

# Harness Racing Industry Training Centre RTO 22215

Trading As



# Handbook

**A guide to Training and Assessment for:**

**Students  
Employers  
Trainees & Apprentices  
Staff**

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## **Background**

The Racing Education Centre, RTO 22215, operates an industry based not for profit Registered Training Organisation. Trading as Racing Education Centre (REC), previously Harness Racing Training Centre (HRTC) and Racing Industry Skills Centre (RISC). the RTO delivers Nationally Accredited Training from the Racing Training Package. Currently in receipt of a funding contract through the Victorian Education and Training Department and the NSW Education and Training department, funded programs form the basis of the business. This is supplemented by fee for service training and assessment from the Racing Industry Training Package.

The organisation also provides a limited amount of non-accredited training and assessment in the racing/equine area. It also markets and sells training resources, predominantly online, to other Victorian, and interstate registered training organisations.

The Board of Management is comprised of representatives from the major stakeholders in the racing industry, institutional members and seconded members with knowledge or skills deemed helpful to the operations of the board.

## **Our Vision**

To be recognised as a leading Registered Training Organisation that provides relevant, effective, needs based vocational education and training for the Racing Industry.

## **Our Mission**

The RTO will achieve the vision through developing, fostering and utilising the expertise, experience and qualifications of its employees to understand and meet the training and development needs of both the organisation as a whole and an individual's vocational learning requirements

REC will ensure that each individual who undertakes training gains the necessary skills to do their job and thereby increase an organisation's business success.

## **Vocational Education and Training (VET)?**

Vocational Education and Training (VET) provides individuals with the skills, knowledge and attributes required to work.

Providing industry participants with relevant industry training allows your business to maintain a competitive edge in the market place. Training will heighten staff motivation and allow your organisation to remain informed on industry trends and emerging technologies, which is the key to organisational success. Not only is vocational education beneficial to employers and businesses but it provides individuals with a sense of achievement and confidence, thus improving staff attitude and morale within the workplace.

## **What is competency based training?**

The National Quality Council has provided the following definition of Competency based Training; "Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments".

In a competency-based assessment system, evidence is gathered to demonstrate your competence, evidence can take many forms.

The forms of evidence required will depend on the purpose of the assessment and the performance outcomes. Evidence submitted should be;

- Sufficient: Is not a one off assessment, rather a consistent level of skill and knowledge demonstrated over a period of time
- Valid: Indicates that the assessment is performed at an industry standard to industry set benchmarks
- Authentic: The person completing the assessment is the student
- Current: Indicates that the skill level is assessed at present day benchmarks

## What is a National Training Package?

Training Packages are sets of nationally endorsed standards and qualifications for recognising and assessing people's skills. Training packages are developed through consultation with stakeholders within industry to meet the particular training needs of the specific industries. A Training Package consists of:

- Competency Standards - define the skills required by employees within the industry, and set clear benchmarks for assessment of staff performance.
- Assessment Guidelines - sets out the rules for assessment against the competency standards and establishes quality assurance processes for assessment.
- Qualifications - qualifications can be achieved by 'packaging' competency standards together under the Australian Qualifications Framework (AQF). National qualifications must be issued by a Registered Training Organisation (RTO).

## What is the AQF?

The AQF is the framework of national qualifications from Secondary school certificates, through all levels of tertiary qualifications up to Doctorate degrees. Enrolment is available in selected courses at Certificate levels II, III, IV. The expected levels of performance at each AQF level are as follows:

### Certificate II

The student will normally be engaged in a workplace/simulated workplace in which they:

- demonstrate basic operational knowledge in a moderate range of areas
- apply a defined range of skills
- apply known solutions to a limited range of predictable problems
- perform a range of tasks where choice between a limited range of options is required
- assess and record information from varied sources
- take limited responsibility for their own outputs in work and learning

### Certificate III

The student will normally be engaged in a workplace/simulated workplace in which they:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information using discretion and judgement
- take responsibility for own outputs in work and learning and take limited responsibility for the output of others

### Certificate IV

The student will normally be engaged in a workplace/simulated workplace in which they:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts

- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, in some cases in depth
- identify, analyze and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards and take limited responsibility for the quantity and quality of the output of others

## RTO Information

The RTO is committed to:

- Maximising the potential for the training and personal development of staff, contractors, students and trainees and others as may be involved with the organisation from time to time
- The development of uniform and equitable policy objectives, adequate resources and full co-operation between Government, State and Federal Training Authorities, employers and those seeking skilled training within Australian Industry
- The principles and practices of the current Equal Opportunity Act
- The principles and practices of the current Occupational Health and Safety Act
- The principles and practices of the current Commonwealth and State and Territory Legislation and regulatory requirements relevant to the provision of education, training and assessment services
- The principles and practices of the current Disability Act
- The principles and practices of the current Environmental Protection Act
- The principles and practices of the current Human Rights Charter
- The principles and practices of the current Information & Privacy Act
- The principles and practices of the current National Vocational Education and Training Regulator Act
- The principles and practices of the current Prevention of Cruelty to Animals Act
- The principles and practices of the current Public Record Act
- The principles and practices of the current Working with Children Act
- The principles and practices of the current Racing Award
- The principles and practices of the current NVR Registration Standards
- Establish an environment of mutual respect and co-operation between government and other training providers in the pursuit of these objectives
- Observe the conduct of management practices contained in the Code of Conduct
- Ensure an even and efficient flow of communication between the Director and those with legitimate interest in the operation of the organisation
- Foster the development and cooperation of all training staff displaying leadership and determination in the implementation of policy.

## Course Outlines

Course outlines for specific qualifications can be downloaded from our website [www.racingeducation.org](http://www.racingeducation.org)

## Enrolment

The RTO endeavours to guide potential clients to enrol in courses in which they have a capacity to benefit. This can be demonstrated by a genuine interest in the job outcome that the course provides and appropriate motivation and verified skills to complete the course.

Where an employer nominates an employee to undertake a specific qualification their organisation has deemed appropriate, HRTC will ensure the individual receives clear information about the requirements of the course and that the course is suitable to the employee's specific workplace role.

Any pre-requisites for a course will be documented in the course outline. It is important that you read the course outline to be fully informed of the requirements and selection criteria. Course outlines are available from [www.racingeducation.org](http://www.racingeducation.org)

Where state or federal funding is available students are selected for enrolment based on meeting and agreeing to the conditions of the funding. Where there are limited government funded places the criteria for selection will be clearly communicated and applications will be assessed accordingly.

Eligibility Criteria is applied to government subsidised training. This is assessed prior to enrolment.

### **Fees**

The RTO is required to adhere to the Ministerial direction for Fees and Charges for all Government Funded Training Programs. Further information can be found on the website, [www.racingeducation.org](http://www.racingeducation.org)

Government Funded Training Programs are calculated based on the units of competency scheduled to be undertaken up until the end of each calendar year. Invoices for fees will be issued on enrolment and in the following January for each year that you are enrolled. Where a student commences a unit of competency that was originally scheduled to be undertaken in a subsequent calendar year, an additional invoice will be issued for the unit undertaken in the current year.

The full cost of a qualification for a student is not eligible for government subsidies will be invoiced upon enrolment.

The RTO recognises the impact fees may have on individuals and businesses. Payment plans may be available to assist in spreading the payments over a period of time. Please note that additional fees will apply to establish a payment plan.

All enquires relating to fees and charges should be directed to the RTO via email [leigh.graham@racingeducation.org](mailto:leigh.graham@racingeducation.org) or by calling 03 54 493 590. Trainers and Assessors are not authorised to enter into payment arrangements with students or employers.

### **Refunds**

Refunds are granted as per policy and procedure found at the website [www.racingeducation.org](http://www.racingeducation.org)

If you wish to enquire about a refund please contact [leigh.graham@racingeducation.org](mailto:leigh.graham@racingeducation.org)

### **Cancellations**

Students who cancel a scheduled visit with their trainer within 24 hours of the visit may be liable for a cancellation fee as per policy and procedure found at the website [www.racingeducation.org](http://www.racingeducation.org)

### **Concessions**

Students eligible for a concession in Government Funded Training Programs are required to submit a copy of their concession card or other relevant documentation as per policy and procedure found at the website [www.racingeducation.org](http://www.racingeducation.org)

### **Access and Equity**

The RTO endorses the principles of access and equity in the provision of training and assessment services. We have a strong focus on assisting people from minority groups to

obtain maximum benefit from the programs and services we provide. We are committed to ensuring that those most in need are given every opportunity to select and access the options that best suit them. Individuals with disabilities are encouraged to explore opportunities to develop their skills with the RTO.

## Enrolment

- Pre Training Review conducted includes Recognition, expectations and eligibility
- No Obligation Statement of Fees created
- Language, Literacy & Numeracy (LL&N) tested
- Suitability and Appropriateness for the desired course determined
- Enrolment via VetEnrol Portal, outlines eligibility due to nationality and address
- A training plan is established which includes
  - *Name and Contact details of the RTO and Employer (if applicable)*
  - *Title of qualification*
  - *Units of Competencies (UOC) listed*
  - *Nominal Student Contact Hours for UOC's to be obtained*
  - *Timeframe for achieving competencies*
  - *Delivery modes to be used*
  - *Training to be undertaken*
  - *Assessment details and arrangements*
  - *Party/ies responsible for delivery and/or assessment of each competency*
  - *In the case of an traineeship/apprenticeship details (when, how & how much of the time allocated outside routine work duties for structured training)*
  - *Record of Recognition*
  - *Signatures (including date of signature) of participant, employer and trainer*
  - *The Duration of your enrolment. Start date and End Date*
- Online accounts created
- Induction letter created

## National Recognition

The RTO will recognise units of competency issued by any other Registered Training Organisation based in any Australian State or Territory.

If you have previously completed an identical unit of competence that is included in your qualification and have a Statement of Results/Statement of Attainment, it will be credited towards the qualification you are enrolled in.

Refer to the website [www.racingeducation.org](http://www.racingeducation.org) for the latest information on Recognition.

## Government Surveys

Please note that there is a possibility of receiving an NCVET (National Centre for Vocational Education Research) survey and/or an invitation to participate in a Department endorsed project and/or being contacted by the Commission (or persons authorised by the Commission) for audit purposes now that you are a student of RTO 22215

## **Language, literacy and numeracy assessment**

Prior to commencement of training a participant's language, literacy and numeracy skills will be assessed to ensure that the planned learning and assessment strategies are appropriate for the participants LLN skills. Learning and Assessment tasks can be adapted to suit the participant's individual needs.

The RTO has links to specialist literacy and numeracy agencies and support services and can refer students to those which are appropriate to their needs. Any referral will be at the students cost.

Some of the ways we could assist is by providing access to:

- Links with a supervisor or coach
- Considering cross cultural issues
- Modifying learning materials and activities for individuals or groups
- Providing information re part time or tailored language, literacy and numeracy courses
- Providing flexibility in learning pathways, delivery mode, scheduling and access to support services, and
- Conducting one-off workshops covering topics such as specific themes, skills areas or knowledge.

## **Plagiarism and Cheating**

Plagiarism is the presentation of the works of another person / other persons as though they are one's own by failing to properly acknowledge that person / those persons. Your trainer will advise you of appropriate referencing techniques to use when submitting your assessment. Students are also required to take precautions to ensure their own work is not copied.

Students found to intentionally plagiarise will be subject to disciplinary procedures and credit for that unit may be withdrawn. Further information is available on the website [www.racingeducation.org](http://www.racingeducation.org)

## **Extensions**

Training delivery and assessment are documented in your training plan or as arranged with your trainer. If you require an extension of time this must be applied for through your trainer.

## **Flexible Learning and Assessment Procedures**

The RTO is receptive to requests for flexible delivery of training and assessment. The RTO will do its best to provide flexibility in access to course materials and assessment tasks.

We provide enhanced delivery to students where distance or access is a problem, this is achieved through a combination of trainer led training and on-line training. Trainers still visit students, but a higher level of contact is via per phone, email and workplace contact.

## **Monitoring your progress and accessing your records**

Every student is allocated their own trainer who is available to provide you with ongoing support and feedback throughout your training. Your training results are available from your online login at all times.

Records of your progress are available by direct view from your personal login. We will issue an enrolment report from our Student Management System that will show your progress to date upon request.

## **Practical Placements**

In some cases the RTO will require a participant to complete a practical placement as part of their delivery and assessment strategy. The RTO is committed to ensuring that participants receive relevant and up to date industry specific training and this is often best achieved in the workplace.

Practical Placement agreements should be in place prior to the commencement of structured training. The course outline/ information sheet will advise if a practical placement is a requirement of your course and the hours required. Participants are covered by work cover when under a practical placement agreement. Further information is available on the website [www.racingeducation.org](http://www.racingeducation.org)

## **Scheduled Classes**

Student's welfare considerations and policy from the RTO require that students are not to attend classes for more than eight hours in any one day. (This policy can only be altered in the case of specific exemption from the ASQA)

Classes will only be scheduled between the hours of 8.00 am and 10.00 pm on any given day. Any variation of this requirement will be related to a specific exemption for a course-related reason and will require the written agreement of the student.

## **Suspending, Cancelling or Withdrawing from training**

Participants are encouraged to discuss their desire to cease training with their trainer and be guided through the conditions. Cancellations and Withdrawals will only be processed upon receipt of completed withdrawal form.

Cancelling or withdrawing from training may be subject to the conditions of specific government funding requirements.

You will be notified in writing if your suspension of training has been approved and subject to government funding or your traineeship contract your enrolment duration will be adjusted.

When re-commencing training the current fees and charges policy for the enrolment period will apply

## **Qualifications of your Trainer**

The RTO requires that all trainers hold the current Assessment & Workplace Training certification, the minimum qualification they are teaching and have the vocational competency to deliver a particular course/competency, i.e. a minimum of three years in the appropriate industry.

## **Relevant Legislation**

A range of legislation is applicable to RTO staff. Each staff member is made aware of the requirements during an induction day at the start of each year.

## **Privacy**

The RTO is committed to adhering to the current privacy principles, specific privacy information is available on the website [www.racingeducation.org](http://www.racingeducation.org)

## **Working with Children Check**

Trainers who deliver training to persons under the age of 18 are required to hold a Working with Children Check. We also require trainers and assessors to provide a police check.



## **AVETMISS**

Data gathered from your enrolment and ongoing training and assessment is provided to conform to the Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS).

AVETMISS ensures accurate and consistent vocational education and training (VET) measurements by providing a common language for the collection of data on training delivery. It enables comparison and analysis at all levels of the training system, nationally and within each state and territory. AVETMISS data must be submitted annually.

## **Complaints & Grievances**

If at any stage you have concerns about any aspect of your training and or assessment, please discuss this with your trainer or contact the Executive Officer. The RTO will document your complaint/grievance and register this in accordance with the Australian Quality Training Framework. The RTO will then endeavour to ensure a satisfactory solution within an agreed time-frame. You will be notified in writing of outcomes. Further information is available on the website [www.racingeducation.org](http://www.racingeducation.org)

## **Appeals**

Students can appeal against assessment outcomes. If you decide to appeal we will ask you to provide your concerns in writing. The Executive Officer will then review the appeal and contact you to discuss and arrange a re-assessment if appropriate. Further information is available on the website [www.racingeducation.org](http://www.racingeducation.org)

## **Discipline Policy**

In the case of inappropriate behaviour of any person undertaking training, including discriminatory remarks, abuse, rudeness or disrespect, such student will be asked to leave the learning area and may be excluded from the program. Further information is available on the website [www.racingeducation.org](http://www.racingeducation.org)

## **Feedback and Quality Indicators**

During the course of training, most participants will be provided with a survey relating to the provision of training and assessment. Please do take the time to complete this so that we can improve ourselves. You are welcome at any time to provide feedback via your online training resource.

Learner and Employer Surveys from the National Centre for Vocational Education Research (NCVER) are distributed in order to provide quality indicator data to our registering body to give an indication of our adherence to the Australian Quality Training Framework.

## **Issuing your results and qualification**

Subject to successful completion of your agreed training program and meeting all the requirements of the qualification, funding conditions (if applicable) and payment of any outstanding fees the RTO will issue participants with appropriate Certification and results in line with the Australian Qualification Framework's Implementation Handbook.

## **Graduation**

Graduation details (if applicable) are advised by the RTO at suitable times throughout the year.

# Types of Traineeships

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## What is a traineeship?

Traineeships involve a partnership between the trainee, employer and the Registered Training Organisation (RTO). An effective partnership based on respect can occur through the development of a sound working relationship with effective communication, and this is vital to the success and quality of the traineeship.

Traineeships are the combination of employment and competency-based training in a nationally recognised qualification. Traineeships and Apprenticeships are referred to collectively as Australian Apprenticeships (formerly “New Apprenticeships”).

## What is the difference between an apprenticeship and a traineeship?

In most states and territories, the terms are interchangeable. Traineeships generally have a shorter timeframe, are more flexible in their delivery mode and timeframes, and are linked to many different industries. Apprenticeships are generally linked to traditional trade industries, have a more structured delivery mode, and have a more structured timeframe. Wages can vary between Traineeships and Apprenticeships.

Australian Apprenticeships are available to anyone aged 15 years and older. Trainees can be school-leavers, people re-entering the workforce or workers changing careers.

Different Traineeships attract differing employer incentives:

- **New Trainee** - is a newly employed worker has been employed for less than 3 months (full-time) or less than 12 months (part-time)
- **Existing Trainee** - is a worker who has been employed by the employer for more than 3 months full-time, or more than 12 months part-time
- **School Based Apprentice/Trainee (SBAT)** - a secondary school student, 15 years or older, who undertakes a part-time traineeship while continuing with schooling at secondary school, working towards their high-school certificate (VCAL or VCE) .

## Funding and Incentives

Incentives vary according to the AQF level of training, i.e. Certificate II, III, IV or Diploma, and can be paid to employers on commencement and completion of the traineeship. The first payment occurs 3 months after the beginning of training.

In addition to these incentives, there may be funding available for:

- Specific occupations
- Rural and regional skill shortage areas
- Mature Age Australian Apprenticeships
- Trainees with Disabilities
- Drought/Flood assistance
- Youth Allowance and Living away from home allowance
- Others

## **Why conduct workplace training?**

The advantages of workplace learning include:

- Practical hands-on learning - “learning by doing”
- Learning directly relates to everyday working experiences and requirements
- Convenience for learners
- Cost savings for the employer’s business

# The Traineeship Process

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## The Traineeship Contract

When an employer decides to employ a trainee, the employer contacts an Australian Apprenticeship Centre (AAC), formerly known as a New Apprenticeship Centre (NAC) to arrange the training contract.

## What is a training Contract?

A Training Contract is an agreement between HRTC, trainee and the employer, which sets out the training conditions and the type of training you will undertake. The Training Contract must be lodged with Skills Victoria or the AAC within two weeks of commencing a traineeship. The trainee must be given a copy of the Training Contract within two weeks of starting the traineeship.

## Who are critical parties involved in Traineeships?

1. Australian Apprenticeship Centre (AAC)
2. Registered Training Organisation (RTO)
3. Employer / GTO
4. Trainee
5. School (in the case of SBAT)

## The role of the Australian Apprenticeship Centres (AAC)

AAC's provide information, advice and assistance to the employers and trainees regarding traineeship courses and training providers (the RTO's). They arrange signing of the Training Contract with the employer and trainee. They also assess, approve and process the government incentives and subsidies.

# The role of the Registered Training Organisation (RTO)

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The RTO provides information to trainees and employers about the traineeship courses, and facilitates the development and delivery of the Training Plan.

- HRTC EO/or Traineeship Program Leader must contact Skills Victoria within 24 hrs of a trainee's death
- Traineeship Program Leader must sign-off Trainees Qualification on the DELTA system within 2 weeks of completing their traineeship
- The Traineeship Program Leader is to update DELTA if a trainee's details change as soon as notification received
- Training is not to Commence prior to the DELTA contract date.
- The Traineeship Program Leader will contact the employer if the trainee does not look like completing their traineeship in the given time, the employer will have to contact their AAC in writing for an extension
- Traineeship staff have a minimum of 4 face to face visits with the employer and Trainee
- Contact Employer/Supervisor to arrange a meeting to sign off training qualification once completed
- To complete all Employers incentive forms received by the AAC within 2 weeks of receiving the documents and return by email to the AAC
- It is HRTC's responsibility to make sure all staff have Working With Children. The approval needs to be kept on file in staff's personal file.

Note: the RTO's have [no role](#) to play in regard to employer incentives and subsidies.

## The responsibilities of the Employer

The employer must:

- Provide a safe working environment
- Ensure the trainee is enrolled at an RTO with a completed Training Plan within 3 months of commencing work (for new workers)
- Advise apprentices/trainees of their rights and responsibilities
- Pay the trainee the agreed wage and inform trainee of the terms and conditions of employment
- Arrange WorkCover insurance of the trainee (employers may be able to claim remuneration exemptions for trainees - please refer to the employer's WorkCover agent)
- Pay superannuation into the trainee's superannuation fund
- Notify the AAC and RTO within 5 working days if the apprentice/trainee ceases employment
- Participate in developing the Training Plan
- Provide facilities and the range of work for the trainee to undertake during training

- Provide supervision and provide on-the-job training as specified in the trainee's training plan
- Maintain supervision of the training, including monitoring the trainee's off-the-job training log book
- Allow the trainee to attend off-the-job training **during normal working hours (this is paid time)**
- Trainees undertaking training at AQF levels 3 and above are to be withdrawn from routine work duties for a minimum of three hours per week, averaged over a four week cycle for the purpose of undertaking structured training/learning activities (pro rata for part time)
- Trainees undertaking workplace training at AQF levels 1 and 2 are to be withdrawn from routine work duties for a minimum of 1.5 hours per week, averaged over a two-month cycle for the purpose of undertaking structured training/learning activities - this release must occur periodically
- Allow access for the RTO to conduct training and assessments
- The employer may choose to pay the trainee's HRTC enrolment fees
- The employer must contact their AAC if the trainee is not going to complete their traineeship by the nominated time and ask for an extension
- To sign off assessment summary (Qualification) once the trainee has completed all training & assessments requirements for the traineeship

## The responsibilities of the Trainee

The trainee must:

- Commit to work and training
- Participate in developing the Training Plan
- Arrange for payment of enrolment and material fees
- Undertake the training required by the trainer and employer
- Actively engage and participate in learning activities
- Maintain a log of all hours of training undertaken. This must be brought with you to training and your worksite.
- Complete assessment tasks in the timeframe agreed to in their Training Plan
- Maintain contact with the trainer and honestly report their progress

# Australian Quality Training Framework (AQTF)

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The Australian Quality Training Framework is a set of nationally agreed standards that ensure the high quality of vocational education and training services across Australia.

RTO's are audited upon whether they meet the AQTF standards.

## Who are the other interested parties involved with traineeships?

### Group Training Organisations - GTO

GTO's employ apprentices/trainees and place them with 'host' employers for work and on the job training, often for small business, or business with only short-term or seasonal work available to trainees. They:

- screen and recruit applicants
- provide the business with an apprenticeship/trainee without a long-term employment contract
- handle wages, payroll tax and WorkCover
- monitor the progress of the apprentice/trainee

### Apprenticeship Field Officer - AFO

AFO's are employed by the Contract Body to offer impartial assistance with employers and apprentices/trainees. They:

- answer queries and provide information on apprenticeships and traineeships
- advise and counsel apprentices/trainees and employers on training and other matters
- investigate disputes between apprentices/trainees and employers
- provide support for apprentices/trainees who are victims of workplace violence and harassment
- assist providers of training and further education in relation to apprenticeships and traineeships

### The workplace supervisor or coach

The workplace supervisor or coach directly supervises the trainee's on-the-job learning, teaching the trainee the skills required to perform the workplace tasks, and supporting the trainee's learning. They may be the employer, or a work colleague appointed by the employer to act as the supervisor.

### The workplace supervisor

The workplace supervisor acts as a role-model for the trainee. They play an important training and supportive role in assisting the trainee achieve their learning goals. They could be the employer and/or the supervisor, or another experienced employee.

# RTO TRAINEESHIP STAFF

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## RTO Head Office

The RTO's head office coordinates the administration of Traineeships and is responsible for handling all issues dealing with SBAT and Traineeships, including customer service to employers and trainees. The RTO's office is responsible for entering relevant data onto Epsilon (VIC) or STS (NSW) or any other relevant state portal.

## Traineeship Coordinators

Traineeship Coordinators are responsible for internal audits on files, attend training sessions, supervising students, on job assessments, work-place visits and reporting on Trainee's progress at Traineeship staff meetings

## Centrelink

Centrelink can provide financial support to eligible trainees, for example those on low incomes.

## Local Learning and employment networks (LLEN)

Local Learning and Employment Networks (LLENs) are a Victorian Government initiative. They bring together education providers, industry, community organisations, individual and government organisations to improve education, training and employment outcomes for young people in communities across Victoria.<sup>1</sup>

## Parents

Parents/guardians play a role in the traineeship, particularly if the trainee is under 18 years of age, and/or in the case of a School Based Apprentice. They support the trainee in their traineeship, and sign contracts (if the trainee is under 18 years of age).

Trainers need to be aware of the privacy and confidentiality of the trainee - trainers cannot disclose confidential information regarding the trainee to the parents, for example results/grades.

## RTO notification

Once the Training Contract has been signed by the employer and trainee, the AAC will submit this contract with the Apprenticeship Administration Board, who will issue the trainee with a DELTA number. The Traineeship Program Leader will notify the relevant Coordinators of the new traineeship.

Once the RTO notification has been received, the Traineeship Program Leader should contact the trainee and employer within 1 week to arrange a visit time to carry out the Induction.



# The Induction

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## What is an Induction?

Induction is the introduction of the trainee and employer to the RTO, the traineeship, the training and assessment process.

## Where should it occur?

Induction usually occurs at the trainee's workplace, or at an agreed location.

## Who should be present at the induction?

- the trainee
- the HRTC office/or Traineeship Coordinator
- the employer
- the trainee's supervisor and/or supervisor
- the School (in the case of SBAT)
- (optional) the AAC - if the AAC has invited the trainer to be present at the Training Contract Sign-up, you may wish to carry out the induction at this time

## When should it occur?

Induction should occur as soon as possible after the RTO notification has been received, and within 1 month.

## What happens at the induction?

The trainee and employer are given all the information required for a successful Training program to occur. The induction **will only** proceed once a contract has been developed, and signed by all parties (This includes: the ACC, Trainee & Employer. A Guardian/parent must also sign this document if the Trainee is under the age 18)

- Confirm Eligibility for a Government Funded Position
- Discussion of the Training Course - what skills and knowledge the Units of Competency contain
- Discussion of the roles and responsibilities of each party member - the trainee, the employer, the supervisor or supervisor and of the RTO
- Conduct a pre-training analysis of the trainee's language, literacy and numeracy skills (LLN) to establish whether additional LLN support is required ( Trainee Pre Training Review)
- Conduct an evaluation of the Trainee's knowledge and skills to establish whether a process of Recognition of Prior Learning (RPL) can be applied to any of the Units of Competency
- Negotiate the Training Plan including timeframes for training, assessing and completion of units, and have it signed by all parties (see next section) a copy of the signed training plan is printed off/or emailed to each party member at the sign up.
- Establish a Training Timetable for off-the-job training
- Educate the employer and supervisor/supervisor on their roles in contributing to teaching the trainee skills and overseeing their learning by supplying them with the employers handbook (part B)
- Supply the trainee with learning resources
- Exchange contact details
- Complete the enrolment form
- Complete the Employers/ supervisors Pre Training Review
- Complete and sign induction form once you have covered the responsibilities of the trainee, employer and RTO

# Pre-training analysis

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## Recognition

Recognition involves the assessment of skills and knowledge an individual has achieved outside the formal education and training system. It removes duplication of learning so trainees can advance through their training and achieve a qualification.

All trainees should be offered Recognition of Prior Learning before commencing training.

The Traineeship Program Leader should evaluate the trainee's level of experience and knowledge to ascertain whether RPL can be applied in some or all Units of Competency.

The trainee must supply evidence to prove competency, and there is no need for further training.

If any gaps in the trainee's skills and knowledge become apparent, the trainee will be required to undertake training in the relevant Unit(s) of Competency.

## Language/Literacy and Numeracy evaluation (LLN)

Some trainees require assistance with their language, literacy and numeracy skills. Evaluation of the trainee's level of LLN skills is required prior to the commencement of training. The level of required LLN skills depends upon the type of work and the course the trainee is undertaking, and the Traineeship Program Leader/ or Traineeship Coordinator needs to evaluate whether the trainee has the level of skills to meet the course requirements.

If the evaluation shows the trainee requires assistance, the Traineeship Program Leader/or Traineeship Coordinator should contact ACC and arrange support through Supervisor funding and arrange for extra assistance to occur.

## Special learning needs

Some trainees have other special learning needs, for example trainees with a disability. Deliverers & assessors must adapt the method of delivery of training and assessment to support the trainee in their learning through reasonable adjustment. Deliverers and assessors must abide by the Disability Discrimination Legislation, and follow Student Access and Equity Policy and Procedures

## The Training Plan

The Training Plan is an agreement between the trainee, employer, School and Registered Training organisation. It sets out the Units of Competency to be undertaken, the timeframes and methods of training and assessment.

The Training Plan must be negotiated with the Traineeship Program Leader, the Trainee, the Employer and the School (in the case of ASBA) during the Induction, and it must be signed by all parties. All parties are required to receive a signed training plan within 3 months of a contract being signed. This is the Traineeship Program Leaders responsibility.

The Training Plan includes: A Training Plan must include all of the following and be straight forward, easy to follow and written in plain English:

- Name and contact details of the RTO and employer;
- Title of qualification;
- Competencies/modules to be obtained;
- Scheduled hours for competencies to be obtained;
- Timeframe for achieving competencies;
- Delivery modes to be used;
- Training to be undertaken;
- Assessment details and arrangements;
- Parties responsible of the delivery and/or assessment of each competence;
- details (when, how & how much) of the time allocated outside routine work duties for Structured Training;
- record of RPL and Credit Transfer or Recognition of Current Competency hours granted;
- signature (including date of signature) of the RTO representative, employer, Apprentice / Trainee , (School-based Apprentices / Trainees also require the signature of the school's representative); and
- Any other specific requirements to be met in accordance with the Training Contract or the Approved Training Scheme)

## Changes to Training Plan

The Training Plan will be altered as required. The parties concerned should be notified of variations in the Training Plan. A new training plan will be signed and forwarded to all parties.

Each signatory should be given a copy of the Training Plan within 3 months of contract being signed. This is printed out and given at the time of the sign up.

The trainer must arrange for the Training Plan to be entered into the student record management system, and in the case of ASBA's, a copy of the signed Training Plan must be forwarded to the school the student is attending before enrolment can occur.

It is the Traineeship Coordinators responsibility to ensure files are internally audited regularly, that notification is given at minuted traineeship staff meetings if students are, Getting behind, not attended training, On-job assessments are arranged, trainees are regularly visited. The Training Plan form can be accessed through the HRTC Office

## Enrolment Process

Before a training plan is negotiated at the induction, the Trainee must verify their eligibility for a Government funded Position. The Trainee must complete an enrolment form and the fees are to be explained. At this time, the trainee must tick on the enrolment if they have any previous qualifications.

If the student is;

- Under 20 at the time of the enrolment
- Be living and employed in Victoria.
- Is an Australian citizen
- Holds a qualification equivalent level to the one intending to enrol in,
- The trainee is still eligible for a funded position.

If the Trainee is over the age of 20 and holds a qualification equivalent level to the one proposed in the traineeship, or is not an Australian citizen, the Trainee is **not** eligible for a funded position. Please refer to the HRTC eligibility procedure.

## What are the fees?

Fees are calculated by the Traineeship Program Leader from the scheduled fees and charges table. The Traineeship Program Leader advises the Finance officer of the trainee's details (enrolment form) and the Units of Competency to be completed in a calendar year by supplying the Finance Officer with a Course fee breakdown sheet with the list of units of competencies and scheduled hours to be enrolled into for the calendar year. An extra copy of the course fee breakdown sheet is attached to the details for the Finance Officer to mail out to the Trainee with the invoice.

Fees are calculated on the basis of the number of Scheduled hours (SCH's).

Concessions are available to trainees who have a valid Health Care Card from Centrelink. The Health Care Card must be copied (both sides) and validated by the Traineeship Program Leader or the HRTC staff member who sights and validates the currency of the concession card. These details of the HHC are recorded on the enrolment form. The HRTC staff member must sign the enrolment form section for concession card holder, and the copy of the HHC supplied with the enrolment form.

Refer to the Fees and Charges brochure: [http:// www.racingeducation.org](http://www.racingeducation.org)

## Who pays the fees?

The trainee is responsible for paying all enrolment tuition and material fees. The employer may choose to pay these fees on the trainee's behalf. To invoice the employer, supply them with a course fee breakdown sheet, outlining the fees and charges:

## **Application for special consideration**

In the event of the trainee / employer unable to pay the fees then an application for special consideration to waive fees may be applied for in writing to the Chief executive officer of HRTC

## **What happens if the traineeship starts midyear and finishes in the next calendar year?**

Enrolment fees apply for a 12 month period. You will need to complete the training plan, allocating particular units to each calendar year (e.g. some in the first year; the others in next year) and then create a Course fee breakdown sheet for each year. These are to be attached to the enrolment form.

## **What happens if the traineeship runs over more than 12 months?**

Enrolment fees apply for a 12 month period. Trainees will need to re-enrol every 12 months by completing a new enrolment form.

## **Setting up a Traineeship file**

To set up a Traineeship, you must have the following documents.

- A signed training plan
- An assessment record and summary
- A completed and signed enrolment form
- Course fee breakdown sheet
- Course file cover sheet
- Assessment summary
- Signed induction form
- Pre training review for the trainee
- Pre training review for the employer
- RTO notification form (SBA only)
- Permission to travel in a HRTC vehicle ( if under age 18)

## **Electronic file**

Each student has their own electronic file which is maintained on the tracker. It contains, a

- Training plan
- Assessment summary record
- Assessment strategy
- Course fee breakdown sheet for each calendar year of the traineeship
- Mailing labels for both trainee & employer

# Communication

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Effective communication is a vital factor in a successful traineeship. Establishing a relationship of respect and trust with all players supporting the trainee (the employer, supervisor, supervisor and fellow workers) through effective communication will help motivate, stimulate and support the training process.

Motivating and encouraging the trainee in their learning requires good communication skills.

Effective communication skills include:

- effective listening skills
  - face the speaker, make eye contact, relax
  - concentrate on the speaker and on what they are saying
  - maintain a positive attitude
  - wait until the speaker has finished before responding - don't cut in
- effective sending skills
  - have a clear understanding of the message you are trying to convey
  - use simple language and speak clearly
  - avoid distractions
  - adopt positive facial expressions and body language
- Checking understanding through questioning and feedback
  - Ask direct questions - "yes or no?"
  - Ask open questions - "What do you think?"
  - Prompt to encourage more information and to show you are listening - "uh-huhh...really?"
  - Offer support and understanding through encouragement - "that's great", "yes you're doing really well", "I can see how you feel"
  - Stay positive - Learners respond better to praise rather than criticism

## Stay in contact

The Traineeship Coordinator must contact the trainee at least four times a year face to face. Any other communication such as text messaging, phone calls or email. Should record all communications in the Student communication log

Make sure you have all the trainee's contact details - home, work, mobile phone numbers, address and email.

Give the trainee your details - give them a business card with your office hours, phone number, mobile number and email.

Ensure the trainee understands their commitments –

- when and where to turn up for off-the-job training classes
- when their written work is due, and how to submit it
- how to record their off-duties training sessions

Respect the privacy and confidentiality of the Business, Employer, Employees and Trainee.

## How can training be delivered?

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Training can occur:

- on-the-job
- off-the job
- a combination of both modes

***On-the-job learning*** is ideal for training specific practical skills

- On-the-job learning under normal work conditions occurs continuously through performance of everyday work tasks.

***Off-the-job learning*** can be used to teach underpinning knowledge

- It can occur as on-site training away from normal work duties, through
  - Structured training facilitated by the RTO trainer
  - Structured in-house training facilitated by the employer/supervisor/supervisor
  - Can be individual learning or with a group of peers.
- It can occur off-site through
  - Distance education
  - self-paced learning, e.g. self directed research
  - project-based learning
  - face-to-face learning - classes, seminars, workshops, field trips, wet labs facilitated by the trainer
  - attendance of seminars, short courses and conferences



- on-line structured learning

**Online resources** can be accessed through the relevant REC Racing Industry Learning Portal. The Learning Portal has two pieces of software, one is the Performance Plus Training Tracker site where the entire course is tracked and resulted, the second website, linked directly from the Performance Plus Training Tracker, is the Learning Management System (LMS), this site houses the Online Content relevant to each unit on scope. The relevant sites are:

<http://hrtc.performanceplus.com.au> (Harness Racing VIC, WA)

<http://hrnsw.aqtf.net.au/Performance+/> (Harness Racing New South Wales)

<http://rvwd.aqtf.net.au/Performance+/> (Thoroughbred and Greyhound Racing)

## Examples of Delivery Models

### Case study 1

Medium to large enterprise with 20+ trainees.

Training occurs solely on-site. The employer has appointed a specialised Training Supervisor to oversee and coordinate all training activities. Weekly training sessions are scheduled as part of the normal work plan. Training is delivered by content experts from within the Enterprise, plus outside experts are contracted to conduct some sessions, for example a First Aid session. The RTO trainer facilitates and coordinates the structure of the Training Plan and assessments and collects documented evidence of the trainee's participation, progress, and completion of the program, and arranges for the trainees to be granted a qualification award.

### Case study 2

Medium enterprise with 4 - 20 trainees.

Training occurs as a combination of on and off-the-job delivery. Trainees are taught practical skills by their workplace supervisor. The Trainer schedules quarterly on-site training days (workshops) to deliver generic skills such as Workplace OH&S and Workplace Communications. Trainees attend an annual Continuing Education Conference where specific content is delivered. Trainees team together with their peers and have regular "study sessions" with discussion regarding their self-paced learning activities. A supervisor assists with their learning with encouragement and guidance.

### Case study 3

Small enterprise with 1 - 3 trainees.

Training occurs as a combination of on and off-the-job delivery. Trainees are taught practical skills by their workplace supervisor while performing their work duties. The workplace supervisor/supervisor schedules a set time to assist the trainee with their self-paced learning activities. Trainees are released from work bimonthly to attend training sessions (workshops) with the trainer in a group setting. These sessions are organised by the trainer on a geographical basis, grouping trainees from several different enterprises in neighbouring areas.

## **Other options include:**

- block release - where the trainee is released from work and attends a scheduled block of training (usually class-room based) over a several day period eg; 2 weeks
- timetabled classes – eg; the trainee attends classes one day per week

## **Examples of self-paced learning activities:**

- on-line learning activities
- researching, creating and completing a project or a piece of work
- maintaining a diary or log of learning activities.

## **Examples of methods to create interaction with other learners and the trainer**

- on line training with real time discussions through chat rooms
- telephone conferencing
- other technologies

## **Learning Styles**

Take into account the Learning Style of the trainee when designing a Delivery Plan.

People learn in different ways, and there are many different models of learning styles, for example the visual/auditory/kinaesthetic model described below.

- visual - reading and viewing pictures or images, observing role models
- auditory - listening, repeating sounds with rhythm (reciting)
- kinaesthetic - practical hands-on learning - learn by doing

The trainer should try to determine the preferred style of each learner, and integrate a variety of learning materials into training situations, eg practical demonstrations and wet-labs, video/film, audio recordings, reading material, CD-Roms and on-line material, field trips, expert speakers, etc.

## **Creating a learning culture within the Workplace**

Creating a learning culture within the workplace will encourage the trainee to succeed in their learning. This requires a partnership between the employer, workers and trainer.

Training is more likely to be successful if the employer is engaged in the decision making of which skills their employees need to learn, and if they are engaged in delivering the training. The employer will be more motivated to allow trainers to learn new skills, and the trainee will be more engaged if supported by their employer.

## Supervising

Supervising involves pairing a more skilled worker with a trainee to meet learning goals. The Supervisor is generally not the employer, but is someone experienced and knowledgeable in their field, with sound ethics. They are concerned with advancing the trainee's knowledge and skills, and the professional and personal growth of the trainee.

### The role of the supervisor:

- Advise and assist the trainee in their learning
- Conduct one-on-one training
- Answer questions and concerns
- Give encouragement and feedback on performance
- Develop a friendship and relationship of trust
- Monitor the trainee's progress through regular observation and discussion

### Advantages of setting up a Supervisor

#### For the organisation:

- Increased morale and motivation of both the supervisor and the trainee
- Greater productivity and improved service
- Trainees gain quality development of skills and knowledge through modelling
- Development of supervisor's leadership and people management skills
- Increased personal and professional standards
- Increase in staff satisfaction
- Increase in staff retention

#### For the trainee:

- Receive assistance with learning and development of skills
- Receive encouragement and support to achieve goals
- Receive constructive feedback regarding performance
- Development of friendships and acceptance into the work culture

#### For the supervisor:

- Development of skills in leadership, coaching, counselling, listening, modelling and people management
- Gain respect as an expert in the field
- Development of a sense of being needed and professional recognition
- Be able to contribute to others in the organisation.

## **Motivating trainees to learn – everyone’s role!**

- Get to know the trainee
- Keep in touch with the trainee often – you initiate it!
- Encourage the trainee to plan their learning – ask them to think about how they can organise their study time; who could be their supervisor; do they need dead-lines to work towards, and how can they make sure they can meet them?
- Emphasise the benefits of training – what they will achieve and where it will take them
- Point out the relevance of the training to their experiences at work or in other aspects of their lives
- Encourage them to start their learning and assessment activities EARLY
- Encourage trainees to learn from one another
- Give feed back that is useful, prompt and encouraging

## **Conducting on-line training with the on-line resource and tracking system.**

There is an On-line instruction manual that has been developed for use for students and staff on accessing, uploading and completing assessment *tools*.

## **Conducting on-the-job training**

Many employers augment their trainees’ learning through on-the-job training sessions. To provide an effective training session, follow these 4 steps:

1. Determine the training need
2. Break down the task
3. Give the lesson
4. Evaluate

## **Determining the training need**

Training needs depend upon:

- The work tasks performed in your enterprise
- The learner’s existing skills level and previous experience

As the employer/supervisor, you understand the tasks the trainee’s job description entails. The Industry Competency Standards found within the National Training Package qualifications set out the tasks and the performance levels expected of trainees at the different AQF levels.

Set out a Training Needs list, such as the example on the following page:

# TRAINING NEEDS LIST

Trainee's Name:		Supervisor's Name:	
Unit of Competency	Job tasks	Lesson date	Comments
Follow workplace OHS procedures	<ul style="list-style-type: none"> <li>▪ hazard identification</li> <li>▪ risk management</li> <li>▪ respond to emergencies</li> <li>▪ apply first aid</li> <li>▪ report OHS issues</li> </ul>		<ul style="list-style-type: none"> <li>▪ conduct a safety audit</li> <li>▪ enrol in first aid course</li> <li>▪ schedule staff OHS meeting</li> <li>▪ organise CFA fire extinguisher training</li> </ul>

## Break down the task

To teach a trainee how to do a new job, break it down into components. This will help make learning easy, and the trainee will make less mistakes.

Below is a template of a Job Breakdown Sheet

Job Breakdown Sheet		
<b>Job Title:</b>		
<b>Objective:</b>		
<b>Materials and equipment:</b>		
Steps	Key points	Safety aspects

## **Give the lesson**

### **Before you give the lesson:**

- Tell the learner what you will be covering
- Tell the learner WHY they need to learn this skill
- Tell the learner when the lesson will occur
- Ask the learner what they already know about the job
- Prevent interruptions
- Organise all materials and equipment

### **Present the lesson:**

- Demonstrate the task
- Explain each step, using the Job Breakdown, and show how each step relates to the other steps
- Have the learner perform the task. Watch, coach, correct and encourage.
- Check the learner's understanding and ability to perform the task.

### **Follow-up the lesson:**

- Explain to the learner where to seek help if you are unavailable
- Encourage the learner to practice the task until it becomes part of the normal work routine
- Check on the learner's progress periodically

## **Evaluate**

### **Ask for feedback from the learner**

- Encourage the learner to ask questions about problems or difficulties
- Ask the learner if they are confident in performing the learnt task in their job
- Ask the learner how they felt about the training session

### **Personal reflection**

- What improvements could you make to your delivery of the lesson

### **Feed back from others**

- Ask for feedback from others who may have observed or been involved in the lesson
- Did I set enough time aside for a successful lesson?
- Did I organise all the materials and equipment?
- Did I start by putting the learner at ease?
- Did I clarify the purpose for the lesson?
- Did I give best practice demonstrations?
- Did I give opportunities for the learner to ask questions?
- Did I listen to the learner?
- Did I allow the learner to practice the task?
- Did I give constructive feedback

## Record Keeping

Record keeping is a significant component of traineeship training. Complete and accurate records are necessary for government auditing purposes.

## Off-the-job training activities log

The trainee is asked to keep a log of all off-the-job training activities that occur during normal working hours. As the employer/supervisor, please ensure this log is being kept up-to-date.

## Signing off

You may be asked to verify the trainee has gained specific skills and knowledge and can perform practical work tasks.

## Assessment

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Assessment is the judgement an Assessor makes as to whether evidence presented by a trainee meets the requirements of the unit of competency.

The evidence must relate to the underpinning knowledge and skills, and the application of the knowledge and skills within the workplace.

Evidence for underpinning knowledge and skills may come from questioning and verbal responses, written tests and assignments.

Evidence for the application of knowledge and skills may come from documentary evidence of work, demonstration / observation of performance, and industry references.

Assessments can be formative or summative.

**Formative Assessment** tasks are activities that trainees undertake during their course, and the assessor gives feedback to the trainee regarding their learning and performance.

**Summative assessments** are the formal tasks that are the basis of the assessor's judgement of the trainee's competency, and can be graded.

If the trainee is judged as not yet competent, they may have a second assessment.

### **Assessments must be:**

1. **Valid** - the assessment relates to and is relevant to the unit of competency and the performance criteria
2. **Reliable** - assessments are consistent from one assessment to the next
3. **Flexible** - assessment methods are appropriate to the context, task and trainee
4. **Fair** - the assessment method does not disadvantage the trainee

The evidence collected upon which assessment judgement is made must be:

- **Sufficient** - at least 2 or more pieces of evidence for each Unit of Competency
- **Authentic** - verifiable as the trainee's own work
- **Current** - up-to-date
- **Valid** - relates to the knowledge, skills and applications required in the Units of Competency.

# Assessment Plan

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The methods of assessment for each Unit of Competency will be discussed with the trainee, and forms part of the Training Plan.

Units of Competency may be assessed as a single Unit, or holistically with a number of Units of Competency being assessed simultaneously.

The trainee will be informed of the methods, criteria and grading methods of assessment prior to the assessment occurring.

## Methods of Assessment

Methods of assessment include completion of written questions and assignments, quizzes and tests, creation of a product, project or portfolio, third party reports (from the employer or supervisor), practical demonstrations and interviews. Assessment can occur both on and off-the-job.

## Workplace assessment

Workplace assessment is where an Assessor visits the workplace and conducts an assessment of the trainee's knowledge and skills through oral questioning and demonstration of skills. It can also involve interviewing the employer or supervisor.

The Assessor will inform the trainee and employer of interview times and dates, and must give at least 48 hours notice.

## Assessment Results

All results are to be entered onto Student Management System by the Student records administrator officer.

The Traineeship Program Leader must forward all SBA results to the school of each individual Trainee by the end of October. This is sent by fax or email to the Vet Coordinators.

The results are then filed with either the email or fax cover sheet in the school results file for the designated year.

## Unemployed Trainee

In instances of Apprentice / Trainee unemployment:

- a) HRTC must 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 / 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; and/or
- b) 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; and/or
- c) 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

The Traineeship Program Leader will notify the Student Records Administrator of the cancellation of the traineeship.

When issuing a certificate for this completion, the certificate must NOT have the wording *Obtained under an approved Victorian Government Apprenticeship or traineeship training scheme*



## Withdrawal from training

If a trainee withdraws from the entire course, the RTO and AAC should be notified. The trainee may apply for a refund, provided they withdraw within 4 weeks of enrolling.

The trainee will be issued a result of either:

- **WD = Withdrawn – Cancelled** - This occurs where the trainee has not commenced any training in a Unit of Competency
- **WD = Withdrawn** - This occurs where the trainee has commenced but not completed training in a Unit of Competency
- **NA = Not Assessed** - This occurs where assessment of the Unit has not been completed by December, and a final result will be recorded in the following year

## Ceasing employment

If a trainee leaves the job (for whatever reason), the employer must notify the AAC and the RTO within 5 days.

## Selling a business

The new employer is under no obligation to continue the traineeship. If they choose to continue the traineeship, the AAC and the RTO must be advised.

## Granting a Qualification Award

When the trainee has completed all on and off-the-job components of the training, and all Units of Competency have been resulted as C (Achieved Competency), an award can be granted.

As the employer, you will be asked to sign a Completion form stating all on-the-job components of training have been completed. A course award will then be granted to the trainee and a Certificate is issued. The HRTC Traineeship Program Leader will inform the AAC and the school (in cases of ASBA) that the traineeship has finished with in two weeks of completing.

If the trainee completes their training early, ie before the Training Contract's end-date, an Australian Apprenticeship Early Completion form will need to be signed by the employer and the trainee (A HRTC Traineeship Coordinator will organise this).

If the training was not completed within the Training contract dates, an extension will need to be applied for. A Traineeship staff member assigned to the Trainee, will organise this.

If the trainee does not complete all Units of Competencies required for a formal qualification, they can be issued with a Statement of Attainment showing those Units they have successfully completed.

Upon successful completion, the trainee will be invited to attend the Graduation Ceremonies, held at the beginning of the following year.

## Trouble-shooting - what can be done when...

<b>Problem</b>	<b>Action</b>
The trainee is having trouble paying the enrolment fee	Refer the trainee to Centrelink for low income card; and have meeting with the Trainee to discuss options
The trainee needs assistance with finances or accommodation	Refer the trainee to AAC for assistance in subsidies available to Trainees
The trainee requires personal counselling	Refer the trainee to a Traineeship Coordinator to assist in what counselling is required.
The trainee requires LLN support	Ask the Traineeship Program Leader to inform HRTC Traineeship Coordinator when they are attending training, they can arrange support
The trainee requires disabilities support	Ask the Traineeship Coordinator to contact the AAC for Disabilities support
The trainee does not perform	Seek advice from the Apprenticeship Field Officer (AFO)
The trainee withdraws from the course	Inform the RTO and update relevant state portal
Trainee / employer has a grievance against the Traineeship Coordinator/or Deliverer	Contact the RTO and complete Complaints Procedure
Trainee / employer seeks advice regarding wages and conditions	Refer to related Wage Information Service
The trainee leaves the place of employment	Notify the RTO and the AAC.

## Glossary of acronyms

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AAC	Australian Apprenticeship Centre (formerly known as NAC New Apprenticeship Centre)
AFO	Apprenticeship Field Officer
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ASBA	Australian School-based Apprentice (formerly known as SBNA School-based New Apprentice)
GTO	Group Training Organisation
LLEN	Local Learning & Employment Networks
LLN	Language, literacy & numeracy
The RTO	Harness Racing Industry Training Centre Board of Management, TOID 22215. Also trading as Racing Education Centre
RTO	Registered Training Organisation
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training

# Useful Contacts

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Role	Name	Office Phone	Mobile	Email
Australian Apprenticeship Centre				
Apprenticeship Field Officer				
Head Office	Leigh Graham	03 54 493 590	0427 380 503	<a href="mailto:leigh.graham@racineducation.org">leigh.graham@racineducation.org</a>
	Teale Leahy	03 54 493 590		<a href="mailto:teale.leahy@racineducation.org">teale.leahy@racineducation.org</a>
Trainer/Assessor				
SBAT School coordinator				