



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCES305B Monitor Australian Apprenticeships arrangements**

**Release: 1**

## **CHCES305B Monitor Australian Apprenticeships arrangements**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to monitor the continuity of training under Australian Apprenticeships arrangements, to meet government contractual requirements

### **Application of the Unit**

#### **Application**

This unit applies to work in an employment services context

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Identify monitoring requirements and prepare for visits     | 1.1 Access and demonstrate understanding of relevant state and federal guidelines<br>1.2 Prepare monitoring checklists for visits<br>1.3 Prepare <i>Australian Apprenticeships supporting information</i> for visits                        |
| 2. Undertake monitoring visits                                 | 2.1 Plan worksite visits using relevant database information<br>2.2 Contact employers to arrange a mutually suitable time for visit to ensure presence of employer and Australian Apprentice<br>2.3 Complete visit schedules by due dates   |
| 3. Check progress with Australian Apprenticeships arrangements | 3.1 Check employer and apprentice satisfaction with arrangements<br>3.2 Confirm continuity of training arrangements<br>3.3 Note progress towards achievement of training<br>3.4 Collect all other <i>necessary information</i> at the visit |

**ELEMENT****PERFORMANCE CRITERIA**

- |                                   |  |
|-----------------------------------|--|
| 4. Report on outcome of the visit | 4.1 Complete monitoring checklist  |
|                                   | 4.2 Document <i>irregularities</i>   |
|                                   | 4.3 Report to supervisor irregularities and any other issues arising from visit                    |
| 5. Undertake follow up action     | 5.1 Update <i>relevant records</i> with appropriate codes  |
|                                   | 5.2 Provide feedback to employers or apprentice as necessary                                       |
|                                   | 5.3 Liaise with supervising Registered Training Organisation or government department as necessary |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Federal and State Australian Apprenticeships Guidelines
- Organisation policies and procedures relating to the establishment and monitoring of Australian Apprenticeships
- Incentives and other assistance available to employer and Australian Apprentice including Disabled Apprentice Wage Support Scheme

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge of federal and state guidelines relevant to establishing and monitoring Australian Apprenticeships
- Conduct monitoring visit, including completion of checklist
- Correctly record outcomes of visit in relevant databases

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to complete forms and checklists, check training records, make file notes, report incidents of irregularity in training arrangements
  - Apply oral communication skills required to provide and elicit information from apprentice and employer regarding services of organisation, Australian Apprenticeship Guidelines and incentives
- Assessors should look for skills in asking questions, providing clear information, listening to and understanding needs of apprentices and employers, and active listening

## REQUIRED SKILLS AND KNOWLEDGE

skills

- Apply interpersonal skills including working with others, empathy with clients and an ability to relate to persons from diverse backgrounds
- Apply numeracy skills ranging from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Demonstrate problem solving to address situations within responsibility of job role
- Apply technology skills to use business equipment

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in the work environment or in a simulated work setting

## EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resource requirements for assessment include access to:
    - a relevant workplace or an appropriately simulated environment where assessment may take place
    - equipment and resources normally used in the workplace
    - relevant organisation policy, guidelines, procedures and protocols
    - federal and state Australian Apprenticeships guidelines
    - information on incentives and assistance available to apprentices and employers through state and federal governments and industry

## EVIDENCE GUIDE

*Method of assessment may include:*

- Observations
- Questioning
- Case studies
- Written assignments
- Evidence gathered from the workplace environment
- Case studies and scenarios as a basis for discussion of issues and strategies in addressing queries and complaints by employer and apprentice
- Demonstration over a period of time to ensure consistency of performance

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*State and federal legislation and relevant guidelines include, but is not limited to:*

- Federal Australian Apprenticeships Incentives Guidelines
- Guidelines on establishing Australian Apprenticeships, issued by State Training Authorities
- State Government Incentives Guidelines
- Industry Incentives Guidelines



## RANGE STATEMENT

*Australian Apprenticeships supporting information may include, but is not limited to:*

- Copy of Training Contract
- Copy of Training Plan
- Fact sheets
- Incentives claims forms
- Brochures
- Marketing materials of own organisation

*Necessary information collected at the visit may relate to, but is not limited to:*

- Receipt of incentives
- Implementation of Training Plan
- Attendance of apprentice at workplace and training
- Conduct of apprentice
- Training Record information
- Australian Apprenticeship Centre services

*Irregularities may include, but are not limited to:*

- Cancellation or suspension of training
- Incentives not received
- Training Plan not commenced or followed
- Training Record Book not completed
- Poor workplace performance by apprentice

*Relevant records include, but are not limited to:*

- Federal government Australian Apprenticeship database
- Database and files of own organisation

## Unit Sector(s)

Not Applicable