EMPLOYER INDUCTION MANUAL

Guide for Employers

This induction manual provides information for employers who are entering into a training contract, to successfully support the training and assessment of their employee.
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1. Introduction

Welcome

Welcome and thank you for choosing Matlin Professional Development (MATLIN) as your training organisation.

This manual provides you with information about our organisation, what you can expect from us and what we expect from you. You will also find useful information about our policies and procedures and some useful contacts.

Please feel free to approach the MATLIN trainer with any additional queries you may have.

Who is MATLIN?

MATLIN is a Registered Training Organisation (RTO), which means that we have approval from the Department of Further Education, Employment, Science and Technology (DFEEST) to deliver a range of nationally accredited qualifications.

Being an RTO means that we have to meet a number of requirements to make sure that the courses we offer meet national guidelines. This gives you the confidence that the training your employee completes with MATLIN is of high quality and that the skills and knowledge they gain are recognised by employers and other training organisations throughout Australia.

For a complete list of the qualifications we offer go to the website: www.training.gov.au or ask the MATLIN trainer.

Our Vision

To become a specialist provider of high quality management training and professional development services to businesses throughout South Australia.

Our Mission

To provide the highest quality tailored and flexible training solutions with ongoing exceptional service.

Our Aim

1. to ensure organisations are aware of the benefits of training to their business;
2. to inspire and motivate individuals to achieve their goals by participating in training.

Our Values

*Integrity:* All our employees are individuals with high integrity who can be trusted.

*Respect:* We respect the diversity of our clients, customers and employees and treat them as unique individuals.

*Commitment:* We are committed to providing quality business and training solutions and to always act in the best interest of our clients.

*Dignity:* We operate with the highest standards in all relationships with customers, suppliers, the environment and the community.
2. Training Information

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) provides a comprehensive, nationally consistent yet flexible framework for all qualifications in post-compulsory education and training. The Framework was introduced Australia-wide on 1 January 1995.

The AQF comprises of fifteen qualifications. These fifteen qualifications are shown in Table 1 below, grouped according to the sector with authority for setting the standards of each qualification.

<table>
<thead>
<tr>
<th>Schools Accreditation</th>
<th>Sector</th>
<th>Vocational Education and Training Accreditation</th>
<th>Higher Education Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Secondary Certificate of Education</td>
<td></td>
<td>Vocational Graduate Diploma</td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocational Graduate Certificate</td>
<td>Masters Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Diploma</td>
<td>Graduate Diploma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diploma</td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate IV</td>
<td>Bachelor Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate III</td>
<td>Associate Degree, Advanced Diploma</td>
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<tr>
<td></td>
<td></td>
<td>Certificate II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate I</td>
<td></td>
</tr>
</tbody>
</table>

Table 1: AQF Qualifications According to Sector

A Registered Training Organisation (RTO) delivers accredited training under the VET sector and complies with the guidelines of the National Skills Framework.

The National Skills Framework is made up of two elements: the Australian Quality Training Framework (AQTF) and Training Packages.

The Australian Quality Training Framework (AQTF) is a set of nationally agreed standards to ensure the quality of vocational education and training services throughout Australia. The AQTF ensures that all RTOs and the qualifications they issue are recognised throughout Australia.

Training Packages are sets of nationally endorsed standards and qualifications for recognising and assessing people’s skills. A Training Package describes the skills and knowledge needed to perform effectively in the workplace. They do not prescribe how an individual should be trained. Teachers and trainers develop learning strategies depending on learners’ needs, abilities and circumstances.

Qualification Pathways

The Australian Qualifications Framework (AQF) is based on achieving competencies, which can lead to different levels of qualifications issued by Registered Training Organisations.

Within a Training Package, qualifications may range from Certificate 1 to Advanced Diploma levels.

Certificate II is entry level and will equip you with the basic technical, communication, teamwork and customer service skills required for that industry.

Certificate III is equivalent to a Trade Certificate, and will equip you with the skills and knowledge required for working in a team, resolving problems, communicating with management and implementing policies and procedures.
Certificate IV is for those who are in middle management/supervisory roles, and will equip you with all relevant management and leadership skills such as managing and training staff, human resources, finance, report writing and other enterprise specific skills.

After achieving a Certificate IV level qualification, options for further studies are available through various Colleges or Universities. A Certificate IV is entry level for commencing a Diploma.

Training for the above qualifications is available through various pathways, including the following:

- **Work-Based Training and Assessment** – training is conducted while working and your apprentice/trainee is not required to attend classes
- **Institution-Based Training and Assessment** – training is conducted in a classroom environment and your apprentice/trainee is required to attend classes
- **Part Institution-Based Training and Assessment / Part Work-Based Training and Assessment**
- **Recognition of Prior Learning** – recognition of skills developed through previous training, work or life experience, which matches a unit(s) of competency in a training course. If your apprentice/trainee has sufficient evidence and experience, they may be granted recognition for all the competencies within the qualification or where gap training is required, only for some of the competencies.
- **Recognition of Prior Learning combined with Further Training as required**

All of these options are available through MATLIN. After consultation with you and your apprentice/trainee, the most suitable option will be selected to meet yours and your apprentice/trainees' requirements.

Undertaking nationally recognised qualifications means that your apprentice/trainee will be acquiring skills to meet the needs of industry and your own. Each nationally recognised qualification has a selection of units to complete according to the required Training Package. The Training Package describes what skills and knowledge your apprentice/trainee needs to perform effectively and the MATLIN trainer will be assessing your apprentice/trainees' competence to these standards.

**Understanding the terminology**

**Unit of Competency**

A competency is a statement referring to the skills, knowledge and attitudes your apprentice/trainee needs to perform a job.

E.g. Unit of Competency: *Interact with customers*

A Unit of Competency is made up of various **elements** of competency and these are the components of the work that make up the whole unit.

E.g. Unit of Competency: *Interact with customers*

Elements of Competency: *Deliver service to customers, Respond to customer complaints, Receive and process sales orders, Identify special customer requirements*

These elements are then broken down further into **performance criteria**. The performance criteria list the skills and knowledge your apprentice/trainee must possess to enable them to competently perform the various components of their work.

**Trainer/Assessor**

Your MATLIN Trainer/Assessor has relevant industry experience and is qualified to deliver training and assessment as per the requirements under the AQTF.
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Workplace Supervisor
A person in your workplace who will make sure the apprentice/trainee receives the training required for the job and training program.

Workplace Coach
Sometimes called a mentor, this person is chosen to help the apprentice/trainee learn in the workplace. In some workplaces the workplace supervisor and workplace coach is the same person.

Assessment
This is a meeting arranged with your apprentice/trainee and the MATLIN trainer to assess their skills and knowledge against the relevant Units of Competency.

Assessment Reports
Your MATLIN trainer will document the results of your apprentice/trainees’ assessment in an assessment report, which will summarise their progress and show their final assessment result in a Unit of Competency as either Competent (C) or Not Yet Competent (NYC).

Competent (C)
Your apprentice/trainee will be assessed as Competent (C) when the trainer has collected sufficient evidence and is satisfied that they have met all the performance criteria required within that Unit of Competency.

Not Yet Competent (NYC)
If your apprentice/trainee is assessed as Not Yet Competent (NYC) in a Unit of Competency, this means that they may require further training in order to achieve competency, or that there is not enough evidence provided to support their competence. Your apprentice/trainee will have an opportunity to be reassessed after further training has occurred, or after further evidence has been provided.

Evidence
The MATLIN trainer is required to collect various forms of evidence in order to assess your apprentice/trainees’ competence. This may be in the form of work samples, completed workbooks, questioning and discussion, observation, case studies, projects or other.

The trainer may ask the employer or the Workplace Supervisor/Coach to complete a Third Party Evidence Report in support of the apprentice/trainees’ competence in a particular skill.

Resources
This refers to learning materials/workbooks, textbooks, products and other equipment the apprentice/trainee will need to carry out their training and assessment.

Training Contract and Obligations
You and your employee would have signed an Apprenticeship/Traineeship Training Contract. This is a legally binding agreement between you and your employee.

Employee obligations
Under the Training Contract, the employee must:

- Learn and work to develop the skills and knowledge required
- Attend off the job training as required, or undertake structured training delivered on the job
- Make every attempt to study for and undertake assessments
- Accept any lawful instruction given by the employer or supervisor
- Comply with the terms of the training contract or industrial arrangement, for example, purchase tools if paid a tool allowance.
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Employer obligations
The employer also has obligations under the Training Contract and they must:

- Employ and train the apprentice/trainee as agreed in the training plan
- Provide appropriate facilities and expertise to assist in the training stipulated in the training plan
- Ensure the apprentice or trainee receives on the job training and assessment in accordance with the requirements of the training plan
- Ensure that the apprentice or trainee has a competent supervisor in the workplace
- Release the apprentice or trainee to attend any off the job training and assessment in accordance with the requirements of the training plan
- Work with MATLIN and the apprentice/trainee to ensure the training plan is complied with and that training records are kept up to date and progress monitored and reviewed
- Provide a safe working environment
- Comply with relevant Commonwealth and State legislation related to the workplace, such as discrimination and equal opportunity legislation.

Training Plan

A training plan is the documented program of the training and assessment required for your apprentice/trainee to MATLIN competence in their chosen qualification. It will list the units of competency that must be completed to receive the qualification.

The training plan is negotiated with you and your employee to decide what units of competency they will be completing for the qualification, whilst ensuring that training package and industry requirements are met. It should directly relate to the job tasks the employee completes as part of their current job role.

The training plan will be used throughout the training to track their progress. If you believe your apprentice/trainee has already acquired some of the skills set out in the training plan please see the MATLIN trainer to discuss their options.

Training delivery methods

There are various modes of training delivery and the trainer will discuss what is best suited for your apprentice/trainee. These include:

- face to face delivery in the workplace
- online learning or
- off the job training

The trainer will contact your apprentice/trainee on a regular basis dependant on their course and delivery mode. The trainer may be contacted between training sessions if you have any questions about the training content.

The apprentice/trainee will be provided with workbooks and they will have the choice of using a traditional workbook or an online workbook. The trainer will discuss these options with you and your employee.

To complete their qualification, your apprentice/trainee will be required to complete assessments. Assessment means collecting evidence to confirm their skills and knowledge, comparing it to a set of competency standards and judging whether they have achieved the required standard.

Assessment methods may include answering some questions, demonstrating their skills and knowledge, being observed at work or by completing a project.

MATLIN’s trainers are industry experts and will support your apprentice/trainee by:

- Providing all of the learning materials required to complete their qualification
- Providing a fair assessment of their competencies
- Keeping a record of all the competencies they achieve
- Liaise with you and their supervisor on a regular basis
- Provide a formal Statement of Attainment or Certificate when the competencies have been successfully demonstrated
Once the apprentice/trainee has successfully completed all the units of competency in their training plan, they will be issued with a **Qualification Certificate**. The certificate lists the name of the qualification and the units of competency completed.

A **Statement of Attainment** is issued when they partially complete a training program and lists only the units of competency they have completed. This generally occurs where the participant does not complete the full requirements of the qualification or where a package of units has been delivered from an accredited and registered program.

A copy of your employees’ certificate or statement of attainment will be forwarded to you for your records.

**Training Attendance**

- Your apprentice/trainee must attend every scheduled training session unless they are ill.
- The trainer will record their attendance at every training session. MATLIN Trainers record late starts, early finishes and absences, and will provide this information to you where appropriate.
- If your apprentice/trainee is absent due to illness they may be required to provide a Medical Certificate to their trainer.
- If the apprentice/trainee has arranged leave from their job before starting their training, please discuss this with the trainer.
- You or your apprentice must notify MATLIN before 9.30am on the day of illness or absence. Failure to do so may affect their attendance record for the course. Phone 08 8431 4116.

**MATLIN Trainers**

MATLIN trainers have relevant industry expertise or experience which will be valuable in informing you and your apprentice/trainee of any special issues or requirements which exist within your industry.

Some industries are governed by specific legislative and licensing requirements that you must be aware of prior to applying for registration and our trainers will advise you and your apprentice/trainee accordingly.

All MATLIN trainers possess the knowledge of their particular industry because of their links/networks with industry advisory training bodies and/or other industry associations.

All our trainers maintain links with industry through membership with industry or business associations or subscription to VET sector and training journals and publications.

**Language, Literacy and Numeracy support**

MATLIN believes that Language Literacy and Numeracy are crucial underpinnings to learning and thus are essential skills for all.

MATLIN has access to a range of Language, Literacy and Numeracy support staff that have extensive experience in supporting participants to successfully MATLIN their learning outcomes. Where an assessment of Language Literacy and Numeracy is required, MATLIN will assist the participant through referral to the relevant support person or agency.

**Related websites:**
- English Language Services: [http://els.sa.edu.au](http://els.sa.edu.au)
- Literacy SA [www.literacy.sa.edu.au](http://www.literacy.sa.edu.au)
Privacy and Confidentiality

MATLIN takes its obligations under the Privacy Act very seriously and will take all steps necessary to comply with the Act and protect the privacy of the personal information in our possession. Confidentiality of client records is paramount to the operations of MATLIN.

MATLIN collects, uses and discloses personal information under the following guidelines:

- Personal information in our possession will not be disclosed to any third party
- Information collected is only used for the services we provide
- No client or participant information is shared with another organisation
- If client or participant information is required by a third party, we will obtain written consent from the relevant staff or participant prior to release of any information
- When accessing personal information, the client/participant must first provide proof of identity, such as, name, address, date of birth and a driver's licence or other form of photographic proof of identity. Inspection of client/participant files held by MATLIN may be arranged by appointment
- All reasonable steps are taken to protect the security of personal information, including taking appropriate measures to protect both electronic and hard copy information
- No personal information is contracted out under any circumstances

Appeals and Grievance Policy and Procedure

It is the practice of MATLIN to give fair and equitable access to all clients in regard to the services it offers. In keeping with this aim, outlined below are the policy and procedures that will be used in the occurrence of an appeal or grievance in relation to the delivery of training, the conduct of Assessment, Recognition of Prior Learning Assessment and Credit Transfer.

Grievance Policy
A grievance is the lodging of a complaint disputing the course content or the process used in the delivery of a training program.

- In the first instance, participants should discuss the concern with their trainer and seek a solution at that stage
- If the participant feels that they have a grievance with their trainer, they are at liberty to approach the Training and quality manager or General Manager
- At each stage of the grievance policy, both the participant and the MATLIN representative should seek to have a witness present
- All grievance discussions are confidential and no detail of grievances will be passed to any third person without approval of the participant

MATLIN recognises that participants may have issues that do not directly concern the RTO but may impinge on the participants’ ability to achieve competencies. In this instance, MATLIN will offer advice in referring participants to appropriate external support groups for assistance.

Appeals Policy
An appeal is the lodging of a complaint disputing a result or outcome of a training program or assessment including RPL and Credit Transfer.

- All participants have the right to appeal against an assessment on the grounds that it was affected by any of the following:
  - That a technical or administrative fault was involved in determining the result
  - That personal bias or bad faith was involved in determining the decision
  - That discrimination as specified by Equal Opportunity Act and/or the Commonwealth Sex Discrimination Act was involved in determining the result
- Appeals can be either verbal or written
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- All appeals resulting in re-assessment are to be recorded in writing
- In the first instance, the assessor discusses the grievance with the participant and informs the participant of the reasons for the decision
- If the participant is unsatisfied with the decision, then an appeal may be submitted to the General Manager
- The participant may be re-assessed by a second assessor based on the decision of the General Manager
- If the participant considers that the appeals process was unsuccessful, the participant will be referred to the Training Advocate (1800 639 629)

MATLIN’s Grievance/Appeal Procedure is outlined on the following page.
Grievance/Appeal Process

1. Training/Assessment /RPL / Credit
2. Appeal /
3. Trainer
4. Not
5. Manager
6. Not
7. Training Advocate (1800 639 629)
8. Not
9. Decision Not Accepted
10. Decision Accepted
11. Feedback
12. If client chooses to
13. Feedback
14. Not
15. Not
16. Not
17. Decision Not Accepted
18. Decision Accepted
19. Feedback
20. Training Continues
21. Feedback
22. Training Continues
23. Feedback
24. Training Continues
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30. Training Continues
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104. Training Continues
105. Feedback
106. Training Continues
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108. Training Continues
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110. Training Continues
111. Feedback
112. Training Continues
113. Feedback
Workplace Coach Practical Tips

Employers are encouraged to provide a workplace coach or mentor for the apprentice/trainee, who will have the important role of monitoring their on-job training.

The National Code of Good Practice (refer to Appendix 1) also recommends a coaching or mentoring arrangement, especially for apprentices/trainees with little experience of work.

These people play an important role in your apprentice/trainee's on the job training and assessment.

As a workplace coach they will coach the apprentice/trainee, act as a mentor and support someone embarking on a new career.

A good workplace coach will:

- take a personal interest in the apprentice/trainee's development
- communicate well and develop a rapport with the apprentice/trainee
- provide feedback and progress reports
- be a good role model

Provide variety

Apprentices/trainees often spend the majority of their time doing routine jobs. Variety allows the apprentice/trainee to build confidence in their ability as well as make training more interesting.

Variety could include:

- new and different tasks
- opportunities to apply new skills in different work environments – such as alternative work sites, other departments or sections of the business
- visits to trade shows or contact with clients or customers

Give recognition

You could try these:

- make an announcement at work about their achievements
- give them a mention in the company newsletter or on the noticeboard
- organise a ticket to a trade show
- arrange for them to attend a management meeting or a sales meeting
- nominate the apprentice/trainee for an industry training award – check with your registered training organisation or New Apprenticeships Centre

(Source: So You’re a Workplace Coach, Department of Education, Science and Training, 2001)

Employability Skills

Employability skills are non-technical skills which play a significant part in contributing to an individual's effective and successful participation in the workplace. They may be defined as the skills required to gain employment or establish an enterprise, but also to progress within an enterprise or expand employment capability, so as to MATLIN one's potential and contribute successfully to enterprise strategic directions.


Employability skills are sometimes referred to as soft skills, key skills, life skills or transferable skills. Both employability and technical skills are important and often are used at the same time. They are important because:

- they help participants perform better in the workplace
- they are transferrable to any future job
- they support the employees’ organisation in achieving its goals
Employability skills are now included in all vocational education and training (VET) programs that use Training Packages. MATLIN incorporates the development of your employees’ employability skills, as well as their technical skills, in its training delivery.

There are eight employability skills and these are listed in the table below, together with how they may be demonstrated in the workplace.

<table>
<thead>
<tr>
<th>Employability Skills</th>
<th>Facets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Listening and understanding, speaking clearly, negotiating, persuading, being assertive, writing to meet the needs of the audience, reading, using numeracy skills, establishing and using networks, sharing information, speaking and writing in languages other than English</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Working as an individual and as a member of a team, working with people regardless of different genders, races, religions or political persuasions, taking different roles in a team, applying teamwork to a range of situations, identifying the strengths of team members, giving feedback to a team</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>Identifying problems, clarifying problems, solving problems, applying a range of strategies to problem solving, using mathematics to solve problems</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>Adapting to new situations, developing a strategic, creative and long-term vision, identifying opportunities not obvious to others, translating ideas into action, generating a range of options, initiating innovative solutions</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>Managing time and priorities – setting time lines, coordinating tasks for self and with others, adapting resources, establishing clear project goals and deliverables, allocating people and other resources to tasks, weighing up risk, evaluating alternatives and applying evaluation criteria, collecting, analysing and organising information</td>
</tr>
<tr>
<td>Self-management</td>
<td>Planning ahead, having a personal vision and goals, evaluating and monitoring own performance, recognising own skills and knowledge, taking responsibility</td>
</tr>
<tr>
<td>Learning</td>
<td>Being willing to learn new skills and knowledge, using a range of mediums to learn – mentoring, peer support and networking, IT and courses, applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work), being open to new ideas and techniques</td>
</tr>
<tr>
<td>Technology</td>
<td>Selecting the right technology for the task, using the selected technology safely, having a range of basic IT skills, being willing to learn new IT skills</td>
</tr>
</tbody>
</table>
Useful Links

The MATLIN Trainer is the first person you approach for advice and assistance on any aspect relating to your apprentice/trainees’ training.

Other sources of useful information are shown in the table below.

<table>
<thead>
<tr>
<th>Source</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>TGA</td>
<td><a href="http://www.training.gov.au">www.training.gov.au</a></td>
</tr>
<tr>
<td>New Apprenticeships Information Line</td>
<td>1800 639 629</td>
</tr>
<tr>
<td>Training Advocate</td>
<td>1800 006 488</td>
</tr>
<tr>
<td>Training Packages at Work</td>
<td><a href="http://www.trainingadvocate.sa.gov.au">www.trainingadvocate.sa.gov.au</a></td>
</tr>
<tr>
<td>Australian Flexible Learning Framework</td>
<td><a href="http://www.flexiblelearning.net.au">www.flexiblelearning.net.au</a></td>
</tr>
<tr>
<td>Department of Further Education, Employment,</td>
<td><a href="http://www.training.sa.gov.au">www.training.sa.gov.au</a></td>
</tr>
<tr>
<td>Science and Technology (DFEEST)</td>
<td></td>
</tr>
<tr>
<td>Employment and Training Services</td>
<td><a href="http://www.employment.sa.gov.au">www.employment.sa.gov.au</a></td>
</tr>
<tr>
<td>South Australian Industrial Relations</td>
<td>08 8207 0999</td>
</tr>
<tr>
<td>Commission</td>
<td><a href="http://www.industrialcourt.sa.gov.au">www.industrialcourt.sa.gov.au</a></td>
</tr>
<tr>
<td>The Training and Skills Commission</td>
<td>08 8226 1164</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.tasc.sa.gov.au">www.tasc.sa.gov.au</a></td>
</tr>
</tbody>
</table>
3. Recordkeeping Guidelines

Effective from 29 October 2009, all employers who employ an apprentice/trainee must meet the following recordkeeping guidelines, as approved by the Training and Skills Commission.

GUIDELINES FOR RECORDS TO BE KEPT BY EMPLOYERS OF APPRENTICES AND TRAINEES UNDER SECTION 70 OF THE TRAINING AND SKILLS DEVELOPMENT ACT 2008

PREAMBLE

In South Australia, the Training and Skills Commission is charged with responsibility for administering the State’s traineeship and apprenticeship system. It derives its authority from the Training and Skills Development Act 2008 (‘the Act’).

Section 70 of the Act provides for the Commission to stipulate records that an employer who employs an apprentice/trainee must keep and retain for at least 7 years after the relevant training contract expires or is terminated.

DEFINITIONS

In these Guidelines:

A training contract is an agreement approved under Part 4 of the Act between a registered employer and an apprentice/trainee, through which the employer agrees to employ and train the apprentice/trainee in a particular trade or declared vocation and qualification.

An apprentice/trainee is a person (who may be either an apprentice or trainee) undertaking training in a trade or declared vocation under a training contract under section 4 of the Act.

REQUIRED RECORD KEEPING

An employer employing a trainee/apprentice must keep the following records during the life of the training contract and retain them for at least seven years after the expiry or termination of the training contract to which the record relates.

Training and Employment Related Records

1. Training Contract and Training Plan
2. Letter of appointment (where required under the relevant industrial arrangement)
3. Induction records
4. On-the-job training and competency assessment records
5. Records that identify the type of work performed by the apprentice/trainee, eg. certificates of compliance in relation to work performed under supervision by apprentices (in electrical, plumbing, gas fitting or any other trade where a certificate of compliance is required to be issued for work done), profiling records, job log books or job journals
6. Disciplinary records

7. A time record for each apprentice/trainee for each day while at work or training (both on the job and off the job training), including start and finish work/training times and meal or other break times.

8. A time record for the person/s responsible for supervising the apprentice/trainee for each day while at work, including start and finish work times and meal or other break times.

**Pay and Entitlement Related Records**

9. Pay records for every pay period. This includes the rate of remuneration paid to the apprentice/trainee, the gross and net amounts paid to the apprentice/trainee, any deductions made from the gross amount paid to the apprentice/trainee and any incentive based payment, bonus, loading, penalty rate, monetary allowance or separately identifiable entitlement paid to the apprentice/trainee.

10. Leave Records, including leave taken and the balance of any outstanding leave (if any). This includes annual leave, personal/carer’s and compassionate leave, parental leave and community service leave.

**Other Records**

11. Qualifications and/or evidence of relevant experience and skills in relation to the person/s who supervise, or who are to supervise, the apprentice/trainee.

12. Appropriate business licences and/or worker registrations, eg building work contractor’s licence, plumbing contractor’s licence, electrical worker’s registration.

13. Records that confirm compliance with orders of the Industrial Relations Commission where orders have been made.
Appendix 1 – National Code of Good Practice for Australian Apprenticeships
National Code of Good Practice for Australian Apprenticeships

Australian Apprenticeships, which may be referred to as apprenticeships and traineeships in some States and Territories, offer many benefits to employers and Australian Apprentices. Employers can take on an Australian Apprentice who is trained to understand the specific requirements of their workplace and has the skills that match their business objectives. Australian Apprentices have the chance to gain valuable work experience, develop skills and acquire a nationally recognised qualification.

This Code of Good Practice has been developed to assist both parties entering into a Training Contract with a clear understanding of each other’s obligations and expectations.

A copy of this Code should be retained by the employer and the Australian Apprentice.

Both Parties

Both parties understand that there is a formal agreement to train the Australian Apprentice. This agreement is known as the Training Contract, and it sets out the legal obligations binding the employer and the Australian Apprentice.

Both parties enter into the employment and training arrangement with a commitment to mutual respect, honesty and fairness.

Both parties agree to determine the qualification and the competencies that the Australian Apprentice is working to attain.

Both parties have a clear understanding of their contractual obligations including the duration of the Training Contract.

Both parties are clear about available dispute resolution avenues and understand what is required to terminate the Training Contract.

The Employer will:

Meet legal obligations

This involves:

- conforming with relevant Australian Government and State/Territory legislation, including that relating to Australian Apprenticeship arrangements.

Provide a safe working environment

This involves:

- providing a safe workplace, free from bullying and verbal, physical, racial and sexual abuse;
- ensuring that all occupational health and safety requirements are addressed; and
- providing an appropriate introduction to the workplace, stressing those core occupational health and safety requirements essential to workplace safety.

Support structured training

This involves:

- providing opportunities to develop knowledge and skills;
- lodging Training Contract documentation with the relevant authorities, selecting a Registered Training Organisation and enrolling the Australian Apprentice within the timeframe determined by your State/Territory Training Authority;
- participating in the development of the training plan and providing facilities and expertise to assist in the training of the Australian Apprentice in the agreed qualification (this may include on-the-job training, supervision from competent people, mentoring, or time to undertake off-the-job training);
- ensuring that a record of training is maintained; and
- ensuring that the relevant authorities are notified on the completion of the Training Contract, or advising them in instances where the Training Contract is in danger of not being completed.

Provide supervision and support

This involves:

- providing the Australian Apprentice with a nominated workplace supervisor and could involve a coaching or mentoring arrangement, especially for Australian Apprentices with little experience of work; and
being mindful that Australian Apprentices under the age of 18 are minors, and that their parents or guardians have legal responsibility for them.

Advise Australian Apprentices of their rights and responsibilities

This involves:

• ensuring that Australian Apprentices are encouraged to raise issues and problems both in the workplace and with the Registered Training Organisation;

• advising them of entitlements, such as wages, conditions etc;

• ensuring that the Australian Apprentice is aware that help and assistance are also available from the relevant State/Territory Training Authority; and

• providing comprehensive induction processes for commencing Australian Apprentices to ensure that they are aware, from the time of commencement, of the proposed training program, workplace safety requirements and their rights and responsibilities.

The Australian Apprentice will:

Be aware of and make a commitment to fulfil work responsibilities

This involves:

• attending and performing work in a professional and courteous manner in accordance with the employer’s requirements;

• taking care of workplace property and resources;

• respecting the rights of other Australian Apprentices and employees in the workplace;

• remembering that information obtained from the employer must be kept confidential and not disclosed without approval from the employer; and

• obtaining consent from a parent or guardian, if you are less than 18 years of age.

Be aware of and make a commitment to fulfil training responsibilities

This involves:

• making all reasonable efforts to achieve the competencies specified in the training plan and undertaking any training and assessment required;

• participating in the development of the training plan;

• attending training sessions or supervised workplace activities and taking advantage of learning opportunities; and

• maintaining a record of training such as a training record book.

For further Information and assistance

Australian Apprenticeships Centres in each State and Territory can provide further information on Australian Apprenticeships. Their contact details can be obtained by:

Calling: 13 38 78
Or visiting: www.australia.gov.au/australianapprenticeships

State and Territory Training Authorities can also provide further information.

Appendix 2 – Code of Practice
This Code of Practice provides the basis for good practice in the marketing, operation, financing and administration of education and training services by MATLIN PROFESSIONAL DEVELOPMENT.

MATLIN PROFESSIONAL DEVELOPMENT is a Registered Training Organisation (RTO) registered in South Australia under the Training and Skills Development Act 2008 and complies with all standards and conditions set out in the Australian Quality Training Framework (AQTF).

For the purposes of this Code, “participant” refers to any person participating in education or training delivered by MATLIN PROFESSIONAL DEVELOPMENT. A “client” is a person or organisation who may enter into a written agreement with the RTO for the delivery of education and training services.

1. Provision of Training and Assessment Services

MATLIN PROFESSIONAL DEVELOPMENT:

- has policies and management practices which maintain high professional standards in the delivery of training and assessment services, and which safeguard the interests and welfare of participants and/or clients
- maintains a learning environment that is conducive to the success of participants
- has the capacity to deliver and assess the vocational qualifications for which it has been registered, provide adequate facilities, and use methods and materials appropriate to the learning and assessment needs of participants
- monitors and assesses the performance and progress of participants
- ensures that trainers are not only suitably qualified but are also sensitive to the cultural and learning needs of participants
- ensures trainers and assessors have current and relevant vocational competencies and provides professional development for trainers and assessors as required
- ensures that assessments are conducted in a manner that meets the endorsed components of the relevant Training Package(s) and/or accredited courses
- conducts recruitment of participants at all times in an ethical and responsible manner
- offers learning and assessment services that as far as practicable meet the participants individual learning needs, tailors the course to meet these needs and offers a range of learning and assessment resources

2. Access and Equity

MATLIN PROFESSIONAL DEVELOPMENT:

- is committed to access and equity principles and processes in the delivery of its services and will not unlawfully discriminate against clients/participants. The obligations placed on our staff and participants are to protect their health, safety and welfare and ensure as far as possible that learning experiences are positive and free of discrimination or harassment
- has policies and procedures which ensure that participants are treated fairly and receive all reasonable assistance to successfully complete their course once accepted for enrolment
- will deal fairly and constructively with your concerns and complaints about our services
- provides a safe, secure and healthy learning environment
- provides appropriate services in terms of academic and personal support
- endeavours to meet everyone’s diverse learning needs
3. Skills Recognition

MATLIN PROFESSIONAL DEVELOPMENT:

- recognises that you may already hold skills and knowledge that are relevant to the course outcomes, gained through prior work/life experience and/or informal study
- will assist you to gain recognition of these skills and knowledge through a process called Recognition of Prior Learning (RPL)
- recognises relevant units of competency completed with another RTO and will automatically credit these towards completion of the qualification
- RPL and National Recognition obligations are reflected in its policies and procedures and information provided to staff and clients

4. Marketing of Training and Assessment Services

MATLIN PROFESSIONAL DEVELOPMENT:

- markets and advertises its products and services in an ethical and accurate manner
- gains written permission from a participant or client before using information about that individual or organisation in any marketing materials
- accurately represents recognised training products and services to prospective participants and clients
- ensures participants and clients are provided with full details of conditions in any contract arrangement
- ensures that no false or misleading comparisons are drawn with any other training organisation or qualification

5. Financial Standards

MATLIN PROFESSIONAL DEVELOPMENT:

- has a refund policy that is fair and equitable and this policy is made available to all participants and clients prior to enrolment
- has appropriate measures in place to ensure participants are not financially disadvantaged in the event of the financial failure of the organisation
- ensures that the contractual and financial relationship between the participant/client and the RTO is fully and properly documented, and that copies of the documentation are made available to the participant/client. Documentation includes the rights and responsibilities of participants, costs of training and assessment services, issuance of qualifications, payment arrangements, refund conditions and any other matters that place obligations on participants or clients
- has its financial records certified by a qualified accountant to Australian Accounting Standards on an annual basis
- provides annual reports on financial viability to the relevant registering body

6. Provision of Information

MATLIN PROFESSIONAL DEVELOPMENT:

- supplies accurate, relevant and up-to-date information to prospective participants and clients
- supplies this information to participants and clients prior to enrolment
- regularly reviews all information provided to ensure its accuracy and relevance
- informs participants/clients prior to enrolment of all the costs and charges to be incurred throughout the course
7. Record Keeping

MATLIN PROFESSIONAL DEVELOPMENT:
- ensures that academic, financial and other records are complete and accurate
- manages these records to maintain confidentiality and will not divulge these to third parties unless authorised by the participant/client or under law
- keeps complete and accurate records of the attendance and progress of participants
- keeps financial records that reflect all payments and charges and the balance due
- provides copies of these records to participants on written request
- keeps records of all statements of attainment and qualifications issued and reports this regularly to the relevant government departments

8. Industry Engagement

MATLIN PROFESSIONAL DEVELOPMENT:
- engages regularly with relevant industry representatives to evaluate its training and assessment services and ensure that graduates hold the required skills and knowledge to the standard of performance required in the workplace
- develops its training and assessment strategies in consultation with industry to ensure that they are relevant to industry requirements
- ensures where training and/or assessment occurs in the workplace that evidence of the participant’s performance will contribute to assessment
- ensures that trainers continuously engage with industry to ensure their knowledge and skills reflect current industry practice

9. Appeals and Grievances Mechanism

MATLIN PROFESSIONAL DEVELOPMENT:
- ensures that participants and clients have access to a fair and equitable process for dealing with grievances and provides an avenue for participants to appeal against decisions which affect their progress
- makes every effort to resolve participant/client grievances
- has a grievance policy where a member of staff is identified to participants and clients as the reference person for such matters
- ensures the appeals and grievance policy and procedure is available to participants at the time of enrolment
- advises participants and clients of the appropriate body for seeking further assistance in the case where a grievance cannot be resolved internally

10. Quality Control

MATLIN PROFESSIONAL DEVELOPMENT:
- is committed to continuously improving the services it offers
- seeks feedback from participants and clients on their satisfaction with services they have received and seeks to improve its services in accordance with their expectations
- ensures that its operations comply with the Training Skills and Development Act 2008, the Australian Quality Training Framework and the Guidelines for Registered Training Organisations by carrying out regular internal audits

Signed: .......................................................... Dated: / /
Principal Executive Officer of: Matlin Professional Development