

NEW APPRENTICESHIPS

Consider the possibilities

public service and merit protection commission

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Foreword

Structured and relevant training and development strategies have always represented a key part of agencies' overall human resource management systems. This is even more so today, with the flexibilities provided to agency heads through the Government's workplace relations and public sector reforms enabling them to take a more direct role in the management of their organisations.

Establishing developmental strategies for staff plays a critical role in successful workforce planning. Just as it is vital to provide relevant and structured training in the early stages of an individual's career, so it is as important to provide vocational education and training opportunities to enable staff to develop their skills throughout their careers to equip them to meet the challenges of the future. Increasingly, vocational education is being recognised as a continuous process and is no longer regarded as simply a pre-employment or introductory experience.

Training and development represents a key aspect of the planning cycle—critical to the ongoing success of organisations in times of change and mobility.

An important element in vocational education and training reform is the Government's New Apprenticeships initiative, which offers all employers more options in choosing an apprenticeship or traineeship program to best suit their needs.

This publication seeks to provide agencies with some background on the key elements of the National Training Framework, the operation of New Apprenticeships and some information on the workplace relations and recruitment frameworks.

We intend to update and supplement this publication with APS case study material later this year. I would also welcome your feedback on this document. In this way, the publication will develop with our experience with New Apprenticeships in the APS.

Helen Williams

Helen Williams
Public Service Commissioner
June 1998

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N o t e

This publication provides overview information regarding the National Training Framework and the operation of New Apprenticeships.

Agencies are advised to check with their local State or Territory Training/Recognition Authority on particular requirements in respective jurisdictions e.g. in relation to funding of training, start-up processes with training agreements, certificate issue etc.

A list of State and Territory Training/Recognition Authorities is at appendix C.

New Apprenticeships

NEW APPRENTICESHIPS:

- move existing apprenticeships and traineeships into an era of greater flexibility to meet the needs of employer, apprentices and trainees;
- involve, for the first time, a national system of apprenticeships and traineeships, underpinned by national reforms to ensure the quality of training; and
- make the provisions of tailored vocational education and training to the Australian Public Service both more simple and more flexible.

CONSIDER THE POSSIBILITIES:

- take on part-time apprentices and trainees;
- participate in traineeships with higher level outcomes;
- vary the mix of training and productive time;
- calculate the minimum wage by adjusting the relevant award rate for the time spent in training;
- enable progression through wage levels on the basis of competency and other criteria;
- vary the duration of apprenticeships and traineeships; and
- form individual agreements with your apprentice or trainee.

Background

In the last decade there has been a substantial decline in the number of young people employed in the Australian Public Service (APS). As a consequence, in 1996, the Prime Minister asked the then Minister for Employment, Education, Training and Youth Affairs, in consultation with the Minister Assisting the Prime Minister for the Public Service, to review any structural barriers which prevent young people entering the APS. An interdepartmental committee was established and reported in July 1997.

The review committee noted some structural impediments that may be contributing to the fall in levels of youth employment in the APS and recommended action to remove them. The committee concluded that the adoption of initiatives which might lead to greater representation of young people in the APS is largely the responsibility of individual agencies.

One of the recommendations was that agencies make greater use of traineeships, especially under the New Apprenticeships umbrella.

What are New Apprenticeships?

New Apprenticeships provide the opportunity to develop new training arrangements tailored to the specific requirements of individual APS agencies. They provide new training flexibilities, new support service arrangements and new opportunities for structured training. In terms of the APS this means that customisation of training, rather than a 'one size fits all' approach, is now possible.

New Apprenticeships involve paid work (full or part-time) and structured training. The key elements of New Apprenticeships are the training program, underpinned by a training agreement which is registered with a State or Territory Training/Recognition Authority, and a contract of employment. The training program, based on client choice, should lead to a nationally recognised, competency-based qualification.

As New Apprenticeships are competency-based, the trainee is assessed on the skills they can actually perform and not on the period of time they have spent in training.

WHAT CONSTITUTES A NEW APPRENTICESHIP?

New Apprenticeships are defined by the following three characteristics:

- a registered training agreement;
- a negotiated training program leading to a nationally recognised qualification; and
- paid work and structured training.

The employment framework

New Apprenticeships are given effect through the *Workplace Relations Act 1996* (the WR Act). The new workplace relations arrangements are intended to complement reforms to the vocational education and training system which aim to simplify the delivery of training and to make it more flexible and responsive to business needs. The objective is to modernise apprenticeships and traineeships to provide training that leads to real jobs.

The new workplace relations arrangements for the employment of apprentices and trainees will provide greater flexibility for an APS agency to implement entry level training strategies for apprentices and trainees that are tailored to the specific needs of that agency. Under the *Public Service Act 1922* (the PS Act), the Public Service and Merit Protection Commission and the Department of Workplace Relations and Small Business may be required to exercise relevant delegations to implement New Apprenticeships arrangements in the APS, e.g. in establishing new classifications, but this should not inhibit APS agencies from accessing the opportunities available under the new system.

Under the Government's workplace relations policy for the APS, each agency has responsibility for the management of their workplace relations—including making Certified Agreements (CAs) and Australian Workplace Agreements (AWAs) that will set actual salaries and other conditions of employment—consistent with the Government Policy Parameters for Agreement-Making in the APS which apply to all APS agreements. APS agencies are now being encouraged to take greater responsibility for developing people management strategies which are aligned with the organisational goals of individual agencies.

How do New Apprenticeships fit into the national training system?

The national training system is the outcome of the commitment of various parties to develop a flexible, high quality vocational education and training system that has a prime focus on meeting the needs of industry, both at the sector and enterprise level.

NATIONAL STRATEGY FOR VOCATIONAL EDUCATION AND TRAINING IN AUSTRALIA 1998–2003

Australia's National Strategy for Vocational Education and Training 1998–2003 sets out a vision for vocational education and training. It was developed by the Australian National Training Authority's Board in consultation with major stakeholders, including industry, and has the collective authority of all Australian Governments.

It is based on four objectives:

- equipping Australians for the world of work;
- enhancing mobility in the labour market;
- achieving equitable outcomes in vocational education and training; and
- maximising the value of public vocational education and training expenditure.

KEY PARTIES IN VOCATIONAL EDUCATION AND TRAINING (VET) IN AUSTRALIA

The three main parties responsible for the direction and provision of vocational education and training in Australia are the Commonwealth Government, the State and Territory Governments and business/industry. These parties co-operate through a number of structures listed below.

- **ANTA** – The Australian National Training Authority – a statutory authority set up by a separate Act of Parliament to distribute funding for VET;

ANTA Act and Agreement: The ANTA agreement sets out a framework for a national VET system. The Act specifies arrangements for payment by ANTA of Commonwealth funds to the States and specifies the relationship between ANTA MINCO and ANTA.

ANTA MINCO: Members are Commonwealth, State and Territory Ministers responsible for vocational education and training, overseeing the national VET system and allocating funds. It is Chaired by the Commonwealth.

ANTA supports a national network of Industry Training Advisory Bodies (ITABs) and provides funds to states and territories to complement state and territory resources supporting their industry advisory arrangements.

- **MCEETYA** – Ministerial Council comprising Commonwealth, State and Territory Ministers responsible for vocational education and training;
- **Industry** – participates on the ANTA Board and the National Training Framework Committee and on National, State and Territory Industry Training Advisory Boards;
- **DEETYA** – the Department of Employment, Education, Training and Youth Affairs, advises Commonwealth Ministers on VET policies and programs and liaises with ANTA; and
- **State and Territory Training/Recognition Authorities** – responsible for regulation/delivery of VET in the States and Territories

A schedule of the respective State/Territory bodies is provided at appendix C to this paper.

KEY ELEMENTS OF THE NATIONAL TRAINING SYSTEM

National Training Framework

The framework comprises a set of ‘underpinning’ arrangements relating to VET which have been agreed to by Ministers to ensure quality training based on the needs of industry, leading to nationally recognised qualifications.

The framework consists of two interconnected features:

- new recognition arrangements (the Australian Recognition Framework) for training organisations and training products; and
- training packages which include endorsed competency standards, assessment guidelines and qualification levels.

Australian Recognition Framework (ARF)

The Australian Recognition Framework (ARF) relates to the registration of training providers, whether 'public' (e.g. TAFE) or private, and the national recognition of their products and services. Its aim is to streamline VET recognition processes and ensure that skills and qualifications are recognised across Australia. The ARF is a set of agreed standards and supporting elements which all States and Territories will use to:

- register training organisations;
- determine the basis, scope and period of registration; and
- ensure quality through agreed performance measures and protocols for audit and monitoring.

Registered Training Organisations

A Registered Training Organisation (RTO) is any training organisation registered in accordance with the ARF providing vocational education, training and/or assessment services.

All organisations, whether public or private, seeking national recognition of their training products and services must be registered by a State or Territory Training/Recognition Authority.

States and Territories have agreed to the Principles of Mutual Recognition outlined in the ARF within which all RTOs agree to mutually recognising the decisions and outcomes of any other RTO or body in partnership with an RTO.

Through the registration process training organisations will be registered to deliver a range of training products and services.

An RTO will:

- only have to register in one State to be recognised in all others and RTOs will recognise each other's products and programs and the qualifications and statements of attainment issued;
- determine their own approaches to delivering nationally recognised qualifications based upon endorsed training packages and the qualification pathways arising out of those packages; and
- either be registered to deliver training and to issue qualifications or to undertake assessment services only and issue qualifications.

States and Territories (with industry involvement) are responsible for managing registration arrangements. The relevant registration authority for APS agencies in Canberra is the ACT Accreditation and Registration Council (see appendix C).

Training packages

Training Packages are comprised of two parts: endorsed and non-endorsed components.

The endorsed components are:

- competency standards;
- alignment of the standards to qualifications in the Australian Qualifications Framework (e.g. packaging, titling, customisation); and
- assessment guidelines (e.g. assessor qualifications and training, guidelines for designing assessment materials, guidelines for conducting assessments).

The non-endorsed components are:

- learning strategies (e.g. learning pathways, model training programs);
- assessment materials (e.g. instruments, process for review and maintenance); and
- professional development materials (e.g. resource materials, information on training package components).

Training packages are usually developed by National Industry Training Advisory Bodies (ITABs) with Commonwealth funds provided through ANTA. Some large enterprises are also developing enterprise packages but these are not publicly-funded.

Training Packages (including enterprise ones) are submitted to the National Training Framework Committee of ANTA for endorsement. When this is obtained, Commonwealth, State and Territory ministers give final endorsement for placement on the 'national register' (the National Training Information Service) maintained by ANTA. The National Training Information Service can be accessed through the ANTA web site at <http://www.anta.gov.au/ntis>

Public Service Training Package

Public Service Education and Training Australia (PSETA) has recently conducted a scoping project to help establish a framework for the future development of a public service training package. Funding is now being sought from ANTA for the development of a package that will provide for a national training arrangement for the public services of Australia including:

- New Apprenticeships in the public sector;
- core and optional skills and knowledge; and
- streams and fields of public sector operation and their linkages.

The *Integrated Core Competencies for the APS*, developed under the auspices of the Joint APS Training Council, and the *National Competency Standards for Public Administration*, developed under the NPA ITAB—both currently endorsed until December 1998—will be reviewed as part of the development of the Public Sector Training Package.

Progress in the development of the Public Service Training Package will be the subject of more specific advice in the future.

The Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) was introduced nationally in 1995 to provide a comprehensive, nationally consistent structure of qualification levels and titles across all education sectors.

The AQF recognises that the schools sector, the vocational education and training sector and the higher education sector each have different institutional and industry linkages. It connects these in a coherent single framework incorporating qualifications levels, titles and guidelines. The AQF supports efficient, continuous learning and promotes articulation of education and training programs, credit transfer arrangements and recognition of prior learning (RPL). The AQF provides the link between work requirements and education and training outcomes.

The AQF comprises twelve national qualifications across all sectors from senior secondary certificates (Year 12) to doctorates. The AQF is intended to ensure that there is a consistent approach to issuing qualifications so that a

given qualification (e.g. advanced diploma) always signals roughly the same breadth and depth of knowledge and skills regardless of the field of study, learning pathway or institution.

More information on the AQF is available from the AQF Advisory Board, PO Box 609, Carlton South, Victoria, telephone 03 9639 1606 or your State or Territory Training/Recognition Authority.

User Choice

The objective of user choice is to increase the responsiveness of the vocational education and training system to the needs of clients through the encouragement of direct and market relationships between individual providers and clients. It focuses on shifting vocational education and training from a supply-driven system to a demand-driven system.

User choice aims to make training delivered off-the-job more responsive to the needs of industry and individual enterprises by linking the decisions about training directly to users.

User choice:

- increases the ability of users to negotiate the training that they choose with public and private training providers;
- increases the responsiveness on the part of training providers; and
- ensures outcomes are compatible with public expenditure constraints and the efficient use of resources.

In effect, agencies that are already RTOs are operating under user choice principles.

Detailed advice on the application and operation of user choice in particular States and Territories is available from the relevant State or Territory Training/Recognition Authority.

New Apprenticeships

The New Apprenticeships initiative introduces reforms which will make apprenticeships and traineeships more accessible and relevant to our clients.

New Apprenticeships is about developing a simpler, more relevant training system that is responsive to the needs of users and improves the bottom line profitability of businesses. New Apprenticeships move existing apprenticeships and traineeships into an era of greater flexibility to meet the needs of employers, apprentices and trainees.

They involve, for the first time, a national system of apprenticeships and traineeships. This is underpinned by national reforms to ensure the quality of training. Most areas of industry are being opened up to employment-based training under New Apprenticeships, providing opportunities for a greater range of apprenticeships and traineeships. Put simply, New Apprenticeships offer new flexibilities, new support arrangements and opportunities in more industries.

New Apprenticeships apply to all apprenticeship and traineeship arrangements and can cover full or part-time work. The part-time arrangements will also be available to school students. Businesses can employ apprentices and trainees under Australian Workplace Agreements, Certified Agreements or industry Awards.

At present, the Commonwealth provides incentive payments to employers for New Apprenticeship commencements and recommencements leading to qualification outcomes at AQF levels 1 to 4. Further details are available from local New Apprenticeship Centres.

Training classifications in the APS

The current APS-wide training classifications have been revamped to complement the introduction, via agency agreements, of the new 8-level APS classification structure. There are no centrally mandated training requirements for the new APS training classifications.

The new training classifications are:

- Graduate APS
- Trainee APS (Administrative)
- Trainee APS (Technical)
- Apprentice APS (Trades)
- Cadet APS

Advancement notices made under s.53A of the PS Act have been amended so that the course of training for the new training classifications is specified by the employing agency head.

Individual agencies are also responsible for determining any new arrangements governing qualification/eligibility requirements in an agency's classification structure using the power under s.33A of the PS Act to determine qualifications and other conditions.

If an agency does not include a training classification in its Certified Agreement (CA) it will be restricted to using the training categories in place under existing APS award provisions, including the rates of pay. Agencies may, however, vary their CA to include arrangements for trainees. Similarly, agencies that have developed comprehensive agreements, which operate to the total exclusion of APS awards, would need to vary their CA to make arrangements for trainees. As an alternative to varying existing agreements, agencies may consider developing Australian Workplace Agreements (AWAs) that cover a trainee's conditions of employment.

Opportunities in the APS

New Apprenticeships offer all employers more options in choosing an apprenticeship or traineeship programme to suit their needs. Developing apprenticeships and traineeships using the new arrangements will allow agencies to:

- take on part-time apprentices and trainees;
- participate in traineeships with higher level outcomes;
- vary the mix of training and productive time;
- calculate the minimum wage by adjusting the relevant award rate for the time spent in training;
- enable progression through wage levels on the basis of competency and other criteria;
- vary the duration of apprenticeships and traineeships; and
- form individual agreements with their apprentice or trainee.

The introduction of these new measures will also provide greater choice through:

- user choice (agencies can select their training provider and have a greater say in the training program); and
- the expansion of vocational education and training in schools.

Agencies will be able to tailor aspects of traineeships to meet their specific needs (within the National Training Framework). Current arrangements under the Public Administration Traineeship (PAT) are restricted by the following parameters:

- they must be a maximum of twelve months in duration;
- wages usually reflect 80% of the time spent on-the-job and 20% training; and
- they are usually aimed at a Certificate II level qualification within the AQF.

Higher level traineeships may be developed (on the basis of endorsed enterprise or industry training packages under the National Training Framework). These could be for longer or shorter periods than the nominal twelve months under the existing Public Administration Traineeship.

Agencies may also find it consistent with their human resource strategies to offer traineeships on a part-time basis. A traineeship could be offered for, say, 20 hours a week to cover peak workload periods. The structure of the program would depend solely on the needs of the agency.

School based traineeships are now also possible. Under these arrangements, secondary school students can concurrently complete their year 11 and 12 studies while undertaking a part-time traineeship. This could be of significant value to agencies with regional networks where they wish to develop the skills base amongst future school leavers to meet their future recruitment needs. Information on possible opportunities is available from the relevant State or Territory Training/Recognition Authority listed in appendix C.

The new provisions for training wage arrangements under CAs and AWAs will ensure that industrial relations arrangements are readily available for the employment of apprentices and trainees under the reforms.

POSSIBLE CONSIDERATIONS

Under New Apprenticeships arrangements and reforms to the industrial relations environment through CAs/AWAs, there will be a greater range of traineeship options. Some options are:

- Part-time traineeships—this already exists for the Public Administration Traineeship (PAT).
- Delivery of traineeships ‘in house’ by an agency, or an agency can decide to use the training provider of its choice.
- Existing PAT traineeships could be customised to suit the needs of an agency.
- Current industry traineeships could be used by agencies or agencies could customise endorsed training packages to meet agency-specific requirements. Possible traineeships include: clerical/administrative, retail, property services, finance, community services and health. These traineeships could be modified for use in a public sector environment on an agency by agency basis.

- AQF outcomes arising out of traineeships depend on competencies attained. Traineeships could be developed with qualifications ranging from Certificate II to Diploma. Agencies would be able determine how qualifications obtained translate into their specific classification structure.
- Arrangements under New Apprenticeships allow the work/training mix undertaken by trainees to be varied; traineeships no longer need to conform to the usual 80/20 formula. In addition, traineeships need not be for only one year.
- Using competency-based assessment and recognition of prior learning, traineeship periods can be reduced. Trainees can progress at their own pace and only undertake the modules in which they have not been assessed as competent. Alternatively trainees might undertake other modules which enable them to progress to a higher AQF qualification outcome at a later point.

SOME STRATEGIES

Working group

A working party comprising representatives from DEETYA, the PSMPC, DWRSB and the ACT Joint Industry Training Council has been established to examine options for increasing the range of, and opportunities for, New Apprenticeships in the APS; this includes the potential for cross-agency traineeships, traineeships spanning the Commonwealth, State and local Government sectors and school-based opportunities.

Further advice will be provided on these issues when available.

Vocational Education and Training Network

The PSMPC has initiated the formation of a Vocational Education and Training Network for the APS. The network will provide a forum for agencies to discuss initiatives in VET generally, but will have a focus on opportunities and strategies that agencies are pursuing in New Apprenticeships. It is envisaged that this will lead to a workshop later this year featuring some case studies on their application in the APS, but also highlighting examples from the private sector which might be adapted to the APS context. Further information on the Network can be obtained from Garry Smith at the PSMPC on telephone 02 6272 4357.

The operation of New Apprenticeships

New Apprenticeships can be undertaken on a full or part-time basis and part-time arrangements will also be available to school students. The work/training mix may be varied to suit the needs of the employer and the trainee or apprentice, subject to the employing authority's approval.

The employment of a New Apprentice can take place either under an award, where the scheme is provided for, or under a CA or AWA.

AWARDS

Awards may be varied to include provision for New Apprenticeships in the normal way. In addition, the WR Act requires the Australian Industrial Relations Commission (AIRC), when making or reviewing awards, to have regard to the need to support training by including trainee wage arrangements. This matter is being considered in the course of APS award simplification, however, agreements remain the preferred vehicle for introducing New Apprenticeships in the APS.

AGREEMENTS

To implement the new arrangements, agencies need to include relevant provisions in their CAs or AWAs. If agencies have not established specific arrangements, they may wish to provide a basis for implementing traineeships by including a facilitative clause in their CAs along the following lines:

This clause applies to employees undertaking a traineeship which is approved under Part VIE of the Workplace Relations Act 1996 (the Act). Notwithstanding anything to the contrary in this agreement, the pay rate applying to an employee undertaking such a traineeship (apprenticeship) shall be calculated in accordance with s.170XC (170XD for apprenticeships) of the Act where the benchmark rate is the pay rate which would apply to the employee under this agreement for the work being performed by the employee, if the employee was not undertaking the traineeship.

FUNDING FOR NEW APPRENTICESHIPS

To access funding as a New Apprentice, an individual must:

- fall within the definition of a New Apprenticeship;
- not currently or previously have continuing full-time employment in the enterprise in relation to which the training will take place; or
- be an out-of-trade apprentice/trainee.

Details and advice in respect of funding arrangements are available from your local State or Territory Training/Recognition Authority listed at appendix C to this paper.

REGULATORY ARRANGEMENTS FOR NEW APPRENTICESHIPS

Traineeships and apprenticeships under New Apprenticeships are defined in terms of a pathway to a qualification as identified in a training package and not by legislation.

The following represent the major points of regulation for New Apprenticeships:

- endorsement of the training package;
- registration of the training provider; and
- signing of the Training Agreement between the employer and the apprentice or trainee, and endorsed by the State or Territory Training/Recognition Authority.

Administration of New Apprenticeships

NEW APPRENTICESHIP CENTRES

On 1 May 1998, a network of New Apprenticeship Centres commenced operation from over 200 sites providing 'one stop' integrated assistance to clients.

The services offered by New Apprenticeship Centres include:

- providing New Apprenticeship information to employers, apprentices and trainees;
- marketing and promotion of New Apprenticeships locally;
- administering Commonwealth program payments;
- working with State and Training/Recognition Authorities to provide an integrated service; and
- establishing effective relationships with Commonwealth-contracted Job Network members, training providers, schools and other organisations.

The New Apprenticeship Centres are working with State and Territory Training/Recognition Authorities in order to integrate and streamline services provided by both levels of government. In the ACT, for example, the ACT Government Trainee and Apprentice Centre has an agreement with the three New Apprenticeship Centres that Training Agreements be lodged with the New Apprenticeship Centre chosen by the employer.

The Training Agreement will then be forwarded to the Territory agency for endorsement and attention to matters including ongoing monitoring of the training and payment to training providers.

Training Agreements in most States and Territories will incorporate the Commonwealth subsidies information. The Training Agreement must be lodged with the New Apprenticeship Centre where the New Apprenticeship includes eligibility for the Commonwealth employer subsidy. Where there is a subsidy, the New Apprenticeship Centre receives Commonwealth payment for providing services. The State and Territory Training/Recognition Authority will still have to endorse the Training Agreement and will manage training funds and payments to Registered Training Providers.

Employers are able to choose which New Apprenticeship Centre they wish to use.

Wage arrangements

MINIMUM WAGE ARRANGEMENTS UNDER AGREEMENTS

The WR Act, s.170XC for traineeships and s.170XD for apprenticeships, sets out how minimum wages are to be determined for the purposes of applying the ‘no disadvantage test’ for New Apprenticeships under CAs and AWAs.

Where an appropriate rate of pay under the award does not exist—and this will often occur because the new apprenticeship or traineeship has a different work/training mix to that provided under the award—the minimum wage will be the most relevant award rate adjusted for the difference in time spent in training as approved by the approving authority. Establishing training wages in this way draws directly on existing award rates of pay and uses precedents endorsed by the AIRC for discounting wage rates for time spent in training.

Agencies should be aware that, in using the suggested CA facilitative clause to introduce New Apprenticeships, it would be the relevant agreement rate, not the award rate, which will be used in the calculation of the training wage.

For both new apprentices and trainees employed under CAs or AWAs the following apply:

- AWAs and CAs may provide for part-time apprenticeships and traineeships on a pro rata basis.
- Where the New Apprenticeship combines a different mix of training time and productive work the minimum wage is calculated from the relevant wage, adjusted for time spent in training, as determined by an approving authority.
- Apprentices and trainees can progress through the relevant wage scale on the basis of new criteria, such as competency, determined by an approving authority.
- Where an apprentice or trainee wage is calculated from an approving authority determination, it will not rise and fall depending on the amount of time spent in training in each week. Instead the proportion of time spent in work will be calculated as an average over the duration of the apprenticeship or traineeship.

APPROVING AUTHORITIES

The WR Act empowers the Minister for Employment, Education, Training and Youth Affairs and the Minister for Schools, Vocational Education and Training to declare as an approving authority for the purposes of the WR Act:

- any State or Territory Training/Recognition Authority that exercises approval powers in relation to traineeships or apprenticeships;
- any Industry Training Advisory Body; and
- any other body which meets requirements to be set out in the Regulations.

WAGE TOP-UP SCHEME

The Government has established a wage top-up for full-time apprentices and trainees employed under the new arrangements to at least the existing National Training Wage minimum rates. This is because in some cases the extent of training in the apprenticeship or traineeship which best meets the needs of the employer and the employee may mean that the total weekly wage may fall below an appropriate level.

Under the Wage Top-up Scheme every full-time apprentice and trainee covered by the new wage arrangements employed under an AWA or CA will receive at least the current National Training Wage minimums of:

- \$134 per week for 16 year olds;
- \$165 per week for 17 year olds;
- \$206 per week for 18 years and older; and
- \$231 per week on attainment of Australian Qualification Framework (AQF) Level 2, and continuing training to achieve AQF Level 3.

These amounts may be affected by the outcome of the recent wage (May 1998) case.

Employing a New Apprentice in the APS

Agencies are able to design and implement New Apprenticeships which are aligned to the new APS structure or to a structure adapted through the relevant agency agreement, for example, a Customer Service New Apprenticeship might be aligned to an outcome at APS 3. In that scenario, the wage payable to a New Apprentice would be based on the proportion of time on the job (productive time) as a percentage of the APS 3 salary point.

On successful completion of the New Apprenticeship and issue of the relevant qualification, the person would move to full-time on the job and attain the full salary at APS 3 level.

Where agencies wish to establish a New Apprenticeship category outside of the approved APS or agency adapted structure, it will be necessary to approach the Department of Workplace Relations and Small Business to create the classification desired.

Agencies have the option of setting in place New Apprenticeships on the basis of permanent appointment or to employ a new apprentice for a finite period under temporary employment provisions, i.e. employment would cease at the end of the specified period. A qualification or statement of attainment would be provided at that time. This model is similar to the permanent and temporary stream arrangements applying to the recruitment of former Trainee Administrative Service Officers—or Trainee APS (Administrative) officers—under the new structure.

Normal APS recruitment and selection procedures would apply in both cases. Advice in that respect is set out in:

- *APS Employment Reform – Setting the Framework*, PSMPC Circular 1998/2, (sections F, G and L)
- *Recruitment and Selection*, Essentials No 2, PSMPC 1996 (to be read in conjunction with Circular 1998/2)
- *Appointment and Probation*, Essentials No 5, PSMPC, May 1997
- *Probation*, Principles, Guidelines and Good Practice, PSC 1995
- *Temporary Employment*, Interim Principles and Guidelines, PSC 1995.

New Apprenticeship opportunities are open to existing staff (e.g. a middle management traineeship), although funding from the relevant State or Territory Training/Recognition Authority may not be available in those situations.

Normal probation arrangements would apply in the case of permanent appointments.

Appendix A: Useful contacts

PUBLIC SERVICE AND MERIT PROTECTION COMMISSION (PSMPC)

Matters relating to employment and selection arrangements:

Garry Smith
Tel: 02 6272 4357
email: garry_smith@psmpc.gov.au

DEPARTMENT OF WORKPLACE RELATIONS AND SMALL BUSINESS (DWRSB)

Matters relating to the Workplace Relations Act 1996:

Stewart Thomas
Tel: 02 62437668
Fax: 02 6243 7781
email: sthomas@dwrsb.gov.au

DEPARTMENT OF EMPLOYMENT, EDUCATION, TRAINING AND YOUTH AFFAIRS (DEETYA)

Matters relating to Vocational Education and Training policy:

Annelly Aeuckens
Tel: 02 6240 7056
Fax: 02 6240 9523
email: annely.aeuckens@deetya.gov.au

YOUR RELEVANT STATE OR TERRITORY TRAINING/RECOG- NITION AUTHORITY

See appendix C

PUBLIC SERVICE EDUCATION AND TRAINING AUSTRALIA (PSETA) SECRETARIAT

Matters relating to the development of the Public Service Training Package:

Secretariat
Meg Barnett
Tel: 08 8226 2808
Fax: 08 8226 2888

PSMPC
Garry Smith
Tel: 02 6272 4357
email: garry_smith@psmpc.gov.au

Appendix B: Reference material

Australian National Training Authority web site: <http://www.anta.gov.au>

Assuring Quality and Choice in National Training, Australian National Training Authority, 1997 (to be re-issued shortly)

Guidelines for Training Package Developers, Australian National Training Authority, March 1998

The Australian Recognition Framework, brochure, Australian National Training Authority

Training Packages – An integrated approach to flexible training delivery, brochure, Australian National Training Authority

DEETYA, New Apprenticeships web site:
<http://www.newapprenticeships.gov.au>

Introduction to the AQF: Certificates, Diplomas, Degrees, Australian Qualifications Framework Advisory Board, 1996

Appendix C: State and Territory Training/ Recognition Authorities

Agencies are advised to check with their local State or Territory Training/
Recognition Authority on particular requirements in respective jurisdictions
e.g. in relation to funding of training, start-up processes with training
agreements, certificate issue etc.

NEW SOUTH WALES

Vocational Education and Training Accreditation Board
Locked Bag 21
DARLINGHURST NSW 2010
Telephone 02 9244 5335

VICTORIA

Office of Training and Further Education (OTFE)
GPO Box 4367
MELBOURNE VIC 3001
Telephone 03 9637 2762

QUEENSLAND

Department of Training and Industrial Relations Queensland
Locked Mail Bag 527
GPO BRISBANE QLD 4001
Telephone 07 3247 5477

NORTHERN TERRITORY

Northern Territory Employment and Training Authority
GPO Box 2925
DARWIN NT 0801
Telephone 08 8999 4222

WESTERN AUSTRALIA

Western Australia Department of Training
Level 2, 151 Royal Street
EAST PERTH WA 6004
Telephone 08 9235 6035

TASMANIA

Tasmanian Accreditation and Recognition Committee

GPO Box 301C

HOBART TAS 7001

Telephone 03 6237 7370

SOUTH AUSTRALIA

Training Recognition Branch

Department of Education, Employment, Training and Youth Affairs

GPO Box 2352

ADELAIDE SA 5001

Telephone 08 8226 3398

AUSTRALIAN CAPITAL TERRITORY

ACT Accreditation and Registration Council

PO Box 985

CIVIC SQUARE ACT 2608

Telephone 02 6205 7066

Glossary of Terms ¹

GLOSSARY— AUSTRALIAN RECOGNITION FRAMEWORK (ARF)

Access and Equity

Strategies to open vocational education and training to all individuals of the community, particularly focusing on those groups that have been traditionally under-represented. In the context of the Australian Recognition Framework, the access and equity policy/process is a core requirement for achieving registration.

Accreditation

The process of formal recognition, based on National Accreditation Principles, by the State Recognition Authority or its delegate that the contents and standards of a course or customised qualification are appropriate to the qualification outcome identified; the course/customised qualification and methods of delivery fulfil the purpose for which it was developed; and the content including curriculum and assessment are based on national competency standards where these exist.

Under the Australian Recognition Framework, accreditation of courses and customised qualifications occurs only where no relevant training packages exist.

Appeals – Registration

The process whereby a training organisation can seek to have a registration decision of a State Training Authority/State Recognition Authority re-evaluated. Such decisions may relate to failure to achieve initial registration or to de-registration following an external review.

Assessment Guidelines

One of the endorsed components of training packages which sets out the industry/training package developers approach to valid, reliable and fair assessment and which underpins assessment carried out by Registered Training Organisations under the Australian Recognition Framework.

1. Reprinted with permission from the Australian National Training Authority.

Australian Qualifications Framework (AQF)

A comprehensive policy framework defining all qualifications recognised nationally in post-compulsory education and training within Australia. The Australian Qualifications Framework comprises guidelines which define each qualification together with principles and protocols covering articulation, issuance of a qualification and transition arrangements.

Compliance Audit

A systematic and independent external assessment administered by a State Training Authority/State Recognition Authority to determine whether a Registered Training Organisation is operating effectively within its registered scope.

Competency Standard

The specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace, expressed as a competency standard. Competency standards define the outcomes for training delivery, assessment and the issuance of qualifications and Statements of Attainment under the Australian Recognition Framework.

Competencies are developed nationally as an endorsed component of training packages or, where no relevant training packages exist, as the basis for defining the learning outcomes of an accredited course.

Customised Qualifications

These are qualifications, devised by Registered Training Organisations, created through combining competency standards drawn from two or more different endorsed training packages to create a new qualification outcome. Such qualifications must meet the requirements of the Australian Qualifications Framework, the Customisation Policy of the National Training Framework Committee and the customisation advice of the relevant training packages.

Deemed Registration as a Registered Training Organisation (RTO)

The process applying to existing registered training providers which enables continuing registration following the introduction of the Australian Recognition Framework. Deemed registration will operate up to a period of eighteen months as part of transition arrangements, following which all deemed Registered Training Organisations must be able to demonstrate that they are operating in accordance with the requirements of the Australian Recognition Framework.

Endorsement

The formal process of recognition within the Australian Recognition Framework of the endorsable components of a training package, carried out by the National Training Framework Committee of the Australian National Training Authority.

Mutual Recognition

This encompasses Registered Training Organisations, qualifications and training products.

Registered Training Organisations

Acceptance by a State Recognition Authority/State Training Authority of the registration decisions of another State Training Authority/State Recognition Authority enabling a Registered Training Organisation to operate within its jurisdiction on the basis of its primary registration.

Qualifications

Acceptance by a Registered Training Organisation of the recognition decisions of other Registered Training Organisations/State Recognition Authorities relating to the issuance of qualifications and Statements of Attainment, enabling individuals to receive full recognition of their achievements, including credit transfer where appropriate.

Training Products

Acceptance of recognised training products available in the training market. This includes endorsed training packages, training programs for training packages and/or accredited courses.

National Training Information Service (NTIS)

The National Training Information Service is a relational database which provides up-to-date information on recognised vocational education and training, including details of endorsed training packages and their components (competency standards, assessment guidelines and qualifications and any non-endorsed components) together with details of Registered Training Organisations and their scope of registration.

Primary Recognition Authority

The State or Territory Recognition Authority which is responsible for registering a Registered Training Organisation operating in other States and Territories through mutual recognition.

Qualification

The defined set of competencies which establishes a specified and identifiable point of achievement, relevant to industry and community needs, expressed in accordance with the titles of the Australian Qualifications Framework and recognised through endorsement as part of a training package or recognised through accreditation.

The credential awarded by a Registered Training Organisation which demonstrates the achievement of the defined set of competencies.

Quality

The level of satisfaction with and effectiveness of vocational education and training organisations, their products and services, established through conformity with the requirements set by clients and stakeholders.

Quality Assurance

The planned and systematic process of ensuring the consistent application of registration requirements by Registered Training Organisations. Quality assurance forms part of a quality management system/focus.

Quality Endorsement

The recognition awarded by a State Training Authority/State Recognition Authority to a Registered Training Organisation, to receive delegated powers of self-management for the scope of their registration and self-management of accreditation of own courses and customised qualifications, in accordance with the parameters set by the Australian Recognition Framework.

Quality Management

All the activities that determine quality policy objectives and responsibilities, implemented by means such as quality planning, quality control, quality assurance and quality improvement within a quality system (ISO 8402:1994).

Reciprocal Recognition Authority

The relevant State or Territory Recognition Authority applicable where a Registered Training Organisation operates in another jurisdiction through mutual recognition.

Recognition

The formal approval of training organisations, products and services operating within the vocational education and training sector (as defined by State and Territory legislation).

Registered Training Organisation (RTO)

Any training organisation registered in accordance with the Australian Recognition Framework providing vocational education, training and/or assessment services. Includes TAFE colleges/institutes, private commercial providers, community providers, schools, higher education institutions, enterprises and firms, industry bodies and any other organisation which meets the requirements for registration.

Registration

The process of formal approval and recognition of an organisation by a State Recognition Authority to provide recognised products/services in accordance with the requirements of the Australian Recognition Framework.

Scope of Registration

Defines the parameters of recognition as a Registered Training Organisation in respect of the products and services offered and the range of areas in which the Registered Training Organisation operates. Scope establishes whether the organisation is registered for training delivery and/or skill recognition services and the qualifications/Statements of Attainment it has been granted authority to issue, identified by training package(s) and/or accredited course(s).

State Recognition Authority (SRA)

The body responsible within the State or Territory legislative and decision making framework for all decisions relating to the administration of the registration of training organisations and the accreditation of courses where no relevant training package exists.

Statement of Attainment

The formal certification issued by a relevant approved body (Registered Training Organisation or State Recognition Authority), in recognition that a person has achieved some of the competencies identified for a particular qualification (within a training package, accredited course or customised qualification).

Training Packages

Comprehensive, integrated products which provide national benchmarks and resources for delivery, assessment and qualifications in vocational education and training. Training packages comprise endorsed components of national competency standards, assessment guidelines and qualifications, combined with non-endorsed components which may include a learning strategy, assessment resources and professional development materials.

