



Australian Flooring
Industry Alliance

Workforce Training Innovation Fund Seed Funding Project Training
Scoping Paper

Prepared for the Victorian Department of Education and Training by the
Carpet Institute of Australia Limited on behalf of the Australian Flooring
Industry Alliance

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Background

The Carpet Institute of Australia Limited (CIAL) representing the Australian Flooring Industry Alliance (AFIA, the Alliance) has received Workforce Training Innovation Fund (WTIF) seed funding from the Victorian Department of Education and Training to develop a comprehensive WTIF Grant Funding Proposal for the implementation of an innovative skills pathway in the flooring industry (*Every house has a floor*).

Australia's flooring industry is experiencing a chronic shortage of skilled labour threatening the capability to complete floors in home and commercial properties. In addition, in common with many trades areas, even when new entrants are attracted to the industry, there is a challenge to lift the retention and completion rates in training so we sustain a pipeline of qualified workers. With industry identifying that we have an ageing workforce, addressing the issue has become an urgent priority.

The flooring industry comprises multiple sectors including:

- Carpet
- Resilient
- Resin
- Tiles
- Timber.

The Alliance was formed with a view to developing industry driven solutions to the shared challenges of chronic skill shortages. It is proposed to develop an innovative skills pathway that capitalises on the common skills underpinning all sectors. Bringing together all sectors into one pathway model will offer new entrants unprecedented employment opportunities and occupational mobility within and across sectors.

Our proposal will directly meet the objectives of the Workforce Training Innovation Fund to:

- Improve the flexibility and responsiveness of the training and TAFE system in meeting industry skill needs and business training requirements
- Encourage greater industry and employer partnerships with training providers and participation in workforce training and skill development
- Contribute to workforce skill improvements and long-term sustainability across our industry sectors.¹

The proposal:

- Is closely aligned with the apprenticeship and traineeship reforms announced in the Victorian state budget on 1 May 2018
- Will also strongly support the infrastructure investment announced in the budget.²

¹ Department of Education and Training (undated) Information sheet: What is the Workforce Training Innovation Fund (WTIF)? Accessed 3 May 2018 at <http://www.education.vic.gov.au/skillsfirst/Pages/wtif.aspx>

² Victorian Budget 18/19 (1 May 2018) Creating jobs and a strong economy, accessed 4 May 2018 at https://www.budget.vic.gov.au/program_project/creating-jobs-and-strong-economy and *Quality Apprenticeships and Traineeships for the Modern Economy*, accessed 4 May 2018 at <http://www.education.vic.gov.au/about/educationstate/Pages/apprentice.aspx>

The announcements highlight the strong growth in Victoria's economy, population and employment and with growth comes demand for infrastructure. Every new building will need a floor, and skilled and qualified workers will be needed to install them. Our proposal will underpin the growth and productivity of our industries to directly serve the infrastructure growth.

The training scoping paper

The seed funding is available for activities that support development of proposals. This **training scoping paper** follows the completion of a **research paper** which documented the evidence of the challenge the Alliance's industry sectors face and reviewed what the research tells us about attraction, retention and completion.

The training scoping paper uses the evidence base set out in the research paper to inform the design of the Alliance's skills pathway. **This scoping paper should be read in conjunction with the research paper.**

The scoping paper:

- Provides an overview of the design
- Lists each key element of the pathway
- Summarises the lessons from the research that inform the design of each element
- Describes how each element will be approached and its proposed scope.

What is innovative about the design of our skills pathway?

- The program is holistic.
 - It is designed around the research that says there is need to understand what works and what doesn't in retention and completions and apply the learnings throughout the whole lifecycle of training, rather than taking a piecemeal approach that focuses on specific elements of an apprentice experience. The program commences with an attraction, recruitment and selection strategy of both candidates and employers and each element of the pathway is informed by what the research tells us works to increase retention and completion.
- The entire pathway is underpinned by a range of wrap-around services and includes integrated work placements in the pre-industry component for work exposure and practising of skills. Our training provider partner Holmesglen has not previously included work placements in pre-industry programs so will be testing what the research tells us is a best practice feature of effective pre-apprenticeship programs. The services provide support for both the students and the employers on the basis that research tells us many non-completions relate to employment issues. We aim to build capability in our sectors to be good employers of apprentices.
- The cadetship program moves away from traditional classroom-based teaching and uses Holmesglen's innovative 70:20:10 approach which we believe is ideally matched to the cohort who will be attracted to our industry sectors. 70:20:10 includes:
 - A targeted burst of training (10 percent)
 - Project based, experiential learning and skills development (70 percent)
 - Individual coaching and mentoring, peer review (20 percent)
- We will be testing and showcasing a model partnership between industry and employers and a training provider that can be readily extended to other industry sectors and areas.

- Our training provider partner has no experience with capstone testing in pre-apprenticeship programs or in the flooring sectors and nor do our industry sectors so we are building capability in this important initiative together. In time we hope this will increase our employers' confidence that the training system delivers proficient graduates. Our design and implementation of the capstone collaboratively with Holmesglen will complement the Victorian Government's pilot program of independent testing in its phased roll out starting in 2019.³
- The design and implementation are being led by industry and employers, bringing together an unprecedented five industry sectors to deliver transferable work readiness and trade skills that provides the foundation for a broad base of employment opportunities and occupational mobility.

Overview of the skills pathway design

The program has been designed in partnership with Holmesglen as the training provider with a demonstrated track record of successful training outcomes, including in pre-apprenticeship programs. The key principle is that our industry is driving and leading its own solutions to the challenges we are facing.

The pathway enables students to transition from the 16 week pre-industry program into the 12 month cadetship under a training contract positioning them to continue onto a Certificate III apprenticeship. We have used the terminology 'cadetship' rather than traineeship as a way to reposition our industry as an attractive option to new entrants. However the cadetship is identical in concept to the Certificate II traineeship: paid employment combining on and off job learning.



Figure 1 Overview of skills pathway

³ Department of Education and Training (undated) Quality Apprenticeships and Traineeships for the Modern Economy, accessed 11 May 2018 at <http://www.education.vic.gov.au/about/educationstate/Pages/apprentice.aspx>

The skills pathway design and scope

Key element	Lessons from the research	Description/scope
<p>Recruitment of candidates</p>	<ul style="list-style-type: none"> Recruitment needs to be based on targeted rather than generic messages 	<p>Use of key messages and promotional materials based on the benefits offered by the pathway program and the industry including:</p> <ul style="list-style-type: none"> Offering a ‘try before you buy’ understanding of the industry and its opportunities for diverse career paths, job mobility, diversity of products, independence and good earning and business prospects An opportunity to gain basic and transferable industry, work readiness and job application skills, and genuine workplace experience in the pre-industry program A supportive learning and personal environment and a chance to be part of an innovative new program The opportunity to proceed into a cadetship which will provide a base of cross-industry skills and a ‘head-start’ pathway into a qualification and work Diversity of opportunity with access to five flooring trades –carpet, resilient, resin, timber and tiling. <p>Joint recruitment will be undertaken by the Alliance and Holmesglen using personal contact and outreach:</p> <ul style="list-style-type: none"> Targeted at schools with which Holmesglen

Key element	Lessons from the research	Description/scope
		<p>has established relationships</p> <ul style="list-style-type: none"> • Through key employer members of the Alliance organisations using their personal networks.⁴ • Proposed target number is 36 comprised of two groups of 18 using the two different recruitment methodologies that target two different cohorts. This will maximise chances of success and enable careful evaluation of what works and what is less effective. • Target number is based on: <ul style="list-style-type: none"> ○ An assessment by the Alliance of the number of employers available for work placements, participation in capstone tests, industry mentoring and provision of cadetships ○ Holmesglen’s advice on capacity and capability ○ Allowance for a small attrition rate – one purpose of the pre-industry program is to help students make an informed decision about a career in the industry and it is not seen as a failure of the program if some students opt out based on informed decision-making.
<p>Recruitment of employers for four separate roles:</p>	<ul style="list-style-type: none"> • Evidence shows our industry sectors have shared challenges of chronic skill shortages 	<ul style="list-style-type: none"> • Key messages and promotional materials will be used by the Alliance to personally reach

⁴ Note that we will draw on existing successful approaches such as that of the major retail group Carpet Call which has an innovative partnership with Holmesglen to train 8 trainees who were recruited through networks and placed with Carpet Call contractors.

Key element	Lessons from the research	Description/scope
<ul style="list-style-type: none"> • to provide work placements for the pre-industry program and to take students as cadets in the cadetship program • to act as industry mentors for students • to participate in the design and implementation of the independent capstone testing at completion of the pre-industry and cadetship programs • as guest speakers at the pre-industry program 	<p>due to an ageing workforce and difficulties in attracting, retaining and completing apprentices.</p> <ul style="list-style-type: none"> • Industry and employers need to be engaged in leading the solutions to industry challenges. • Recruitment needs to be based on targeted messages about not only the benefits of the program and return on investment but what is expected of employers. 	<p>out to their members.</p> <ul style="list-style-type: none"> • An information session will be led by the Alliance together with key employers who have positive experience in employing apprentices, covering: <ul style="list-style-type: none"> ○ expectations of the employers in each of the roles ○ commitment required ○ how candidates will be prepared for work placements and can add value to the business ○ how employers and candidates will be supported and ○ short and long-term benefits of participating in the roles.
<p>Selection and induction of candidates</p>	<ul style="list-style-type: none"> • Not all students who are attracted to the program through the recruitment strategy should necessarily be accepted into the program. • Successful programs adopt a ‘quality before quantity’ approach to enrolment based on a selection process that maximises chances of success. • Rates of articulation into a formal training contract (apprenticeship) are higher when rigorous selection criteria are applied to pre-apprenticeship programs. 	<p>Selection will be a joint exercise between the Alliance and Holmesglen to assess motivation, commitment, attitude and aptitude and is proposed to include:</p> <ul style="list-style-type: none"> • Submission of application (why the candidate wants to join the program) • Face to face interview • Assessment of language, literacy and numeracy (LLN) and other learning issues to determine need for LLN or other learning supports • Level of family support and capacity to get to training and work placement • Requirement to sign a Code of Conduct, as a demonstration of motivation and commitment. This will include making a

Key element	Lessons from the research	Description/scope
		<p>commitment to remaining drug-free and to never attending work placement or training while under the influence of drugs or alcohol. This will reinforce to students that job roles in the industry have a high level of safety requirements.</p> <ul style="list-style-type: none"> Note: Some employers may require mandatory drug and alcohol testing as part of their safety regime and this will be left to individual employers. In these cases the candidates will be required to consent to the testing as a condition of their undertaking work placement with that employer. <p>Group induction conducted jointly by the Alliance and Holmesglen will focus on:</p> <ul style="list-style-type: none"> Aims and content of the program Expectations of both students and employers Learning and other supports available PPE kit out (safety boots, tool belts, high-viz vests), tutoring in use of PPE and emphasis on requirement to use PPE at all times. This is seen as important to set attitudes to safety and establish 'work-readiness' from the outset.
<p>Selection and induction and ongoing support of employers</p>	<ul style="list-style-type: none"> If we are to positively influence completions, effort needs to go into both parties in the relationship. 	<p>Joint conduct by the Alliance and Holmesglen of workplace visit to assess:</p> <ul style="list-style-type: none"> Business experience, management and work practices, sustainability and capacity to

Key element	Lessons from the research	Description/scope
	<ul style="list-style-type: none"> • Employment related reasons are the most commonly cited reasons for not completing an apprenticeship. • Employers with the highest completion rates are generally larger more experienced employers with systems for managing apprentices. • Employers with lower completion rates tend to be smaller and have less experience. • Employer screening to assure the integrity and quality of work-based training/work placement is important. • Additional support and guidance for employers, especially those who are smaller and less experienced can increase completion rates. • Important factors in completion are cited as ‘a good boss who treats employees fairly, is interested and involved’. • Segmentation of employers identified in NSW market research will be used to guide selection process. 	<ul style="list-style-type: none"> • provide supervised on-job exposure and practice of skills covered by the pre-industry and cadetship programs • Past experience with apprentices and employment retention rates • Understanding of and commitment to the program • Access to supports and willingness to use Alliance and mentor support. <p>Induction of employers (and mentors – see ‘recruitment, selection and induction of industry mentors’ below) who are selected will be jointly conducted by the Alliance and Holmesglen and will include:</p> <ul style="list-style-type: none"> • Aims and content of the program • Expectations of both students and employers • The supports available from the Alliance, Holmesglen pastoral care mentors and industry mentors for both employers and students • The characteristics of a high-quality work placement and how can the employer and training provider best integrate on and off job learning.
<p>Recruitment, selection, induction and ongoing support of industry mentors</p>	<ul style="list-style-type: none"> • Mentoring especially early in apprenticeships when most drop-outs occur makes a difference to retention and completion. • Good mentoring requires mentors who are appropriately skilled and experienced. 	<ul style="list-style-type: none"> • Every participant in the pre-industry and cadetship programs will have access to the support services and pastoral care available through Holmesglen’s Apprenticeship Support Centre which is starting to show evidence of

Key element	Lessons from the research	Description/scope
	<ul style="list-style-type: none"> • Formal mentoring works well when mentors are separate from the employer and workplace. • <i>'Large employers, by means of their own large workforces and equally large networks of suppliers and subcontractors, are in a position to influence the uptake of apprentices and demonstrate/encourage best practice models of apprentice development.'</i>⁵ 	<p>significant positive impact on retention.</p> <ul style="list-style-type: none"> • Every student and employer participating in the cadetship program will be allocated an industry mentor who is external to the work place of the cadetship or separate from the workplace supervisor and management. • Industry mentors will have direct experience in the relevant industry sector, can speak the 'industry language' and provide industry-specific, technical advice and support, for example about task allocation and projects and what quality on job training looks like. • The role will be part time and paid. • The role will complement and not duplicate the Holmesglen service and pastoral care/personal issues will be referred to Holmesglen mentors when required. • Key messages and promotional materials will be used to reach out to potential mentors through Alliance networks. • Mentors will be drawn from Alliance member networks and is anticipated to include tradespeople from larger more experienced employers, apprentices in their final year or recently qualified tradespeople, and subcontractors. • Messages will outline the aims and value of industry mentoring to successful outcomes,

⁵ Waldron A (2016) *Retention and Completion: What needs to happen for retention and completion to be increased and who is responsible?* in Couldrey M & Loveder P (2017) *The future of Australian apprenticeships, Report of the stakeholder forum*, NCVER, Adelaide, p44.

Key element	Lessons from the research	Description/scope
		<p>the skills and commitment required and the support that is available to cadets through the Holmesglen service.</p> <ul style="list-style-type: none"> • There will be a joint induction session with industry mentors and employers offering cadetships. • The aim of the industry mentoring service is to not only support retention but also to build our industry's own capability to address the retention issue in the longer term and to commence the process of becoming good practice employers of apprentices.
<p>Matching of candidates with employers and mentors</p>	<ul style="list-style-type: none"> • When the match is right (personality, management style and practice) the results in small business show 90% and more of apprentices will complete. • 'One size doesn't fit all' – different segments in the student (apprentice) and employer markets respond to the apprenticeship model and system in different ways and a more targeted and tailored approach is needed to support them 	<p>Matching (jointly by the Alliance and Holmesglen) will consider:</p> <ul style="list-style-type: none"> • Personalities, attitudes and expectations of both parties • Level of experience of the employer in employing/training • Employer's business practices • Employer's availability of relevant and contemporary skills to fulfil the training, work experience and supervision requirements • Sound understanding by both parties of their obligations • Student's level of previous work experience and 'work readiness' • Level of learning and other support services student is likely to need.
<p>The pre-industry program</p>	<ul style="list-style-type: none"> • Pre-apprenticeships have significant potential to improve commencement and 	<ul style="list-style-type: none"> • It is proposed the program will draw on 7 units from <i>MSF20113 Certificate II in</i>

Key element	Lessons from the research	Description/scope
	<p>completion rates for trade apprenticeships.</p> <ul style="list-style-type: none"> • Successful models examined have a duration of 12 to 13 weeks and include structured workplace learning of up to 160 hours. • For young people with limited work experience which is one of our target groups, they include a combination of basic industry skills, work-readiness, and general life skills and offer opportunities to complete a relevant work-related project so participants can experience the hands-on work that this cohort is attracted to. • Successful models integrate work placements which range from one day per week from week 5 of the program to 4 weeks placement full time. 	<p><i>Furnishing</i> which includes a flooring technology stream and the <i>CPC31311 Cert III in Wall and Floor Tiling</i> or the pre-apprenticeship in wall and floor tiling (<i>22338VIC Certificate II in Building and Construction – Wall and Floor Tiling</i>).</p> <ul style="list-style-type: none"> • Selection of units is based on: <ul style="list-style-type: none"> ○ providing students with the broadest possible introductory exposure to the range of industry settings, products and skills ○ balancing the need for sufficient volume of learning to attain the range of basic industry skills with the need to achieve credit towards the Certificate II for the student and reduce the time away from the workplace to do off job training once the student starts the cadetship (thus reducing inconvenience to the employer) ○ inclusion of the White Card to maximise choice of employers and ensure students are inducted to safely enter construction sites • 16 weeks full time in duration including 3.5 weeks of work placement completed in a block to facilitate continuity for both the student and the employer, establish a work routine and develop ‘work fitness’ • Content of the program will include skills

Key element	Lessons from the research	Description/scope
		<p>that are transferable across a wide range of trade experiences:</p> <ul style="list-style-type: none"> ○ Understanding of safety and risks ○ Working with safety gear (PPE) ○ How to be a ‘good worker’ – be organised, tidy, punctual, observant, communicate well, work individually and in teams ○ Basic use of tools and materials - hand skills and understanding of various products ○ Task planning ○ Understanding the physicality of the roles and developing some ‘work fitness’ through the work placement ○ Understanding trade terminology ○ Completion of a basic work-related project related to the discipline preference of the student ○ Financial literacy ○ General life skills including supports available for issues such as depression, anxiety and alcohol and substance abuse. ○ Industry and employer guests who can provide insights about workplaces and jobs. ● Using a number of common units focusing on floor preparation which addresses all disciplines will enable students to articulate into the cadetship program or in the case of those selecting tiling, into the tiling

Key element	Lessons from the research	Description/scope
		<p>apprenticeship.</p> <ul style="list-style-type: none"> • The students will be positioned to make an informed choice based on their exposure to a range of introductory skills. • How to apply for an apprenticeship and mock job interviews will be embedded into latter stages to build skills in achieving a pathway to work. • Content will be adjusted as necessary to reflect the two different cohorts. For example, the group recruited through networks rather than schools may be older and have some work experience requiring less emphasis on work-readiness and life skills. • The two groups of 18 will be run consecutively to align with availability of teaching and facility resources and work placements. This will also facilitate rigorous evaluation and tracking of the students. • Capstone test at completion of work placement (see capstone section below). • Holmesglen has prepared a sample training delivery plan at Attachment 1 for the pre-industry and cadetship programs based on our industry’s advice about the aims and principles for the design. The sample plan is indicative pending detailed design discussions with the Alliance but provides an overview of the concept and approach to delivery.

Key element	Lessons from the research	Description/scope
Learning and other support services	<ul style="list-style-type: none"> • Proactive and early identification of learning supports is important to successful training outcomes. • Provision of support services targeted at individual apprentices and employers (see mentoring below) has a positive impact on retention and completion. 	<ul style="list-style-type: none"> • Assessment of the students’ need for learning supports and other personal support services will occur during the selection process and will guide the targeting and tailoring of support services drawing upon the range of support services available at Holmesglen.
Learning resources	<ul style="list-style-type: none"> • Learning materials and resources need to be industry-relevant and current and validated by industry. • Our proposal reflects the reform announced in the Victoria Government’s budget 2018/19 ‘Up to date learning materials to make sure apprentices and trainees have the skills needed by industry’.⁶ 	<ul style="list-style-type: none"> • The Alliance is actively working with the National Flooring Trainers Network⁷ to develop industry-relevant learning resources. • However resources are patchy across our sectors and in the case of resin, which has a brand new qualification there are no resources yet in place. • We are commencing a stocktake with Alliance members to identify gaps and priority needs. • Based on the stocktake the Alliance will work jointly with Holmesglen to develop a feasible budget for the development of contemporary learning resources aligned to the national qualifications. • Learning materials need to be engaging for learners and responsive to a range of learning styles and needs including for those with language, literacy and numeracy issues.

⁶ Department of Education and Training (undated) Quality Apprenticeships and Traineeships for the Modern Economy, accessed 11 May 2018 at <http://www.education.vic.gov.au/about/educationstate/Pages/apprentice.aspx>

⁷ The National Flooring Trainers Network is a network of TAFE providers offering flooring technology qualifications. Members include TAFE institutes from Victoria (Holmesglen), NSW, Qld, Tasmania, South Australia and Western Australia.

Key element	Lessons from the research	Description/scope
<p>Mentoring services for both students and employers</p>	<ul style="list-style-type: none"> • Mentoring especially early in apprenticeships when most drop-outs occur makes a difference to retention and completion. • Provision of support services for employers also has a positive impact on retention and completions. • Some employers, particularly those that are small businesses without support systems are likely to need support to build their skills in employing and training new entrants to the workplace. 	<ul style="list-style-type: none"> • Every cadet and employer in the cadetship program will be allocated an industry mentor. • Mentors will be external to the business where the cadet is employed or separate from the workplace supervisor and management. • The mentors will maintain contact (phone, text, face to face) with cadets during both on and off job learning and with employers. • The mentoring services will be complementary to Holmesglen’s mentoring services available through their Apprenticeship Support Centre and will focus on industry-specific technical advice for participants and employers. • We will recruit and support our own industry mentors, with the aim of building our own capability in supporting employers to provide high quality on job training and in recognising when apprentices need additional support to stay ‘on track’. This is in line with the principle of our industry driving its own solutions to the retention challenge. • This will also enable us to test a model for possible replication/extension in other regions.
<p>High quality work placements</p>	<ul style="list-style-type: none"> • Successful pre-apprenticeship programs include meaningful work placements that enable students to gain an understanding of the industry and the opportunity to observe 	<ul style="list-style-type: none"> • Work placements will be integrated into the pre-industry program. • Employers will be supported by the Alliance and industry mentors to provide meaningful

Key element	Lessons from the research	Description/scope
	<p>and then apply skills under supervision.</p> <ul style="list-style-type: none"> Employers report that students who have undertaken a pre-apprenticeship which includes work placement come to the apprenticeship with a level of work readiness, a realistic view of the industry and the capability to make a productive contribution early in the apprenticeship. 	<p>work placements that complement the off-job learning.</p> <ul style="list-style-type: none"> We note that insurance can be a barrier in work placements but are advised that there are examples of pre-apprenticeships in Victoria where the insurance is covered by the Department of Education’s public indemnity policy.
<p>Capstone test for pre-industry and cadetship programs</p>	<ul style="list-style-type: none"> Capstone assessments are used by industry and employers to verify competency of graduates. Electrical and plumbing capstone tests used as part of the licensing regime are reported to be effective mechanisms for ensuring the quality of outcomes through independent assessment of competency. The Victorian Government’s 2018-2019 budget has announced key reforms and investment in quality apprenticeships and traineeships including the introduction of independent assessment to be built in collaboration with industry. This aims to give employers confidence that graduate apprentices and trainees are proficient.⁸ 	<ul style="list-style-type: none"> We will develop capstone tests to be administered at the completion of both the pre-industry and cadetship programs. Employers will be recruited from Alliance membership to participate with the Alliance and Holmesglen in the design and administration of the capstone. As this is a new approach which will establish a tested and validated model for future use and will require significant investment of time by employers, a budget will be included in the proposal for payment of employers. It will include a project-based knowledge and skill test and industry observations to cover a significant sample of the industry skills covered by the programs. The capstone is a mechanism to achieve a number of positive outcomes including:

⁸ Department of Education and Training (1 May 2018) *Quality Apprenticeships and Traineeships for the Modern Economy*, accessed 4 May 2018 at <http://www.education.vic.gov.au/about/educationstate/Pages/apprentice.aspx>

Key element	Lessons from the research	Description/scope
		<ul style="list-style-type: none"> ○ Proactive engagement of employers in the proficiency of the pre-apprentice/cadet candidates building their understanding of competency-based training and the training provider’s understanding of industry expectations ○ Forging of a true partnership between the training provider and employers in preparing graduates with industry-relevant skills ○ Providing the opportunity for candidates to bring their learnings together and apply them at the completion of the program/s. ○ In the longer term building confidence in the outcomes of the training system.
<p>Cadetship program</p>	<ul style="list-style-type: none"> ● Many students need to be supported through stepping stones into trades apprenticeships. ● Quality industry-led pathway programs need to include targeted, industry-relevant skills development and high quality on and off job training which transitions students to higher level learning and long-term employment. ● Examples of holistic pre-apprenticeship and pathway programs provide students with the means to successfully seek work in the industry. 	<ul style="list-style-type: none"> ● Graduates of the pre-industry program will move along different pathways depending on their preferred discipline. ● Those graduates of the pre-industry program who select sectors from the Furnishing Training Package will articulate into the 12 month cadetship program under a training contract. ● The cadetship will offer enrolment in the <i>MSF20113 Certificate II in Furnishing</i> which includes a flooring technology stream and sub-streams which cover our industry sectors. ● Those graduates of the pre-industry program

Key element	Lessons from the research	Description/scope
		<p>who select tiling as their preferred discipline will most likely articulate directly into <i>CPC 31311</i> Certificate III in Wall and Floor Tiling as the current Certificate II is offered only as a pre-apprenticeship and our program is designed around articulation into a qualification that is offered as an apprenticeship or traineeship.</p> <ul style="list-style-type: none"> • The program will also integrate revision of the general work readiness and life skills and job search skills that were covered in the pre-industry program. • Students may return to the same employer as their pre-industry program or to a different one depending on the qualification/stream they have chosen. • Graduates of the cadetship program will be able to articulate into the Certificate III flooring technology qualifications and will be assisted to obtain apprenticeships with Alliance employer members (hopefully with the same employer with whom they complete the cadetship). • Those graduates who do not wish to continue to an apprenticeship but who are keen to continue working in the industry will be assisted to obtain work with Alliance employer members. • Our view is that there are a range of desirable pathways and outcomes which result in increasing the number of entrants to our

Key element	Lessons from the research	Description/scope
		<p>industry sectors.</p> <ul style="list-style-type: none"> • Holmesglen has prepared a sample training delivery plan at Attachment 1 for the cadetship program for flooring technology based on our industry’s advice about the aims and principles for the design. The sample plan is indicative pending detailed design discussions with the Alliance but provides an overview of the concept and approach to delivery. The design incorporates an innovative 70:20:10 model of delivery which combines a majority of on the job learning, coaching and ‘on-the-go’ training, individual coaching and mentoring, and face to face training. • In relation to those who choose tiling as their discipline we will collaborate across Holmesglen to arrange articulation into the Certificate III in Wall and Floor Tiling.
<p>Recruitment, selection and training of industry teachers/trainers to build capacity to meet demand from employers and students</p>	<ul style="list-style-type: none"> • Training providers advise a key challenge in meeting demand lies in recruiting teachers and trainers with current industry experience. 	<ul style="list-style-type: none"> • Promotional materials will be developed for use in personal outreach to the Alliance member networks. • The objective will be to develop a replicable model that can be used with other training providers to build the supply of teachers and trainers, ensure currency of training facilities that reflect contemporary industry practice, and assure industry currency for existing trainers. • The activity will focus on three key areas: <ul style="list-style-type: none"> ○ recruiting experienced tradespeople

Key element	Lessons from the research	Description/scope
		<p>who are interested in training to be part-time teachers.</p> <ul style="list-style-type: none"> ○ providing industry advice to Holmesglen to ensure currency of the training facilities and ○ providing access to Alliance staff and Alliance members to support industry currency for the Institute’s trainers. This may include industry placement or exchange arrangements.
<p>Evaluation to inform replication or scaling up of the program more broadly</p>	<ul style="list-style-type: none"> • It is difficult to obtain data about the extent of pre-apprenticeship participation, there is no agreed definition of what constitutes a pre-apprenticeship, there is limited evaluation and industry is concerned that many do not deliver quality outcomes. 	<ul style="list-style-type: none"> • A comprehensive evaluation strategy will be developed as part of our proposal. • Tracking and other data will be collected to demonstrate the effectiveness of the programs including: <ul style="list-style-type: none"> ○ Commencement surveys ○ Tracking of those who select out during the programs to determine reasons ○ Those who transition into the industry and in what capacity ○ Other post cadetship employment ○ Employer, student and mentor feedback.

Attachment 1

Sample Training Delivery

Workforce Training Innovation Fund Seed Funding Project

Training Scope Paper



Recruitment

Pre-Industry Program

The Pre-Industry Program will provide a taster of skills from all flooring streams and position participants to make an informed choice of discipline for cadetship and apprenticeship. The units have been selected from MSF20113 Certificate II in Furnishing (Flooring electives).

The approach to delivery will be blended learning that includes:

- Incorporating elements of on the go training via text
- Streaming videos to problem solve.
- Simulation that includes a real working professional guest to act as client.

WEEK	UNIT OF COMPETENCY
Week 1	Program Induction - to include work readiness MSMWHS200 Work Safely plus White Card
Week 2	
Week 3	MSFFL2015 Coarse sand timber flooring (Fine sanding/Water based coatings)
Week 4	
Week 5	MSFFL2006 Prepare, select and apply smoothing and patching compounds
Week 5	
Week 6	MSFFL2017 Install carpet cushion underlays and gripper accessories
Week 7	
Week 8	MSFFL2023 Install laminate timber and bamboo flooring
Week 9	
Week 10	MSFFL2021 Install lay flat vinyl floor coverings
Week 11	
Week 12	CPCCFW3002A Fix floor tiles (subject to consideration of other tiling options in 22338VIC Certificate II in Building and Construction (Wall and Floor Tiling) pre-apprenticeship. Work readiness program
Week 13	Commence work placement
Week 14	
Week 15	
Week 16	

3.5 week work placement is included in 16 week duration and incorporates capstone test in 4 th week, designed and implemented collaboratively between industry/employers and Holmesglen.

Cadetship

Participants will articulate into completion of MSF20113 Certificate II in Furnishing (Flooring Stream).

Note: Those students who select tiling as their preferred discipline will have the option to articulate into *CPC 31311 Certificate III in Wall and Floor Tiling* apprenticeship.

The approach to delivery will be the 70:20:10 model that incorporates:

10% Face to face training

70% On the job learning, coaching and on the go training

20% Individual coaching and mentoring

A virtual industry mentor (complemented by the Alliance's industry mentor face to face contacts) – goals will be set for both mentor and participant relating to job progress.

Facebook page to post scenarios, case studies and encourage discussions.

On the go training via Twitter, Facebook and SMS.

The cadetship will commence streaming cadets into their chosen industry discipline. The units selected here are indicative only.

WEEK	UNIT OF COMPETENCY
Week 1	MSMSUP102 Communicate in the Workplace MSMSUP106 Work in a Team
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	MSMENV272 Participate in environmentally sustainable practices
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	MSFGN2001 Make measurements and calculations
Week 12	
Week 13	
Week 14	
Week 15	
Week 16	MSFFL2001 Use flooring technology sector hand and power tools
Week 17	
Week 18	
Week 19	
Week 20	
Week 21	MSFFL2005 Remove existing floor coverings
Week 22	
Week 23	
Week 24	
Week 25	
Week 26	MSFFL2022 Install resilient tiles using standard installation procedures
Week 27	
Week 28	
Week 29	
Week 30	
Week 31	MSFFL2019 Install carpet tiles using standard installation procedures
Week 32	
Week 33	
Week 34	
Week 35	

Incorporates capstone test at conclusion of cadetship, designed and implemented collaboratively between industry/employers and Holmesglen.
Pathway to an Apprenticeship
MSF30813 Certificate III in Flooring Technology