



Government of **Western Australia**
Department of **Training**
and **Workforce Development**

**WESTERN AUSTRALIAN PRE-APPRENTICESHIP PROGRAM
BUSINESS RULES 2021**

EFFECTIVE: 1 JULY 2021

VERSION: 2.0

CONTENTS

SCOPE	1
AIM	1
PROGRAM RULES	1
Rule 1 – Establishment	1
Rule 2 – Program structure	1
Rule 3 – Certification	5
Rule 4 – Funding	5
CONTACT INFORMATION	6

SCOPE

The *Western Australian Pre-apprenticeship Program Business Rules* apply to all pre-apprenticeship programs authorised by the Department of Training and Workforce Development (the Department). The pre-apprenticeship program includes both pre-apprenticeships and Pre-apprenticeships in schools (PAiS). These business rules and a full list of pre-apprenticeships are available from the Department's website.

AIM

The aim of a pre-apprenticeship is to provide students with industry specific training, combined with adequate work practice to gain skills, knowledge and behaviours to enable transition into an indentured apprenticeship.

A pre-apprentice should be exposed to real workplace conditions that enable them to develop competency, make informed decisions about their career pathway and build networks with an opportunity to gain an apprenticeship.

PROGRAM RULES

Rule 1 – Establishment

Rule 1.1

The establishment of training programs for pre-apprentices must meet the above aim and enrolment into these programs should be targeted at prospective students seeking apprenticeships.

Rule 1.2

The establishment of pre-apprenticeships will require approval from the Department. Please refer to the Department's *Guide to establishing pre-apprenticeships in Western Australia* for further information.

Rule 2 – Program structure

Rule 2.1

A Certificate II sourced from a nationally endorsed training package or an accredited course is the basis for all pre-apprenticeship training programs. Units of competency in addition to the specified units of the Certificate II qualification will not be funded under the pre-apprenticeship program.

Rule 2.2

The selection of units of competency in a Certificate II pre-apprenticeship qualification will:

- be in line with the qualification's packaging rules; and
- comprise some or all units that articulate into a related apprenticeship*.

These requirements also apply to Certificate II pre-apprenticeship qualifications that mandate electives.

***Exemptions to requirements under Rule 2.2**

In those industries where regulation precludes persons other than apprentices to study and achieve specific competencies, industry can prescribe suitable alternative units for a pre-apprenticeship program that do not articulate into the apprenticeship qualification.

The selected units of competency should support the pre-apprentice's development and demonstration of:

- trade skills closely aligned to the apprenticeship; and
- employability skills and work skills.

The program will incorporate:

- real workplace¹ tasks and/or simulated tasks (if permitted) into the training and assessment;
- where the student is deemed in need, the development of literacy, numeracy and employability skills, as required throughout the learning program. The *Course in Applied Vocational Study Skills (CAVSS)* or *Course in Underpinning Skills for Industry Qualification (USIQ)* may be used to develop these skills; and
- educational support services² as required throughout the training and assessment, both on and off the job.

Note: Students enrolled in the pre-apprenticeships in schools program are not eligible for CAVSS or USIQ funding under the Department's funding arrangements.

Registered training organisations (RTOs) may be required to comply with relevant course accreditation, regulatory and licensing obligations, separate to what is required under these business rules.

RTOs delivering to VET for secondary students must also comply with relevant school sector and Schools Curriculum and Standards Authority requirements to support the achievement of the *Western Australian Certificate of Education (WACE)*.

Rule 2.3

RTOs must deliver and assess using strategies that reflect real work practice and activities. This requires that RTOs delivering pre-apprenticeship training in Western Australia:

- consult with industry and employers to determine relevant tasks and projects; and
- make use of real work projects and tasks to provide pre-apprentices the opportunity to engage in meaningful work.

Rule 2.4

Work practice component

The RTO is required to arrange, coordinate and monitor a work practice component of **150 hours minimum**. The work practice component must be relevant to the qualification delivered.

For the purposes of the *Western Australian Pre-apprenticeship Program*, the work practice component must consist of:

- a work placement with an employer; or
- a simulated work practice with an RTO; or
- a combination of work placement with an employer and simulated work practice with an RTO.

¹ A workplace is a place where work is carried out for a business or undertaking and includes any place where a worker goes, or is likely to be, while at work. (Source: *Australian Government, Work Health and Safety Act 2011*)

² Educational support services as defined in the *Standards for Registered Training Organisations (RTOs) 2015*.

Work placement is a period of unpaid work with an employer undertaken by VET students in order to satisfy the requirements of a course or module, with supervision provided by the employer, the training provider or both³. Work placement can also be referred to as 'work experience' or 'vocational placement'.

The work placement can be negotiated between the parties. It and can be based on the pre-apprentice attending a workplace on a weekly basis for the duration of the training or as a block release arrangement.

The Department encourages the use of work placements with an employer to meet work practice requirements, but also allows flexibilities where necessary to achieve the work practice component through simulated work practice arrangements.

Simulated work practice environments must provide opportunities for students to complete or deal with a task, activity or problem in a situation that genuinely replicates the workplace context.

WACE requirements — Work placement credits

Secondary students wishing to claim work placement credit to meet WACE requirements may need to undertake work placement hours in addition to what is required under a pre-apprenticeship in schools arrangement. Other policy requirements may also apply. For details of the WACE requirements in relation to work placements, please contact the VET coordinator at the relevant school.

Principles of the work practice component

RTOs must ensure the pre-apprentice's work practice incorporates the following principles.

- Work practice exposes the pre-apprentice to real workplace conditions. Real workplace conditions include, but are not limited to; the physical environment, stress and noise levels, degree of safety or danger, customers and clients and commercial outputs.
- Work practice contributes to the competency requirements and employability skills relevant to the pre-apprenticeship qualification.
- Work practice contributes to the occupational outcome of the relevant apprenticeship qualification and assists the pre-apprentice transition to a relevant apprenticeship.
- The employer's premises where the pre-apprentice undertakes the work practice, and the tasks allocated to the pre-apprentice, are assessed as safe and suitable for the pre-apprentice's work placement.
- Real or simulated (where permitted) work tasks and projects complement and contextualise the units of competency with a focus on developing the dimensions of competency⁴.
- Education support services support the student in achieving competency and effectively participating in a workplace to facilitate pre-apprentice completion.

³ Source: National Centre for Vocational Education Research, *Glossary of VET 2020*

⁴ Dimensions of competency are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills. (Source: National Centre for Vocational Education Research, *Glossary of VET 2020*)

- Where the pre-apprentice is a student enrolled at school, the RTO:
 - works collaboratively with the school to arrange the work placement;
 - ensures that it complies with the school sectors' duty of care requirements for school students; and
 - may be required to provide relevant documentation to the school to satisfy the school sectors' duty of care requirements.

Coordinating the work placement

The RTO must:

- assess the pre-apprentice and match them with potential employer/s;
- contact suitable employer/s and arrange the work placement;
- outline with the employer/s the aim of the program, their role and responsibilities;
- prepare and assist the pre-apprentice with their work placement; and
- provide evidence of the above for audit purposes.

While the RTO is responsible for arranging and coordinating the work placement, in some instances the pre-apprentice, parent or school may choose to arrange the work placement directly with the employer. This must be done in consultation with the RTO, and the RTO must be satisfied that the employer is suitable for the pre-apprentice's work placement.

The RTO must ensure that the pre-apprentice's work placement is covered by appropriate insurance, and evidence of this must be retained for audit purposes.

Monitoring the work placement

The RTO must:

- provide the pre-apprentice with educational support services as required;
- conduct site visit/s and contact the employer to monitor and track the pre-apprentice's progress; and
- provide evidence of the above for audit purposes.

RTOs must engage an appropriately skilled staff member to undertake site visits and monitor the work placement to ensure the work placement meets the aim of the program. If more than one work placement is arranged for a pre-apprentice, the RTO must be satisfied that each work placement is suitable for the pre-apprentice. This can be done through the RTO's monitoring processes and/or site visits.

Evidence of the work practice component

A log book or similar form of evidence of the pre-apprentice's work practice must be kept and include:

- dates and details of each work site attended (e.g. RTO workshop, employer workplace, industry site visit);
- workplace induction;
- workplace tasks/projects undertaken;
- employer sign off of the total hours of the work placement; and
- RTO supervisor sign off where simulated work practice is part of the work practice component.

It is the responsibility of the RTO to ensure the log book is updated by the pre-apprentice. A copy of the updated log book must be held by the RTO for audit purposes. Students enrolled in the pre-apprenticeships in schools program must share the log book evidence with their schools on request, in order to meet WACE requirements.

Rule 3 – Certification

Rule 3.1

Pre-apprentices completing the requirements of a Certificate II pre-apprenticeship program will receive a *testamur*⁵ for the Certificate II qualification and a *Record of Results* listing all units of competency completed.

Rule 3.2

A *Statement of Attainment* will be issued to pre-apprentices who have completed single or multiple units of competency but **not** completed all units as specified in the packaging rules of the Certificate II qualification.

Rule 4 – Funding

Rule 4.1

The *Western Australian Pre-apprenticeship Program* can only be delivered through the Department's funded program.

Only RTOs that hold a current funding agreement with the Department to deliver apprenticeships will be considered for delivery of related pre-apprenticeships within the same region.

Rule 4.2

Funding for a pre-apprenticeship training program is provided for the:

- delivery of an approved Certificate II pre-apprenticeship qualification, based on the nominal hours for that qualification as identified on the *WA Nominal Hours Guide*; and
- coordination of a monitored and supervised work practice component (see Rule 2.4) that underpins the determination of the pre-apprentice's competency to industry standard. The funding for this component is based on the completion of the four work practice modules. Funding is not tied to the qualification's nominal hours or the actual hours of work practice undertaken by the pre-apprentice, regardless of whether the work practice is undertaken as a work placement with an employer, a simulated work practice with an RTO or a combination of both.

Rule 4.3

- The set of work practice coordination modules⁶ should be used to indicate that the RTO has undertaken and completed its responsibilities for establishing and monitoring the work practice for each pre-apprentice.
- RTOs should report students in each module as each phase of the work practice is achieved.
- The student does not incur course fees for the work practice coordination modules as the nominal hours value for each of these modules is zero.
- The Department will use the work practice coordination modules reported for each pre-apprentice to monitor RTO efforts in arranging, coordinating and monitoring the work practice.
- The work practice coordination modules are used to disburse funds to RTOs for coordinating the work practice component, and they do not relate to the actual hours of work practice a pre-apprentice must undertake.

⁵ RTOs must comply with the *Standards for Registered Training Organisations 2015* in issuing their *Australian Qualifications Framework* (AQF) certification documentation.

⁶ A work practice coordination module is a term developed by the Department of Training and Workforce Development. Work practice coordination modules are 'dummy' modules featured in all pre-apprenticeship course outlines for the purposes of funding and reporting only.

- The work practice coordination modules are non-assessable and do not specify skill and knowledge requirements.
- Work practice coordination modules should only be reported as outcome “Non-assessable – satisfactorily completed”.
- The work practice coordination modules are not to be used outside of nominated Department funded programs, which includes the *WA Pre-apprenticeship Program*.

Rule 4.4

The set of work practice coordination modules one to four must be reported by the RTO as follows.

- **Module 1 (Placement arranged):** The RTO has completed arranging and coordinating the work placement or simulated work practice, as identified in Rule 2.4; including contacting suitable employer/s and arranging the work placement, working collaboratively with schools if the pre-apprentice is a student enrolled at school.
- **Module 2 (Commenced):** The pre-apprentice has commenced the first half of the work placement with an employer or simulated work practice.
- **Module 3 (Mid-point):** The pre-apprentice has commenced the remaining half of the work placement with an employer or simulated work practice.
- **Module 4 (Completed):** “Monitoring work placement” and “evidence of the work practice component” identified in Rule 2.4, including the site visit/s, total number of hours of work placement/simulated work practice and log book with employer/RTO sign off have been completed.

The RTO can report modules simultaneously if the requirements for the module have been completed.

CONTACT INFORMATION

For queries relating to:

- the business rules, please contact Apprenticeship and Traineeship Policy at: apprenticeshippolicy@dtwd.wa.gov.au;
- pre-apprenticeship curriculum, please contact Training Curriculum Services at: trainingpackages@dtwd.wa.gov.au; and
- funding, please contact Training Resource Allocation at: training.markets@dtwd.wa.gov.au.