainer, employer or both.

3.4.3. 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.

3.4.4. 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.

4. TRAINING PLAN WORKPLACE SUPPORT – PART 3

4.1. 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.

4.2. Workplace Support

4.2.1. 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.

4.2.2. 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.

4.2.3. 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.

4.2.4. 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.
4.3. On The Job Training

4.3.1. 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.

4.3.2. 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.

4.3.3. 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.

4.3.4. 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.

4.3.5. 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.

5. TRAINING PLAN SCHOOL BASED ADDENDUM – PART 4

5.1. Purpose

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

5.2. School Details

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

5.3. NSW Education Standards Authority (NESA)

The section details the name of the NESA course that forms part of the student’s HSC and corresponds to the school based component of the apprenticeship or traineeship.

This section also indicates whether the Training Plan has been checked against the HSC VET course/s requirements and whether the student intends to undertake the associated VET HSC examination.

5.4. Apprenticeship Network Provider (ANP)

This section identifies the Apprenticeship Network Provider (ANP) that the employer has selected to help prepare and lodge the school based apprenticeship/traineeship. The ANP will lodge the Training Plan, together with the Training Contract, with Training Services NSW for approval on behalf of the employer and apprentice/trainee.

5.5. 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.

5.6. 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.
5.7. 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.
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