



## FAN Apprenticeship

**Apprenticeship/Traineeship:** Apprentices/ITO Trainees combine work with formal study to complete their qualifications under the NZQA apprenticeship framework. Apprenticeships are subsidised by the government and must meet several criteria to be approved.

### Support Resources

- [FAN Legal Considerations](#)
- [FAN Planning Template](#)
- [FAN Job Description Template](#)
- [FAN Select](#)
- [FAN Interview Template](#)
- [Reference Check Template](#)
- [FAN Induction Checklist](#)
- [FAN Mentoring Tips](#)
- [FAN On-the-job Training Template](#)
- [FAN Contacts](#)

### Background

Some industries have standard, established apprenticeships you are probably familiar with (e.g. boatbuilders, hairdressers). However it is now possible to create an apprenticeship and thereby access government funding, for practically any occupation provided the structure of the apprenticeship meets certain criteria. See the New Zealand Apprenticeships. Register for a list of current apprenticeships.

[www.tec.govt.nz/teo/working-with-teos/itos/new-zealand-apprenticeships/](http://www.tec.govt.nz/teo/working-with-teos/itos/new-zealand-apprenticeships/)

- **Criteria for Apprenticeships** (effective January 2014)
  - An apprentice must be employed in the occupation for which they are training.
  - Throughout the apprenticeship, an apprentice must be supported by a training plan agreed by the apprentice, the employer and the Industry Training Organisation (ITO) arranging the training.
  - All NZ Apprenticeships will result in (at least) a level 4 New Zealand qualification comprising a minimum of 120 credits.
- **For more information about apprenticeships**, see 'Code of Good Practice for New Zealand Apprenticeships': (<http://www.tec.govt.nz/teo/working-with-teos/itos/new-zealand-apprenticeships/>) or contact your Industry Training Organisation through [FAN Contacts](#).



## How do I go about it?

Plan

Select

Induct

Mentor

Evaluate

Communicate

### PLAN

- **Contact your Industry Training Organisation (ITO)** to advise you on your options and to guide you through the apprenticeship/traineeship process. See [FAN Contacts](#).
- **Apprenticeship costs.** New Zealand Apprenticeship fees vary between industries. There may be costs related to training materials and the support from the ITO. Seek advice from your ITO.
- **Determine how much time the apprentice will need to take out of work for training.** Some apprenticeships have no contact courses where all study is theory based (like a correspondence course) where the apprentice can study after-hours and/or in negotiated times during the workday. Other apprenticeships require attendance at block courses, evening classes or day release classes. Talk to your apprenticeship coordinator to determine the study commitment for your apprenticeship and plan the apprentice's workload accordingly.
- **Know who you want.** You are looking more for an apprentice's potential rather than what they can currently do or know right now. The [FAN Planning Template](#) or [FAN Job Description Template](#) may be useful in helping you determine the attributes and any prerequisite skills or knowledge you will require of an apprentice that will help with selection decisions.
- **If you are thinking of offering an apprenticeship to an existing employee:** Talk to your employee about becoming an apprentice. Are they motivated and committed to study? What are their career goals? Would an apprenticeship help them achieve their goals?
- **Before you sign up an apprentice:**
  - **Think about what you want out of it** – is your aim to help someone gain the skills they need to meet the current needs of your business and/or the future needs of your business? Do you want the person to gain skills to set them up for life and to help your business in the immediate term or do you have them earmarked for future promotion or succession planning in your business - even to take over your business one day?
  - **If your goal is to keep the potential apprentice in your business for the long term,** discuss this with him or her and how that fits with their life plan.

- **Think about what you and the apprentice could offer each other** at the conclusion of the apprenticeship. If you want them to remain a long term employee, you could consider:
  - Offering a pay rise and/or promotion at the conclusion of the apprenticeship and a planned long-term career structure to follow.
  - Consider leave-without-pay options to allow the apprentice to go and do an O.E. at some stage after they are qualified while leaving their job open for their return.
  - Consider supporting the apprentice after they are qualified to take another job in another business to gain 'outside experience' with the potential of a higher-level job back in your business at a later date.

## SELECT

Offering a young person unpaid Work Experience through secondary schools or tertiary providers is an excellent way of identifying potential talent for your business and may be worth considering before offering immediate employment.

Alternatively, you can directly offer your Apprenticeship opportunity through FAN Contacts.

- **Your ITO apprenticeship coordinator may be able to help and advise you with the selection process.**
- **See FAN Select** for tips around selecting young people. If your plan is to keep the potential apprentice in your business for the long term, include interview questions about their long-term goals to see how that could fit with your business strategy.
- **Shortlist up to 5 applicants for interviewing** according to best matches to your job description criteria. You may find the FAN Interview Template and FAN Reference Check Template useful. Keep in mind that you are not looking for someone who can do the job of a qualified person, but someone who has the potential to. The 'best' candidate on paper may not necessarily be the 'best' in person so give yourself reasonable choice. Note: You are not obliged to hire any of the candidates if they are not a good match – in this instance consider casting the net wider by readvertising your opportunity through other FAN Contacts.
- **Negotiate terms and conditions.** Your ITO Apprenticeship Coordinator will help you with an Apprenticeship Training Agreement.

## INDUCT (If the apprentice is new to the workplace)

- **On their first day** include a tour of the workplace and introductions to staff and their allocated mentor. Explain about the company: its clients, philosophies, at work behavioural expectations (phone/internet use), breaks, format/itinerary of experience, Health & Safety considerations. *In the Health & Safety briefing include (where appropriate) emergency exits, procedures and equipment, highlighting hazards, safe approaches to tasks, first aid, personal protective*

*equipment and procedures for reporting an accident.* Discuss the responsibility of the young person to keep themselves and others safe.

- **Treat your apprentice as you would any other employee** – their dress, behaviour and issues around privacy/confidentiality must be adhered to. Be specific (and realistic) about your expectations – for some apprentices this will be their first exposure to a work environment.
- **Be mindful of the apprentice's inexperience** - they are likely to require more supervision, guidance and instruction than your other employees.
- **Get your existing staff on board.** Remind them that starting a new job is stressful and that they play a critical role in the integration process. Encourage staff to interact with and include the apprentice on a formal and informal basis to increase knowledge hand-over and help them fit in socially.
- **See FAN Induction Checklist** for a useful induction tool.

## MENTOR

- **Assign an appropriate tradesperson/mentor to the apprentice** and outline expectations of their role, *e.g. whether they be responsible for the cadet as a supervisor and allocate their tasks and monitor performance or more a buddy who they can go to with general questions and who will help them fit in to the workplace socially.*
- **Have conversations about what the apprentice is learning off-the-job** and how it could apply on-the-job. Share your experience to build on what the apprentice is learning.
- **Give the apprentice opportunities to share their learning with other** staff members. This not only reinforces their learning, but can have the flow-on effect of informal training for your other staff.
- **Provide on-the-job opportunities for the apprentice to put theory into practice.** Think about how you train on-the-job. Break the tasks down step-by-step, explain, demonstrate, check for understanding, give them an opportunity to put it into practice and evaluate. The FAN On-the-job Training Template may be useful for staff tasked with training the apprentice.
- **See FAN Mentoring Tips** for more.

## EVALUATE

- **Regularly evaluate the apprentice's progress and performance** and provide constructive feedback.

## COMMUNICATE

- **Keep in touch with the apprenticeship coordinator** to ensure your apprentice is on track with their training.



- **If there are any issues** with performance or the employment relationship they should be dealt with using due process as with any other employee and in good faith under the Employment Relations Act. Regular performance feedback and good communication are essential for early resolution of issues, and your apprenticeship coordinator can help with training-related issues. *If for whatever reason it is not possible or impracticable for the apprentice to complete his or her apprenticeship, the training agreement can be terminated via the ITO and terms of their employment will be subject to their individual employment agreement.*

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