



# MAKING APPRENTICESHIPS BETTER

February 2017

## ABSTRACT

Apprenticeships and Traineeships have proven to be a popular pathway for delivering Vocational Education and Training and ensuring that industry has the skilled workforce that it needs. Following Government and industry concerns about a recent decrease in the number of Apprenticeships and Traineeships commencements, the Food, Fibre and Timber Industries Training Council (FFTITC) decided to consider how Apprenticeships and Traineeships could be improved.



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## 1 Executive Summary

- 1.1 Industry's ability to improve productivity, compete nationally and internationally, adopt new technologies and respond to changing consumer demands depends substantially on the knowledge and skills of its workforce. Apprenticeships and Traineeships have proven to be a popular pathway for delivering Vocational Education and Training and ensuring that industry has the skilled workforce that it needs.
- 1.2 Following Government and industry concerns about a decrease in the number of Apprenticeships and Traineeships commencements in 2014 and 2015, the Food, Fibre and Timber Industries Training Council (FFTITC) decided to consider how Apprenticeships and Traineeships could be improved.
- 1.3 This paper is the outcome of a workshop of thirty-seven stakeholders representing employers, RTOs, Apprenticeship and Traineeship support agencies and Government Departments. It includes views gathered as a result of industry and community engagement by FFTITC prior and subsequent to the workshop and has been informed by a literature review.
- 1.4 There are 41 suggestions or recommendations. Many of the suggestions are not new, nor are they instant solutions to current problems. However each deserves careful consideration by stakeholders and each requires leadership to progress them. Priorities for action have not been ascribed.
- 1.5 The suggested actions, which are centred around the key stages/elements of the Apprenticeship process, are:

### **Preparation for Apprenticeships and Traineeships**

- 1: Improving career expos (in terms of student preparation and delivery);
- 2: Increasing employer/industry engagement in schools;
- 3: Ensuring that the development of school student awareness of employment opportunities and VET pathways begins prior to Year 10;
- 4: Encouraging and promoting Apprenticeships and Traineeships as a pathway to a career and higher education opportunities;
- 5: Increasing efforts to provide work experience, Structured Workplace Learning, 'Try-a-Trade' programs, vocational training to school students and School-based Apprenticeships/Traineeships to school students and young people;
- 6: Increasing the amount of practical, workplace based experience provided during VETiS programs;
- 7: Encouraging schools to be more flexible with regard to the implementation of School-based Apprenticeships/Traineeships outside of standard school hours and timetable;
- 8: Ensuring that Apprenticeships and Traineeships are promoted to non-school leavers, including career changers and late career deciders and their likely employers;
- 9: Increasing the level of support for and promotion of pre-apprenticeship courses, especially to non-recent school-leavers and employers should be increased to ensure the potential value of pre-apprenticeships is realised;
- 10: Facilitating of improved understandings and promotion of Cert II Traineeships and Incentives by Australian Apprenticeship Support Network (ASSN) providers and Registered Training Organisations (RTOs);

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## **Selection of Apprentices and Trainees**

- 11: Facilitating improved communication and the development of shared understandings and partnerships between AASNs and employment service providers;
- 12: Facilitating improved alignment of the pre-employment training purchased by employment service providers with the needs of employers and industry, especially through pre-apprenticeship approaches;
- 13: Providing for an increased role for TAFE in career counselling (not just advising on course selection);
- 14: Enhancing school teachers, Vocational Education and Training (VET) Co-ordinators and Career Advisors understanding of the labour market, VET pathways and employer/industry needs;
- 15: Enhancing school teachers, VET Co-ordinators and Career Advisors understanding of career development as an ongoing process of managing and making informed decisions about life, learning and work rather than simply choosing a popular course or occupation, trade or profession;
- 16: Introducing pre-requisites of either relevant paid industry experience or prior training for entry into some Apprenticeships and Traineeships;
- 17: Encouraging industry associations to provide support and resources to employers in the selection of potential Apprentices;
- 18: Review existing and preferred occupational career pathways to determine whether the applicable Apprenticeships and Traineeships are entry-level or post-entry level;
- 19: Promoting the availability of above Award wages (or other conditions) for Apprentices immediately or into the future;
- 20: Widely promoting competency based wage progression whether Award or labour market driven;
- 21: Supporting and encouraging employers and industry associations to develop workforce development approaches that value training and Apprenticeships/Traineeships in particular;
- 22: Developing responses to the issues around access to accommodation be incorporated as a part of regional and industry workforce development planning;

## **Employment and Training of Apprentices and Trainees**

- 23: Providing additional support for those employers who are willing to take on an apprentice/trainee but who lack the skills, attitudes and experience to effectively support them. This should include some training in supervision, internal mentoring, coaching and buddy systems;
- 24: Encouraging representatives from industry to have greater involvement in the suitability assessment of employers wanting to employ apprentices/trainees;
- 25: Providing additional support to those employers who are wanting to take on an apprentice but lack the skills to effectively provide on-the-job training;
- 26: Improving the quality of the Training Plan completion process with a view and increasing assessment of employer and apprentice suitability for the Apprenticeship and Traineeship;
- 27: Increasing the effectiveness and ongoing communication between the employer and the RTO to ensure the efficient integration of learning, monitoring of progress and assessment of competency;

## **Support for Apprentices and Trainees**

- 28: Improving the promotion, availability, quality and resources of AASN mentoring and pastoral care;
- 29: Recognising and encouraging pastoral care provided by RTOs;
- 30: Recognising and encouraging RTOs to provide regular opportunities to review Apprenticeship and Traineeship progress with the apprentice (and parent if under 18) and employer;

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31: Increasing the capacity of the Apprenticeship Office to provide a mediation service to address issues arising that may affect the employment and training relationship of an Apprenticeship and Traineeship;

### **Growth and Systemic Opportunities**

- 32: Assigning a formal responsibility and a leadership role for the development of new Apprenticeship and Traineeship markets, rather than leaving it to the market;
- 33: Researching why some employers have not engaged and why others have dis-engaged from Apprenticeships and Traineeships should be part of a market development approach;
- 34: Modifying and linking agency websites, collaboratively, based on a mapping of the Apprenticeship and Traineeship information requirements of WA employers, apprentices and career advisors;
- 35: Being mindful of potential impacts of changes on employers & apprentices and taking a change management approach to consulting and informing stakeholders and intermediary agencies when implementing changes to the Apprenticeship and Traineeship system;
- 36: Documenting and communicating specific Training Package issues to the relevant Service Skills Organisation as they arise;
- 37: Including flexibility, simplification and employer satisfaction as key goals for Industry Reference Committees, who are to be the prime drivers of Training Package development;
- 38: Reviewing all WA Government generated Apprenticeship and Traineeship policies, Guidelines and business rules with a view to increasing flexibility and streamlining;
- 39: Developing and maintaining an employer/industry oriented DTWD web based resource that explains WA Government funding for training arrangements, including Payroll Tax exemptions, and options for industry skills training;
- 40: Reviewing and simplifying the Australian Government Incentives and Benefits available to ensuring that they have maximum impact on the Apprenticeship and Traineeship market; and
- 41: Considering industry, regional or occupational approaches from industry that are outside of the current DTWD arrangements for Apprenticeships and Traineeships.

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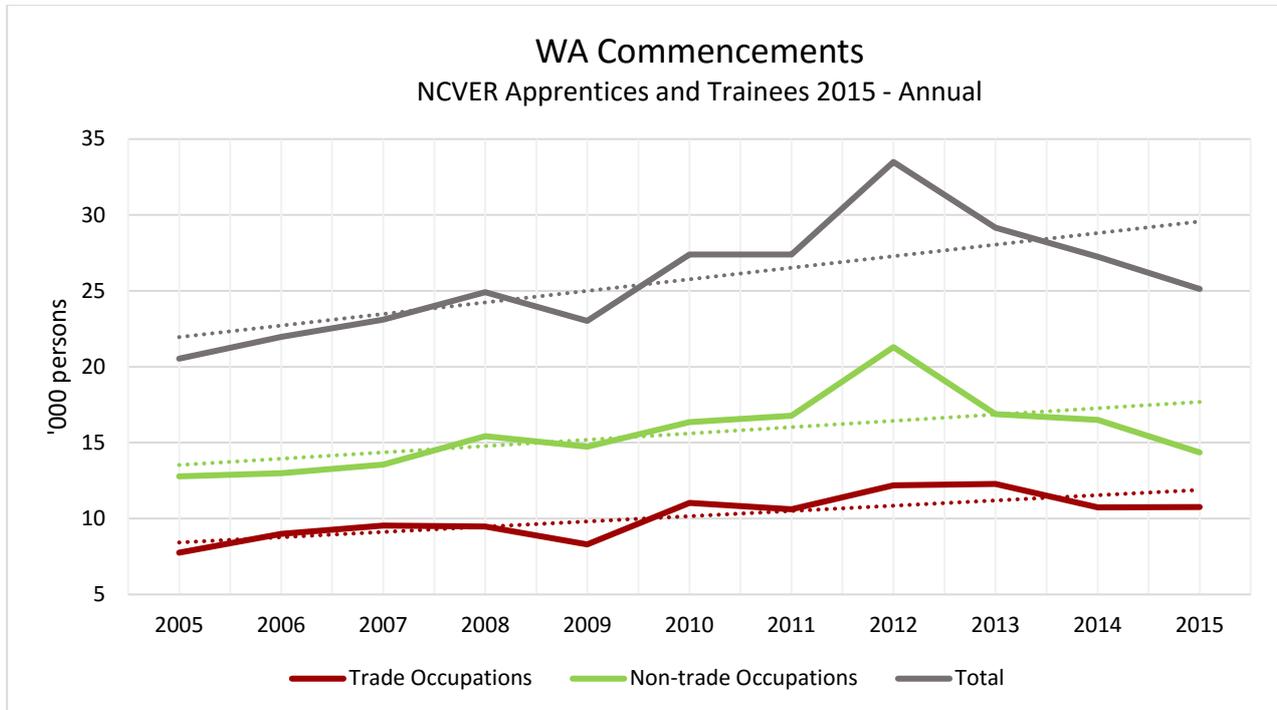
## 2 Introduction

- 2.1 While Western Australia enjoys a comparatively high standard of living, there are always pressures to improve business productivity, compete nationally and internationally, adopt new technologies and respond to changing consumer demands. Industry's ability to do these things depends substantially on the knowledge and skills of its workforce. Vocational Education and Training develops the knowledge, understandings and skills of employees and business owners to enable them to be more productive and continue to learn and adapt.
- 2.2 For many decades, Apprenticeships and Traineeships have proven to be a popular pathway for delivering Vocational Education and Training and ensuring that industry has the skilled workforce that it needs. Alarm is frequently raised when it is considered that there are not enough Apprentices completing training to support future skill demands or when young people are experiencing difficulty in entering the workforce. Consequently Apprenticeships and Traineeships continue to evolve over time and have been frequently reviewed and changed. Over the past three decades there have been: expansions to include existing employees, higher level qualifications and non-trade occupations; significant changes to funding and Incentives; and substantial movement towards competency based assessment.
- 2.3 Fundamentally Apprenticeships and Traineeships rely on employers to provide employment based, occupational training for employees, that is supported by Registered Training Organisations (RTOs). Being employment based, the take-up and completion of Apprenticeships and Traineeships also reflects the state of the economy, business confidence and the labour market.
- 2.4 Other stakeholders that influence the take up and completion of Apprenticeships and Traineeships include: schools, parents/guardians, career advisors, group training organisations, Australian Apprenticeships Support Network Providers, Apprenticeship Office, State Training Authority, State Training Board and industry associations.
- 2.5 Recognised factors that can influence the take up and completion of Apprenticeships and Traineeships include: competition from off the job courses (TAFE/Colleges); pre-vocational courses; vocational training to school students; and school-based apprenticeships and Traineeships; industrial relations arrangements age based apprentice wages; competency based progression; recognition of prior learning; new and existing workers status; funding and fees; and regional and thin markets.

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2.6 The graph below shows a significant decrease in the number of commencements in 2014 and 2015 when compared to the linear trend lines (the dotted lines) over the past ten years.<sup>1</sup>



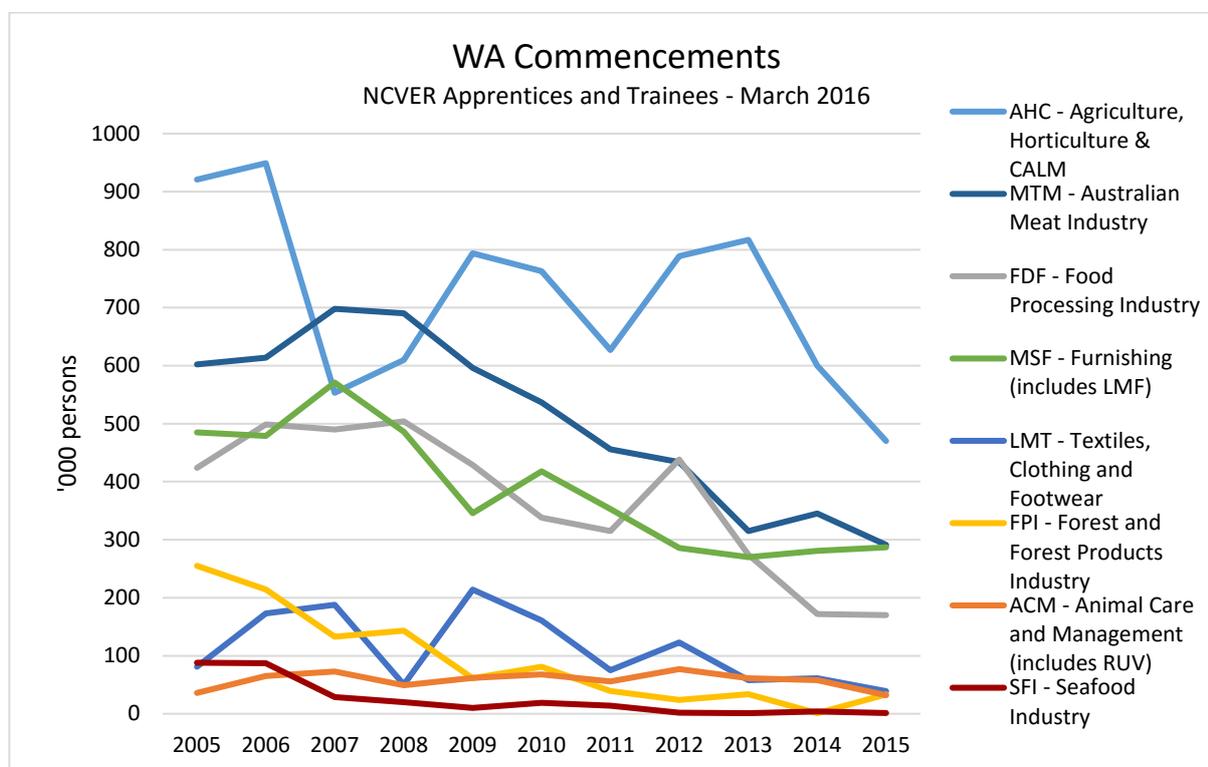
NCVER Trade occupations are all occupations in the Australian New Zealand Standard Classification of Occupations Major Group 3 and may or may not traditional trades. Non-trade occupations are all other Major Groups.

2.7 Following Government and industry concerns about a decline in the numbers of Apprenticeship and Traineeship commencements, the Food, Fibre and Timber Industries decided that it was timely to consider how they could be improved. The Food, Fibre and Timber Industries Training Council (the Training Council) is a not-for-profit incorporated industry organisation. It is recognised as an industry training advisory body for the purposes of providing advice to the Western Australian Government in accordance with provisions of the Vocational Education and Training Act (WA) 1996.

2.8 The Training Council provides strategic information and advice to the State Training Board and the Department of Training and Workforce Development on industry workforce development and training needs including skill shortages. Training Councils make recommendations to support their industry's skill development needs. Industry sectors covered by the Food, Fibre and Timber Industries Training Council include agriculture, horticulture, animal care and management, conservation and land management, food and beverage processing, seafood, meat, forestry and wood products, furniture manufacturing and textiles. The comparative levels of Apprenticeship and Traineeship commencements in the Training Packages for these sectors are shown below.

<sup>1</sup> Note that the size of the overall labour force follows a very similar trend line.

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### 3 Methodology

3.1 This paper has its basis in a workshop of thirty-seven stakeholders representing employers, RTOs, Apprenticeship and Traineeship support agencies and Government Departments conducted on 26 October 2016 in Perth. Their input is greatly appreciated. Workshop participants were asked, in groups, to consider the following questions from the perspective of business, regional businesses, parents, potential apprentices, support services and RTOs:

- What is working well and we needed more of?
- What makes it harder and we need less of?
- What else would help?
- What are the priorities for action and how do we achieve them?

3.2 The paper also includes views gathered as a result of industry and community engagement by FFTITC prior and subsequent to the workshop and has been informed by a literature review.

3.3 For convenience, the issues and opportunities identified at the workshop have been grouped into the following categories; Preparation for Apprenticeships and Traineeships; Selection of Apprentices and Trainees; Employment and Training Apprentices and Trainees; Support for Apprentices and Trainees; and Growth and Systemic Opportunities.

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### 4 Preparation for Apprenticeships and Traineeships

4.1 It is important that young people are provided with opportunities to consider and test their options for future education and employment. The better informed and skilled, both in specific and generic skills,<sup>2</sup> a young person is the more likely they are to secure and complete a post-school education/training pathway that best interests and suits them.

4.2 Considerable discussion centred on ensuring that school students, young people and their parents/guardians, career advisors and teachers have access to relevant information about Apprenticeships and Traineeships. Some participants considered that schools and some parents/guardians continue to be overly focussed on higher education pathways and have a poor understanding of Vocational Education and Training (VET) pathways and careers. It is felt that VET is still seen by many as a lesser option when compared to University education. It is recognised that there have been many initiatives to promote and inform the community about VET pathways and Apprenticeships and Traineeships (eg videos by ApprentiCentre and the Apprenticeship Ambassadors initiative). The challenge continues to be about presenting the right information at the right time, in an accessible and attractive way. Suggested actions include:

- 1: Improving career expos (in terms of student preparation and delivery);**
- 2: Increasing employer/industry engagement in schools;**
- 3: Ensuring that the development of school student awareness of employment opportunities and VET pathways begins prior to Year 10;<sup>3</sup> and**
- 4: Encouraging and promoting Apprenticeships and Traineeships as a pathway to a career and higher education opportunities.<sup>4</sup>**

4.3 There is strong support for work experience, Structured Workplace Learning, 'Try-a-Trade' programs, vocational training to school students, pre-apprenticeship training programs to better prepare school students and young people for employment based training. Employability and enterprise<sup>5</sup> skills and the development of appropriate work attitudes are considered at least as important as specific (or technical) skills training. An understanding of the workforce and the development of employability skills are also useful for school students and young people that are bound for University or direct employment. The risks of injury, wages liability and inadequate insurances for young people undertaking work experience without being in a formal program is noted. Suggested actions include:

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<sup>2</sup> For example, the [Core Skills for Work Developmental Framework](#) describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work.

<sup>3</sup> This view is supported in the NCVET publications: [Lost Talent?](#) The occupational ambitions and attainments of young Australians, 2010 and [The impact of VET in Schools](#) on the intentions and achievements of young people.

<sup>4</sup> The [Apprenticeships Reform Advisory Group](#), 2016 recommends, in part, that *career advice must more effectively promote apprenticeships and clearly outline pathways to an apprenticeship.*

<sup>5</sup> See: [http://www.fya.org.au/wp-content/uploads/2016/04/The-New-Basics\\_Update\\_Web.pdf](http://www.fya.org.au/wp-content/uploads/2016/04/The-New-Basics_Update_Web.pdf)

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- 5: Increasing efforts to provide work experience, Structured Workplace Learning, 'Try-a-Trade' programs, vocational training to school students and School-based Apprenticeships/Traineeships to school students and young people;**
- 6: Increasing the amount of practical, workplace based experience provided during VETiS programs; and**
- 7: Encouraging schools to be more flexible with regard to the implementation of School-based Apprenticeships/Traineeships outside of standard school hours and timetable.**

4.4 Much discussion at the workshop focused on entry into Apprenticeships by young people who had recently completed secondary schooling. Increasingly young people have greater post school options and are delaying their career choices. A common proposition is that the average person will make 5-7 career changes during their working life. NCVER data shows that less than 24% of apprentices/trainees in training as at December 2015 were aged 19 or under<sup>6</sup> and that 36% of apprentices/trainees were aged between 25 and 44 years. Suggested actions include:

- 8: Ensuring that Apprenticeships and Traineeships are promoted to non-recent school-leavers, including career changers and late career deciders and their likely employers.**

4.5 The completion of a pre-apprenticeship or other institutionally based VET course shows that a potential apprentice has already experienced elements of the occupation and is keen to continue in it as a career. The WA Government already recognises the attractiveness of pre-apprenticeships courses to employers, potential apprentices and their parents by supporting and funding Pre-apprenticeships. However current fees are seen as a barrier by some. For example the cost of undertaking a Landscape Construction pre-apprenticeship (for a non-school student) is around \$2118. The Apprenticeships Reform Advisory Group has recommended that the Australian Government develops, funds and delivers an industry led pre-apprenticeship program.<sup>7</sup> A suggested action is:

- 9: Increasing the level of support for and promotion of pre-apprenticeship courses, especially to non-recent school-leavers and employers should be increased to ensure the potential value of pre-apprenticeships is realised.**

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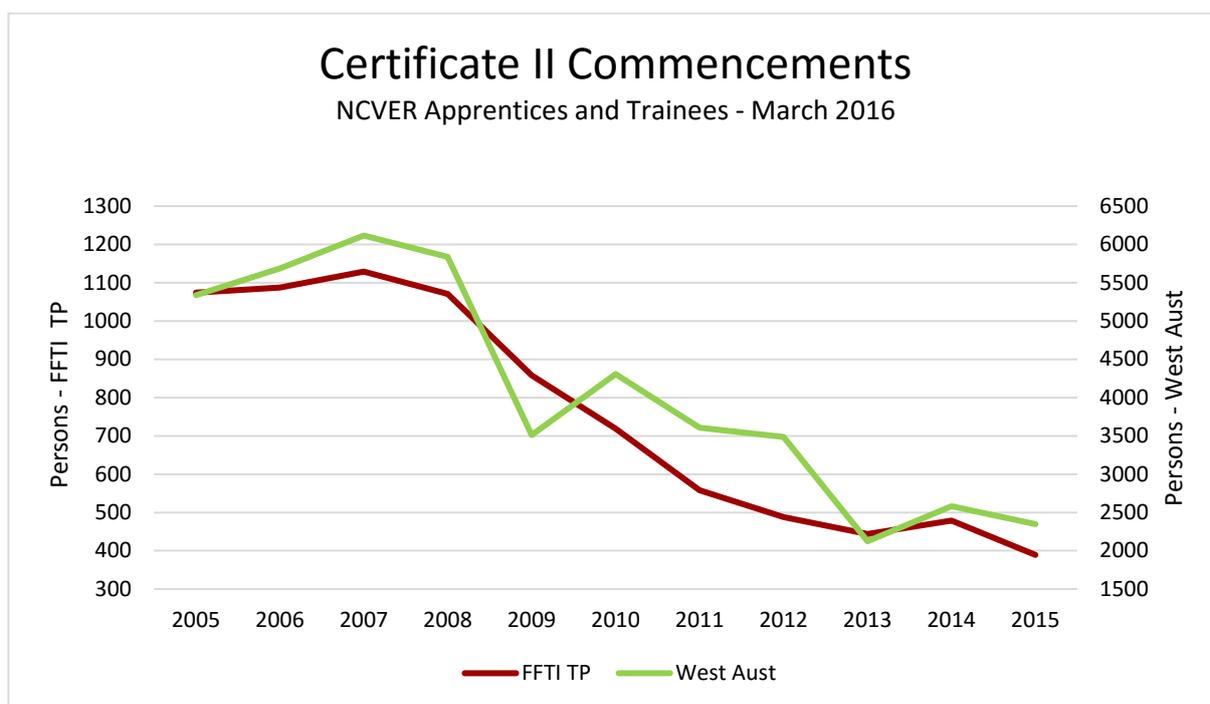
<sup>6</sup> NCVER, Apprentices and trainees 2016 March quarter: [state and territory data tables](#).

<sup>7</sup> [Apprenticeships Reform Advisory Group](#), 2016.

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4.6 Over recent years there has been a national focus and priority towards Certificate III level qualifications and this is reflected in a near two-third reduction in commencements of Cert II Traineeships as shown below.



4.7 However for many industry sectors Cert II level training is most appropriate and provides a vital stepping stone to higher levels of education and training. Nearly 20% of Certificate II Traineeship commencements are in Training Packages covered by the FFTITC. There are two significant factors that mitigate against Cert II Traineeships. There is a common perception that the Australia Government only pays employer Commencement Incentives to rural and regional employers and school-based Apprenticeships/Traineeships, when they may also be payable in respect of people who: are a Stream B or Stream C job seeker with an Employment Provider; have a disability; are Aboriginal or are aged 45 years or over<sup>8</sup>. A suggested action is:

### **10: Facilitating improved understandings and promotion of Cert II Traineeships and Incentives by AASNs and RTOs.**

4.8 People who are unemployed, between jobs or seeking to re-enter the workforce are also prime targets for Apprenticeship and Traineeship opportunities, especially at the Certificate II level. Despite some efforts, there remains a gap in the understanding of Apprenticeships and especially Traineeships by employment service providers and a failure to link jobseekers with Apprenticeships and Traineeships. Strategies to support and encourage non-school leavers to enter Apprenticeships and Traineeships should be considered. Suggested action include:

<sup>8</sup> <https://www.australianapprenticeships.gov.au/sites/ausapps/files/publication-documents/australianapprenticeshipsincentsivesprogramguidelines20150701.pdf> Section IVD, page 50.

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**11: Facilitating improved communication and the development of shared understandings and partnerships between AASNs and employment service providers; and**

**12: Facilitating improved alignment of the pre-employment training purchased by employment service providers with the needs of employers and industry, especially through pre-apprenticeship approaches.**

4.9 Other suggested actions to support potential apprentice preparation include:

**13: Providing for an increased role for TAFE in career counselling (not just advising on course selection);**

**14: Enhancing school teachers, VET Co-ordinators and Career Advisors understanding of the labour market, VET pathways and employer/industry needs; and**

**15: Enhancing school teachers, VET Co-ordinators and Career Advisors understanding of career development as an ongoing process of managing and making informed decisions about life, learning and work rather than simply choosing a popular course or occupation, trade or profession.**

## 5 Selection of Apprentices and Trainees

5.1 The decision to enter into an Apprenticeship or Traineeship is clearly a key stage in the uptake and successful completion of Apprenticeships and Traineeships. Decisions around the recruitment and selection is within the domain of employers, including Group Training Organisations (GTOs) and their host employers. Employers will undertake some kind of cost/benefit analysis before creating an Apprenticeship or Traineeship opportunity and they usually take a risk minimisation approach to recruitment and selection.

5.2 Prior exposure of the potential Apprentice or Trainee to the industry or the occupation is often favoured by employers. Work experience, work trials and temporary or casual work are also frequently utilised by employers to minimise the likelihood of any mismatch. Apprenticeship and Traineeship probationary periods are an important provision that helps minimise risk for both parties. Despite these approaches, successfully employing an Apprentice/Trainee entails many variables and many employers are time-poor and could probably make better choices. Suggested actions are:

**16: Introducing pre-requisites of either relevant paid industry experience or prior training for entry into some Apprenticeships and Traineeships; and**

**17: Encouraging industry associations to provide support and resources to employers in the selection of potential Apprentices.**

5.3 A traditional view of Apprenticeships and Traineeships is that they provide entry-level training for young people with little or no specific or generic work skills. This view runs counter to increasing industry

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requirements for productivity, the use of technology, problem solving and self-direction in the workplace. As the use of technology in workplaces increases there is an increasing demand for higher order skills (eg problem solving, teamwork, change management, analysing and creating) rather than specific knowledge or craft skills. This view is also counter to the experience of many people entering Apprenticeships and Traineeships. Increasingly young people have experience of work before deciding on a career. The percentage of school students aged 15 or higher engaging in part-time work increased from 26 percent in 1990 to 34 percent in 2000<sup>9</sup> and ABS data published in 2004 showed 79% of 15-19 year olds studying full-time were employed part-time. The age profile of people commencing an Apprenticeships and Traineeships has similarly changed.

- 5.4 An alternative view is that Apprenticeship and Traineeship training should be focused on post entry level training for people that already possess some entry level competence. This could mean re-envisaging concepts of new and existing workers, probationary periods, prior institutionally based training and recognition of prior learning/current competency. A suggested action is:

**18: Review existing and preferred occupational career pathways to determine whether the applicable Apprenticeships and Traineeships are entry-level or post-entry level.**

- 5.5 Apprenticeships and Traineeships are often perceived to be low paid and consisting of boring or repetitive work. The low pay is generally considered to be an offset for the employer's investment in training and that an Apprenticeship, in particular, is a 'ticket' to a well-paid job in the future. In reality many employers pay above the Apprentice or the National Training Wage pay rates. For example, 54% of Apprentices/Trainees aged 19 or under were not paid the Apprentice/Trainee wage in Australian in 2014<sup>10</sup>. Many employers offer their Australian Government Completion Incentive payment to the Apprentice as an incentive to complete. Moreover, it actually makes sense to pay more to an employee who is committed to upskilling than an employee who is not. Understandably many employers are reluctant to speak openly about wages, preferring to see indications of interest and commitment. However this approach undersells the potential attractiveness of Apprenticeships and Traineeships and in the end lessens the pool of potential applicants. A suggested action is:

**19: Promoting the availability of above Award wages (or other conditions) for Apprentices immediately or into the future.**

- 5.6 Relatively new in an Industrial Award sense and mainly applying to Apprenticeships, the opportunity for pay progression based on the achievement of competencies is attractive to apprentices and other stakeholders. It should make Apprenticeships more attractive, as well as encouraging retention and completion. Perhaps because it is relatively new, competency based progression is poorly promoted and understood. A suggested action is:

**20: Widely promoting competency based wage progression whether Award or labour market driven.**

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<sup>9</sup> [Australian Bureau of Statistics](#), 1990, 2000

<sup>10</sup> Australian Bureau of Statistics, 6306.0 - [Employee Earnings and Hours](#), Australia, May 2014

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5.7 The behaviours of employers can significantly increase the demand and attractiveness of Apprenticeships and Traineeships. Some Apprenticeships are highly valued and sought after because they offer a long term career and are often the main path of entry into the occupation or industry. There are many occupations where prior training or qualifications are generally not required by employers. If the majority of people employed in an occupation do not have prior training or qualifications, then the value of doing an Apprenticeship and Traineeship will be perceived as being low. A suggested action is:

**21: Supporting and encouraging employers and industry associations to develop workforce development approaches that value training and Apprenticeships/Traineeships in particular.**

5.8 Concerns about accommodation for Apprentices and Trainees living and/or studying away from home was raised, particularly from the regional perspective. It is recognised that the Australian Government provides a Living Away From Home Allowance for Apprentices and Trainees working away from home and that the WA Government provides a Travel and Accommodation Allowance for Apprentices and Trainees studying away from home. A particular concern was how employers and potential Apprentices and Trainees access to information about available accommodation. A suggested action is:

**22: Developing responses to the issues around access to accommodation be incorporated as a part of Regional and industry workforce development planning (see paragraph 8.3).**

## 6 Employment and Training Apprentices and Trainees

6.1 The individual completion rate for apprentices and trainees of all occupations commencing in 2011 in Western Australia was 53.5%.<sup>11</sup> The employment relationship between an Apprentice/Trainee and the employer is fundamental to the success of the Apprenticeship or Traineeship. All of the issues that can affect regular employment can also affect employment based training, but probably more so given that Apprentices/Trainees should receive additional training and support. Employment based issues can include wages and conditions, supervision, safety and bullying and harassment and repetitive work.

6.2 There is considerable evidence that how employees feel about their jobs starts and ends with their direct supervisor. If employees feel that their supervisor takes a real interest in their development or offers praise and recognition they are highly likely to be engaged. 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 experience.<sup>12</sup> Many employers of Apprentices are micro, small or medium sized, which often means they don't have well developed human resources capabilities and sophisticated business practices. NSW based evidence is that around a third of employers currently lack the appropriate attitudes or skills to employ an apprentice, many getting few or none of their apprentices through to qualification; they are quite negative about apprentices and are not providing sufficiently positive work or on the job training experiences for apprentices to learn effectively.<sup>13</sup> Suggested actions are:

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<sup>11</sup> NCVER, [completion-and-attribution-rates-for-apprentices-and-trainees-2015](#)

<sup>12</sup> NCVER, [Understanding the non-completion of apprentices](#), Alice Bednarz.

<sup>13</sup> [A FAIR DEAL](#), Report on research into the apprenticeship market in NSW, commissioned by the NSW Board of Vocational Education and Training, November 2011.

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**23: Providing additional support for those employers who are willing to take on an apprentice/trainee but who lack the skills, attitudes and experience to effectively support them. This should include some training in supervision, internal mentoring, coaching and buddy systems;<sup>14</sup> and**

**24: Encouraging representatives from industry to have greater involvement in the suitability assessment of employers wanting to employ apprentices/trainees.**

6.3 While the delivery model of Apprenticeship and Traineeship training varies widely, the focus of RTOs should be about developing the Training Plan, ensuring any knowledge and skill gaps are able to be addressed and undertaking appropriate competency assessments. Many employers either don't appreciate that most Apprenticeship/Traineeship training should be in the workplace not just off-the-job or they are poorly skilled at structuring and delivering on-the-job training. This on-the-job training should not be based around learning by trial and error, watching others or undertaking menial tasks. Apprenticeship and Traineeship training should include active instruction and learning by doing under guidance. A suggested action is:

**25: Providing additional support to those employers who are wanting to take on an apprentice but lack the skills to effectively provide on-the-job training (eg as per TAED301 - Provide work skill instruction).**

6.4 Many employers complain that off the job training provided is often seen as not relevant or out of date. There may be some truth to this in some cases. However it also may be that employers are naturally focussing on their particular business needs rather than more general industry needs. The increasing specialisation of businesses means that situations where a business is not able to provide sufficient variety of task and contexts is increasing. Similarly the business may be focussed on the performance of specific skills rather than appreciating that the development of underpinning knowledge and understandings is also essential.

6.5 On the other hand, a frequent complaint from some employers and Trainees is that all the learning is on the job training, that they rarely see the RTO and/or that the RTO only seems interesting in 'completing the paperwork' for assessment. Such behaviour leads to industry questioning why they should bother with Traineeships.

6.6 The development of Training Plans are an important step in the process of establishing and approving an Apprenticeship Training Contract.<sup>15</sup> Even though it often occurs several weeks after commencement, Training Plans provide for discussion about Unit choice, methods and place of delivery and assessment, and capacity of the employer to provide workplace training. Their development by RTOs varies widely, with some almost simply mailing out a proforma document for signatures and offering little if any flexibility about off-the-job training arrangements. Suggested actions include:

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<sup>14</sup> An interesting example is Apprenticeships Support Australia's online [employer self-assessment tool](#).

<sup>15</sup> See: [DTWD Apprenticeship Policy](#)

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**26: Improving the quality of the Training Plan completion process with a view and increasing assessment of employer and apprentice suitability for the Apprenticeship and Traineeship; and**

**27: Increasing the effectiveness and ongoing communication between the employer and the RTO to ensure the efficient integration of learning, monitoring of progress and assessment of competency.**

### 7 Support for Apprentices and Trainees

7.1 An almost universal theme at the workshop was the positive impact of mentor support for Apprentices and Trainees. Mentoring provides an impartial but supportive agent to assist with work and personal issues that arise during an Apprenticeship and Traineeship and assist with increasing completion rates. Mentoring (which is often confused with coaching) can be provided internally by the employer or be provided by someone external to the employer. It is noted that smaller employers have less capacity to use an internal mentor arrangement. The FFTITC provided a Wood Trades Mentor support program for the two years to 30 June 2015 and this program delivered an increase in completions from 51% to 83%<sup>16</sup>. Issues addressed by the mentor included employment conditions, personal and social situations, accommodation, study and learning, supervision and teamwork, workplace language, attitudes and workplace performance.

7.2 Currently the Australian Government's Apprenticeships Support Network (AASN) provides *advice, pastoral care support and interventions ... as required to assist employers and Australian Apprentices through to completion*.<sup>17</sup> This includes mentoring<sup>18</sup>, but only for 16-19 year olds undertaking a National Skills Needs List Apprenticeship (largely the traditional trades) where the employer has less than 50 employees nationally. It is also unclear how mentoring and pastoral care is structured, delivered and how proactive they are. A review of the websites<sup>19</sup> of the four WA based AASNs showed:

- One AASN provides detailed information on the availability of mentoring but does not mention pastoral care support;
- One AASN provides comprehensive information on a mentoring service, noting the eligibility restrictions, but does not mention pastoral support;
- One AASN mentions mentoring and support as being available to both Apprentices and employers but provides no details, simply inviting a phone call; and
- One AASN does not mention mentoring or pastoral services, providing only a link to a youth services directory.

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<sup>16</sup> See: <http://www.fftitrainingcouncil.com.au/wood-trades-mentoring-scheme>

<sup>17</sup> See: [Australian Apprenticeships Code of Conduct](#)

<sup>18</sup> Pastoral care support and mentoring are broad terms that is used variably and are often poorly defined. Here pastoral care is assumed to mean supporting the wellbeing of Apprentices and Trainees as individuals and as members of the community and an expectation that AASNs will respond to individual cases, such as in times of personal anxiety, domestic tension, social pressure, and emotional crisis. Pastoral care can include mentoring, which can be defined as the informal transmission of knowledge, social capital and psychosocial support for work, career or professional development from an experienced or more knowledgeable person to a less experienced or less knowledgeable person.

<sup>19</sup> AASNs may provide additional material to the Apprentice at the time of sign up, however website information allows for ongoing access as well as access for other stakeholders.

## MAKING APPRENTICESHIPS BETTER



A suggestion is:

**28: Improving the promotion, availability, quality and resources of AASN mentoring and pastoral care.**

7.3 The development of strong connections between RTOs, the employer and the Apprentice/Trainee can help support retention and completion. Given the RTOs' key role and interest in tracking Apprentice competency, they are often in a prime position to identify Apprentices at risk of not completing their Apprenticeship and Traineeship. It is unclear what the role of the RTO is in providing advice and support, especially in the area of pastoral care. It is understood that some RTOs, especially those that deliver in the workplace rather than classroom, already provide significant 'pastoral care' for their apprentices. This may be due to the inherent financial incentive for private RTOs, who are often part-funded by the completion of each Unit of Competence. Suggested actions include:

**29: Recognising and encouraging pastoral care provided by RTOs; and**

**30: Recognising and encouraging RTOs to provide regular opportunities to review Apprenticeship and Traineeship progress with the apprentice (and parent if under 18) and employer.**

7.4 It is inevitable that issues affecting the employment and training relationship between the employer and an Apprenticeship or Traineeship will occur. One of the intended benefits of a formalised Apprenticeship and Traineeship system and the requirement for completion of a written Training Contract is that there are controls, restrictions and penalties around the behaviours of employers and apprentices/trainees. This formality could provide the basis for greater levels of mediation when and where concerns arise during an Apprenticeship or Traineeship. AASNs are meant to support employers and apprentices/trainees, but this is informal and often not a lot more than referral to another agency. The DTWD Apprenticeship Office has a statutory role administering Apprenticeships and Traineeships. A suggestion is:

**31: Increasing the capacity of the Apprenticeship Office to provide a mediation service to address issues arising that may affect the employment and training relationship of an Apprenticeship and Traineeship.**

## 8 Growth and Systemic Opportunities

8.1 There is an ongoing need for the pro-active development of employment based training opportunities as industry and employers change, and to extend the Apprenticeship/Traineeship model to new industries and occupations, particularly at higher skill levels. Market development involves undertaking market research, identifying opportunities, engaging with potential employers and RTOs and establishing strategic partnerships. Such business development is expensive and risky. More importantly it is unclear who is responsible for it.

8.2 As a part of their contract AASNs are required to market Apprenticeships and Traineeships to employers, potential Apprentices/Trainees and other stakeholders. Accordingly they produce lots of general marketing and information material, provide generally comprehensive websites and undertake

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some business development. RTOs and GTOs also market their services and seek opportunities to expand their business. However such business development is difficult for smaller RTOs and GTOs and difficult in regional areas. For RTOs that are focused on institutional based training, business development of employment based training is very often not a priority. The business priorities for AASNs and RTOs naturally mean that they will focus on promoting to existing clients and markets before undertaking new market development.

8.3 Co-ordinated market development is especially important in thin markets<sup>20</sup>; which is a significant issue in Western Australia. The development of new Apprenticeship and Traineeship activity for occupations with low levels of employment, with few employers that are geographically spread, where there are few potential applicants and/or where there is limited availability of RTOs is problematic. Strategic partnerships could develop innovative approaches to addressing regional workforce development issues, such as larger employers supporting smaller employers by providing a wider range of on-the-job training opportunities or managing seasonal fluctuations of work.

8.4 Several options for leading market development were discussed at the workshop:

- The DWTD has established regional workforce alliances<sup>21</sup> of local business, industry groups, local government, relevant government agencies and the local State Training Provider. These alliances have developed regional workforce development plans and these plans generally contain market development of Apprenticeships and Traineeships.
- Many local government authorities see economic and employment development as a priority for them and could (and in some cases have already) take the lead in developing local partnerships to develop workforce planning and Apprenticeships/Traineeships.
- The DTWD has established eleven Career (formerly Workforce Development) Centres and five Aboriginal Workforce Development Centres across WA to assist individuals and communities in career development.
- DTWD funded Industry Training Councils are well placed to lead industry sector based approaches, which is required as needs and circumstances vary widely between industries. However, this is not included in the Service Deliverables required by Department of Training and Workforce Development. State-wide industry training priorities are determined by the State Training Board, which is the peak advisory body to the Minister for Training and Workforce Development in Western Australia and is responsible for the State Training Plan.<sup>22</sup>

Some suggestions are:

**32: Assigning a formal responsibility and a leadership role for the development of new Apprenticeship and Traineeship markets, rather than leaving it to the market; and**

**33: Researching why some employers have not engaged and why others have dis-engaged from Apprenticeships and Traineeships should be part of a market development approach.**

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<sup>20</sup> See: FFTITC's [Thin Markets Research Project Report](#)

<sup>21</sup> See: DTWD's [Regional Workforce Development Plans](#)

<sup>22</sup> See: <http://www.stb.wa.gov.au/publications/Pages/statetrainingplans.aspx>

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- 8.5 A common complaint from employers is that the system itself is too complicated; that there are too many players and it is overwhelming for employers to understand who's who and who does what. A cursory review of web information available shows that there is a lot of information available to help employers and Apprentices/Trainees. However it is often not linked, the links are frequently circular or only general information is provided when employers usually want precise advice that is relevant to their industry or situation. Accordingly the concept of a 'one-stop' portal was raised.
- 8.6 Importantly, the WA DTWD website provides details of the Apprenticeships and Traineeships available; support and information about training and careers; and provides an excellent resource for employers called [Workplace Essentials](#). However, the WA DTWD's website directs general Apprenticeship and Traineeship enquiries to AASN's via the Australian Government's general website ([Australian Apprenticeships](#)), as AASN's have the central role in promoting Apprenticeships and Traineeships and signing up Apprenticeship and Traineeship Training Contracts. The *Australian Apprenticeships* website is largely about AASNs and Incentives, and it provides employers with a link to their local AASNs (although the postcode search function does not work). The Australian Government has two other websites: one for employers ([Employing Apprentices](#)); and one for potential apprentices and other stakeholders ([Australian Apprenticeships Pathways](#)). The three websites have different purposes, but they overlap and there is no clear linkage between them.
- 8.7 None of the four websites of the WA AASNs have a clear link to any of these Australian Government websites. Similarly none of the WA AASNs websites have clear links to the WA DTWD Government website or to MySkills (for RTO selection). Even though three of the four AASNs have corporate links to a Group Training Organisation, none of them describe group training options.
- 8.8 One of the WA Government's main mechanisms for engaging with industry and employers is the Industry Training Council (ITC) network. Only two out of the nine ITCs provide current information and links regarding Apprenticeship and Traineeship pathways from the front page of their website.<sup>23</sup> A suggested action is:

**34: Modifying and linking agency websites, collaboratively, based on a mapping of the Apprenticeship and Traineeship information requirements of WA employers, apprentices and career advisors.<sup>24</sup>**

- 8.9 The high rate of change (eg changes to funding, Training Packages, support organisations such as AASNs, Guidelines and Apprenticeship Office processes) was raised at the workshop. Although necessary change can't and shouldn't be stopped and the implementation of change will never be perfect or completely smooth, the impacts of change can be minimised. Appropriate change management steps include prior consultation, prior notice, thinking through the impacts on

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<sup>23</sup> The Retail and Personal Services Training Council provides a useful example of a [Step by Step Guide to Employing an Apprentice or Trainee](#).

<sup>24</sup> A useful starting point could be the comprehensive apprentice and employer booklets provided by the former ApprentiCentre.

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stakeholders, clear communication with stakeholders, creating consistency and clarity, and keeping the messages simple and sensible. A suggested action is:

**35: Being mindful of potential impacts of changes on employers & apprentices and taking a change management approach to consulting and informing stakeholders and intermediary agencies when implementing changes to the Apprenticeship and Traineeship system.**

8.10 As well as concerns about Training Packages unnecessarily changing too rapidly, some workshop participants felt that Training Packages:

- Are having difficulty staying current, especially given the face of technological change;
- Have potential to share more common Units;
- Do not meet the needs of industry/employers; and/or
- Involve competencies that are not industry/employer relevant.

Issues such as these are long standing and ongoing. The recent NCVER report [Uptake and Utility](#) of VET qualifications shows that just 26% of Training Packages supported 90% of enrolments and that 12% of Qualifications accounted for 85% of the enrolments. While a wide range of qualifications may reflect student or industry preferences, *the complexity of present arrangements in establishing and managing training package qualifications, ... imposes significant administrative burden across the VET sector.* As the NCVER report concludes, there is a need ensure *that related occupations have meaningful commonality and utility in qualifications.* The national system for development and review of Training Packages and qualifications has been reviewed and revised arrangements are being established. Suggested actions are:

**36: Documenting and communicating specific Training Package issues to the relevant Service Skills Organisation<sup>25</sup> as they arise; and**

**37: Including flexibility, simplification and employer satisfaction as key goals for Industry Reference Committees,<sup>26</sup> who are to be the prime drivers of Training Package development.**

8.11 Workshop participants also commented on the burden of unnecessary 'red tape'. A recent NSW Business Chamber's [Laying The Foundations Report](#) comments that the Apprenticeship and Traineeship system *has also become progressively more complex. The business processes, regulatory arrangements and training requirements that attach to the apprenticeship (and Traineeship) system have become more opaque, making it difficult for employers, apprentices and potential apprentices to negotiate them or to extract value from them.* On the other hand many will argue that policies, guidelines and rules are essential. But are they all really necessary and do they actually achieve anything?

8.12 As an example, the NSW Business Chamber report comments on the (unreasonably in their view) lengthy and detailed process to be undertaken to 'establish' a new Apprenticeship and Traineeship. The WA State Training Board's [Guidelines for the Establishment and Variation of Apprenticeships](#) is 38 pages.

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<sup>25</sup> See: <https://www.aisc.net.au/content/skills-service-organisations>

<sup>26</sup> See: <https://www.aisc.net.au/ircs>

## MAKING APPRENTICESHIPS BETTER



An Apprenticeship and Traineeship is simply an alternative learning pathway: perhaps its establishment and approval could be much simpler. A suggested action is:

**38: Reviewing all WA Government generated Apprenticeship and Traineeship policies, Guidelines and business rules with a view to increasing flexibility and streamlining.**

8.13 Employers have many choices when it comes to training their employees. Some of these choices include informal training, non-accredited training, industry-levy funded training, skill cluster training, institutional based training and Apprenticeships and Traineeships. Typically employers will take a return on investment approach to training, with the costs of the training being one of the key factors. Some training is subsidised by the State Government and such funding is a powerful mechanism for influencing industry training. Clear information on funding for industry is not readily available. Some information is available under FutureSkillsWA but this is confusing and student oriented. A suggested action is:

**39: Developing and maintaining an employer/industry oriented DTWD web based resource that explains WA Government funding for training arrangements, including Payroll Tax exemptions, and options for industry skills training.**

8.14 The Australian Government provides a range of Apprenticeship and Traineeship Incentives to employers and Benefits to apprentices/trainees. Better targeting of these incentives was identified as an area for possible improvement. The range of incentives payable to an employer is overly complex and in many cases the amounts too small to have any impact. One key concern was that there is a heavy weighting towards the completion incentive which many employers do not receive due to Apprenticeship and Traineeship non-completions or transfers to another employer towards the end of the Apprenticeship and Traineeship. It is argued that this weighing does not adequately reflect the investment of the first employer and therefore lowers potential uptake. The need for a Completion Incentive payable to apprentices was also suggested. A suggested action is:

**40: Reviewing and simplifying the Australian Government Incentives and Benefits available to ensuring that they have maximum impact on the Apprenticeship and Traineeship market.**

8.15 We know that new jobs and employment pathways are being created every day. Different industries and employers have different and changing employment entry levels, employment patterns and workforce development approaches. The Apprenticeship and Traineeship system needs to keep pace with these changes.

8.16 Moreover, the increasing use of new technologies combined with an increasing sophistication of markets means that businesses are constantly changing and need to be ever more flexible and adaptable. Accordingly businesses desire an increasingly flexible and adaptable workforce and there is a much greater cross over of skills from one industry or occupation to another. The notion of de-jobbing (meaning employee roles/tasks are not limited to a job description) continues to increase and many businesses now adopt a 'just in time' approach to training. Increasingly this means that comprehensive training is not required or desired by industries and specific Competencies or sets of Competencies are undertaken when needed. This trend presents a fundamental challenge to the VET system where Governments are seeking the completion of Qualifications. The development of arrangements for Skills Passports has been suggested. A suggested action is:

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**41: Considering industry, regional or occupational approaches from industry that are outside of the current DTWD arrangements for Apprenticeships and Traineeships.**

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# MAKING APPRENTICESHIPS BETTER



## Appendix A – Apprenticeships and Traineeships covered by the Food, Fibre and Timber Industries Training Council

### **FURNISHING**

FURNITURE MAKING (LEVEL 2)  
FURNITURE MAKER  
FURNISHING (POLISHING) (LEVEL 2)  
TIMBER FURNITURE FINISHER  
CABINET MAKER  
WOOD MACHINIST  
GLASS AND GLAZING (LEVEL 2)  
GLAZIER AND GLASS PROCESSOR  
FLOORCOVERING  
UPHOLSTERER  
PICTURE FRAMING (LEVEL 3)  
DESIGNER (KITCHENS, BATHROOMS AND  
INTERIOR SPACES)

### **MEAT**

MEAT PROCESSING - ABATTOIRS (LEVEL 2)  
MEAT PROCESSING - BONING (LEVEL 3)  
MEAT PROCESSING - FOOD SERVICES (LEVEL 2)  
MEAT PROCESSING - FOOD SERVICES (LEVEL 3)  
MEAT PROCESSING - GENERAL (LEVEL 3)  
MEAT PROCESSING - LEADERSHIP (LEVEL 4)  
MEAT PROCESSING - QUALITY ASSURANCE  
(LEVEL 4)  
MEAT PROCESSING - RENDERING (LEVEL 3)  
MEAT PROCESSING - SLAUGHTERING (LEVEL 3)  
MEAT PROCESSING - SMALLGOODS (LEVEL 2)  
MEAT PROCESSING - SMALLGOODS (LEVEL 3)  
MEAT PROCESSING – SMALLGOODS  
MANUFACTURE (LEVEL 3)  
MEAT INSPECTOR  
MEAT INSPECTOR/QUALITY ASSURANCE OFFICER  
GENERAL BUTCHER  
PRODUCTION MANAGER (MEAT PROCESSING)

### **CONSERVATION and LAND MANAGEMENT**

CONSERVATION AND LAND MANAGEMENT  
(LEVEL 2)  
CONSERVATION AND LAND MANAGEMENT  
(LEVEL 3)  
CONSERVATION AND LAND MANAGEMENT  
(LEVEL 4)

### **TEXTILES and CLOTHING**

TEXTILE PRODUCTION (COMPLEX OR MULTIPLE  
PROCESSES) (LEVEL 2)  
TEXTILE CLOTHING FOOTWEAR MECHANIC  
TEXTILE FABRICATION (LEVEL 3)  
TEXTILE PRODUCTION (LEVEL 3)  
CLOTHING PRODUCTION (LEVEL 3)  
CLOTHING PRODUCTION (LEVEL 4)  
SOFT FURNISHING (LEVEL 3)  
FOOTWEAR REPAIR (LEVEL 2)  
FOOTWEAR REPAIR (LEVEL 3)  
LAUNDRY OPERATIONS (LEVEL 2)  
LAUNDRY OPERATIONS (LEVEL 3)  
LEATHER PRODUCTION (LEVEL 3)

### **FOREST and TIMBER**

FOREST GROWING AND MANAGEMENT  
(LEVEL 2)  
FOREST GROWING AND MANAGEMENT  
(LEVEL 3)  
FORESTER (OPERATIONS) (LEVEL 4)  
HARVESTING AND HAULAGE (LEVEL 2)  
HARVESTING AND HAULAGE (LEVEL 3)  
SAWMILLING AND PROCESSING (LEVEL 2)  
SAWMILLING AND PROCESSING (LEVEL 3)  
WOOD PANEL PRODUCTS (LEVEL 2)  
WOOD PANEL PRODUCTS (LEVEL 3)  
TIMBER MANUFACTURED PRODUCTS (LEVEL 2)  
TIMBER MANUFACTURED PRODUCTS (LEVEL 3)  
TIMBER MECHANISING (LEVEL 2)  
TIMBER MECHANISING (LEVEL 3)  
PRODUCTION TECHNICIAN (TIMBER) (LEVEL 4)  
TIMBER FABRICATION PRODUCTION HAND  
TIMBER FABRICATION PRODUCTION SPECIALIST  
OR LEADING HAND  
TIMBER FABRICATION DETAILER  
TIMBER FABRICATION DETAILING MANAGER  
TIMBER FABRICATION ESTIMATOR OR JIG  
SETTER  
TIMBER FABRICATION PRODUCTION MANAGER

# MAKING APPRENTICESHIPS BETTER



## **AGRICULTURE**

AGRICULTURE (LEVEL 2)  
AGRICULTURE (LEVEL 3)  
RURAL OPERATIONS (LEVEL 2)  
RURAL OPERATIONS (LEVEL 3)  
AGRICULTURE (DAIRY PRODUCTION) (LEVEL 3)  
AGRICULTURE (GRAIN PRODUCTION) (LEVEL 3)  
AGRICULTURE (HORSE BREEDING) (LEVEL 3)  
AGRICULTURE (PIG PRODUCTION) (LEVEL 3)  
AGRICULTURE (RURAL MERCHANDISING)  
(LEVEL 3)  
AGRICULTURE (LEVEL 4)

IRRIGATION (LEVEL 2)  
IRRIGATION (LEVEL 3)  
IRRIGATION (LEVEL 4)

WOOL HANDLING (LEVEL 2)  
WOOL CLASSING (LEVEL 4)  
WOOL CLIP PREPARATION (LEVEL 3)  
WOOL HANDLER  
SHEARING (LEVEL 2)  
SHEARING (LEVEL 3)  
SHEARING SHED MANAGER

## **ANIMAL CARE**

ANIMAL STUDIES (LEVEL 2)  
ANIMAL TECHNOLOGY (LEVEL 3)  
CAPTIVE ANIMALS (LEVEL 3)  
COMPANION ANIMAL SERVICES (LEVEL 3)  
COMPANION ANIMAL SERVICES (LEVEL 4)  
ANIMAL CONTROL AND REGULATION (LEVEL 4)  
VETERINARY NURSING (LEVEL 4)

## **SEAFOOD**

SEAFOOD (AQUACULTURE) (LEVEL 2)  
SEAFOOD (AQUACULTURE) (LEVEL 3)  
SEAFOOD (AQUACULTURE) (LEVEL 4)  
SEAFOOD (FISHING OPERATIONS) (LEVEL 2)  
SEAFOOD (FISHING OPERATIONS) (LEVEL 3)  
SEAFOOD FISHERIES COMPLIANCE (LEVEL 3)  
SEAFOOD PROCESSING (LEVEL 2)  
SEAFOOD PROCESSING (LEVEL 3)  
SEAFOOD SALES AND DISTRIBUTION (LEVEL 2)  
SEAFOOD SALES AND DISTRIBUTION (LEVEL 3)

## **HORTICULTURE**

HORTICULTURE (ARBORICULTURE) (LEVEL 2)  
HORTICULTURE (ARBORICULTURE) (LEVEL 3)  
HORTICULTURE (ARBORICULTURE) (LEVEL 4)  
HORTICULTURE (FLORICULTURE) (LEVEL 4)  
HORTICULTURE (LANDSCAPE) (LEVEL 2)  
LANDSCAPE GARDENER  
HORTICULTURE (LANDSCAPE) (LEVEL 4)  
HORTICULTURE (LEVEL 2)  
HORTICULTURE (LEVEL 3)  
HORTICULTURE (LEVEL 4)  
HORTICULTURE (PARKS AND GARDENS) (LEVEL 2)  
GARDENER  
HORTICULTURE (PARKS AND GARDENS) (LEVEL 4)  
HORTICULTURE (PRODUCTION) (LEVEL 2)  
HORTICULTURE (PRODUCTION) (LEVEL 3)  
HORTICULTURE (PRODUCTION) (LEVEL 4)  
HORTICULTURE (RETAIL NURSERY) (LEVEL 2)  
NURSERYPERSON  
HORTICULTURE (RETAIL NURSERY) (LEVEL 4)  
HORTICULTURE (TURF) (LEVEL 2)  
TURF MANAGEMENT  
HORTICULTURE (TURF) (LEVEL 4)  
HORTICULTURE (WHOLESALE NURSERY)  
(LEVEL 2)  
NURSERYPERSON (PRODUCTION)  
HORTICULTURE (WHOLESALE NURSERY)  
(LEVEL 4)

## **FOOD**

FOOD PROCESSING (LEVEL 2)  
FOOD PROCESSING (LEVEL 3)  
FOOD PROCESSING (SALES) (LEVEL 2)  
FOOD PROCESSING (SALES) (LEVEL 3)  
FOOD PROCESSING (WINE) (LEVEL 2)  
FOOD PROCESSING (WINE) (LEVEL 3)  
PASTRYCOOKING  
BREADMAKING  
BAKING (COMBINED)  
PHARMACEUTICAL MANUFACTURING (LEVEL 3)

(For further details about these Apprenticeships and Traineeships see: [Class AB Qualifications List.](#))

## MAKING APPRENTICESHIPS BETTER



### Appendix B – Workshop Attendees

Doug	Anderson	Australian Medical Association
Mark	Anderson	Proform
Lisa	Barron	Department of Training and Workforce Development
Neil	Binning	South Regional TAFE
David	Currey	Manageering Pty Limited
Tim	Daly	Workplace Training
Ben	de Klerk	CBH Group
Susan	Elsberry	Commonwealth Department of Education and Training
John	Forrest	Sports Turf Assn (WA) and WA Golf Course Superintendents Assn
Judi	Forsyth	Central Regional TAFE
Michelle	Foxcroft	Veterinary Nurses Council of Australia
Lexie	Goldsmith	Dog Groomers Association of Western Australia Inc
Carlo	Gosatti	Inglewood Products Group
Paul	Hardman	South Metro TAFE
Trevor	Hislop	UEEA Training Council
Kathy	Hoare	State Training Board
Julie	Hobbs	FutureNow, Creative and Leisure Industries Training Council
Sharren	Holt	The Apprentice and Traineeship Company
Peter	Keenan	Australian Medical Association
Libby	Kinna	Apprenticeship Support Australia
Nancy	Kirby	Glass Co WA
Robert	La Grange	Western Dairy
Helen	McNeill	Australian Council for Private Education and Training (ACPET) WA
Garry	Michels	South Metro TAFE
Ric	Newman	EE and JM Newman
Esther	Ngang	Landscaping Industry Association WA
Ann Maree	O'Callaghan	Strategy Matrix
Kevin	Peachy	UEEA Training Council
Stephen	Prangnell	WA College of Agriculture - Cunderdin
Geoff	Richards	Richgro Garden Products
Dave	Rock	Coastal and Rural Training
Cobie	Rudd	State Training Board
Suzanne	Slight	Department of Education WA
Steve	Suckling	The Apprentice and Traineeship Company
Jodie	Wallace	Department of Training and Workforce Development
Anna	Wildy	Department of Training and Workforce Development
Suzanne	Yewers	Fletcher International WA