

ATTP Delivery Procedure

Section 1 - Purpose

(1) To ensure that Apprenticeship/Traineeship (A/T) training is processed and delivered in accordance with the Institute's TAFE VET Funding Contract Skills First Program and complies with current Guidelines about Apprenticeship/Traineeship Training Delivery requirements.

Section 2 - Scope

(2) This procedure applies to all staff and students across Melbourne Polytechnic involved in Apprenticeships and Traineeships.

Section 3 - Procedure

Pre-Enrolment Process

(3) The Trade and Traineeship Support Unit (TSU) will identify new Apprentice/ Trainees, check the accuracy of data provided on the EPSILON contracts and advise relevant authorities of required changes.

(4) TSU will create Student ID, add eSTP, and forward Enrolment Application to the program area.

Training Plans

(5) Teacher will develop an electronic Training Plan in consultation with the employer and the Apprentice/Trainee and school (where applicable), prior to enrolment.

(6) For apprentices, identify units that will require an Employer Confirmation (noting that where a unit of competency is not performed in the workplace, Melbourne Polytechnic is not required to seek employer sign-off on that competency; these units must be noted on the Training Plan)

(7) Manager and/ or Education Manager will ensure the Training and Assessment Strategy (TAS) is reflective of Employer Confirmation requirements.

(8) Arrange for all parties to sign the training plan within 3 months of training contract commencement but no later than four weeks after the commencement of training (or within two months for school-based arrangements.

a. Signatures must be collected in the following order:

Apprentice	Apprentice Under 18 at the time of enrolment	School Based Arrangements
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1. Employer 2. Apprentice 3. Melbourne Polytechnic representative	1. Parent/guardian 2. Apprentice 3. Employer 4. Melbourne Polytechnic representative	1. Parent/guardian 2. Apprentice 3. Employer 4. School representative 5. Melbourne Polytechnic representative
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(9) Retain signed copies of training plan on Strata, as per [Training Plan & Commencement Requirements information sheet](#).

(10) Following a timetabled class or quarterly, in line with employer contact requirement, teachers will monitor the apprentice/trainee progress against their training plan. Any variation must be documented and endorsed by all signatories of the Training Plan.

(11) Immediately notify the Apprenticeship Network Provider (ANP) if the qualification on Epsilon is not appropriate or relevant to the Apprentice/Trainee's work duties.

Pre-Training Review and Commencement

(12) An Enrolling Officer will conduct a Pre Training Review with the apprentice/trainee in accordance with Melbourne Polytechnic's [Pre Training Review \(VET\) Procedure](#).

(13) Follow Literacy and Numeracy (LN) support processes where required; where the conclusion is that the training is not suitable and appropriate for the apprentice/trainee, the teacher or Education Manager will initiate communication between the student, the employer and the Apprenticeship Network Provider (ANP) to discuss alternative pathways.

(14) Apprentices/Trainees must be enrolled and undertaking training within 3 months of their contract commencement date, or within two months for school-based arrangements.

Retention of Information and Correspondence

(15) Following the development of the Training Plan and enrolment, make a minimum of four contacts per year with the employer in person, in writing or electronically to discuss the Apprentice/ Trainee's progress against the Training Plan, including confirmation of competency.

(16) For Apprentices employed under Competency Based Wage Progression (CBWP) employment arrangements, notify the employer in writing, using the Progression Notification Report generated via STRATA, when the Apprentice has achieved 25, 50 and 75 percent of their Apprenticeship.

(17) Maintain a hardcopy or electronic file for each Apprentice/Trainee containing: file record, Epsilon contracts, original signed training plan, employer contact record, correspondence, progress reports, absences, employer confirmations.

Attendance (Off the job)

(18) Provide Apprentice/Trainee and their employer with an annual attendance schedule/timetable.

(19) Notify the employer of absences at the conclusion of class.

(20) Teachers, Lead Educators (LEs) and Education Manager (EM) must respond if any of the indicators of risk occur,

as prescribed in Melbourne Polytechnic's [Engagement and Progression \(VET and Foundation\) Procedure](#).

(21) Where a student has missed 2 days of scheduled activities in a row without notifying the teacher/ providing a reason, the teacher will make at least 2 attempts to contact the student and employer.

(22) If the apprentice/trainee fails to attend training without any contact from the Apprentice/Trainee or employer, Melbourne Polytechnic will notify the ANP after missing:

Block release: 1 block | Day release: 4 days

(23) Where an employer/supervisor is not allowing the Apprentice/Trainee to be withdrawn from routine work duties for the applicable minimum specified time and consultation with the employer/supervisor does not resolve the issue, report the non-compliance to the [VRQA](#).

Reporting Requirements

(24) Notify the relevant organisation as listed in the current Guidelines about Apprenticeship/ Traineeship, within two (2) weeks in the following instances:

Non enrolment	An employer/supervisor is not allowing the Apprentice/Trainee to be withdrawn from routine work duties for the applicable minimum specified time
A situation which may affect completion of the Training Contract including frequent or prolonged absences	Withdrawal/non start
Requirements being met for issuing of a qualification	Change of Apprentice/Trainee address
Change or Loss of an Apprentice or Trainees' employment	Training is to continue following the loss of an Apprentice or Trainee's employment

(25) In the event of death:

- a. Report the death of an Apprentice/ Trainee immediately
 - i. Program area advises the appropriate ANP and Apprenticeship Support Officer (ASO) program via apprenticeships.support@edumail.vic.gov.au
 - ii. Manager advises Director Vocational Education and Training, Executive Director People and Student Success, Academic Registry and People and Culture
 - iii. TSU advise [VRQA](#).

(26) Ceased training:

- a. When an Apprentice/Trainee ceases training, notify the ANP
- b. If withdrawal is required, follow Melbourne Polytechnic's withdrawal procedure

(27) Change to personal details:

- a. When an Apprentice/Trainee changes home address have student update their details online via student portal
- b. Notify the ANP provider by email to enable the update of Epsilon.

Changes to Epsilon Training Contracts (ETCs)

(28) TSU will monitor Epsilon and inform the program area of changes to existing ETCs.

Extensions:

- (29) Whilst monitoring the training plan, teachers should identify that training will not be completed prior to the nominal completion date and will support the employer and Apprentice/ Trainee to identify a new end date.
- (30) All pending completions should be reviewed 6 months prior to the nominal completion date of the Epsilon Training Contract.
- (31) If the extension is for less than 6 months, advise the employer to contact the ANP and request to lodge an Application to Vary the Training Contract.
- (32) To facilitate an extension of more than 6 months, include one of the following with the request:
- a. a copy of the signed amended Training Plan, or
 - b. an email from Melbourne Polytechnic confirming receipt of a signed and revised the Training Plan that covers the extended period.

Employer Incentives

- (33) Within 3 working days of receipt of request, provide supporting documents as requested by the employer, the Apprentice or Trainee, the Apprenticeship Support Officer or an ANP representative, to facilitate claims under the [Commonwealth's Australian Apprenticeships Incentives Program](#).

Employer Confirmations

- (34) For Apprentices, obtain employer confirmation of competence in the workplace for each competency (or cluster of competencies) where the Melbourne Polytechnic has assessed the Apprentice as competent.
- (35) Provide Workplace Tasks to the employer to assist with this requirement.
- (36) Final employer confirmation:
- a. Once the Apprentice/Trainee training delivery has been completed and competence for all units in the qualification and against the Training Plan have been achieved and recorded, seek a Final Confirmation of Completion from the employer.
 - b. If the employer is a Group Training Organisation (GTO), final confirmation must be from the GTO, not the host employer.
 - c. Provide clear advice to the employer to explain that by signing the Final employer confirmation, their Apprentice/Trainee has met all qualification requirements and their training contract will be concluded.
 - d. Upon receipt of the final employer confirmation, implement MP's Completion of Apprenticeship and Traineeship procedure
 - e. Retain written confirmation of the Apprentice / Trainee's competence from the employer in the student file.
 - f. Where an employer of an Apprentice/ Trainee does not agree to confirm the workplace performance, refer to [Apprentice/Trainee Confirmation of Workplace Performance Dispute Resolution Guideline](#).

Workplace Based Training

- (37) Teacher will undertake a workplace induction with the Apprentice/ Trainee and supervisor/ employer to:
- a. outline the supervisor/employer's responsibilities
 - b. outline the purpose of the ensuing face-to-face visits
 - c. outline the key features of the Training Plan and

(38) Teacher will Conduct additional contacts and visits in accordance with the current Guidelines about [Apprenticeship/ Traineeship Training Delivery](#) and obtain verification of the face-to-face visits by acquiring the dated signature of the employer/workplace supervisor and Apprentice/Trainee.

Unemployed Apprentices

(39) Continue to deliver training while supporting the apprentice to find another employer, including notifying the Apprenticeship Support Officer Program: apprenticeship.support@edumail.vic.gov.au and ANP and referring to the [Apprenticeship Employment Network](#) website, [Retrenched Apprentices and Trainees Program](#) and [Victorian Skills and Job Centres](#) for re-employment or further training advice.

(40) Teachers will monitor the progress of unemployed apprentices to avoid completion of the qualification before reengaging with another employer. Advise Apprentices of the potential negative consequences of completing a qualification outside of an Apprenticeship including exclusion from licensing requirements, reduced employment opportunities and ineligibility for Trade Papers

(41) Teachers may provide a result for outstanding Units of Competency after at least two attempts, one verbal and one written, have been made to gain the former employer's confirmation of competence against outstanding Units of Competency and retain evidence of this in the student file

Unemployed Trainees

(42) Where a Trainee becomes unemployed, notify the Apprenticeship Network provider of the loss of employment and whether the Trainee has found a new employer. If the Trainee has not found a new employer, encourage the Trainee to register with the [Retrenched Apprentices and Trainees Program](#).

(43) Continue to deliver Structured Training for three months, or to the end of the enrolment period for which tuition fees have been paid, whichever is the greater.

(44) If, and only as a last resort, a Trainee successfully completes the Structured Training while unemployed, the words 'achieved through Australian Apprenticeship arrangements' will be omitted from the certificate. The Trainee must be made aware of this before completing their training, and that the VRQA will not recognise this as completion of a Traineeship in Victoria.

School Based Apprenterships/Traineeships (SBAT)

(45) Teacher will develop a training plan together with the employer and the Apprentice or Trainee and in consultation with the secondary school and ensure that the Training Plan reflects the requirements of the Approved Training Scheme and minimum standards for SBAT.

(46) Program areas will ensure the negotiated training plan is signed within two months of the commencement of the Training Contract and sent to the relevant ANP and all signatories of the plan.

(47) Teachers will provide results for SBAT subjects for the current enrolment year to the school one week prior to the October cut-off date to enable schools to enter results on the Victorian Assessment Software System (VASS) in a timely manner. The exact cut-off date each year is published in the VCE and VCAL Administrative Handbook on the [VCAA website](#).

(48) Teachers will consult the school about any proposed amendments to the Training Plan that may affect the Apprentice's or Trainee's senior secondary study program, including awarding of credit.

Head Start Apprenticeship or Traineeship (HSAT)

(49) Teacher will develop a training plan together with the employer and the Apprentice or Trainee and in consultation

with the secondary school and ensure that the Training Plan reflects the requirements of the Approved Training Scheme and minimum standards for SBAT.

(50) Program areas will ensure the negotiated training plan is signed within two months of the commencement of the Training Contract and sent to the relevant ANP, HSAT Coordinator and all signatories of the plan.

(51) HSAT arrangements will be underpinned by a HSAT Pathway Plan. The HSAT Pathway Plan details a planned approach to the student's learning and work program for the duration of the Apprenticeship or Traineeship. School-based Head Start staff provide support to the Apprentice or Trainee and the employer for the duration of the Apprenticeship or Traineeship. It includes agreement of all relevant parties to the plan and a record of student's progress. The Training Plan must be included as an attachment to a Head Start Pathway Plan when it is developed. Retain signed copy on Strata.

(52) Teachers will provide results for SBAT subjects for the current enrolment year to the school one week prior to the October cut-off date to enable schools to enter results on the Victorian Assessment Software System (VASS) in a timely manner. The exact cut-off date each year is published in the VCE and VCAL Administrative Handbook on the [VCAA website](#).

(53) Teachers will consult the school about any proposed amendments to the Training Plan that may affect the Apprentice's or Trainee's senior secondary study program, including awarding of credit.

(54) Advise student acquisitions of Head Start enrolment to set fund source to HPL.

Section 4 - Responsibility and Accountability

(55) The TSU, in conjunction with Melbourne Polytechnic's Apprenticeship and Traineeship Training Program (ATTP) committee will advise and monitor compliance requirements and review related Apprenticeship and Traineeship procedures.

(56) Education Managers, Teachers and Administrative support are responsible for monitoring and processing the day to day operations, adhering to reporting requirements and following institute procedures.

(57) Managers of Apprenticeship and Traineeship programs are responsible to enforce the implementation of Institute procedures, [VET Funding Contracts](#) and associated guidelines.

Section 5 - Overarching Policy or related Procedure

(58) Related Policy or Procedure

- a. [Recognition of Prior Learning and Credit Transfer \(VET and Foundation\) Policy](#)
- b. [Completion of Apprenticeship/Traineeship procedure](#)
- c. [Enrolment of a Student \(VET\) Procedure](#)
- d. [Pre-Training Review \(VET\) Procedure](#)
- e. [Withdrawal \(VET\) Procedure](#)

Section 6 - Definitions

(59) For the purpose of this Procedure the following definitions apply:

- a. ANP: Apprenticeship Network providers (ANP) are contracted by the Australian Government to provide free

Australian Apprenticeships support services to Apprentices, Trainees and employers.

- b. Apprentice: A person whom an employer has undertaken to train in a trade under a training contract.
- c. AQF: [Australian Qualifications Framework](#) (AQF), the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.
- d. Assessment: The process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.
- e. Assessors: Persons who have the appropriate requirements to assess a learner's competence.
- f. ATTP: Melbourne Polytechnic's Apprenticeship and Traineeship Training Program (ATTP).
- g. Competency: 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.
- h. CBWP: Competency Based Wage Progression. In some industries, when an apprentice achieves a defined number of competencies, they are entitled to a wage increase.
- i. Enrolling Officer: Team member of Student Acquisitions or relevant department staff member.
- j. Epsilon No.: Epsilon is the Victorian register of apprenticeship and traineeship training contracts. Each training contract is allocated a number by the Victorian Apprenticeship Administration Board to the Apprentice/Trainee
- k. GTO: Group Training refers to an arrangement where Group Training Organisations (GTOs) employ Apprentices and Trainees and place them with host employers.
- l. HSAT: Head Start Apprenticeship and Traineeship (HSAT). An HSAT is an Apprenticeship or Traineeship undertaken by a student who is enrolled in VCE or VCAL, in a program listed on the HSAT list and through a HSAT school.
- m. RPL: RPL means recognition of prior learning, being a process of assessment of any skills and knowledge that an individual has achieved outside the formal education and training system, in order to determine the extent to which an individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.
- n. Qualification: A formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.
- o. SBAT: School Based Apprenticeship/Traineeship (SBAT). An SBAT will give you the option of combining part-time employment and training with your schooling.
- p. TSU: Melbourne Polytechnic's Trade and Traineeship Support Unit (TSU) is a central point of apprentice/trainee contact and advises and monitors compliance requirements.
- q. Training Contract: An agreement signed by Apprentice/Trainee, employer, and a parent or guardian (if under 18 years of age) which specifies the type of Apprenticeship or Traineeship that will be undertaken and details the training obligations of the employer and Apprentice or Trainee.
- r. Training Plan: The document which outlines details about the formal training an Apprentice or Trainee will do with their training provider.
- s. Traineeship: Combines employment and training in order to gain a nationally recognised qualification.
- t. Unit of Competency: Define the skills and knowledge to operate effectively and how they need to be applied to perform effectively in a workplace context.
- u. Unit Outline: A Unit Outline differs from a Training Plan in that it provides detailed information on the delivery of training and assessment competencies that will be undertaken by the Apprentice/Trainee including all underpinning elements of the training program
- v. VET: Vocational Education and Training (VET) is that part of tertiary education and training which provides accredited training in job related and technical skills.

- w. VRQA: The role of the [Victorian Registration and Qualifications Authority](#) (VRQA) is to provide regulation that ensures quality in education and training in Victoria, and promote informed choice when it comes to vocational education and training decision.

Status and Details

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