



Hire Education

Apprenticeship Policy

2017



The Apprenticeship Employment Network (AEN) is the peak industry body representing not for profit Group Training Organisations (GTOs) across Victoria. AEN's purpose is to support members and Government to achieve skilled and sustainable employment and training for the wider community.

AEN is part of a national network of group training organisations located throughout the metropolitan and regional areas of Australia.

AEN provides support services to build the quality, professionalism and capability of our network to enable them to deliver quality services and outcomes. In Victoria our members have employed over 170,000 apprentices and trainee across a wide range of industries during the past 30 years

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This report was prepared in consultation with AEN by Apprentice Progression.

Apprentice Progression provides consultancy services in the apprenticeship field and manages apprenticeships on behalf of businesses.

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Executive Summary

Apprenticeships and Traineeships are struggling in Australia. Commencement numbers have been falling for the past four years and completion rates remain stubbornly low. However Australia's need for skilled workers continues to grow.

If we don't take action soon, our training system will not be able to meet the country's demand for skilled labour, and at the same time, many young people will miss out on opportunities for rewarding careers as tradespeople.

Employers tell Apprenticeship Employment Network (AEN) members that they use group training because the apprenticeship system is too complex and it is too difficult to find good apprentices.

There are actions that governments can take to make apprenticeships more attractive as a career choice, and less complex and more cost effective for employers. There are other actions that will attract more people and help ensure that more of those apprentices who do commence, actually see their training contract through to the end, and go on to work as tradespeople.

Attracting and supporting apprentices

Apprenticeships have long been recommended as the career choice for students failing in the classroom; however at the same time, employers demand more and more of their apprentices and their tradespeople. They expect apprentices to have good literacy and numeracy skills, an understanding of the world of work, an appreciation of future technology and an enthusiasm for their trade.

More needs to be done to:

- promote apprenticeships and trades careers as a rewarding career option for young people;
- prepare those people for the expectations of the workplace; and,
- support those people when they do start an apprenticeship to see it through to the end.

A trade career can be a great option for people who have disadvantages. Learning difficulties, challenging family backgrounds, cultural differences, disabilities and even being older, can all make it hard to attain any job, let alone an apprenticeship. More can be done to help people with disadvantages find employment an apprenticeship and keep it.

Making the system simpler and attractive

Over the years, governments have tinkered and tacked on new initiatives, in many cases replicating group training practices. This has created a complex system out of what should be a simple contract between an employer and an apprentice.

An employer may have contact with up to 10 different stakeholders during the course of the apprenticeship - double that if they happen to have operations in more than one state.

The employer is expected to:

- negotiate a training plan with a Registered Training Organisation that understands the system better than they do.
- manage competency-based pay progression and determine the right pay level for an apprentice who has completed a pre-apprenticeship program.

This is before the apprentice even commences. No wonder so many employers are turning away from the system.

A simpler system is needed to reduce the number of stakeholders, and to give the employer greater confidence in the quality of training their apprentice receives.

Competency-based pay progression and completion must reflect an apprentice's progress in the workplace rather than their ability to finish a subject at trade school.

Changes to the way RTOs and AASNs are funded can help all stakeholders work towards this goal.

Improving completions

Recently a lot of research has been undertaken about why completion rates remain poor. We already know most of the answers. We know that many apprentices are poorly matched in the first place. We know that many employers don't fully understand their obligations. We know that many workplaces don't support apprentices with effective workplace training.

More can be done to help employers, especially small employers, during the recruitment process. We can do more to support employers by better explaining their obligations, and by helping them to manage the apprentice's experience in the workplace.

Conclusion

Group training is a proven way to help address these issues. For over 30 years group training organisations have worked in every region across Australia and cater to all trades. They help employers recruit apprentices, they help create opportunities for disadvantaged people, and they mentor apprentices and support businesses through to a rotation or completion. This valuable resource should be used to its full potential in addressing problems with the apprenticeship system.

Group training organisations are also signatories to National Standards which were endorsed by all states and territories and finalised by the COAG Industry and Skills Council in 2017. These standards provide a formal framework that ensures national consistency and quality service delivery.

The AEN proposes 17 recommendations to address the three key issues highlighted earlier. They are found throughout the report and summarised on Page 29.

All of these recommendations are important, but our highest priorities are to help students in their transition from school to work, and to help small businesses take on and keep more apprentices.

Accordingly, we stress the importance of the following recommendations:

5. The development and use of broad pre-apprenticeships, such as those delivered through the Multi-industry Pre-apprenticeship Project, that expose students to a variety of trades – leading students to making informed career decisions.
7. The establishment of a program that can provide ongoing mentoring for apprentices and provides support for SMEs.
14. Funding for GTOs to provide a free recruitment service to all SMEs.
15. Long-term state and federal funding is vital for GTOs to provide professional services including employer obligations, negotiating a training plan, competency-based progression, supervising, dealing with young people, providing rotations and on-the-job training.



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1. Introduction

Apprenticeship numbers have been in decline since 2012. In the 12 months ending 30 September 2016, 73,900 people commenced an apprenticeship in Australia¹. 21,100 of these were in Victoria. In 2012, there were 95,800 commencements in the same period, with 23,400 in Victoria.

The state of traineeships is even worse, with 253,000 commencements in 2012 compared to 95,700 commencements in 2016, the lowest figure since 1998. Victorian traineeship commencements were 23,800 in 2016 and 75,400 in 2012.

Completion rates for apprentices remain stubbornly low. NCVET's latest completion rate for trade apprenticeships is 56.3 percent. That is, almost half the people who commence an apprenticeship do not complete it, and that is after taking into account those that recommence their training contracts with another employer. For Victoria, the story is even worse, with a current completion rate of 48 percent for trade occupations and 58.8 percent for traineeships².

Clearly something needs to be done to improve the numbers of people commencing an apprenticeship and the numbers of people that go on to complete them.

The evidence that Apprenticeship Employment Network (AEN) members gather from the employers and others they deal with daily is that apprenticeships are too complex, they don't work for the benefit of employers, and it is too difficult to find good apprentices.

There are other factors that affect commencement rates. Apprentices generally commence later in life than 20 years' previously. In 1995, 78 percent of apprentices were aged under 19 years old. In 2016, 51 percent were under 19. 27 percent of commencing apprentices are now aged over 25 years old³. This suggests apprentices are investigating other career options before deciding on a trade.

The increasing numbers of people commencing university courses in recent years may account for where future apprentices go when they first leave school. In 2015, 276,234 domestic students commenced an undergraduate course at university. That is over 50 percent more than the 180,313 domestic students that commenced less than ten years ago in 2006⁴. University completion rates currently sit at 45 percent⁵.

The changing nature of businesses also affects commencement numbers. Within the building and construction sector, the sector that employs 47 percent of apprentices⁶, almost 60 percent of businesses are sub-contractors that have no employees⁷. The majority (82.2 percent) of these small businesses are trades such as plumbers, electricians, plasterers, carpenters and other trades⁸. This trend towards self-employment may suit larger contractors but it reduces the capacity of the industry to employ apprentices.

It was for precisely this reason that group training organisations were established more than 30 years ago. Group training can manage payroll and wages for small businesses. They can rotate apprentices through different hosts, so a small specialist employer can still help train apprentices. They can mentor apprentices through the entire apprenticeship contract, and they can keep apprentices employed when a small business is not able to offer long-term employment.

Group training organisations operate to National Standards that ensure these services are carried out consistently and to high quality across Australia.

AEN welcomes the creation of the Apprenticeship and Traineeship Taskforce by the Victorian Government that will look at barriers stopping people from taking up an apprenticeship or traineeship.

AEN believes that group training is an important element in developing new strategies to address those barriers.

This paper looks at issues surrounding the three main barriers:

- Attracting and supporting apprentices.
- Making the system simpler and attractive
- Improving completions

We have considered the recommendations in a number of papers presented by other organisations and have made our own recommendations based on those papers and on the experiences of our members. In all, there are 17 recommendations that are interspersed throughout the paper and summarised on page 27.

All of these recommendations are important, but our highest priorities are to help students in their transition from school to work, and to help small businesses take on and keep more apprentices.

2. Apprenticeship Employment Network and group training

Group training was established in the 1980s, with its purpose being to employ apprentices on behalf of businesses that were not able to offer the full range of skills needed to become a tradesperson, or were not able to commit to the full duration of the apprenticeship.

The group training organisation (GTO) became the employer and placed apprentices with host employers similar to a labour hire arrangement. The benefits of this arrangement are:

- stable employment opportunities for young people;
- a hassle free supply of apprentices and trainees for businesses;
- rotation of apprentices to ensure continuing employment and a breadth of experience;
- a method of meeting skill needs in areas where employment cycles or the size of employers make long term employment difficult;
- a mechanism for placing out-of-trade apprentices; and
- a mechanism for ensuring future skills and regional employment can be addressed.

There are about 120 GTOs throughout Australia today, employing approximately 25,000 apprentices and trainees who are placed with more than 35,000 host employers.

GTOs operate across every region and across every industry. In some regions, GTO apprentices make up a substantial proportion of all apprentices employed.

In Gippsland, 24 percent of apprentices are employed by GTOs. In South Western Victoria 32 percent, and in the north west regional of Victoria 21 percent of all apprentices are employed by GTOs⁹.

The same applies to some industries. GTO apprentices make up 14 percent of all Victorian agriculture apprentices, and 18 percent of all automotive apprentices¹⁰.

GTOs operate according to the National Standards for Group Training Organisations¹¹, which provide a formal framework that promotes national consistency and quality. They cover the following areas:

- recruitment, employment and induction;
- Monitoring and supporting apprentices and trainees to completion; and
- GTO Governance and Administration.

Apprenticeship Employment Network is the industry association for Victoria's group training organisations. Since 1985 our members have supported over 170,000 young people into an apprenticeship or traineeship across Victoria in a wide range of industry sectors.

Currently our not-for-profit network employs over 6500 apprentices and trainees each year in all industry sectors with a heavy focus on traditional trade areas. We work with local communities and employers to match young people with meaningful work.

Our members provide a quality safety net and flexibility for both the apprentice and host employer over the period of their training.



3. Attracting and supporting apprentices

3.1 Careers Advice

Recommendation 1

The provision of better careers advice on apprenticeships for school students and other job seekers, that focuses on both apprenticeships and the careers that come after completion.

Recommendation 2

Funding for group training organisations to provide free aptitude tests to potential apprenticeship candidates.

Apprenticeships and the careers they lead to have long been the poor cousins when it comes to careers advice and careers guidance. Higher education providers and the big public employers have budgets that enable the production of glossy brochures and slick TV campaigns. Apprenticeships are often with small employers that have no promotional budget. Careers teachers personally go through higher education and receive ample information about higher education courses, but very little about apprenticeship opportunities.

Apprenticeship promotion is more ad hoc, often relying on a funded project, and usually disappearing when the funding dries up. This difference in promotion is the first step in making apprenticeships less attractive than the alternatives.

There are general calls for the improvement of careers advice about apprenticeships. The Apprentice Reform Advisory Group recommended this in their 2016 report¹². Three peak employer associations¹³ this year called for government to develop comprehensive careers information about apprenticeships. The Master Builders Australia¹⁴ has called for a public awareness campaign to promote apprenticeships and the NSW Business Chamber¹⁵ for a National Careers Advice Service to provide independent and authoritative advice on career options.

Careers advice could be updated to better reflect career opportunities in the modern economy. The Foundation for Young Australians (FYA) in their report *The New Work Mindset*¹⁶ analysed 2.7 million online job advertisements to identify the skills sought for more than 600 occupations. They found that many of those skills are shared across different occupations. They grouped these occupations into seven job clusters, such as the artisans, the designers and the technologists, where the required skills are closely related and often portable.

FYA believe that people should be encouraged to think more broadly about their future, by thinking about which cluster of skills most relates to them, and what careers

could develop within that cluster. Thought of in that way, careers advice could also focus on clusters of work and the breadth of jobs available to a person with a particular skill set. This could describe a journey from an apprenticeship to a technician to a manager within a cluster. It could highlight the additional skills required to switch from one job to another job within the cluster.

The target audience for careers advice is also a consideration. Careers teachers in schools are an important resource for students, but parents and peers also play a crucial role in influencing career choices¹⁷. Parents often have a poor understanding of apprenticeship pathways and an aspirational trend towards higher education.

Some reports have called for broad initiatives that include literacy and numeracy testing, aptitude testing, personality testing and career guidance¹⁸. A report produced for the then NSW Board of Vocational Education and Training in 2011¹⁹ noted that activities to promote apprenticeships to young people often increase intake numbers, but the effect is that many are "... less committed, less well suited or less likely to complete the apprenticeship ...". They found that a quarter of apprentice recruits are not well suited to the trade and a further 20 percent ambivalent about their apprenticeship experience.

Helping people identify early on that they may not be suited to an apprenticeship would save them time and effort in finding work, would save potential employers the wasted cost of recruitment and training, and would save governments the expense of incentives and funding of training places.

There are already aptitude tests and personality tests available that might suit potential candidates. The Australian Apprenticeships and Traineeships Information Service has tests freely available on its website²⁰. Group training organisations routinely test apprenticeship candidates for their suitability.

3.2 Encouraging schools to participate in VET and promote trade careers

Recommendation 3

Encouragement and reward for schools to work with group training organisations to make suitable arrangements for careers advice, school based apprenticeships and traineeships, and work experience arrangements.

Many stakeholders in the apprenticeship sector believe that schools should be doing more to promote apprenticeships to their students, by enabling their participation in vocational training programs and promoting trade careers.

Just over 51,000 Victorian secondary students enrolled in a VET program in 2016, including 3,300 in school-based apprenticeships and traineeships (SBATs)²¹. This equates to about 40 percent of students in years 11 and 12. Of the 570 schools that teach secondary students in Victoria, almost all of them offer some form of VET to their students.

But of the students who completed Year 12 in 2015, only 8 percent have gone on to an apprenticeship or traineeship. The number is higher for early school leavers but they make up a small proportion of the total number of students²².

A common issue raised is that schools have difficulty in finding work placements for their VET students. Work placements are a proven way of helping students identify whether they are suited to a particular occupation and industry and a common way for employers to source their future apprentices.

Apprenticeships provide strong links to employment²³

- 82.2% of apprentices and trainees are employed after training
- 91.7% for those in trade occupations

Victorian Local Learning and Employment Networks are currently funded by the Victorian Government to facilitate structured workplace learning for VET students.

SBATs are relatively poorly subscribed, with only 3,300 commencements in 2016. They can be difficult to organise to meet the requirements of work, the RTO's formal training component and the school timetable, and there are administrative expectations on schools to set them up. Schools are not always enthusiastic about arranging them and one report suggested that more could be done to encourage their participation²⁴. Many SBATs are arranged through group training.



Case Study: School students and innovative apprenticeship programs

Skillinvest has partnered with Victoria Police to provide employment pathway opportunities for indigenous secondary school students as a state-wide initiative.

Funded by Jobs Victoria Employment Network, students study a Certificate III Business Administration traineeship. Students gain exposure to an office-based environment in an operating police station for up to 24-months. So far 30 trainees have commenced in 24 police stations across Melbourne and Victoria. The funding will eventually see 60 trainees commence over a four-year period.

The trainees receive their formal training from Skillinvest, who have appointed two indigenous trainers based in their Horsham and Dandenong offices. This support is in addition to the traditional Group Training mentoring program where each trainee has an assigned field officer to ensure their progress.

A lot of work preceding this program was undertaken to build the trust of all parties, including the aboriginal communities, families, schools and students. Many of the participating students have long-term aspirations to join the police force and have welcomed the opportunity by showing maturity and commitment across all aspects of their school and now work life.

Victoria Police see the program as an opportunity to improve the local relationships between Kooris and police and help improve diversity within the police force.



3.3 Pre-apprenticeships

Recommendation 4

The delivery of pre-apprenticeship programs that include a literacy and numeracy assessment, mandatory work placements and have minimal impact on competency-based progression. Pre-apprenticeships should provide for no more than the equivalent of 6 months' credit towards an apprenticeship qualification.

Recommendation 5

The development and use of broad pre-apprenticeships, such as those delivered through the Multi-industry Pre-apprenticeship Project, that expose students to a variety of trades – leading students to making informed career decisions.

Pre-apprenticeships of one form or another have been around for a long time. They are regularly used by employers to source their future apprentices, and many employers now will only hire someone who has completed an appropriate pre-apprenticeship.

However, is the current pre-apprenticeship model adequate?

There are many different pre-apprenticeship qualifications funded across Australia. Some are developed in the national Training Package system for that specific purpose; some are other qualifications taken from a Training Package but funded as pre-apprenticeships; and some are developed and accredited by state governments without reference to the national system.

Some state governments require a component of the pre-apprenticeship to include a work placement, while others just recommend it.

Competency-based wage progression for some apprenticeships can also complicate matters. Depending on the type of program undertaken, a student could get anywhere from none up to 50 percent of an apprentice qualification completed in the pre-apprenticeship, with a

wage outcome to match. Sometimes these arrangements can make a student unemployable.

Every stakeholder agrees that pre-apprenticeships serve a useful purpose and should be encouraged, but there is no broad agreement on how they should be structured. The basic expectation is that pre-apprenticeships provide a student with an insight to a trade, and help them decide if that is a career they want to pursue. From the employer perspective, they should give a student some familiarity with basics like safety, using tools and how the workplace operates, given a chance to understand employer expectations and also demonstrate an interest in the trade.

Some stakeholders believe that a pre-apprenticeship can go further than the basics. Some would like to see a literacy and numeracy component included and more emphasis on preparation for work²⁵. Some believe pre-apprenticeships should train students across a broad range of trades, to help them consider careers they may not have thought of²⁶.

Many also believe that meaningful work experience or work placements are an essential component²⁷. Finally, there are recommendations that pre-apprenticeship content should not provide too much formal recognition in an apprenticeship for wage progression purposes²⁸

Case Study: Multi Industry Pre-Apprenticeships at work in Geelong

Victorian Group Training Company (VGTC) has partnered with Western Heights College in Geelong to offer a new vocational training program to students at risk of not completing Year 12. Funded under the Multi Industry Pre-Apprenticeship (MIP) project, the program offers training across a range of industry sectors while the students are still at school.

Students designed and built a kitchen and sensory garden complete with a pizza oven, gates and fencing. VGTC linked skills acquired in various VET programs to complement this. Students gained certification and credits in employability and applied learning skills.

The students will all complete the program with a Certificate III in Horticulture. Some may not go on to work in that sector, but all of them will complete Year 12 and they are picking up important employability skills and knowledge of various trades in the process. The college says the program has dramatically improved school attendance, and they have noted an improvement in their school work and attitude outside of the MIP program.

The program funding has allowed VGTC to provide students with the correct PPE and the right tools. The RTO training costs were met, and transport to and from work was covered each week. Without this financial support, the program would not have been possible.

Since the completion of this program all participants have been able to source apprenticeship / traineeship employment in the local area, with many now working for employers who participated in the work experience component.



3.4 Supporting disadvantaged groups into and during apprenticeships

Recommendation 6

The development of a program specifically designed to assist disadvantaged groups to obtain and remain in an apprenticeship. The defunct Australian Apprenticeship Access Program is a good model for a new program.

There are many disadvantaged groups in Australia that could benefit from undertaking an apprenticeship, but are generally under-represented. These groups include:

- people with a disability,
- people from culturally and linguistically diverse backgrounds,
- Aboriginals and Torres Strait Islanders,
- disengaged youth,
- women,
- people who have been in custody,
- mature age people,
- people who live in rural and remote areas and
- people with language, literacy and numeracy difficulties.

The Australian Government recognises the difficulties disadvantaged people have in obtaining an apprenticeship by offering additional financial incentives to employers for some groups.

Up until its discontinuation in 2014, the Australian Apprenticeships Access Program was funded to support disadvantaged people obtain and keep an apprenticeship. The Access program offered:

- job preparation;
- industry training;
- connections with actual employers; and
- on-the-job support to help job seekers settle in the first 13 weeks.

The final evaluation of the Access program found that it was valued by participants, employers and others and filled “a necessary niche in the Employment Services/skills training system for those disadvantaged jobseekers who wish to enter an Australian Apprenticeship”. It found the program achieved strong training completion rates (80 percent) but struggled with outcome rates (a target of 40 percent with average achievement of 32 percent)²⁹.

There is no doubt that disadvantaged people can have difficulties in finding and keeping an apprenticeship. They may need help to prepare for employment and to prepare for formal training. They may need help to find employers willing to take them on and they may need help to continue with the apprenticeship until completion. All of this help costs money. The Ernst & Young report into the Australian Apprenticeships Access Program contained recommendations to structure funding according to the needs of the individual³⁰.

Group training organisations have a long history of supporting disadvantaged groups into apprenticeships. National Standards require GTOs to adhere to the principles of access and equity in all operations including marketing, recruitment, monitoring, support, governance and administration.



Case Study: Supporting disadvantaged people

The Brotherhood of St Laurence (BSL) has been successfully running a program that employs disadvantaged people in traineeships, and then places them into ongoing jobs in the security industry.

Titled the Community Safety and Information Service, and receiving some funding from the Victorian Department of Health and Human Services (DHHS), the program recruits its trainees from tenants in public housing estates in Melbourne's inner northern suburbs.

After an initial screening process, applicants are placed on a three-week full-time pre-employment program, where they receive job-related training, some basic foundation skills like time management and digital literacy, and also a supervised work placement in their intended workplace.

Twenty-two trainees who complete the pre-employment training commence a 12-month traineeship in the security industry. BSL employs them through their GTO, with DHHS hosting trainees at the base of high-rise towers in the City of Yarra. Training is conducted through an RTO accredited by Victoria Police.

Most trainees come from disadvantaged backgrounds. Applicants are often long term unemployed, and generally come from a cultural and linguistically diverse background. Some have literacy and numeracy issues, most have limited digital literacy.

Through its arrangement with DHHS, BSL is able to offer these trainees more intensive support than what is normally available. One field officer works full-time with the 22 current trainees, an arrangement not possible under normal funding structures.

Each trainee goes through an internal assessment every three months to monitor their progress. This is additional to the RTO assessment of their formal training. The assessment checks their progress in developing literacy and numeracy skills; their digital literacy skills; and other skills related to their security work. This regular monitoring can track each trainee's progress and also identify where the program can be strengthened.

At the end of the traineeship, graduates are case managed into applications for permanent employment in the security industry with Industry partners. Since the program's inception 12 years ago, around 70 percent have been placed into employment, an outstanding achievement for such a vulnerable cohort.



3.5 Mentoring apprentices

Recommendation 7

The establishment of a program that can provide ongoing mentoring for apprentices and provides support for SMEs.

Of those apprentices that don't complete, most of them leave within the first twelve months. A number of reports call for mentoring programs for apprentices, including the ACCI, Ai Group and BCA and the Master Builders Australia reports.

Victoria has established the Apprenticeship Support Officer program, which offers support and guidance to apprentices aged 15 to 24, in the first year of their apprenticeship. This program has recently been funded to continue until June 2019.

The Australian Government 2017/2018 Budget has announced a \$60 million Industry Specialist Mentoring Program, It will target apprentices and trainees in the first two years of their training in industries that are undergoing structural change.

Holmesglen Institute have also developed an integrated early warning and mentoring program - based on the core activities that group training provides - for first-year apprentices.

This program has shown excellent results to date and should be explored further. Group training organisations also support businesses with a wide range activities and advice when hosting an apprentice, including

- industrial relations, awards, pay rates and conditions
- Workplace Occupational Health and Safety
- Competency based training, on and off the job training requirements
- staff training/ workforce development needs
- understanding youth and the early intervention signs and support that may be needed to keep the apprentice engaged
- appropriate communication and managing expectations of all stakeholders

Group training organisations currently mentor their own apprentices and trainees and are well positioned at a local level to expand this support to other apprentices and SMEs.



Case Study: Poyser Motor Group

Poyser Motor Group is a family owned, multi-franchise dealership located in Central Victoria. They represent a wide range of brands including Holden, Mercedes-Benz, Hyundai, Nissan, Volkswagen, Chrysler Jeep Dodge, Isuzu Trucks and Freightliner.

The company started as a small family business back in 1979, and now they employ over 170 people across two sites. Over that time, they have partnered with the local group training organisation CVGT to provide apprenticeship and traineeship opportunities to more than 100 locals in the Bendigo region. Currently Poyser Motor Group have 16 apprentices and trainees, working in mechanical (light and heavy), parts/services and business administration.

Poyser Motor Group Dealer Principal Adam Poyser said that Group Training has provided the business with many opportunities and has kick-started the career of many of current team members.

“Poyser Motor Group and CVGT have been a partner in providing opportunities within Bendigo for over 25 years. We are always happy to host apprentices through the assistance of CVGT and have found many dedicated, long-term team members through this process.”

CVGT has assisted Poyser Motor Group to manage its total workforce development needs, including recruitment, training, and rotation of apprentices and trainees to various parts of the business as they have grown over time.

This partnership has produced strong retention rates and long-term staff progression into many areas of the business



4. Making the system simpler and attractive

4.1 Making the system less complex

Recommendation 8

Consideration of proposals that will make the apprenticeship system less complex such as establishing a national body to oversee apprenticeships, to streamline the number of stakeholders for employers to deal with, and to move some services online.

Recommendation 9

Further investigation of the NSW Business Chamber’s proposal that group training organisations assume responsibility for hosting the first year of apprenticeships, placing apprentices in later years and helping employers manage on the job training.

The apprenticeship system and vocational training generally, sits within a complicated environment. The Australian Government provides national funding - through partnerships with the states to fund training provision; through incentives for employers; and through the industry arrangements that develop apprenticeship qualifications. In Victoria, the state government regulates apprenticeships through contracts with RTOs for training delivery, and through its outsourced regulation of training contracts.

An employer who takes on an apprentice in Victoria for the first time might have to deal with

- an Australian Apprenticeship Support Network (AASN) provider,
- a Victorian Government Apprenticeship Support Officer,
- a Group Training Organisation,
- a BUSY At Work VRQA-appointed Authorised Officer,
- a Registered Training Organisation,
- Fair Work Australia,
- a job active provider,
- a secondary school,
- Worksafe, and
- pre-employment program providers such as jobpath.

It is a complicated system, and making it simpler would encourage more businesses to employ apprentices.

The Apprentice Reform Advisory Group recommended³¹ the development of an apprenticeships hub to provide a central point for apprenticeship arrangements, and provide guidance for all stakeholders, including employers.

ACCI, Ai Group and the BCA recommended³² the establishment of a National Apprenticeship Board to decide on apprenticeship qualifications and nationally consistent funding. Master Builders Australia also recommended reviewing the system³³ to reduce complexities and make it nationally focussed.

The NSW Business Chamber also called for a National Apprenticeship Taskforce. They go further, recommending that support and regulation be streamlined³⁴. They propose that AASN providers be given the responsibility for facilitating all stages of the apprenticeship process, from sign up to completion, including regulation. They also proposed that GTOs have a greater role, by hosting the first year of the apprenticeship and then taking responsibility for placing apprentices in later years and helping employers manage on the job training.

This would be an extension to what GTOs currently provide to their own apprentices and trainees. National Standards require GTOs to work with host employers to “provide appropriate on-the-job training, supervision, support and mentoring”.

The complexities in the apprenticeship system boil down to two issues – differences between the states, and the number of stakeholders to deal with. It is worth keeping in mind that it is unlikely that state governments will relinquish powers over the apprenticeship system to the Commonwealth.

It is also worth noting that some complexities could be reduced (and savings made) if more administrative functions were provided online.

4.2 Restructuring apprenticeships to meet the skills needs of the future

Recommendation 10

The delivery of competency-based apprenticeship models that meet the needs of workplaces and provide employers with confidence in the outcomes. AEN will support proposals to review the structure of apprenticeships to include skillsets, broad-based early training, independent assessments and a literacy and numeracy component.

The structure of apprenticeships has been largely unchanged for many years. Competency-based training was introduced in the 1990s with the introduction of training packages, but the essentials of apprenticeships have been the same since the 1960s – nominal durations of four years; completion of a formal training component; and coverage of the broad skills of a recognised trade. The concept of group training to provide those broad skills across different employers has been around since the 1980s.

There is a growing sense that the apprenticeship model needs to be updated to meet Australia's future skills needs. Some commentators have already recommended fundamental changes to the apprenticeship model.

- The Apprentice Reform Advisory Group recommended piloting apprenticeship models that do not require a contract of training or an employment arrangement³⁵. It suggested that these pilots could be successful provided they are supported by industry. One alternative model suggested elsewhere³⁶ proposed two years of off-the-job training followed by two years of on-the-job training. They claimed that this model could save on employer incentives, as employers typically claim that apprentices are a direct cost only for the first two years and become more profitable later on.
- The Apprentice Reform Advisory Group also recommended the Australian Government look at independent assessment of training outcomes.

- Master Builders Australia³⁷ discusses how job roles are changing, and suggests that skill sets should become a greater focus of the training system, underpinned by a skills passport that recognises competencies and their eventual contribution to a qualification.
- The NSW Business Chamber report³⁸ proposes piloting a new model of a year of general industry training before moving on to specialisation: much like the model for undergraduate degrees at some universities. This also resonates with the Foundation for Young Australians report which said that early on, young people should focus on acquiring skills in a given cluster rather than training for a specific job.
- The NCVER stakeholder forum³⁹ recommended extending the apprenticeship model to new industries and higher qualification levels, including degrees. This has also been taken up by the NSW Business Chamber⁴⁰.

The English apprenticeship system is currently undergoing redevelopment, and some of the features suggested in Australia are already being implemented. This includes more generic training at the early stages of apprenticeships, independent assessments and non-employment based models. English apprenticeships are also required to include minimum maths and English requirements.

4.3 Better regulation of the system

Recommendation 11

A regulatory system that supports apprentices, but strongly recommends that any proposed changes should not burden employers with additional barriers.

The apprenticeship system will always be subject to regulation. Governments pay for formal training, for incentives to employers and incentives to apprentices. They have basic expectations that come with that expenditure:

- the training program must provide an industry-recognised qualification,
- the formal training must be of a certain standard, and
- the employer and workplace must be suitable to train and support the apprentice.

Training Program

Governments require that apprentice qualifications are either contained in national training packages, or, where this is not the case, they are developed and agreed by industry parties to meet a need.

Regulation of this aspect is held by state governments. An apprentice training contract that does not meet the requirement will not be registered in the state and no funding or recognition will be provided.

This model has worked well over the years. The accreditation processes change from time to time, but interested industry members are generally able to have input if they want.

Standards of Formal Training

RTOs are regulated by the Australian Skills Quality Authority (ASQA) or the Victorian Registrations and Qualifications Authority (VRQA). They must meet certain requirements regarding the qualifications of their trainers, the quality of their training materials, including industry validation and other administrative criteria. Passing these requirements enables an organisation to operate as an RTO.

In Victoria, RTOs need to meet additional requirements before they can receive a VET funding contract. These criteria cover items such as financial viability, previous performance issues and program delivery plans.

RTOs in Victoria that train apprentices are required to follow the 2017 Guidelines about Apprenticeship/Traineeship Training Delivery. These guidelines include:

- notifying the AASN provider if the qualification is not appropriate,

- contacting the employer to outline their responsibilities and explain competency-based progression,
- providing a training plan that spans the nominal duration of the apprenticeship,
- contacting the employer four times each year to discuss progress,
- confirming competency with the employer, and
- informing employers and their apprentices of their progress towards completing the qualification⁴¹.

ASQA and the VRQA do not police compliance with these guidelines.

Suitability of the Employer

In Victoria, employers do not need approval to employ an apprentice. As the regulating body, the VRQA requires employers to:

- enrol their apprentice with an RTO within three months,
- negotiate and sign a training plan,
- make sure a suitably qualified or experienced person oversees the apprentice's progress,
- have the appropriate facilities and equipment to provide the necessary skills,
- provide the apprentice with work that is relevant to the vocation,
- be aware that apprentices can progress on the basis of competency, and
- pay the apprentice under an appropriate industrial instrument.

The VRQA does not assess an employers' eligibility. AASN providers arrange for sign ups and can advise employers of their suitability and can notify the VRQA of potential problems, but they do not have any regulatory powers.

AEN also see a range of unregulated employment and school based programs delivered by organisations that focus on training rather than meaningful employment. These programs compete directly against group training organisations and do not meet the national GTO Standards but are able to operate.

The NCVER Stakeholders Forum noted that South Australia has the highest completion rates for traditional trade apprentices. South Australia is the only state that has maintained upfront screening of employers before they can commence an apprentice or trainee.

4.4 Financial incentives

Recommendation 12

The review of financial incentives to better support SMEs through a controlled and quality service provision like group training and to encourage the employment of disadvantaged groups.

Financial incentives for employers to take on apprentices have been in place since 1962, when the Commonwealth introduced the Country Apprenticeship Scheme, a subsidy to employers of £3 per week during the first year of an apprenticeship⁴². Since then there have been various iterations of incentives. The current model is for an upfront payment of \$1,500 (at the 6 month milestone) followed by a completion payment of \$2,500. There are additional incentives for employers for employing adult apprentices (\$4,000), mature aged apprentices (\$1,500), rural and regional apprentices (\$1,000), and disabled apprentices (\$104.30 per week).

AEN notes that the Support for Adult Australian Apprentices incentive is only available if the apprentice is aged over 25 years. Adult apprentice wages in industrial awards are payable once the apprentice is aged 21 or over, so this provision can disadvantage some 21 to 24 year old candidates

Some reports suggest that incentives do not play a significant role in improving completions. The Fair Deal report noted that employers with good completion rates did not see financial incentives as important. Those

employers who wanted higher incentives and complained about poor return on investment had the lowest retention rates⁴³. Regardless of these suggestions, it is unlikely that incentives will disappear when overall commencement numbers are in decline.

Both the Queensland and South Australian Governments have recently introduced additional incentives for employers of apprentices.

The question is whether the current incentive model is adequate. Some groups have been calling for a revamp. The Apprentice Reform Advisory Group⁴⁴ suggested readjusting payment points to include an upfront commencement payment, a retention payment at 12 months and a smaller completion payment. They also proposed more support for SMEs.

Master Builders Australia⁴⁵ similarly recommended payment points at 6 months, 18 months and on completion. They also proposed a 15 percent increase over 3 years and re-introduction of the 'kick start' bonus. The NSW Business Chamber⁴⁶ suggest a commencement payment; a payment at the end of the probationary period; and a completion payment.



Case Study: Apprenticeships kept simple

Moretto Building has been undertaking construction projects throughout regional Victoria for over 40 years. They have an annual turnover of \$20 million and just over 20 employees.

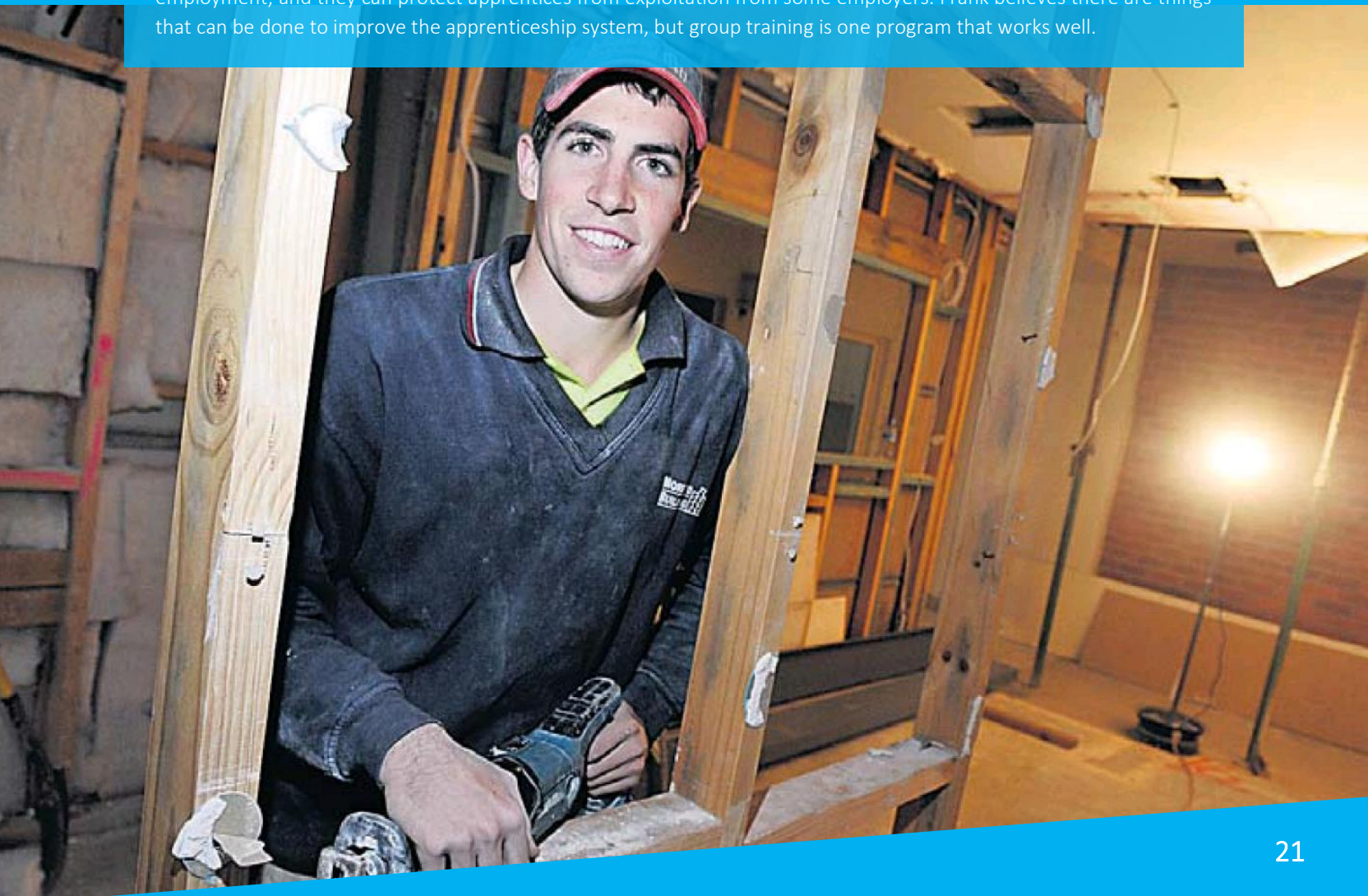
The owner, Frank Moretto, started as an apprentice in his father's business 35 years ago, and took on his own first apprentice back in the early 1990s. Frank's apprentice was hired through the local group training company. Frank says it was a no-brainer. It was during a recession, and using group training meant there was no payroll to worry about and no long-term commitment if the work dried up. He sent off a cheque once a month and they did all the rest.

Since that first apprentice, Frank has employed about 50 carpentry apprentices, all through the local GTO – The Apprenticeship Factory, as it is called now. Frank is full of praise of the group training model, and is now a director of the Apprenticeship Factory. His business could easily employ apprentices directly, but he likes the simplicity of the model. They pre-screen candidates before he sees them, they do all of the administration, and he can hand them back if they don't work out.

Frank believes that one reason apprentice numbers are so low in the construction trade is because of the proliferation of sub-contractors. Many of them work in the cash economy, so they won't commit to formal employment arrangements, especially when most contracts are only for a few months. Even some of the biggest players only employ a few project managers, with everything else contracted out.

Frank also believes the way work is done in the industry has made it harder to employ apprentices. Businesses often specialise in one aspect of construction - like framing, or form work - and they don't need fully qualified carpenters. Frank's business can offer a broad exposure across many aspects, but even he says the last time his company had to pitch a roof was a long time ago. Pitching rooves is still a core part of the apprenticeship qualification. Frank believes that qualifications need to reflect the way work is done in the real world, not the other way around.

Group training can provide a solution to many of the barriers to employing apprentices. They can guarantee long-term employment; they can rotate apprentices to provide broad experience; they can provide an alternative to direct employment; and they can protect apprentices from exploitation from some employers. Frank believes there are things that can be done to improve the apprenticeship system, but group training is one program that works well.



4.5 Promoting apprenticeships to employers

Recommendation 13

The delivery of an awareness campaign to promote the benefits of apprenticeships to employers, parents, schools and youth through a range of media channels.

The current promotion of apprenticeships to employers is generally left in the hands of the commonwealth funded AASN providers. Other organisations including GTOs and RTOs will also promote apprenticeships to employers and secondary schools but generally, this will focus on their own areas of expertise.

There have been no broad promotional campaigns about the benefits of apprenticeships for employers or youth for some years. A campaign could promote new flexibilities in the system, the career pathways an apprenticeship can lead to, the values of employing older apprentices, and additional supports for employers.

If actions are taken to make apprenticeships simpler, or to change the structure of apprenticeships, or to increase their appeal to young people, then employers and all community stakeholders need to hear about it. There is no point in developing a world-class model if it remains a secret.

In recent years GTOs have run local job campaigns that have had great success.

These campaigns usually have a target number of local employment outcomes, which has improved community engagement and support for youth and local businesses.



Case Study: Using community leadership to promote apprenticeships

Community leadership is an important part of creating apprenticeship opportunities, especially in regional centres. Westvic Staffing Solutions is based in south western Victoria, and has worked hard in recent years to develop strong relationships with community leaders.

The key vehicle for this has been the '100 jobs in 100 days' campaign. First launched in 2015, the campaign aimed to create 100 apprenticeship and traineeship vacancies between November 2015 and February 2016.

Backed up by an advertising campaign, regional publicity, and networking with local employers, the campaign saw the creation of 162 jobs over that first period. In the second year of the campaign 171 jobs were created.

One of the stories to come out of the campaigns has been the rise in prominence of Westvic Staffing Solutions within its region. This has led to more publicity from local media and the building of strong relationships with community leaders and local employers.

One employer, Gary Howden, owns Telstra stores in western Victoria. He had been looking for staff in Warrnambool but was struggling to find good applicants. He approached Westvic Staffing Solutions, who ran a publicity campaign which saw 45 people turn up on interview day. Twelve people were offered a traineeship. The process proved so successful that Gary has repeated it at other stores in the region, and Telstra store operators in other parts of the country are now interested in applying the concept.

Another employer, Wannon Water is a regional urban water corporation, and employing just over 200 staff. They previously had no apprentices, but after hearing about the 100 jobs campaign, took on seven apprentices and trainees in the first year, and six in the second.

Wannon Water will now have an annual intake of apprentices, and their next step is to start looking at employing people who would benefit more from the opportunity, particularly indigenous youth.

Westvic Staffing Solutions was able to attract the Assistant Federal Minister for Vocational Education and Skills to a forum in March 2017 co-hosted with the Warrnambool City Council. Attended by local industry, community and government leaders, the forum highlighted the importance of community collaboration.

Westvic Staffing Solutions' leadership role within the community has seen an increase of apprenticeships and traineeships across the region, and the local TAFE, South West TAFE, reports an increase of intake numbers of more than seven percent, in contrast to broad declines across the state.



5. Improving completions

Over the past decade a lot of research has gone into why some employers have better retention rates for apprentices than others. The research indicates that employers with the highest completion rates are generally larger, experienced employers with well-organised systems for managing and recruiting apprentices. Employers with lower completion rates tend to be smaller and have less experience⁴⁷.

Most employers that take on apprentices are small. One NCVET report found that 63 percent of employers have only one apprentice⁴⁸, so rather than exclude them in some

way, these employers need to be supported to help their apprentices complete.

Most of the recommendations from various reports about retention cover three key aspects that can help improve completion rates:

- help with recruitment, and matching to an employer
- help for the employer to manage the apprentice, and
- support for the apprentice (see mentoring at 3.6).

5.1 Help with recruitment

Recommendation 14

Funding for GTOs to provide a free recruitment service to all SMEs.

Poor recruitment practices are often cited as a reason for poor retention. If the apprentice is not a good match at the outset, they are unlikely to go the distance. Smaller employers especially are not always skilled at recruitment. For some, the apprentice will be their only employee.

A number of reports have recommended providing additional support to employers during the recruitment process, either through offering 'recruitment kits', professional development or managing the process for the employer. The NCVET 2016 Stakeholder Forum⁴⁹ noted a significant emphasis placed by attendees on the

importance of appropriately matching and preparing apprentices and employers up front, and that this should pay off later in higher completion rates.

The NSW Business Chamber report⁵⁰ recommended that GTOs take a critical role in recruitment by hosting the first year of the apprenticeship, and then organising placements with employers for the subsequent years.

GTOs are specialists in apprentice recruitment and matching the individual needs of host employers, with 25,000 apprentices employed nationally.



5.2 Help for the employer to manage the apprentice

Recommendation 15

Long-term state and federal funding is vital for GTOs to provide professional services including employer obligations, negotiating a training plan, competency-based progression, supervising, dealing with young people, and providing rotations and on-the-job training.

A recent NCVER report on non-completions stated that apprentice's employment experience accounted for 33 percent of non-completions⁵¹. The most commonly cited reason given by non-completing apprentices was "did not get on with boss or other people at work". Part of the problem relates to recruitment, but part also relates to how the apprentice is managed after they commence.

The Fair Deal report noted that employers with the best retention rates take apprentice management seriously. Their central point is that apprentices want a fair deal from their employer, and a fair deal means:

- varied and increasingly challenging work experience
- real on the job training provided a skilled tradesperson
- good supervision
- competency-based pay and progression
- a boss who treats the apprentice as a human being
- good open communications between the apprentice, employer, work colleagues and RTO
- fair work practices (eg ensures safety, no bullying)⁵²

The successful employers can provide this.

There is a general consensus that many SMEs need help to

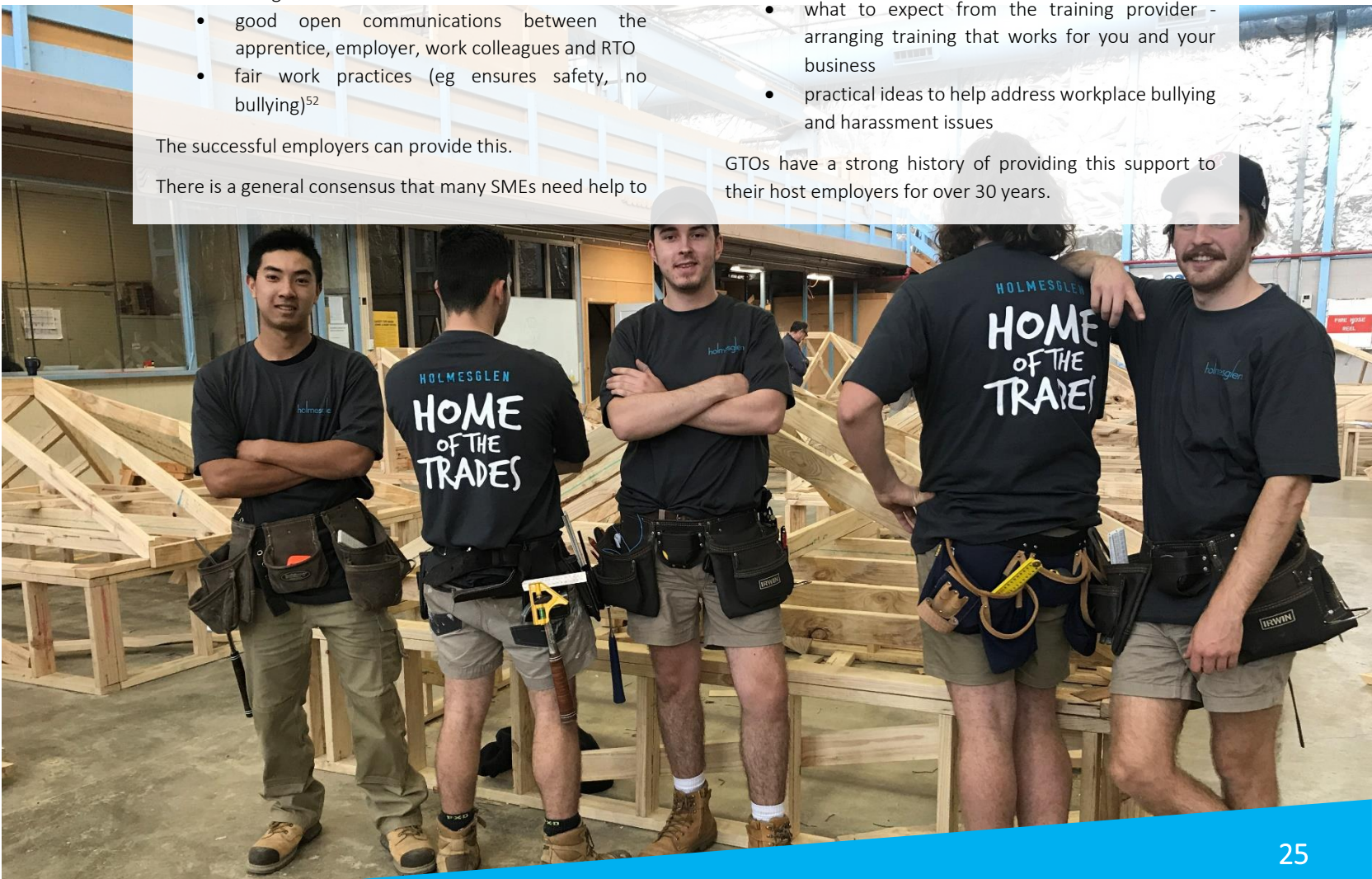
manage the apprenticeship relationship and provide a fair deal. Often these SMEs have no HR department, and have only a rudimentary understanding of their obligations under the apprenticeship system.

The NCVER Stakeholder Forum discussed programs to mentor and train workplace supervisors to build skills in working with apprentices and RTOs, and suggested that options could include matching up large businesses with SMEs, or a facilitator bringing groups of SMEs and apprentices together in a support network. Other reports have recommended professional development for employers or supervisors of apprentices.

Training Services NSW conducts free workshops for employers of apprentices covering:

- how to effectively supervise and "coach" apprentices & trainees
- the importance of effective communication in the workplace
- what to expect from the training provider - arranging training that works for you and your business
- practical ideas to help address workplace bullying and harassment issues

GTOs have a strong history of providing this support to their host employers for over 30 years.



5.3 Competency-based progression

Recommendation 16

The development of a working model for RTOs and TAFEs to implement training plans that progress with the employer-validated competency of the apprentice under working conditions. This should be backed up by monitoring of RTOs and TAFEs to ensure they comply with apprenticeship and traineeship guidelines.

Competency-based wage progression and competency-based completions have been a feature of apprenticeships for a number of years. The Manufacturing Award was changed in 2006 to reflect competency-based progression. Other awards covering the construction and printing trades were changed in 2013. The rule is that an apprentice's wage progresses when they achieve a certain number of competencies, rather than on the anniversary of their start date.

The premise for competency-based progression is sound. It motivates apprentices to work hard to achieve competence by rewarding that effort. This can make apprenticeships more attractive to prospective candidates. It can also help improve retention, by shortening the timeframe an apprentice may have to wait before completion.

But there are issues with competency-based progression that can make apprenticeships a less attractive option for employers.

RTOs persist with training apprentices within a three-year timeframe, despite the fact that most apprenticeships have a nominal duration of four years. The Victorian Government requires initial training plans to cover the entire period of the nominal duration⁵³, but this requirement is usually ignored and is not enforced.

As RTOs don't receive all their government funding for the training until the employer confirms competence, they pressure employers into providing that confirmation as soon as the formal training has been assessed, and before skills are adequately practised in the workplace. This situation leads to employers complaining that apprentices might be 'competent' but they still can't perform to their expectations at work, and they begrudge paying the higher wage. Many employers say that they are happy to pay higher wages provided the apprentice can perform to the appropriate level of productivity.

Apprentices accuse some employers will deliberately not confirm an apprentice's competence, despite their ability, because it will cost them more money.

As mentioned elsewhere, pre-apprenticeship arrangements can also provide credits into an apprenticeship well over the expectation of someone who has not been in the workforce. Some states have introduced regulations that address this. For example, in Tasmania, a first year building apprentice who holds a relevant Certificate II qualification is only eligible for six months' credit into the apprenticeship, so they can only progress to the second stage after six months⁵⁴.



5.4 Better on the job training

Recommendation 17

Funding for GTOs to support all employers to rotate apprentices if there are competencies in their training plan that they cannot provide experience for at their workplace.

The quality of the on-the-job training experience is another area that can impact on an apprentice's willingness to complete. Those employers that take this seriously, and provide training that matches the off-the-job training component, enjoy a better success rate than those that don't or can't.

Most employers don't understand training packages or competency standards, and nor should they. They are the language of the VET system, not the industry where the apprentice works. But employers do need to understand what an apprentice has to learn if they are to train them in the workplace. Employers that are aware of the tasks they can teach apprentices that will help them achieve competence are able to provide a much richer workplace experience than those who aren't.

Few employers, especially smaller ones, are able to develop tasks that meet competency requirements without external assistance, either from the RTO or another third party. The NSW Business Chamber report suggested that GTOs could assist employers with this activity⁵⁵.

Not every employer is in a position to offer the full range of experiences an apprentice needs to get a broad exposure to a trade. Some are too specialised to be able to do this,

others can't synchronise the workplace training to match the formal component.

Examples of specialisation are building companies that specialise in one part of a trade, such as formwork, and also manufacturing companies that recruit apprentice electricians but can't provide experience in wiring a house. For these apprenticeships, the employers need to negotiate the content of the training plan with their RTO to better align it to what they do. Where there are gaps that must be addressed (like the electricians), employers need to be able to place their apprentices elsewhere to gain the experience.

GTOs are expert in arranging rotations of apprentices to help gain experience.

For those businesses that struggle to synchronise on-the-job training to off-the-job training, the fault is not always with them. RTOs generally offer a 'one size fits all' training plan for apprentices, despite being required to customise them for each apprentice. The performance of RTOs is addressed elsewhere, but employers don't always know what they can and can't expect from their RTO. An empowered employer can demand a training plan that suits their timetable, not the RTO's.



6. Conclusion

Group training has been a feature of the Australian apprenticeship system for the past 30 years. In that time, more than 170,000 apprentices have been employed through the group training model in Victoria alone.

GTOs are located throughout Australia, with experts who understand their local communities, their local employers, industry needs and the apprenticeship system. All of this is underpinned by a national quality system.

The OECD recently cited the group training model as a way to better encourage SMEs to employ apprentices. The OECD also highlighted a case study of an Australian GTO that places building and construction apprentices with sub-contractors, but can still offer continuity of employment (even beyond the apprenticeship) and access to a broad range of skills⁵⁶. This is best practice, promoted as such to other OECD countries.

GTOs have the expertise, the contacts and the respect of their communities to help increase apprentice commencements and improve completion rates.

The group training model - commended to other countries as a way to better manage apprentices and better engage employers - is already well-established in Australia. The challenge is for governments to make better use of it.

Long-term state and federal funding is vital for GTOs to provide professional services including employer obligations, negotiating a training plan, competency-based progression, supervising, dealing with young people, providing rotations and on-the-job training.



6.1 Summary of recommendations

1. The provision of better careers advice on apprenticeships for school students and other job seekers, that focuses on both apprenticeships and the careers that come after completion.
2. Funding for group training organisations to provide free aptitude tests to potential apprenticeship candidates.
3. Encouragement and reward for schools to work with group training organisations to make suitable arrangements for careers advice, school based apprenticeships and traineeships, and work experience arrangements.
4. The delivery of pre-apprenticeship programs that include a literacy and numeracy assessment, mandatory work placements and have minimal impact on competency-based progression. Pre-apprenticeships should provide for no more than the equivalent of 6 months' credit towards an apprenticeship qualification.
5. The development and use of broad pre-apprenticeships, such as those delivered through the Multi-industry Pre-apprenticeship Project, that expose students to a variety of trades – leading students to making informed career decisions.
6. The development of a program specifically designed to assist disadvantaged groups to obtain and remain in an apprenticeship. The defunct Australian Apprenticeship Access Program is a good model for a new program.
7. The establishment of a program that can provide ongoing mentoring for apprentices and provides support for SMEs.
8. Consideration of proposals that will make the apprenticeship system less complex such as establishing a national body to oversee apprenticeships, to streamline the number of stakeholders for employers to deal with, and to move some services online.
9. Further investigation of the NSW Business Chamber's proposal that group training organisations assume responsibility for hosting the first year of apprenticeships, placing apprentices in later years and helping employers manage on the job training.
10. The delivery of competency-based apprenticeship models that meet the needs of workplaces and provide employers with confidence in the outcomes. AEN will support proposals to review the structure of apprenticeships to include skillsets, broad-based early training, independent assessments and a literacy and numeracy component.
11. A regulatory system that supports apprentices, but strongly recommends that any proposed changes should not burden employers with additional barriers.
12. The review of financial incentives to better support SMEs through a controlled and quality service provision like group training and to encourage the employment of disadvantaged groups.
13. The delivery of an awareness campaign to promote the benefits of apprenticeships to employers, parents, schools and youth through a range of media channels.
14. Funding for GTOs to provide a free recruitment service to all SMEs.
15. Long-term state and federal funding is vital for GTOs to provide professional services including employer obligations, negotiating a training plan, competency-based progression, supervising, dealing with young people, providing rotations and on-the-job training.
16. The development of a working model for RTOs and TAFEs to implement training plans that progress with the employer-validated competency of the apprentice under working conditions. This should be backed up by monitoring of RTOs and TAFEs to ensure they comply with apprenticeship and traineeship guidelines.
17. Funding for GTOs to support all employers to rotate apprentices if there are competencies in their training plan that they cannot provide experience for at their workplace.

GROUP TRAINING

Skilling Victoria for change and growth



170,000+

apprentices & trainees employed by our members since 1985

6,500+

apprentices and trainees employed by our members each year.



1,200
Automotive



1,100
Building & Construction



760
Business Services



560
Community Services & Health



320
Engineering



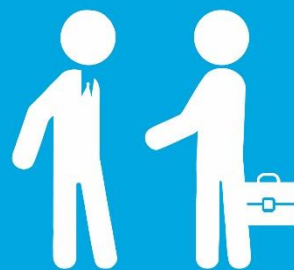
880
Electro-technology



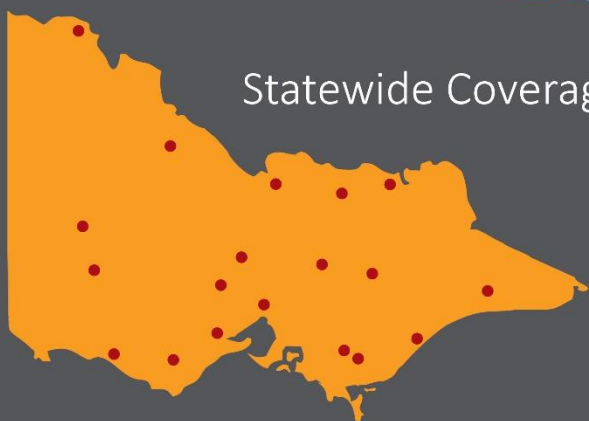
510
Primary Industries

10,000+

host employers



Statewide Coverage



40%

of apprentices in regional Victoria benefit from the GTO network

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- ⁵¹ *Understanding the non-completion of apprentices*, Alice Bednarz, NCVER, 2014, p14
- ⁵² *A fair deal: Apprentices and their employers in NSW*, NSW Board for Vocational Education and Training, 2011 p13
- ⁵³ 2017 Guidelines about Apprenticeship/Traineeship Training Delivery (2.2b).
- ⁵⁴ TTAC Policies and Guidelines for Traineeships and Apprenticeships in Tasmania – February 2017 (policy 17)
- ⁵⁵ *Laying the Foundations for Apprenticeship Reform*, NSW Business Chamber, 2016, p48
- ⁵⁶ *Engaging Employers in Apprenticeship Opportunities*, OECD/ILO, 2017



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