



Supervisor Handbook for Workplace Training

*MEGT is an Australia-wide **not for profit, community based** organisation which is **committed** to providing **quality service** in the areas of **training** and **employment** whilst working towards a **better skilled nation**.*

MEGT Institute is a Registered Training Organisation operating within the Australian Quality Training Framework.



Supervisor Handbook for Workplace Training

Thank you for selecting MEGT Institute as the training provider for your employee/s.

This handbook is designed to provide you with the information you'll need to help you develop your employees whilst they undertake a nationally recognised qualification.

Your role as the workplace supervisor/coach is a vital one. You will be required to support and encourage your employee throughout their development. Your role and responsibilities are outlined in further detail on the following pages.

Please contact the Industry Training Consultant allocated to your employee if you have any questions regarding the training program.

Sue Kent
National Training Manager

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1. Who is involved in the learning program?

The Australian Apprenticeship system for Trainees and Apprentices provides for training to be undertaken whilst employed and primarily in the workplace. A Traineeship or Apprenticeship consists of both training and assessment. Throughout this guide, these components are referred to collectively as the learning program.

Those involved in this learning program are the:

- Trainee/ Apprentice** The person undertaking the learning program. The trainee/apprentice – with the Trainer and Supervisor – identifies existing skills and knowledge and helps plan the learning program. The trainee/apprentice takes responsibility for their learning, collects evidence and arranges with the supervisor for an assessment when they are ready.
- Colleague** The trainee/apprentice may select a colleague (peer) they can talk to about the training. The peer encourages the trainee/apprentice and suggests types of work samples or situations the trainee can use for evidence of skills.
- Supervisor** The person responsible for supporting, encouraging and monitoring the trainee's/apprentice's learning and for evaluating their skills and knowledge. There may be a different supervisor for different skills.
- RTO** The Registered Training Organisation (RTO) is the organisation selected by an employer to handle the formal part of the program. (MEGT Institute). MEGT Institute is also responsible for issuing the resulting Certificate or a Statement of Attainment if the qualification is only partially completed.
- Trainer** An Industry Training Consultant (Trainer) from MEGT Institute is responsible for preparing the Training Plan, monitoring the learning program, the final assessment process, ensuring the reliability of the results, and verifying that the evidence provided is sufficient, authentic and accurate.

If the trainee/apprentice successfully completes all the units selected on the Training Plan, they will gain a nationally recognised qualification. If the trainee/apprentice successfully completes some of the units – but not all of them – they will receive a Statement of Attainment for those completed units.

2. What is the Supervisor's role?

The supervisor helps the trainee/apprentice to gain the skills and knowledge needed to complete their Traineeship/Apprenticeship.

The Supervisor:

- ◆ **Helps** to develop a Training Plan for the trainee/apprentice.
- ◆ **Plans** time to train and observe the trainee/apprentice.
- ◆ **Trains** the trainee/apprentices in any new skills that are needed.
- ◆ **Encourages** the trainee/apprentice in their learning.
- ◆ **Observes** the trainee/apprentice at work, looks at work samples and asks questions to see if the trainee/apprentice has gained the skills and knowledge needed. The Supervisors may also be required to acknowledge and sign Third Party Reports against individual competencies.
- ◆ **Records** the trainee's/apprentice's achievements and the Competency Checklist for each unit.
- ◆ **Talks** to the Trainer about the trainee's/apprentice's progress and achievements.

You should enjoy your time with your trainee/apprentice.

The major part of your supervising role is to train and assess the trainee/apprentice. So before you begin, you should understand what training and assessment mean.

The key to smooth training and assessment is to plan some on-the-job training and review the trainee/apprentices progress. It is suggested that you set aside some time each week to carry out these tasks.

Training

It is your job to help the trainee/apprentice gain the skills and knowledge they need for this program. Training should be interesting and enjoyable for the trainee/apprentice. Think of the times you have spent, for example at seminars and workshops, which were boring and dull because the presenter didn't inspire you or make you eager to learn, or times when someone was 'telling' you what to do without giving you a chance to have a go and practice the skill.

You need to consider: what are the best ways of making sure the trainee/apprentice will be able to learn a new skill? Use a range of methods such as asking them to describe what they already know about the skill, explaining, demonstrating, asking questions, giving tips, asking the trainee/apprentice to

Supervisor Handbook for Workplace Training demonstrate. Make sure you use workplace examples so the trainee/apprentice can see how the learning relates to the work they are doing. Provide lots of opportunities for practise.

Assessment

Some definitions of assessment are:

- ◆ To make a judgement
- ◆ To evaluate
- ◆ To make an appraisal

In your supervising role, it means you are to judge (decide) whether the trainee has gained the skills and knowledge required for each assessment task according to the competency standards (the unit of competency). You do this by reviewing the evidence that the trainee/apprentice has of their competence. This evidence can be in the form of samples (or verified photos) of work the trainee/apprentice has done, or completed activities in the workbooks. Evidence is also gained by asking the trainee/apprentice questions and watching them at work.

It is your responsibility to plan times to observe the trainee/apprentice and ask them questions, but it is the trainee's/apprentice's responsibility to gather the physical evidence to present to you. If you are not satisfied with the amount or quality of the trainee's/apprentice's work you need to encourage them to collect more evidence.

3. The Supervisor's tasks

Meet with your Trainer and understand their role

- At the beginning of the learning program the Trainer arranges a meeting with you (the Supervisor) and the trainee/apprentice. At this meeting the Trainer will look at the current skills the trainee/apprentice has, and help prepare a Training Plan which will identify what needs to be learnt and when and where the training will take place.
- During the program the Trainer arranges further meetings to discuss the trainee's/apprentice's progress with you.

Become familiar with the unit of competency you are supervising

- Read the relevant elements contained in the competency checklist.
- Read the skills that are covered in each unit.
- If a workbook or assessment task has been issued by the Trainer, discuss these with the trainee/apprentice to ensure they understand what is required of them.

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Arrange to meet with your trainee/apprentice

- **Plan a first meeting** to discuss: their current skills (if any), the formal Training Plan, the learning program, evidence of existing competency, roles and responsibilities.
- Ask the trainee/apprentice to bring any evidence of existing skills to their first training meeting with you and also their first training session with their Institute Trainer.

First training session with trainee/apprentice

Overview of learning program

- Check and discuss the Training Plan and the unit/s of competency you will be supervising.
- Discuss the trainee's/apprentice's role and responsibilities in relation to the competencies.

Recognition of current skills

- Look at and discuss the evidence the trainee/apprentice has gathered for their current skills (if applicable).

How to use the materials

- Encourage the trainee/apprentice to read through any workbooks or assessment tasks that the Trainer has issued.
- Explain the kind of tasks the trainee/apprentice can undertake in the workplace to achieve the skills.
- Where only limited opportunity can be provided for practice of skills in the workplace, the Trainer will issue workbooks and/or assessment tasks and in some cases suggest extra training at workshops/training days on specific subjects.

Plan the ongoing learning program

- Prepare the training and assessment strategies you will use for the trainee/apprentice.

Conduct training

- Train the trainee/apprentice in the skills needed.
- Provide opportunities for them to practise.
- Encourage the trainee to collect the physical evidence necessary to verify their competence.

Monitor progress

- Throughout the learning program, check how the trainee/apprentice is progressing.
- Ensure the apprentice is attending Trade School and completing any required tasks. (*apprenticeship only*)
- Ensure the trainee attends any scheduled workshops (if applicable)
- Ensure the trainee/apprentice is completing their workbook tasks and collecting evidence in a folder for the Trainer.
- Arrange for the trainee/apprentice to have extra training if necessary – your Trainer will provide a “Training Timetable” which will detail additional training that can be undertaken.
- Observe the trainee/apprentice working on the job. Ask questions about what they are doing.

Assess

- Encourage the trainee to approach you for an assessment of their skills and observe the trainee/apprentice demonstrating the skills involved in the unit.
- Ask questions to confirm the trainee/apprentice fully understands their tasks and work role.

Collecting evidence

- Discuss the formal assessment tasks that the trainee/apprentice will undertake and types of evidence that will be required. Ask the trainee/apprentice to suggest examples from their own work.
- Ask the trainee to keep a file in which to store documented evidence of work they produce.
- Nominate a colleague (peer) who can help them with advice, support and suggestions.

Examples of evidence

Observation	Supervisor watches trainee/apprentice carrying out their daily tasks at work.
Demonstration	Supervisor asks trainee/apprentice to demonstrate a specific task
Asking Questions	Supervisor asks trainee/apprentice questions about the tasks

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Work Samples	Samples of work trainee has produced such as workplace documents, photos, emails, documented activities.
Discussion with a third party	Supervisor may ask a person who works closely with trainee/apprentice to support their training and report on their performance and ability.
Simulation / Role Play	Supervisor watches trainee in a simulated situation, eg. Worksite fire drills, creating a mock product, practice at handling customer complaints.
Training Records	Trainee/apprentice provided copies of previously attained certificates, statement of attainment
Project	The assessor sets a project, usually a major piece of work requiring research and planning.

Assessment Advice

- Explain that it is the trainee’s responsibility to check their diary for the next visit with their Trainer and advise you if they do not feel they are ready to be assessed. Assessment appointments must be kept unless notification is provided to the Supervisor and MEGT Institute Trainer (preferably at least one week before the Institute’s scheduled visit).
- Explain that you are always available to give support and help when needed.

Record the trainee’s/apprentice’s achievements

- If you are satisfied the trainee/apprentice meet the competency requirements for the units of competence, sign the competency checklist provided by the Institute Trainer.
- You may also like to make comments on the last page of the Competency Checklist as to the trainee’s/apprentice’s achievements and methods of assessment used.
- If you are not satisfied that the trainee/apprentice has reached a satisfactory industry level competence, provide further advice about collecting evidence and/or further training.
- The Trainer will discuss the trainee’s/apprentice’s performance with you and your trainee/apprentice, and look at the evidence provided so far.

Developing and Endorsing the Training Plan

Training Plan

An important aspect of your involvement includes contributing to the development and endorsement of the Training Plan. The Training Plan will help your trainee to gain their qualification within the allocated timeframe and in the most appropriate manner. It is important to remember that the Training Plan is a work-in-progress and will be discussed and reviewed at each meeting with all parties.

The Training Plan is a guide to help you and your trainee design the overall learning program.

Once your trainee has been assessed as competent in all components of the qualification, your assessor will ask you to sign the declaration of completion on the Training Plan. It is crucial that you understand that you are agreeing that the trainee is competent both on and off the job and the traineeship has completed.

Training Delivery and Assessment Plan (TDAP) (Victoria Only)

During training visits, your MEGT trainer/assessor will require you to assist in the development and endorsement of the Training Delivery and Assessment Plan (TDAP). This is an essential part of the Training Plan which details;

- the time frame for achieving competencies;
- training to be undertaken;
- delivery modes to be employed;
- details (when, how and how much) on the time allocated outside routine work duties for structured training;
- the person(s) responsible for the delivery and/or assessment of each competency;
- assessment details and arrangements.

This document is a guide of the training and assessment activities to be undertaken on-the-job between training and assessment visits.



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SUPERVISOR DECLARATION

I confirm that the contents of the Supervisor Handbook Ver 3.1, including the following responsibilities, have been explained and discussed with me by the Workplace Trainer/Assessor, and I am aware that the trainee/apprentice is made aware of the Supervisor’s responsibility.

- To be positive, supportive and encourage my trainee/apprentice to ask questions
- To regularly check on my trainee/apprentice’s skills development progress
- To tell colleagues about the program and encourage them to support the trainee/apprentice in their learning and development
- To be present at each assessment – I understand that my input is important to ensure an accurate and fair assessment (or arrange for another suitable person to attend)
- To ensure the trainee is provided with adequate work time to complete the assigned training tasks
- To contact the Institute’s Trainer/Assessor if we have any queries or problems regarding the training and assessment
- To allow the trainee/apprentice the time to meet with the Institute’s Trainer according to an agreed worksite visit time/schedule.
- To advise the Trainer/Assessor as soon as possible if the trainee resigns or withdraws from the program

Workplace Supervisor Name (Please print) _____

Signature _____ Date: _____

Trainee Name

Signature

Trainer/Assessor

Signature