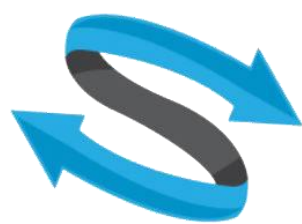


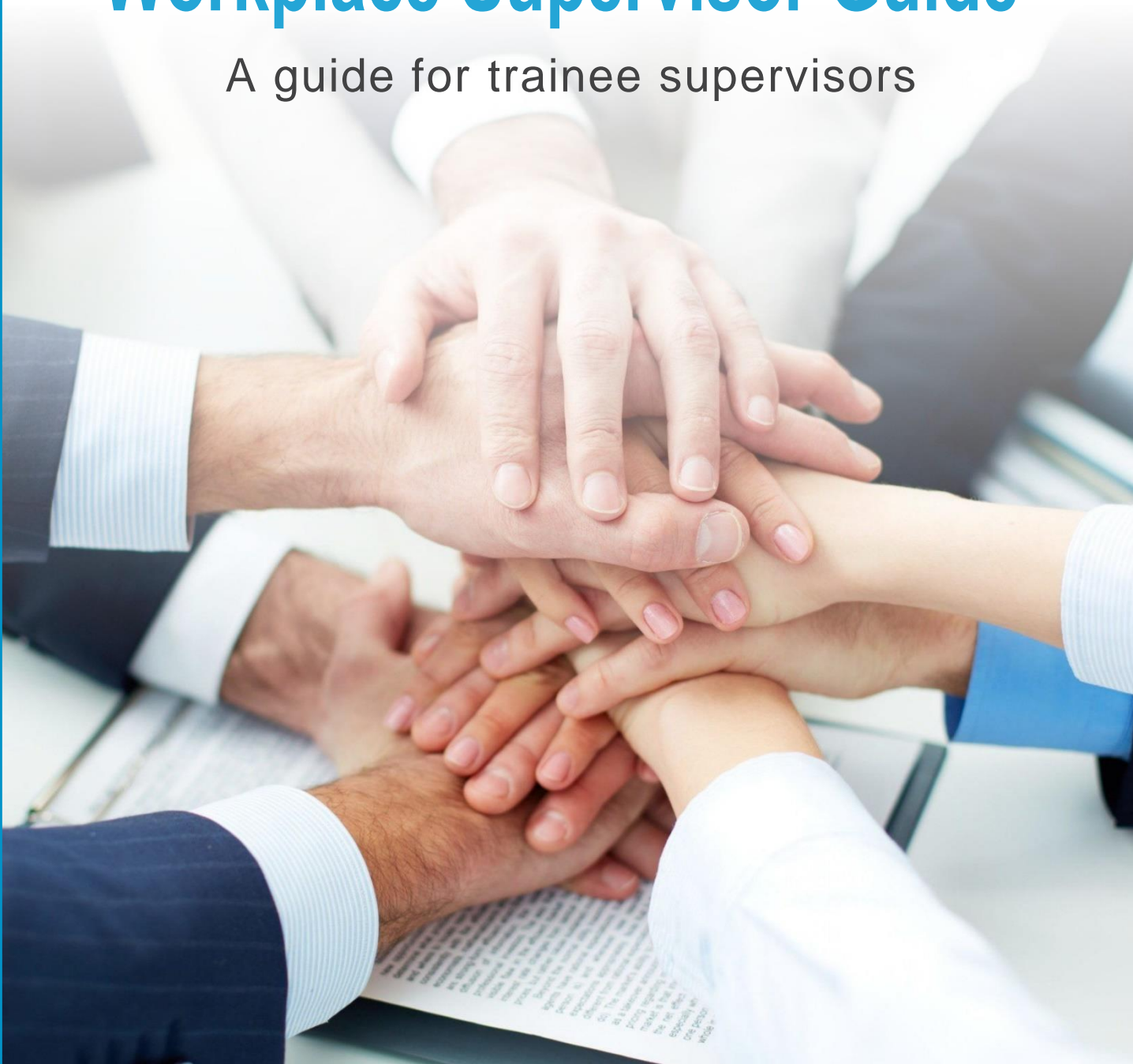
*We develop people, we improve business*



Skills  
Strategies  
INTERNATIONAL

# Workplace Supervisor Guide

A guide for trainee supervisors



## Version Control

Version	Date	Details	Author	Approved
1.0	Jul 2017	Created	QCR Manager	Director
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# THE BEGINNING

## Welcome

Welcome to Skills Strategies International (SSI), your Registered Training Organisation (RTO) during your employee's Traineeship.

Traineeships are jobs that combine on-the-job training and formal training and assessment. Upon successful completion, the Trainee is issued a nationally recognised qualification by a Registered Training Organisation (RTO).

This *Workplace Supervisor Guide* helps employers and workplace supervisors of Trainees better understand their role and the role of others.

If you haven't already, please read our [Learner Handbook](#) which covers everything else you need to know about Skills Strategies International.

## Traineeship Benefits

Well trained and effective employees are more important than ever for business success. Having a team with the right skills allows businesses to meet the challenges of competition, growth and innovation. Whether the organisation decides to extend the skills of existing staff, or recruit new employees, the business will benefit from traineeship programs.

Effective recruitment and ongoing support of Trainees, through to the successful completion of their training, ensures a pool of skilled workers is available to meet future business challenges.

Workplace supervisors play a central role in the success of traineeships. Recent studies show that the main reasons given by learners in their decision to leave or stay with training arrangements are to do with:

- The extent to which their choice of traineeship meets their expectations
- The extent to which the quality of the training received compensates for lower training wages
- General workplace conditions and effective workplace relationships
- The extent to which they feel supported as learners in the workplace

By helping Trainees with these issues in their workplace, employers and workplace supervisors are in a key position to maximise the success of training and provide skilled employees to mentor the next generation of workers.

Effective supervision of Trainees will also lead to:

- More productive workplaces
- More employees who can work and perform unsupervised
- Higher-quality products and services
- Employees who can undertake a wider range of tasks

## Training Contract

A training contract is a legally binding agreement between the employer and the Trainee. In signing the training contract, both parties are bound by certain obligations expressed in the contract.

The training contract sets out the terms of the traineeship, which are agreed to by both the employer and the Trainee. This includes the:

- Qualification the Trainee is working towards
- Nominal term of the Traineeship
- Number of hours in training and employment provided each week
- Arrangements for on and off-the-job training

The aim is to provide you with appropriate on and off-the-job training to ensure that the requirements of the traineeship program are met.

Rather than attending a training organisation on-campus, the Trainee is encouraged to develop their vocational skills in the workplace. Trainees can 'top-up' their training by using our online learning platform or resources provided by their SSI Trainer/Assessor.

The employer, Trainee and Skills Strategies International discuss and plan the format or method of training at commencement of the traineeship – determining which units of study will be completed solely on-the-job, which need to be off-the-job training and identifying units which will be completed using a combination of both.

## Australian Apprenticeship Support Network Provider

Australian Apprenticeship Support Network providers deliver free support to apprentices, trainees and employers throughout the life of an Australian Apprenticeship.

Their services include:

- Providing information on apprenticeships and traineeships suitable for a workplace
- Conducting an induction with the employer and apprentice or trainee
- Administration of the lodging and updating of the training contract
- Managing the eligibility, submission and progress of potential allowances, loans and incentives
- Providing information and support about relevant training providers
- Providing support through mentoring

## Registered Training Organisation

Registered Training Organisations (RTOs) deliver the formal off the job training for Australian Apprentices.

As the RTO, we provide the Trainer and Assessor to support the Trainee in achieving the qualification.

We work with employers and trainees to:

- Develop the training plan
- Deliver off-the-job training
- Support the employer in delivering on-the-job training
- Approve and issue the qualification upon successful completion

The RTO and Trainer/Assessor role includes:

- Monitoring learners progress, providing assessment tools, conducting assessment, mentoring and support
- Liaising with and updating Supervisors and school coordinators on student progress

Performance management of the Trainee is handled by the Workplace Supervisor. However, the Trainer/Assessor must be informed of any incidents or concerns regarding the Trainee in the workplace.

## Employer

It all starts with an employer. To be able to start an traineeship, the person needs to have an employer wanting to employ them as a Trainee in the relevant occupation.

The employer provides the Trainee with every opportunity to achieve the outcomes associated with the traineeship. Where the Trainee is unable to achieve a skill on-the-job, the employer will give the Trainee the opportunity to access relevant training, either off-the-job, or in another format. Determined by the type of traineeship undertaken, the employer is obliged to ensure the Trainee has access to a specified number of 'training hours' per week.

## Workplace Supervisor

When appointment of a Workplace Supervisor is made, consideration should be given whether this is the right person for the job. They should:

- Want to work with and support the Trainee
- Be someone who is approachable and a good communicator
- Have availability to provide the regular support the Trainee will need
- Be fair and able to be firm with the Trainee for their development as young professionals
- Be comfortable and able to work with teenagers, if required

The Workplace Supervisor's role includes:

- Ensuring the Trainee, if a new employee, is provided any necessary inductions into your department and especially any safety inductions
- Following WHS responsibilities to ensure safety of Trainee as an employee
- Supporting the Trainee to settle into your department
- Being the point of contact for the Trainee when they need guidance
- Ensuring opportunities are provided for the Trainee to learn the functions of their job
- Coordinating the provision of meaningful work tasks to the Trainee and the load of work provided
- Managing the Trainees work performance as you would any other employee

## Trainee

The Trainee undertakes the training required to achieve the outcomes associated with the Traineeship qualification. The training can occur on-the-job, online or off-the-job, or as a blended combination. The training can be formalised, or simply practical – as in day to day tasks associated with the job.

The Trainee is required to keep a 'training diary' to record on-the-job training – what training occurs, when it occurs and the duration of the training.

Trainees must:

- Comply with their employment contract
- Behave as any other employee would be expected
- Follow all standard workplace procedures for absences and leave
- Proactively manage their studies and completion of their units for the qualification
- Maintain contact with their Trainer/Assessor and participate in meetings and training sessions as required
- Maintain their school attendance and grades for School-Based Traineeships (SBTs)

## Schools

In the case of a School-Based Trainee, the school must approve and be involved in the process.

The school's involvement includes:

- Negotiating a schedule of education, training and employment with the RTO, the employer and the student
- Helping the school-based Trainee to modify their school timetable to include time for working with the employer and training with the RTO
- Providing support to the school-based Trainee throughout the school-based Traineeship

## Parent or Guardian

If the Trainee is under 18 years of age, and in the care and control of a parent or legal guardian when they enter into a Traineeship, the parent or guardian has requirements in relation to the signing of the training contract.

## Fees and Charges

The fees charged for each Traineeship enrolled at Skills Strategies International varies based on the type of Traineeship undertaken.

The employer or the Trainee is invoiced the fees for each enrolment, which consists of:

- Tuition fee
- Resource fee, if required

The fees cover all the costs associated with training and assessment and include the cost of resources and participation in classes or workshops conducted by SSI.





# THE MIDDLE

## First Visit

The Trainee will be visited by their designated Trainer/Assessor shortly after they have commenced their employment/traineeship.

At this meeting, the Trainer/Assessor will conduct a Pre-Training Assessment and bring along our Welcome Pack which includes:

- Learner Handbook
- Trainee Guide
- Workplace Supervisor Guide (that's this one)
- Training Plan

At this meeting the Trainee will commence their first units (usually three).

## Subsequent Visits

Visits after the first meeting will be discussed and agreed on between the Trainer/Assessor, the Trainee and yourself. Visits include onsite visits and online / remote training and communication.

Employers are required to provide some time for the Trainee to complete their training, however it is recognised that they have a work role to fulfil as well. Workplace visits will require a minimum of one (1) hour.

## Workplace Induction

A good introduction to the workplace is crucial in providing a basis from which a trainee can build effective workplace relationships.

A structured induction will leave the new trainee with a clear understanding of what is expected of them and what they can expect of others.

Most importantly, an effective induction will affirm their decision to:

- Join your organisation
- Convey a sense of your organisation's culture
- Reduce the time it will take them to reach full proficiency
- Reduce staff turnover
- Provide you with a better understanding of their strengths and career aspirations

You should ensure that you cover these points in the induction:

- A description of the business, its goals and strategies, and how the Trainee fits into the overall picture
- Terms of employment including the Training Contract, the probationary period, and their conditions of employment including award coverage or their employment contract
- A review of the Training Plan issued by SSI to clarify the competencies to be achieved.
- Important work rules and work conditions
- Method and frequency of wage payment
- A tour of the workplace and facilities
- An introduction to key personnel and immediate work colleagues
- Grievance procedures, including who to contact and what to do
- Leave provisions, including annual, sick and other leave
- Information on the organisation's policies and procedures
- Work Health and Safety training and procedures

## Workplace Training

Where ever possible, the Trainee is encouraged to align normal business activities with their training plan.

The Workplace Supervisor must:

- Ensure the Trainee is given weekly uninterrupted paid time to study at work (at least 1 hour for each weekday they work is advisable)
- Support the Trainee to complete their Traineeship by:
  - being aware of what skills they are focussing on in a given unit,
  - providing on the job learning opportunities relevant to these required skills and knowledge
- Facilitate contact with other colleagues who can support Trainees with areas of their studies outside of their expertise
- Observe the Trainee in the workplace and complete any workplace observations



## Planning and Preparation

The Trainer/Assessor plans the completion of each competency in consultation with the Trainee and yourself, the Workplace Supervisor.

The Trainee and Workplace Supervisor will contribute to the planning by:

- Suggesting how appropriate training can occur in the workplace and identify where additional training off-the-job is required
- Suggesting what the Trainee can do, or what the Trainee can provide to verify they are 'competent' in each of the units or competencies

All parties discuss a strategy for completion of training, preparation for assessment and a proposed date of assessment is set.

The Trainee must contact their Trainer/Assessor if they have any problems completing work, gathering evidence or keeping the scheduled appointments.

Trainees should advise SSI in the event of:

- Change of name, address or telephone number
- Change of working conditions, i.e. full-time to part-time
- Change to your assessment schedule
- Left employment
- Unable to keep appointments due to holidays, sick leave or other reasons

Employers should advise in the event of:

- Problems or concerns with training or Trainee's performance
- Ceasing Trainee's employment
- Withdrawal from Traineeship program

## Workplace Competencies

Competencies are sets of skills and knowledge relevant to the workplace that have been developed by industry. Every competency is made up of elements or tasks. The competencies that each Trainee must achieve are specified in their Training Plan.

For most traineeships, there will be compulsory (or core) competencies plus competencies that have been selected because they match the work being done in the workplace.

Examples of competencies for someone waiting on tables in the hospitality industry might include:

- Provide a link between kitchen and service areas
- Promote products and services to customers
- Provide food and beverage service.

Examples of competencies for someone working as a customer service assistant in the retail industry might include:

- Work effectively in a retail environment
- Communicate in the workplace
- Apply point-of-sale handling procedures.

To complete a traineeship and receive a qualification, the learner must successfully complete all of the units of competency that make up the National Qualification.

## Assessment

Assessments are conducted in an informal, non-threatening manner. Trainees are fully informed of when and what will be assessed prior to assessment.

Assessments, along with learning materials, are all provided through our [Online Learning Platform](#) with access being given to the Trainee at the beginning of their traineeship.

Our Online Learning Platform is accessible through our website, [skillstrategies.edu.au](http://skillstrategies.edu.au).

Assessment can take a range of different methods, including:

- Observation
- Discussion, role play
- Questioning
- Checklists
- Collection of work samples
- Completion of assignments, tasks etc

Prior to the Trainer/Assessor calling to conduct an assessment:

- Workplace observations need to be signed
- All evidence, tasks, etc. should be completed and ready for submission (the evidence submitted will be copied and kept on file by the Trainer/Assessor)
- Trainees are encouraged to keep a copy of all work submitted at assessment

## Progression

Once the Trainee and the Workplace Supervisor are familiar with the assessment process, the Trainer/Assessor will prefer to assess several competencies at each appointment, rather than conducting assessments on single competencies.

Trainees are required to keep a physical record of their unit results which is recorded on an Assessment Result (AR). Each time a Trainee passes a unit, the Assessor will complete this resulting sheet and provide a copy to the trainee.

You can also discuss your Trainees' progression directly with the Trainer/Assessor.

## Problems and Issues

When a significant problem arises, it is a good idea to give advance notice to the Trainee that you want to discuss it with them. Encourage their ideas for improvement.

Schedule your discussion for 24 hours later to allow any strong emotions of either party to dissipate, so your discussion can be positive and focused on desired actions and behaviour.

In the event that either the Trainer/Assessor or Workplace Supervisor has concerns with the trainee's progress, contact is to be made as early as possible so the issue can be resolved.

## Workplace Coaching

In your role as a supervisor you will undoubtedly be providing on-the-job training and coaching of others. Coaching includes training activities such as teaching and demonstrating how to do tasks, but it is also a broader term that includes motivating your staff, providing information about the business and the industry, providing feedback and recognising their achievements

As a supervisor, you will act as a role model and workplace coach. The Trainee will look to you for guidance and help in learning how to do their job.

You will need to organise and record both on-the-job and formal training activities undertaken in the workplace, as well as provide assessment evidence to the Trainer/Assessor, if required.

You will also assist the Trainee in gaining access to equipment and training as needed or outlined in the Training Plan.

Individual learning styles vary between individuals and between workplaces, for instance, some individuals learn best from written instructions while others prefer practical demonstration. Some organisations provide opportunities for learning in a simulated work environment while others train on the shop floor.

Training, whether delivered by SSI or by you, will be easier and more effective if the Trainee's preference for a particular learning style can be recognised and accommodated.

An effective supervisor:

- Provides a safe and supportive workplace
- Integrates learning tasks into work activities based on the Training Plan
- Manages safety and production risks while training
- Acts as a role model
- Meets with the RTO regularly to ensure effective training delivery and assessment practices and to review progress through the Training Plan
- Promotes independence and self-direction in learning
- Manages the Trainee's training needs and motivation
- Provides regular feedback and encouragement
- Maintains records of progress
- Helps the Trainee develop problem solving and general employability skills

The following are a few tips to assist you in providing effective on-the-job training and coaching:

- **Acknowledge what the Trainee already knows** – they may have knowledge and experience that they have gained in a variety of ways, e.g. school, hobbies or previous employment.
- **Explain the 'big picture'** – give reasons why a particular task may need to be done in a certain way. In your explanation draw on real examples.
- **Provide incentives to learn new tasks and skills** – explain what the Trainee will achieve.
- **Provide choice** – everyone learns differently. Find out from the Trainee how they like to learn, e.g. do they prefer written instructions or to be shown how to do something a number of times, or a combination, and deliver your on-the-job training this way.
- **Remember skills are being learned** – you will need to give the learner the opportunity to practise regularly to build their skills and competence.
- **Encourage initiative and innovative thought** – listen to the Trainee's ideas and provide feedback.
- **Establish regular communication with the Trainee** – let them know how and how often you are going to communicate with them. Provide feedback and ensure a two-way communication flow. Confirm whether your instructions are clear, simple and understood.
- **Check that you have realistic expectations** – discuss with your Trainee of the day-to-day work they will be undertaking.
- **People work and learn best in a supportive environment** – so make sure that you act immediately against any bullying or harassment you become aware of.

Establish acceptable business behaviours and ground rules for performance, and talk about these with your Trainee.

Communicating consistently and role-modelling these expectations will inspire and motivate your Trainee to do the same.





# THE END

## Competency

Traineeships are based on learning and developing skills through a combination of hands-on experience and structured training.

A Trainee is competent in the training system when they are able to:

- Apply their knowledge and skills to successfully complete work activities in a range of situations and environments
- Be measured against the standard of performance expected in the workplace and across industry.

Competency includes what are known as employability skills – the ability to support the workplace through:

- Communication
- Team work
- Problem solving
- Self-management
- Planning and organising
- Using technology
- Learning
- Taking initiative

## Results

The Trainer/Assessor will advise the Trainee, either at the assessment appointment or shortly afterwards, whether the assessment was successful (i.e. the Trainee was assessed 'competent'). If the Trainee is not assessed as competent (i.e. not-yet-competent) they will be given information on what extra evidence is required for successful completion.

In some instances, the Trainee may be required to undertake further training before another assessment can be conducted.

If the Trainee or Workplace Supervisor do not agree with the result of an assessment, they have the right to question the result with the trainer and failing a satisfactory outcome from those discussions, they are encouraged to approach the Skills Strategies International Director.

## Completion

Completion may occur in four (4) forms:

1. **Variation** – training has not been completed by the due date and the Traineeship needs to be extended
2. **Progression** – in consultation with the employer, the Trainee may decide to continue to the next Certificate level. Both your AASN representative and your trainer need to be advised so that they can complete one agreement and commence a new agreement
3. **Early completion** – if training is completed prior to the due date, both the employer and the trainer must agree that the Traineeship contract be finalised. If the Trainee believes that training will be completed ahead of schedule, he/she must discuss early completion with the employer before arranging completion with the trainer.
4. **Completion** – all on-the-job and off-the-job training is completed by the final date noted on the training agreement, generally twelve months after commencement.

## Withdrawing

Trainees who are no longer completing the course in which they are enrolled as a Trainee will need to discuss with their employer and the AASN about ending their Traineeship and withdrawing from their course.

## Issue of Certificates

Upon successful completion of your Traineeship SSI will issue you with your certificates within 30 days.

Certificates cannot be issued until all financial obligations incurred from enrolment have been fulfilled, including:

- Invoices for enrolment fees paid
- Any books borrowed from SSI have been returned

Certificates are provided digitally to the Trainee and employer.





# Appendix 1

## Terms and Definitions

<b>Australian Apprenticeship Support Network (AASN)</b>	The Australian Government contracts AASN Providers as the first point of contact to provide information and advice to support employers, apprentices and trainees across Australia to better navigate the apprenticeship and traineeship system.
<b>Australian Qualifications Framework (AQF)</b>	The agreed policy of Commonwealth, State and Territory ministers for regulated qualifications in the Australian education and training system.
<b>Australian Skills Quality Authority (ASQA)</b>	National regulator for Australia's vocational education and training (VET) sector.
<b>Credit Transfer (CT)</b>	The process of awarding credit for a unit or units of competency previously attained from another RTO which are the same (or deemed as equivalent on the <a href="#">National Training Register</a> ) as the unit/s of competency in a current course.
<b>Department of Training and Workforce Development (DTWD)</b>	Manages Western Australia's investment in vocational education and training.
<b>Extension</b>	Application to extend the Traineeship beyond the period first specified.
<b>Incentive</b>	Payments made to employer over period of Traineeship.
<b>Learner</b>	Trainee, Student, Online Learner and/or RPL Candidate.
<b>Language, Literacy and Numeracy (LLN)</b>	Refers to five core skills, learning, reading, writing, oral communication and numeracy required by an individual for educational studies, community participation, and/or meet workplace requirements.
<b>Recognition of Prior Learning (RPL)</b>	The acknowledgement of a person's skills and knowledge acquired through previous relevant training, work or life experience, which may be used to grant status or credit in a subject or a whole program (qualification).
<b>Registered Training Organisation (RTO)</b>	A training provider registered by ASQA (or a state regulator) to deliver VET services.
<b>School-Based Apprenticeships and Traineeships (SBAT)</b>	Provides students with an opportunity to work with an employer and train in a qualification while they are still at school.
<b>Skills Strategies International (SSI)</b>	Your RTO delivering the training and assessment to your trainee for this chosen qualification under formal traineeship arrangements.
<b>Student</b>	Refer to 'Learner'.
<b>Training Plan (TP)</b>	An outline of the units negotiated to be delivered over the Traineeship and a schedule of when and how they are to be delivered and assessed.
<b>Trainee</b>	Employee employed under Australian Apprenticeships.
<b>Unique Student Identifier (USI)</b>	An individual education number for life. It gives you an online record of your VET training undertaken in Australia. If you're at university, TAFE or doing other nationally recognised training, you need a USI.
<b>Variation</b>	Application to alter the terms of the employment/training agreement.
<b>Vocational Education and Training (VET)</b>	Education and training that focuses on providing skills for work.