

## Policy and Procedure Register updates – Summary of changes to: School-based apprenticeships and traineeships procedure

### 1. Reason for new/updated policy or procedure *(select all that apply)*

- |  |  |
|--|--|
| <input type="checkbox"/> Change of policy/procedure requirements | <input type="checkbox"/> Audit/review recommendation   |
| <input type="checkbox"/> Change to legislation/delegations       | <input checked="" type="checkbox"/> Due for review <input checked="" type="checkbox"/> Other |

The school-based apprenticeship and traineeship procedure is being updated as part of the regular and systematic review of Department of Education policies and procedures.

### 2. Summary of changes

Changes to the procedure include the removal of details of processes that are the responsibility of other SAT stakeholders and parties to the SAT contract and not the responsibility of the principal.

This update aligns to the updated training arrangements of the Department of Youth Justice, Employment, Small Business and Training (DYJESBT).

### 3. Impacts to roles and responsibilities

Does the new/updated content change staff roles/responsibilities *in any way*? ☒ Yes ☐ No

*If yes, select the type of change: (select all that apply)*

- ☐ Revised responsibilities ☐ New/additional responsibilities ☒ Removed responsibilities

Position title	Summary of change	Page #
Principals or nominated officers	Removal of any tasks that are the responsibility of external parties to the SAT and are outlined in detail in the DESBT Guide to school-based apprenticeships and traineeships.	P2 - 9

### 4. Communication and support for implementation

Communication to support schools with the implementation of the updated School-based apprenticeships and traineeship procedure and ensure staff and stakeholder awareness will include communication:

- through relevant senior schooling discussion lists;
- with regional senior schooling officers for dissemination to networks across regions; and
- with the Senior Schooling Principals Reference Group.

### For further assistance, please contact:

Senior Schooling Team  
Curriculum, Teaching and Learning  
[VETinSchools@ged.qld.gov.au](mailto:VETinSchools@ged.qld.gov.au)



# Procedure

## School-based apprenticeships and traineeships procedure

**Version:** 6.0 | **Version effective:** 15/04/2024

### Audience

All state schools

### Purpose

This procedure outlines the Department of Education's (the department's) responsibilities and processes for principals and school staff involved in supporting state school students to participate in school-based apprenticeships and traineeships (SATs) when undertaken as part of their senior secondary education.

### Overview

SATs provide students in Years 10, 11 and 12 with employment-based training while continuing full-time enrolment in a school program and study towards a [Queensland Certificate of Education \(QCE\)](#) or [Queensland Certificate of Individual Achievement \(QCIA\)](#).

A SAT is negotiated with the assistance of an Australian Apprenticeship Support Network (AASN) provider between the student, parent/carer (if the student is under 18 years), employer, supervising registered training organisation (SRTTO) and school to ensure it provides a genuine school-based learning opportunity and forms an appropriate component of an overall school program.

A schedule outlining the school-based apprentice or trainee's school studies, training and employment must be developed as a component of the SAT training contract. The SAT training contract is a legally binding record documenting the roles and responsibilities of the student and employer. The training schedule, negotiated with the assistance of the AASN between all relevant stakeholders, demonstrates that the student is participating in work and/or training in the SAT as part of their school timetable and that [minimum paid work requirements](#) can be met.

The department provides [financial assistance for car travel, flights and accommodation](#) to eligible state school-based apprentices and trainees who have an active training contract registered under the [Further Education and Training Act 2014 \(Qld\)](#).

[Tutorial assistance](#) is available for school-based apprentices and trainees with additional needs.

## Responsibilities

### Principals

- support SAT engagement and management in school
- connect SATs and employer with the [AASN](#)
- ensure the SAT has an impact on the student's school timetable
- respond to requests for information or support from parties to the SAT contract
- approve SAT arrangements for students
- may delegate responsibilities relating to SATs to a nominated officer (deputy principal, head of department, teacher, industry liaison officer, employee or contractor engaged by the school).

### Principals or nominated officers (deputy principal, head of department, teacher, industry liaison officer, employee or contractor engaged by the school)

- act as the key person for SAT communications between all relevant stakeholders
- participate in the negotiation of SATs and the development of a schedule of school studies, training and employment or [Education, Training and Employment Schedule](#) with all relevant stakeholders for each student involved in a SAT with the assistance of an AASN provider
- monitor each student's progress during the SAT to ensure the negotiated schedule is operating successfully
- manage processes relating to support for [students with additional needs](#), including the provision of [reasonable adjustments](#) to support students with disability
- manage processes relating to [car travel, flights and accommodation assistance](#) for school-based apprentices and trainees.

### Students

- commit to their SAT training contract by participating in employment, training and school as per their negotiated schedule
- provide updates on their progress to the principal or nominated officer to ensure all stakeholders are satisfied with the negotiated arrangements.

### Parents/Carers

- participate in meetings with key stakeholders to negotiate the SAT training contract for their student and provide consent (if applicable and appropriate)
- support their student's ongoing participation in a SAT through commitment to the SAT training contract and negotiated schedule.

### Director, Senior Schooling (Curriculum, Teaching and Learning), Schools and Student Support

- review and approve applications for financial assistance for car travel, flights and accommodation
- review and approve applications for tutorial assistance.

## Curriculum officer, Senior Schooling (Curriculum, Teaching and Learning), Schools and Student Support

- process applications and facilitate payment of financial assistance for car travel, flights and accommodation
- coordinate travel bookings
- process applications and facilitate payment of tutorial assistance.

## AASN — Australian Apprenticeship Support Network Provider

AASN Providers are contracted by the Australian Government, and are in an agreement with the Queensland Department of Employment, Small Business and Training (DESBT) to provide targeted services which deliver tailored advice and support to employers, apprentices and trainees. The AASN Provider is the first point of contact for the administration of all apprenticeship and traineeship training contracts.

- They are responsible for:
  - signing up the school-based apprentice or trainee
  - alerting them to any subsidies
  - doing most of the paperwork in relation to the training contract.

## Supervising Registered Training Organisation (SRT0)

SRT0s train and assess school-based apprentices and trainees.

- They are responsible for:
  - negotiating the training plan which documents how, when and who will deliver the training and assessment
  - co-creating the student's school, work and training timetable
  - training and assessing the student
  - checking progress, and notifying the school of any delays in training progression
  - offering learning support if needed.

## Employer

The employer's role is to provide employment and the supervised work-based training required under the apprentice's or trainee's training plan.

- As well as providing wages, entitlements and a safe workplace, they are responsible for:
  - providing enough work hours to meet the minimum paid work requirements
  - ensuring the school supports the arrangement
  - co-creating the student's school, work and training timetable
  - providing the workplace training for all competencies under the training plan.

## Process

SATs are a practical pathway for secondary school students that support vocational skills attainment. Parents/carers, students and employers seeking information in relation to SATs can find assistance at the following locations:

- [Australian Apprenticeships](#)
- DESBT [Guide to school-based apprenticeships and traineeships](#).

### Prior to registration of the SAT

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- The principal or nominated officer:
  - considers the language needs of parents and students when developing SATs information to ensure accessibility and engagement
  - provides information about participation in a SAT to the student and parent/carer (if student is under 18 years), to support the student to make an informed decision about undertaking a SAT. Information includes:
    - understanding how the proposed SAT arrangement will impact on the student's school timetable
    - the responsibilities associated with participation in a SAT [new link to be included] such as:
      - minimum and maximum requirements for workplace and institutional training
      - the requirement to notify the employer or training provider and school if the student is unable to attend work or training on the day they are scheduled to do so
      - committing to the minimum paid work requirements for school-based apprentices and trainees.
    - the implications that undertaking a SAT funded under the [User Choice program](#) may have on their eligibility for User Choice funding of any training they may wish to undertake in the future
    - the potential training expenses associated with the SAT such as uniforms, equipment, textbooks, transport costs, and travel and accommodation costs
    - the availability of [tutorial assistance](#) for language, literacy and numeracy support to support culturally and linguistically diverse students and students with additional needs
    - the responsibility of the SRTTO to make reasonable adjustments to support a student with disability to access and participate in a SAT on the same basis as a student without disability
    - the availability of the [Disabled Australian Apprentice Wage Support Program](#) which makes payments to employers who employ an eligible Australian apprentice with a disability.
- The student and parent/carer engage with SATs information provided by the principal or nominated officer, including responsibilities, support available for students with additional needs, and the implications of government funding.
- The student completes their Senior Education and Training (SET) plan documenting participation in a SAT as their intended learning option through senior secondary.
- The principal or nominated officer:
  - confirms that the student has identified a SAT as an intended learning option through senior secondary and has documented this in their SET plan in OneSchool

- confirms that the student meets the entry requirements for participation in a SAT:
  - the student is enrolled at a registered government school or registered with the Home Education unit of the department as a home-school student
  - the student is enrolled in Year 10, 11 or 12 and is working towards the attainment of a QCE or QCIA
  - the proposed SAT provides a genuine school-based learning opportunity.
- indicates school support for the proposed SAT by communicating in one of the following ways:
  - in writing:
    - by emailing the [AASN](#) for the apprentice/trainee;
    - using the School notification form available from the AASN;
    - completing and signing the DESBT's [Education, Training and Employment Schedule](#); or
  - verbally to the AASN provider for the apprenticeship/traineeship.

For students not in Year 10,11 or 12 or home education, a business case is required for consideration of the SAT arrangement – see DESBT [Guide to school-based apprenticeships and traineeships](#).

### Registration of the SAT

- The principal or nominated officer provides information requested by the AASN to allow the facilitation of a sign up a meeting between the employer, student, parent/carers (if applicable and appropriate) and the SRTTO as SAT stakeholders.
- The AASN facilitates a meeting between all SAT stakeholders to:
  - determine the responsibilities of all SAT stakeholders
  - establish and agree how work and/or training in the apprenticeship or traineeship will impact on the student's school timetable
  - discuss and document any additional needs the student may have, including reasonable adjustments to support a student with disability, to maximise the student's opportunities to successfully engage in their training
  - contribute to, complete and sign a schedule of school studies, training and employment in the SAT using a school developed document or the [Education, Training and Employment Schedule for school-based apprenticeships and traineeships](#).
- The principal or nominated officer retains a copy of the schedule in OneSchool.

### During the SAT

- The student participates in work, training and school as outlined in their schedule of school studies, training and employment in the SAT or the [Education, Training and Employment Schedule for school-based apprenticeships and traineeships](#).
- The principal or nominated officer records the student on the roll with the absence reason code 'F — Off Campus Activity' on the days the student is scheduled to be at work or training. This will not count as an absence on the student's or school's attendance data (refer to the [Roll marking in state schools procedure](#)).



- The student or parent/carer notifies the school and employer or training provider if the student is unable to attend work or training on the day they are scheduled to do so.
- The principal or nominated officer:
  - monitors the progress of the student throughout Years 10 to 12, including the completion of any competencies being delivered at the school
  - monitors adherence to the schedule of school studies, training and employment by the school, student, SRTO, employer and AASN provider (if applicable)
  - negotiates changes to the schedule as required
  - facilitates the review and refinement of the student's [SET plan](#) as necessary to reflect any changes as a result of amendments made to the schedule.

### **Car travel and/or accommodation financial assistance**

- The principal or nominated officer:
  - confirms the eligibility requirements for car travel and/or accommodation financial assistance have been met, being that the apprentice or trainee:
    - has an active training contract registered under the *Further Education and Training Act 2014* (Qld)
    - is required to travel 100km or more return to attend off-the-job training
    - attends the closest training provider who provides the course of instruction for the particular training program.
  - ensures the claim is processed within 12 months of a completed training block
  - completes the Travel and accommodation subsidy claim form in consultation with the apprentice/trainee ensuring:
    - the claim form relates to one block of training
    - only one type of claim has been requested:
      - accommodation subsidy and return journey; or
      - daily travel assistance.
    - all sections are completed legibly and accurately
    - signatures have been obtained from the SRTO, apprentice/trainee and parent/carer (if under 18 years).
  - scans and emails the completed claim form to [VETinSchools@qed.qld.gov.au](mailto:VETinSchools@qed.qld.gov.au)
  - retains a copy of the claim form at the school.
- The Curriculum officer, senior schooling:
  - checks the details on the Travel and accommodation subsidy claim form for eligibility, completeness and accuracy
  - submits the form for financial approval from the Director, Senior Schooling.
- The Director, Senior Schooling:

- reviews the Travel and accommodation subsidy claim form for eligibility
- notifies the Curriculum officer, Senior Schooling of approval or otherwise in writing.
- The Curriculum officer, Senior Schooling:
  - facilitates payment through Accounts Payable to the apprentice/trainee
  - notifies the principal or nominated officer of the outcome by email, including, where not approved, the reason for the decision.
- The principal or nominated officer retains a copy of the email from the Curriculum officer, Senior Schooling.

### Air travel financial assistance

- The principal or nominated officer:
  - confirms the eligibility requirements for air travel funding have been met, being that the apprentice or trainee:
    - has an active training contract registered under the *Further Education and Training Act 2014* (Qld);
    - is required to travel in excess of 48 hours;
    - must travel 1400 km or more (return) to the location of the closest training provider; or
    - resides in Cape York or Torres Strait Islands.
  - completes the Air travel application form in consultation with the apprentice or trainee and parent/carer ensuring:
    - the application is lodged at least 28 days before the commencement of travel
    - the student understands the conditions of the air ticket to be issued
    - all sections are completed legibly and accurately
    - signatures have been obtained from the SRTTO, apprentice/trainee and parent/carer (if under 18 years).
  - scans and emails the completed application form to [VETinSchools@qed.qld.gov.au](mailto:VETinSchools@qed.qld.gov.au)
  - provides the apprentice/trainee with a copy of the application form
  - retains a copy of the application form at the school.
- The Curriculum officer, Senior Schooling:
  - reviews the details on the Air travel application form for eligibility, completeness and accuracy
  - submits the form for financial approval to the Director, Senior Schooling.
- The Director, Senior Schooling:
  - reviews the Air travel application form for eligibility
  - notifies the Curriculum officer, Senior Schooling of approval or otherwise in writing.
- The Curriculum officer, Senior Schooling:
  - books flights following the [department's travel guidelines](#)



- sends confirmation email of airline booking to the apprentice/trainee and principal or nominated officer using the contact details provided.
- The principal or nominated officer retains a copy of the airline booking on receipt of the confirmation email from the Curriculum officer, Senior schooling.

### **Tutorial assistance for students with additional needs**

The department provides tutorial assistance to state school-based apprentices and trainees who have additional support needs to maximise the student's chance of successfully completing their training. Tutorial assistance must be applied for at least 28 days prior to the provision of the assistance.

- The Principal or nominated officer:
  - determines the type of tutorial assistance (for example teacher aid or external tutor support) and the number of hours required for the school-based apprentice or trainee in consultation with relevant school personnel
  - obtains a quote from an accredited provider with appropriate teaching qualifications in the areas of language, literacy or numeracy as per the [DoE procurement procedure](#)
  - completes [Form DOETA1 — Application for tutorial assistance funding for students with additional needs](#)
  - submits the application for tutorial assistance by emailing the completed form, a copy of the SAT Training Plan and the quote from an accredited provider to [VETinSchools@qed.qld.gov.au](mailto:VETinSchools@qed.qld.gov.au).
- The Curriculum officer, Senior Schooling reviews Form DOETA1 — Application for tutorial assistance funding for students with additional needs and supporting documentation (quote) for accuracy, completion, and to ensure maximum limits of \$1000 per school-based apprentice or trainee are not exceeded.
- The Director, Senior Schooling:
  - reviews the Form DOETA1 — Application for payment for tutorial assistance for students with additional needs
  - advises the Curriculum officer, Senior Schooling of their decision regarding payment for tutorial assistance in writing.
- The Curriculum officer, Senior Schooling notifies the Principal or nominated officer of approval for tutorial assistance.
- The principal or nominated officer:
  - arranges tutorial assistance in consultation with relevant school personnel, on confirmation of approval of application
  - requests payment for tutorial assistance by:
    - obtaining a tax invoice from the accredited provider
    - raising a OneSchool invoice (GST-free) for reimbursement
    - completing Form DOETA2 — Application for payment for tutorial assistance for students with additional needs, ensuring that the tutorial assistance outlined matches the information provided on Form DOETA1.

- submits the application for payment for tutorial assistance by emailing the completed form, tax invoice and OneSchool invoice to [VETinSchools@qed.qld.gov.au](mailto:VETinSchools@qed.qld.gov.au).
- The Curriculum officer, Senior Schooling:
  - checks the details on [Form DOETA2 — Application for payment for tutorial assistance for students with additional needs](#) and supporting documentation (tax invoice and OneSchool invoice) for accuracy and completion
  - submits the form, tax invoice and OneSchool invoice to the Director, Senior Schooling for financial approval.
- The Director, Senior Schooling:
  - reviews the Form DOETA2 — Application for payment for tutorial assistance for students with additional needs, tax invoice and OneSchool invoice
  - advises the Curriculum officer, Senior Schooling of their decision regarding payment for tutorial assistance in writing.
- The Director, Senior Schooling facilitates payment to the school, where approved.
- The principal or nominated officer ensures copies of Form DOETA1 and DOETA2 and supporting documentation are retained at the school.

## Changes to the SAT

The principal or nominated officer supports the parties to the training contract in line with the DESBT [Guide to school-based apprenticeships and traineeships](#) when changes to schooling arrangements occur for a school-based apprentice or trainee such as withdrawal of support by school, changing schools, suspension or exclusion from school, termination of the training contract, or leaving school before the end of Year 12.

## Completion of the SAT or finalisation of SAT for Year 12 school-leavers

All parties follow the DESBT [Guide to school-based apprenticeships and traineeships](#) for details and processes involved in the completion of the SAT or finalisation of the SAT for Year 12 school-leavers.

## Definitions

Term	Definition
<b>School-based apprenticeships and traineeships (SATs)</b>	SATs are a contract of training and paid employment where a student's timetable or program of study includes a combination of school study, work and training. Together, these contribute credits towards a QCE and progress towards or completion of a vocational qualification. A student undertaking a SAT whilst working towards a QCIA will have their completed units of competency recorded in their learning account. In this situation, a QCE may be achieved and issued post-school.

Term	Definition
<b>Supervising Registered Training Organisation (SRTTO)</b>	A SRTTO is a Registered Training Organisation who accepts the role to deliver specified services in regard to an apprenticeship or traineeship and to monitor the delivery of training and assessment services required under a training plan.
<b>Australian Apprenticeship Support Network (AASN) provider</b>	AASN providers are contracted by the Australian Government, and have an agreement with DESBT to provide advice and support to employers, apprentices and trainees. The AASN provider is the first point of contact for the administration of all apprenticeship and traineeship training contracts.
<b>Schedule of school studies, training and employment</b>	A document negotiated and agreed to by the employer, apprentice/trainee, parent, school and SRTTO which demonstrates when the apprentice/trainee will be participating in school subjects, work and/or training as part of their school timetable.
<b>Education, Training and Employment Schedule (ETES) for SATs</b>	An optional <a href="#">form</a> developed by DESBT which is available to assist in ensuring all parties (student, parent/carer, school and SRTTO) are aware of and agree to the school study, training and employment schedule for the apprentice or trainee.
<b>School notification form</b>	A form which Australian Apprenticeship Support Network providers may use to inform and gain approval from a student's school for the student to commence a school-based apprenticeship or traineeship.
<b>Accredited provider</b>	A provider with appropriate teaching qualifications to deliver tutorial support to apprentices/trainees in the areas of language, literacy or numeracy.
<b>Off-the-job training</b>	Training delivered by the SRTTO outside of the workplace in a formal setting.
<b>Parent/carer</b>	The person who is the student's mother, the student's father or a person who exercises parental responsibility for the child.
<b>Reasonable adjustments</b>	<p>An adjustment is a measure or action (or a group of measures or actions) that is personal to a student and may change over time. The adjustment is considered reasonable if it:</p> <ul style="list-style-type: none"> <li>• supports a student with a disability to participate in education on the same basis as other students;</li> <li>• takes into account the student's learning needs; and</li> <li>• balances the interests, including the safety of all parties, such as the student with disability, staff members and other students.</li> </ul>
<b>Students with disability</b>	<p>Section 4 of the <i>Disability Discrimination Act 1992 (Cwlth)</i> outlines the broad definition of disability as:</p> <ul style="list-style-type: none"> <li>• total or partial loss of the person's bodily or mental functions; or</li> </ul>

Term	Definition
	<ul style="list-style-type: none"> <li>• total or partial loss of a part of the body; or</li> <li>• the presence in the body of organisms causing disease or illness; or</li> <li>• the presence in the body of organisms capable of causing disease or illness; or</li> <li>• the malfunction, malformation or disfigurement of a part of the person's body; or</li> <li>• a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or</li> <li>• a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;</li> </ul> <p>and includes a disability that:</p> <ul style="list-style-type: none"> <li>• presently exists; or</li> <li>• previously existed but no longer exists; or</li> <li>• may exist in the future (including because of a genetic predisposition to that disability); or</li> <li>• is imputed to a person.</li> </ul> <p>To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.</p>
<b>Department of Employment, Small Business and Training (DESBT)</b>	<p>DESBT is responsible for overseeing and administering the apprenticeship and traineeship system in Queensland by supporting employers, apprentices and trainees to get the most out of the apprenticeship/traineeship.</p>

## Legislation

- [Education \(General Provisions\) Act 2006 \(Qld\)](#) Chapter 9 Part 6, Chapter 10 Part 1 and 3
- [Further Education and Training Act 2014 \(Qld\)](#)
- [Industrial Relations Act 2016 \(Qld\)](#)
- [Education \(Queensland Curriculum and Assessment Authority\) Act 2014 \(Qld\)](#)
- [Anti-discrimination Act 1991 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwlth\)](#)
- [Disability Standards for Education 2005 \(Cwlth\)](#)
- [Standards for Registered Training Organisations \(RTOs\) 2015](#)

## Delegations/Authorisations

- Nil

## Policies and procedures in this group

- Nil

## Supporting information for this procedure

- [Responsibilities relating to school-based apprenticeships and traineeships](#)
- [Frequently asked questions about state school-based apprenticeships and traineeships](#)
- [Strategies for promoting school-based apprenticeships and traineeships](#)
- [Strategies for sourcing school-based apprenticeships and traineeships](#)
- [Travel and accommodation financial assistance information](#)
- [Travel and accommodation subsidy claim form](#)
- [Tutorial assistance information for students with additional needs](#)
- [Air travel application form](#)
- [Form DOETA1 — Application for tutorial assistance funding for students with additional needs](#)
- [Form DOETA2 — Application for payment for tutorial assistance for students with additional needs](#)
- [SATs - Information for parents and carers](#)
- [SATs - Procedure checklist](#)

## Other resources

### Department of Education resources

- [Inclusive education policy](#)
- [Senior education and training \(SET\) planning procedure](#)
- [Roll marking in state schools procedure](#)
- [Domestic travel procedure](#)
- [School-based apprenticeships and traineeships](#) (Education website)

### All other resources

- [School-based apprenticeships and traineeships - Policy](#) (DESBT)
- [Guide to school-based apprenticeships and traineeships](#)
- [Education, Training and Employment Schedule \(ETES\) for school-based apprenticeships and traineeships](#) (ATF-023)
- [School-based apprenticeships and traineeships](#) (Apprenticeships Info website)

- [Queensland Training Information Service \(QTIS\)](#)
- [Queensland Training Ombudsman](#)
- [Queensland Training Ombudsman](#)
- [Declaration of Apprenticeships and Traineeships in Queensland](#)
- [Australian Apprenticeships Pathways - Career Advisers](#)
- [Disabled Australian Apprentice Wage Support Program](#)

## Contact

For further information, please contact:

Schools and Student Support

Email: [VETinSchools@qed.qld.gov.au](mailto:VETinSchools@qed.qld.gov.au)

## Review date

3/04/2022

## Superseded versions

*Previous seven years shown. Minor version updates not included.*

4.0 School based apprenticeships and traineeships

5.0 School based apprenticeships and traineeships

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# Responsibilities relating to school-based apprenticeships and traineeships

School-based apprenticeships and traineeships (SATs) are negotiated between the student, parent/carer, employer, supervising registered training organisation (SRTO) and school with the assistance of an Australian Apprenticeship Network (AASN) Provider. All SAT stakeholders have responsibilities.

## The **principal or nominated officer**:

- ensures that students undertaking SATs understand their commitment to school, employment and training under the training contract
- ensures that students are aware of State Government funding implications for SATs
- provides information requested by the AASN to allow the facilitation of a sign up a meeting between the employer, student, parent/carer (if applicable and appropriate) and the SRTO as SAT stakeholders
- ensures that the SAT forms an appropriate component of a student's overall school program
- ensures a schedule of school studies, training and employment is developed for each student involved in a SAT
- facilitates processes to apply for tutorial assistance for students with additional needs
- works with the SRTO and employer to ensure students with any additional needs are supported, including reasonable adjustments to support students with disability
- monitors the progress of the school-based apprentice or trainee during the SAT
- facilitates processes to apply for travel and accommodation financial assistance for apprentices/trainees.

## The **student (apprentice/trainee)**:

- understands their responsibilities in relation to undertaking a SAT
- is aware of State Government funding implications for SATs
- commits to their training contract by participating in employment, training and school as per their negotiated schedule
- informs the SATs coordinator if they have any concerns about their employer, SRTO or school program
- is aware of the processes for applying for travel and accommodation financial assistance.

## The **parent/carer**:

- ensures they understand the commitment the student is making under the SATs training contract in relation to school, employment and training
- is aware of how the SAT is funded and understand the implications on student eligibility for future funding
- supports their student's participation in a SAT and provide consent (if applicable and appropriate).

## The **employer**:

- negotiates a schedule which enables the student to combine regular work, training and school
- commits to, and provides the apprentice or trainee with the minimum paid work requirements for each 12-month period
- provides work place training for all competencies under the training plan
- commits to continuing the apprenticeship or traineeship under full-time or part-time arrangements post Year 12 (if the SAT is not yet completed).

## The **SRTO**:

- negotiates a schedule with the student, parent/carer, employer and school which will enable the student to participate in training days and/or blocks
- develops a training plan in consultation with all stakeholders
- delivers institutional training within established limits to school-based apprentices and trainees
- ensures reasonable adjustments are made to support students with disability to access and participate in a SAT on the same basis as a student without disability.

# Frequently asked questions

## *For state school-based apprenticeships and traineeships*

Question	Answer
What is the difference between an apprenticeship and a traineeship?	<p><a href="#">Apprenticeships and traineeships</a> both combine training with paid work in a real job.</p> <p>Apprenticeships involve training in a skilled trade such as electrical, carpentry, hairdressing, and sign writing leading to a minimum of a Certificate III qualification. An apprenticeship generally takes 3-4 years full-time to complete and results in the apprentice becoming a qualified tradesperson.</p> <p>Traineeships involve training in vocational areas such as office administration, tourism, warehousing, and real estate. Upon completion, trainees will receive a minimum of a Certificate II in the chosen vocational area.</p>
How does a school-based apprenticeship or traineeship (SAT) work?	<p>The <a href="#">arrangements for the SAT</a> are negotiated between the student, parent/carers (if under 18 years of age), school, employer and Supervising Registered Training Organisation (SRTTO) with the assistance of an Australian Apprenticeship Support Network (AASN) provider. Everyone works together to develop and agree on a schedule which will allow the prospective apprentice/trainee to combine school studies, employment and training.</p>
When can a student commence a SAT?	<p>Generally SATs are undertaken in Years 10, 11 or 12. In exceptional circumstances a student in another year level may be considered for a SAT. Further information about developing a business case for consideration is available at Department of Employment, Small Business and Training (DESBT)'s <a href="#">Guide to school-based apprenticeships and traineeships</a>.</p> <p>For the electrotechnology industry, only students in Years 11 or 12 are eligible to enter into school-based apprenticeships. However, students must meet additional <a href="#">criteria for school-based apprenticeships in electrotechnology qualifications</a>.</p>
Why is the development of a business case required for students outside Years 10, 11 and 12 who are interested in commencing a SAT?	<p>SATs are most appropriate for Year 10, 11 or 12 students who have developed a Senior Education and Training (SET) Plan and begun making decisions about their future pathways.</p> <p>If a school and/or parent/carers believes it would be suitable for a student outside of Years 10, 11 and 12 to commence a SAT, then a business case is required to detail:</p> <ul style="list-style-type: none"> <li>• the reason for the student commencing the SAT earlier than Year 10</li> <li>• career aspirations following the completion of the SAT, and</li> <li>• the support provisions which will be made available to the student.</li> </ul> <p>If the training contract commences at the end of the student's Year 9 school year and the student is enrolled to return to school to start Year 10 the next year, a business case is not required.</p>

Question	Answer
What are the benefits of commencing an apprenticeship or traineeship at school?	<p>The <a href="#">benefits for students</a> undertaking an apprenticeship or traineeship at school include:</p> <ul style="list-style-type: none"> <li>• motivating young people to work towards their future goals by giving them realistic exposure to an industry</li> <li>• developing workplace skills and knowledge and confidence leading to gaining a competitive edge over other students when applying for jobs</li> <li>• participating in paid employment and obtaining a Certificate II or higher qualification whilst still at school</li> <li>• working towards a nationally recognised qualification which can contribute towards a Queensland Certificate of Education.</li> </ul>
How does achievement in a SAT contribute to the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA)?	<p>SATs contribute to the QCE Core category of learning. Up to eight (8) credits for a SAT may contribute toward the QCE. These credits are awarded based on the number of competencies achieved and the number of hours completed in the workplace (on-the-job). Further information about the QCE is available at <a href="#">Queensland Curriculum and Assessment Authority (QCAA)</a>.</p> <p>Students working towards a QCIA may undertake SATs and have units of competency achieved recorded in their learning account. These units of competency do not contribute to the awarding of a QCIA.</p>
How many days is a student in the workplace each week when undertaking a SAT?	<p>The number of days in employment each week is negotiated between the apprentice/trainee, school, employer and SRTTO. The employment must be regular and meaningful. The minimum paid employment requirement is determined by the full-time equivalent nominal term of the qualification. As each school-based apprenticeship/traineeship has minimum paid employment requirements that are unique to the apprenticeship/traineeship, the apprentice/trainee should visit <a href="#">Queensland Training Information Service (QTIS)</a> to access the paid work requirements for their specific qualification. Some of the employment may take place during school hours. However, if the minimum requirement cannot be met during the school week, the apprentice/trainee may work some hours during week-ends or across school holidays.</p> <p>The training contract negotiated between the student, parent/carers, employer, SRTTO and school will outline the training and work schedule for the student completing a SAT. The training contract for a SAT must impact on a student's timetable. Examples of this could include:</p> <ul style="list-style-type: none"> <li>• employment undertaken during normal school hours; and/or</li> <li>• training undertaken during normal school hours; and/or</li> </ul> <p>a reduction in the number of subjects studied to allow the student to work and/or train.</p>
What happens if a student changes schools during a SAT?	<p>The SAT may continue as long as the new school agrees to the continuation of the school-based apprenticeship or traineeship. The schedule of school studies, training and employment will need to be re-negotiated between the school, apprentice/trainee, parent/carers, employer and SRTTO.</p>

Question	Answer
Is it possible to make changes to the SAT schedule of school studies, employment and training?	Yes. Circumstances may arise during the course of a SAT which would require negotiation of an amendment to the schedule. <a href="#">Amendments</a> may include the apprentice/trainee changing schools or changes to working hours or the institutional training timetable.
Is financial support available for students who have additional needs?	Yes. Tutorial assistance for language, literacy and numeracy support is available to support culturally and linguistically diverse students and students with additional needs. Schools apply for this financial support on behalf of the student and in consultation with the student, parent/carer (if under 18 years of age), SRTTO and employer. Information and guidelines about accessing financial support is available in <a href="#">Tutorial assistance information for state school-based apprentices and trainees with additional needs</a> .
Are students with disability supported to access and participate in SATs?	Yes. Prior to the registration of the SAT, the student, parent (if under 18 years of age), school, employer, and SRTTO discuss the reasonable adjustments required by the student with disability to access and participate in a SAT on the same basis as a student without disability. The SRTTO and employer have a responsibility to make the required reasonable adjustments to maximise the student's opportunities to successfully engage in their training.  The Australian Government's <a href="#">Disabled Australian Apprentice Wage Support Program</a> provides funding to employers who employ an eligible Australian apprentice with a disability.
Is it possible to finish a SAT before the end of Year 12?	Yes, but this applies to school-based traineeships only. Most apprenticeships and traineeships take between one and four years full-time (two to eight years part-time) depending on the qualification undertaken. For a school-based apprenticeship, restrictions have been placed on the amount of institutional training the SRTTO may deliver to school-based apprentices to ensure there is an appropriate amount of training commensurate to workplace experience. The <a href="#">Guide to school-based apprenticeships and traineeships</a> outlines the institutional training delivery limits for school-based apprentices.
Is it possible for a school-based apprentice to undertake additional institutional training which goes beyond the delivery limits established by DESBT?	Yes, but only in exceptional circumstances. DESBT recognises that situations may arise where it would be desirable for an apprentice to undertake more of their institutional training whilst under school-based arrangements.  The Regional Director at DESBT's local regional office may consider written applications to relax the <a href="#">institutional training delivery limit</a> for individual school-based apprentices on a case-by-case basis.
Is it possible for a trainee to finish a SAT if they haven't undertaken the minimum employment hours required?	Yes, but only in exceptional circumstances. DESBT recognises that school-based trainees nearing the end of Year 12 who have finished their off-the-job (institutional) training, may determine they are unlikely to meet the <a href="#">minimum paid employment requirement</a> to complete their traineeship, due to circumstances beyond their control.  The school-based trainee with the support of the parent (if applicable and appropriate) can submit a business case to the Queensland Training Ombudsman via the <a href="#">online complaint form</a> for independent consideration of their case. The Queensland Training Ombudsman will review the case and make a recommendation to DESBT.

Question	Answer
What happens to the apprentice or trainee at the end of Year 12 if the SAT has not been completed?	DESBT will facilitate conversion of school-based training contracts for Year 12 school-leavers to full-time arrangements as SATs cannot continue under school-based arrangements once a student leaves school.  If the apprentice/trainee requests part-time arrangements rather than full-time, an <a href="#">application</a> must be made to DESBT or the apprentice/trainee's AASN provider to amend the training contract.
Is there government funding available to undertake a SAT?	Yes. However not all SATs attract government funding. The User Choice funding is aligned and prioritised to the skills needs of industry. The funding priority will determine the level of public funds contributed to the training. Visit <a href="#">DESBT's User Choice — Funding and pricing</a> for information about funding priorities and qualifications which attract funding.
What are the implications for future training if the SAT is funded by User Choice funding?	Apprentices and trainees can only receive one government contribution for a User Choice funded qualification at any single point in time, i.e. a student is not funded to undertake two SATs at the same time. In addition, apprentices and trainees can only receive a maximum of two government funding contributions under the current <a href="#">User Choice program</a> .
How can a school-based apprentice or trainee who is accessing User Choice funding be confident they are receiving quality training?	DESBT's <a href="#">User Choice</a> provides public funding to pre-approved RTOs called Skills Assure Suppliers (SAS) for the delivery of nationally recognised and accredited, entry level training to apprentices and trainees. RTOs must meet and adhere to documented performance standards to maintain SAS status for programs administered by DESBT.  The SAS system is intended to provide prospective students and employers with peace of mind that providers possess the capability to deliver positive training experiences and quality skills outcomes.
Are there any costs associated with a SAT if it is not a funded qualification?	Yes. There may be costs associated with an apprenticeship/traineeship including: <ul style="list-style-type: none"> <li>• fees for attending the training organisation</li> <li>• uniforms and equipment</li> <li>• text books and other study materials</li> <li>• transport costs to attend work</li> <li>• travel and accommodation costs to attend training.</li> </ul>
Is there any financial assistance for travel and/or accommodation when undertaking a SAT?	School-based apprentices or trainees may be eligible for travel and/or accommodation financial assistance if they have to travel significant distances to attend the closest training provider who provides the course of instruction for the particular training program. Specific eligibility requirements are available in <a href="#">Travel and accommodation financial assistance information</a> .
What is the role of the Department of Education (DoE) in relation to SATs?	The DoE's role is to support state school students by outlining processes for schools in relation to commencement, monitoring and completion of SATs. In addition, DoE processes applications and facilitates payments for travel and accommodation financial assistance for eligible students, and tutorial assistance for students with additional needs.

Question	Answer
What is the role of the Department of Employment, Small Business and Training (DESBT) in relation to SATs?	DESBT oversees and administers the apprenticeship and traineeship system and helps employers, apprentices, and trainees, including school-based apprentices and trainees, get the most from their experience.
What is the role of the Australian Apprenticeship Support Network (AASN) provider?	The AASN provider assists the school-based apprentice or trainee and employer to complete and sign a training contract which is a legally binding contract. Once the SAT has commenced, the AASN provider will become the first point of call for any matters relating to the SAT.
What is the role of the Supervising Registered Training Organisation (SRTO)?	<p>The SRTO is the registered training organisation which delivers off-the-job training and assessment services to an apprentice or trainee under a training contract.</p> <p>The SRTO ensures that:</p> <ul style="list-style-type: none"> <li>the student does not exceed the <a href="#">institutional training delivery limit</a> for school-based apprentices; and</li> <li>reasonable adjustments are provided to support a student with disability to access and participate in a SAT on the same basis as a student without disability.</li> </ul>
How do I find out how many days of on-the-job training is required to be completed for a SAT?	Information about SATs qualifications, including the required number of on-the-job training days is provided on the <a href="#">Queensland Training Information Service</a> (QTIS) website. After entering the specific qualification (e.g. Certificate II in Business) in the search bar, detailed information about the qualification will be provided including the minimum number of days of paid employment under the 'Available Contract Modes' heading.
What arrangements are available if a school-based trainee is unable to complete the minimum number of days of paid employment?	<p>If a school-based trainee is unable to complete the minimum paid employment requirement (e.g. due to sickness), the student can undertake additional training days during the school year or extend their contract into a second year.</p> <p>The minimum number of days must be completed and the trainee deemed competent before the school-based trainee can transition into part time or full-time employment after completing Year 12.</p>
How do the completed units of competency undertaken through a SAT appear in a student's learning account?	<p>The SRTO records a student's completed units of competency in the SRTO student management system.</p> <p>At scheduled times during the year, the SRTO will complete their Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) reporting to the National Centre for Vocational Education Research (NCVER).</p> <p>Following receipt of this information by NCVER, it will become available in the student's learning account.</p>



# Strategies to promote school-based apprenticeships and traineeships

Schools use a variety of strategies to promote the value of school-based apprenticeships and traineeships (SATs) with students, parents/carers and the broader school community.

The following strategies may be useful in raising the profile of SATs in your school:

- Encouraging and supporting school-based apprentices and trainees to participate in the Queensland Training Awards
- Showcasing SAT successes via year level parades, on the school's social media pages and through the school newsletter
- Advertising SAT opportunities on the school's website and on daily notices
- Targeting specific groups, e.g. Indigenous students, girls within the school through direct emails
- Conducting information sessions for students with disability and their parents to discuss SATs including the provision of tutorial assistance and the nature of reasonable adjustments required to enable students with disabilities to access and participate in SATs
- Scheduling a SAT workshop to raise student awareness about SATs and to support students to prepare resumes to facilitate SAT applications
- Developing marketing materials which promote the advantages of SATs as a pathway through senior secondary and beyond.
- Inviting parents/carers and industry representatives to a morning/afternoon tea to acknowledge their involvement and show appreciation for the important partnership between the school and industry
- Asking your SAT employers to the school to deliver a lunch box session to talk to students about working in their industry
- Arranging for interested students to visit workplaces where SATs are undertaken
- Asking past school-based apprentices/trainees back to school to talk to current students about SAT opportunities
- Booking an Australian Apprenticeship ambassador to visit the school to speak to students
- Introducing a SAT award at the school's annual academic awards celebration
- Ensuring staff involved in pathways planning conversations with students have a clear understanding of the benefits of SATs so they can speak with confidence and accuracy to students and parents about SAT pathways
- Contacting the Department of Education to facilitate a [good news story](#) about your school's SAT successes.

# Strategies for sourcing school-based apprenticeships and traineeships

Schools use a variety of strategies to find employers willing to take on students as school-based apprentices or trainees. The following strategies may be helpful when sourcing potential employers for SATs:

- Asking work experience providers to consider participating in a SAT
- Asking parents/carers and the broader school community to consider taking on an apprentice/trainee as many will be employers themselves
- Working through existing registered training organisations to seek out new opportunities
- Establishing links with Disability Employment Service Providers to seek SAT opportunities for students with disability
- Maintaining strong partnerships with local employers who have taken school-based apprentices and trainees in the past
- Utilising any existing links that have been developed, e.g. workplaces who have participated in industry placement for VET teachers and/or validation activities of VET assessment tools
- Contacting the local Chamber of Commerce or similar industry groups to seek out opportunities to build relationships with local businesses to promote involvement in school to work activities including work experience and SATs
- Researching the industries which have the most need for skilled employees and contacting them to come to the school and talk to students
- Supporting students to take responsibility for finding an employer by providing them with an introductory letter they can give to a potential employer
- Arranging community volunteers to undertake mock employment interviews with students to better prepare them to facilitate conversations with potential employers
- Inviting employers to transition nights and careers fairs/expos to exhibit/speak
- Inviting employers to the school's annual business/community luncheon
- Seeking leads through social media platforms
- Sending employers copies of school newsletters promoting school success stories
- Profiling local employers/industries in the school newsletter and on the school website

# Travel and accommodation financial assistance information

## *For school-based apprentices and trainees*

The Department of Education (DoE) provides financial assistance to eligible state school-based apprentices and trainees who are required to travel to and from their usual place of residence to attend **off-the-job training** with the Supervising Registered Training Organisation (SRT0) as part of their school-based apprenticeship or traineeship.

Financial assistance consists of:

- car travel and accommodation subsidy; and/or
- funding for flights.

Subsidy limits (including car travel, accommodation and flights) for a 12-month period apply for each state school-based apprentice and trainee.

### Car travel and accommodation subsidy

A state school-based apprentice or trainee must meet the following requirements to be eligible to claim car travel and/or accommodation subsidy:

- have an active training contract registered under the [Further Education and Training Act 2014 \(Qld\)](#)
- be required to travel 100 or more km return to attend off-the-job training
- attend the closest training provider who provides the course of instruction for the particular training program
- the claim is lodged and finalised within 12 months of a completed training block.

Additional information to assist with the claim											
<ul style="list-style-type: none"><li>• The School-based apprenticeships and traineeships (SATs) coordinator in consultation with the apprentice or trainee, will apply for car travel and/or accommodation subsidy using DoE's <a href="#">Travel and accommodation subsidy claim form</a>.</li></ul>											
<ul style="list-style-type: none"><li>• A separate claim form should be completed and submitted following each training block.</li></ul>											
<ul style="list-style-type: none"><li>• Applicants may claim <b>EITHER</b>:<div><div>A. accommodation subsidy and return journey claim</div><div><b>OR</b></div><div>B. daily travel assistance claim (no accommodation).</div></div></li></ul>											
<ul style="list-style-type: none"><li>• Subsidy rates for return land travel are:<table><tr><td>– Zone 1</td><td>up to 99 km</td><td>Not eligible</td></tr><tr><td>– Zone 2</td><td>between 100 km and 649 km</td><td>26 cents per km</td></tr><tr><td>– Zone 3</td><td>between 650 km or more km</td><td>32 cents per km.</td></tr></table></li></ul>			– Zone 1	up to 99 km	Not eligible	– Zone 2	between 100 km and 649 km	26 cents per km	– Zone 3	between 650 km or more km	32 cents per km.
– Zone 1	up to 99 km	Not eligible									
– Zone 2	between 100 km and 649 km	26 cents per km									
– Zone 3	between 650 km or more km	32 cents per km.									
<ul style="list-style-type: none"><li>• The accommodation subsidy rate is \$55.00 per training day. Any payment for additional nights to accommodate travel is subject to approval by DoE.</li></ul>											
<ul style="list-style-type: none"><li>• Subsidy limits for a 12-month period apply for each state school-based apprentice/trainee:<table><tr><td>– Zone 2</td><td>\$1500.00</td></tr><tr><td>– Zone 3</td><td>\$2550.00.</td></tr></table></li></ul>			– Zone 2	\$1500.00	– Zone 3	\$2550.00.					
– Zone 2	\$1500.00										
– Zone 3	\$2550.00.										
<p>The subsidy received is conditional and depends on the date the first training commences. The training must be a continuous block of training, or regular scheduled days over a lengthy period of time.</p> <p>Contact DoE Curriculum officer, Senior Schooling via <a href="mailto:VETinSchools@ged.qld.gov.au">VETinSchools@ged.qld.gov.au</a> prior to commencement of any further training to check if a subsidy will be available.</p>											

### ***Process to apply for car travel and/or accommodation subsidy***

The Principal or nominated officer:

1. confirms the apprentice or trainee meets eligibility requirements for financial assistance
2. completes the [Travel and accommodation subsidy claim form](#) in consultation with the apprentice/trainee ensuring:
  - a. the claim form relates to one block of training
  - b. only one type of claim has been requested:
    - accommodation subsidy and return journey; **or**
    - daily travel assistance.
  - c. all sections are completed legibly and accurately
  - d. signatures have been obtained from the SRTTO, apprentice/trainee and parent/carer (if under 18 years)
3. scans and emails the completed claim form to [VETinSchools](#)
4. provides the apprentice/trainee with a copy of the claim form; and
5. retains a copy of the claim form at the school.

The DoE Curriculum officer, Senior Schooling:

1. checks the details on the Travel and accommodation subsidy claim form for eligibility, completeness and accuracy
2. obtains financial approval from Director, Senior Schooling,
3. facilitates payment through Accounts Payable to the apprentice/trainee.

### **Funding for flights**

A state school-based apprentice or trainee must meet the following requirements to be eligible for a funded flight to attend off-the-job training:

- have an active training contract registered under the [Further Education and Training Act 2014 \(Qld\)](#)
- is required to travel in excess of 48 hours; or
- must travel 1400 km or more (return) to the location of the *closest* training provider; or
- reside in Cape York or Torres Strait Islands.

### ***Additional information to assist with air travel funding applications***

- The Principal or nominated officer in consultation with the apprentice/trainee will apply for air travel funding using DoE's [Air travel application form](#).
- An [Air travel application form](#) must be received by DoE Curriculum officer, Senior Schooling via [VETinSchools](#) **at least** 28 days prior to commencement of travel.
- DoE will book the economy class air ticket upon receipt of the Air travel application form. Once booked the air ticket is NON TRANSFERABLE and NON REFUNDABLE.  
NB. Airfares purchased by persons other than DoE Curriculum officer, Senior Schooling **will not be refunded** by DoE.
- DoE will email confirmation of the air travel booking to the apprentice/trainee and the Principal or nominated officer using the contact details provided.
- The apprentice/trainee will be issued with an "E-Ticket" which must be produced, together with student identification or other photo identification at the time of check-in to obtain their boarding pass.  
NB. Information provided by the apprentice or trainee could be subject to audit checks.

### ***Process to apply for air travel financial assistance***

The Principal of nominated officer:

1. confirms the apprentice or trainee meets eligibility requirements for air travel funding
2. completes the [Air travel application form](#) in consultation with the apprentice or trainee and parent/carer ensuring:
  - a. the application is lodged at least 28 days before the commencement of travel
  - b. the student understands the conditions of the air ticket to be issued
  - c. all sections are completed legibly and accurately
  - d. signatures have been obtained from the SRTTO, apprentice/trainee and parent/carer (if under 18 years).
3. scans and emails the completed application form to [VETinSchools](#)
4. provides the apprentice/trainee with a copy of the application form
5. retains a copy of the application form at the school
6. retains a copy of the airline booking on receipt of the confirmation email from DoE Curriculum officer, Senior Schooling.

The DoE Curriculum officer, Senior Schooling:

1. checks the details on the [Air travel application form](#) for eligibility, completeness and accuracy
2. obtains financial approval from Director, Senior Schooling
3. books flights following DoE travel guidelines
4. sends confirmation email of airline booking to apprentice/trainee and Principal or nominated officer using the contact details provided.

# Travel and accommodation subsidy claim form

## For state school-based apprentices and trainees

This form is completed and submitted by the school in consultation with the apprentice/trainee and Supervising Registered Training Organisation (SRTTO).

**Privacy Statement:** The Department of Education (DoE) is collecting the information on this form in accordance with the [Information Privacy Act 2009 \(Qld\)](#) and section 426 of the [Education \(General Provisions\) Act 2006 \(Qld\)](#) in order to pay a claim for the school-based apprenticeships and traineeships (SAT) travel and accommodation subsidy. The information will only be used by authorised employees within the DoE/school/SRTTO. Your information will not be given to any other person or agency unless you have given us permission or we are required by law to do so.

The school is required to scan and email the completed form to [VETinSchools@ged.qld.gov.au](mailto:VETinSchools@ged.qld.gov.au)

Section 1: School-based apprentice/trainee details		Section 2: Travel and accommodation claim type	
Student name:		Complete either A OR B	
DOB:        /        /        (dd/mm/yyyy)		<b>A. Accommodation subsidy and return journey claim</b>	
Training Contract Registration No.:		<ul style="list-style-type: none"> <li><b>Accommodation subsidy</b></li> </ul>	
School:		I attended training with an SRTTO on the dates shown in Section 3 and lived away from home. I am claiming the accommodation subsidy for        days (inclusive of travel).	
Residential address:		<ul style="list-style-type: none"> <li><b>Return journey claim</b></li> </ul>	
Telephone/Mobile:		Total return distance between residence and SRTTO:        kms	
Email:		<b>B. Daily travel assistance claim</b>	
Name of bank/financial institution:		I attended an SRTTO on the dates shown in Section 3 and travelled daily. I travelled <b>more than 100 kms return</b> trip per day for        days.	
Account holder name:		Total return distance between residence and SRTTO:        kms	
BSB:        Account no.:		<b>Section 4: Apprentice or trainee declaration</b>	
<b>Section 3: Supervising Registered Training Organisation (SRTTO) attendance details</b>		I declare all information on this form to be true and correct.	
SRTTO attended:		Signed (apprentice/trainee):	
SRTTO address: (where training was undertaken)		Date:	
Did you attend the closest SRTTO which offers your course? <input type="checkbox"/> Yes <input type="checkbox"/> No		Signed (parent/carer):	
Training dates: (enter as dd/mm/yyyy)		Date:	
Start:        /        /        End:        /        /		Signed (parent/carer):	
Total days spent at training:        days		Date:	
Additional information:			
<b>Section 5: SRTTO attendance verification</b>			
I declare that the above school-based apprentice/trainee attended training between dates specified in Section 3.			
SRTTO officer name:		Telephone:	
Signed:		Date:	
<b>Section 6: School contact</b>			
Principal or nominated officer name:		Email:	
Signed:		Date:	Telephone:
<b>OFFICE USE ONLY</b>			
Accommodation subsidy:        days at        \$        = \$		<b>TOTAL CLAIM    \$</b>	
Return journey claim:        kms at        \$        = \$			
Daily travel assistance claim:        kms at        \$        = \$			
I authorise payment of \$        from GL 540037    Cost Centre 2001085    Tax Code PZ    Vendor 1000135			
Approving officer name:		Position:	
Signed:		Date:	





# Tutorial assistance information for students with additional needs

## *For school-based apprentices and trainees*

Queensland state schools are required to ensure students with additional needs have access to and equal participation in education and training.

The Department of Education (DoE) provides tutorial assistance to state school-based apprentices and trainees who have additional support needs to maximise the student's chance of successfully completing their training.

The [Disability Standards for Education 2005 \(Cwlth\)](#) clarify the obligations of education and training providers to ensure that students with additional education needs can access and participate in education and training on the same basis as other students.

Tutorial assistance provided to school-based apprentices and trainees consisting of support in the areas of language, literacy and numeracy, is to support but not replace the Supervising Registered Training Organisation's (SRTTO) responsibilities to make reasonable adjustments designed to assist a person with additional needs to have an equal opportunity to access and participate in education and training.

Tutorial assistance is delivered by an accredited provider with appropriate teaching qualifications in the areas of language, literacy or numeracy.

The following limits apply to tutorial assistance:

- maximum of five hours per competency to a total of 20 hours per school-based apprentice or trainee
- maximum amount of tutorial assistance which can be claimed is \$1,000 per school-based apprentice or trainee.

## ***Process for applying for tutorial assistance and payment***

The Principal or nominated officer:

- determines the type of tutorial assistance and the number of hours required for the school-based apprentice or trainee in consultation with relevant school personnel
- obtains a quote from an accredited provider
- applies for tutorial assistance at least 28 days prior to the provision of tutorial assistance, by completing [Form DOETA1 — Application for tutorial assistance funding for students with additional needs](#)
- scans and emails the completed form, together with the attached quote and copy of the SAT Training Plan to [VETinSchools@qed.qld.gov.au](mailto:VETinSchools@qed.qld.gov.au)
- arranges tutorial assistance in consultation with relevant school personnel, on confirmation of approval of application
- requests payment for tutorial assistance by:
  - obtaining a tax invoice from the accredited provider
  - raising a OneSchool invoice (GST-free) for reimbursement
  - completing [Form DOETA2 — Application for payment for tutorial assistance for students with additional needs](#), ensuring that the tutorial assistance outlined matches the information provided on Form DOETA1

- scans and emails the completed form, together with tax invoice and OneSchool invoice to [VETinSchools@ged.qld.gov.au](mailto:VETinSchools@ged.qld.gov.au)
- ensures copies of both forms and supporting documentation are retained at school.

The DoE Curriculum officer, Senior Schooling:

- monitors applications received for tutorial assistance funding to ensure maximum limits per school-based apprentice or trainee are not exceeded
- checks the details on [Form DOETA1 — Application for tutorial assistance funding for students with additional needs](#), and supporting documentation (quote) for accuracy and completion
- notifies SATs coordinator of approval for tutorial assistance
- checks the details on [Form DOETA2 — Application for payment for tutorial assistance for students with additional needs](#) and supporting documentation (tax invoice and OneSchool invoice) for accuracy and completion
- obtains financial approval from Director – Senior Schooling
- facilitates payment to the school.

Effective 15 April 2024



# Air travel application form

## For state school-based apprentices and trainees

This form is completed by the school in consultation with the apprentice/trainee and Supervising Registered Training Organisation (SRT0).

**Privacy Statement:** The Department of Education (DoE) is collecting the information on this form in accordance with the [Information Privacy Act 2009 \(Qld\)](#) and section 426 of the [Education \(General Provisions\) Act 2006 \(Qld\)](#) in order to arrange air travel. The information will only be used by authorised employees within the DoE/school/SRT0/airline company. Your information will not be given to any other person or agency unless you have given us permission or we are required by law to do so.

The school should scan and email the completed form to [VETinSchools@ged.qld.gov.au](mailto:VETinSchools@ged.qld.gov.au) at least 28 days prior to commencement of travel.

Section 1: School-based apprentice/trainee details		Section 4: School contact	
Surname:	First name:	School name:	
Training contract registration no.:			
Residential address:		Principal or nominated officer:	
	Postcode:	School telephone:	
Telephone/Mobile:		School email:	
Email address to forward E-ticket to:			
Section 2: Supervising Registered Training Organisation		Section 5: Apprentice or trainee declaration	
SRT0 name:		I declare all information on this form to be true and correct.	
SRT0 address: (where training was undertaken)		Signed (apprentice/trainee):	
	Postcode:	Date:	
SRT0 telephone:		Signed (parent/carer):	
SRT0 training dates: (enter as dd/mm/yyyy)		Date:	
Start:     /     /	End:     /     /	NB. The information you provide could be subject to audit checks.	
Total days spent at training:     days			
Additional information:			
Section 3: Travel information <i>(When indicating travel times, please allow for travel to and from the airport.)</i>			
Preferred air travel <b>to training</b> :	Date:     /     /	departing from:	Airport
Preferred time:	:     am/pm	OR	arrive between:     and
Preferred air travel <b>to home</b> :	Date:     /     /	departing from:	Airport
Preferred time:	:     am/pm	OR	arrive between:     and
Do you require checked baggage and/or extra allowance baggage (for tools or other)?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you have special dietary requirements?			<input type="checkbox"/> Yes - Details: <input type="checkbox"/> No
NB. An "E-Ticket" will be issued for the booking, and the apprentice/trainee <b>must</b> produce their student identification card or other photo identification at time of check-in to obtain boarding pass. Once booked, this airfare is NON TRANSFERABLE AND NON REFUNDABLE.			
OFFICE USE ONLY			
I authorise payment of \$		from GL 540037    Cost Centre 2001085    Tax Code PZ    Vendor 1000135	
Approving officer name:		Position:	
Signed:		Date:	

**Uncontrolled copy.** Refer to the Department of Education Policy and Procedure Register at <https://ppr.ged.qld.gov.au/pp/school-based-apprenticeships-and-traineeships-procedure> to ensure you have the most current version of this document.



**Queensland  
Government**

# Form DOETA1 — Application for tutorial assistance funding for students with additional needs

## For state school-based apprentices and trainees

This form is completed by the school. The completed form should be scanned and emailed to [VETinSchools@qed.qld.gov.au](mailto:VETinSchools@qed.qld.gov.au) at least 28 days prior to the provision of tutorial assistance.

**Privacy Statement:** The Department of Education (DoE) is collecting the information on this form in accordance with the [Information Privacy Act 2009 \(Qld\)](#) and section 426 of the [Education \(General Provisions\) Act 2006 \(Qld\)](#) in order to arrange tutorial assistance for state school-based apprentices or trainees. The information will only be used by authorised employees within the DoE/school/SRTO/employer. Your information will not be given to any other person or agency unless you have given us permission or we are required by law to do so.

Section 1: School details					
School name:					
School address:				Postcode:	
Principal or Nominated officer name:					
School telephone:					
School email:					
Section 2: Student details					
Surname:		First name:		Training contract registration number:	
Traineeship/Apprenticeship type:					
Section 3: Supervising Registered Training Organisation (SRTO) details					
SRTO name:					
SRTO address:				Postcode:	
SRTO contact name:					
SRTO telephone:				SRTO email:	
Section 4: Summary of student's education and training support needs					
<i>The following documents have been attached:</i> Student plan for personalised learning <input type="checkbox"/> Yes <input type="checkbox"/> No DDA Disability record from OneSchool <input type="checkbox"/> Yes <input type="checkbox"/> No					NB. A copy of the SAT Training Plan must be attached to this application.
Section 5: Details of tutorial assistance to be provided					
Date (dd/mm/yyyy)	Unit of competency	Description of: • assistance to be provided • assistance provider • cost per hour	Hours claimed (max. applies)	(Office use only) Cost per hour (\$)	(Office use only) Total cost (\$)
/ /					
/ /					
/ /					
/ /					
/ /					
Principal signature:		Date: / /	Total hours		
NB. A copy of the quote provided by the assistance provider must be attached to this application.					
OFFICE USE ONLY					
Approving officer name:			Position:		
Signed:			Date: / /		

# Form DOETA2 — Application for payment for tutorial assistance for students with additional needs

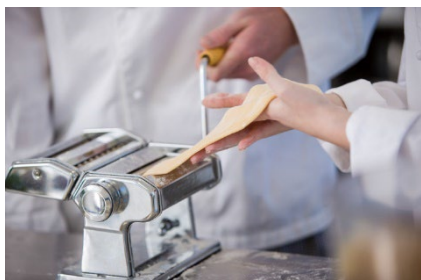
## For state school-based apprentices and trainees

This form is completed by the school. The completed form should be scanned and emailed to [VETinSchools@qed.qld.gov.au](mailto:VETinSchools@qed.qld.gov.au).

**Privacy Statement:** The Department of Education (DoE) is collecting the information on this form in accordance with the [Information Privacy Act 2009 \(Qld\)](#) and section 426 of the [Education \(General Provisions\) Act 2006 \(Qld\)](#) in order to arrange payment for tutorial assistance for state school-based apprentices or trainees. The information will only be used by authorised employees within the DoE/school/SRTO/employer. Your information will not be given to any other person or agency unless you have given us permission or we are required by law to do so.

Section 1: School details					
School name:					
School address:					Postcode:
Principal or Nominated officer name:					
School telephone:					
School email:					
Section 2: Student details					
Surname:		First name:		Training contract registration number:	
Traineeship/Apprenticeship type:					
Section 3: Supervising Registered Training Organisation (SRTO) details					
SRTO name:					
SRTO address:					Postcode:
SRTO contact name:					
SRTO telephone:					SRTO email:
Section 4: Details of tutorial assistance provided (This must match assistance outlined on Form DOETA1.)					
Date (dd/mm/yyyy)	Unit of competency	Description of: • assistance provided • assistance provider	Hours claimed (max. applies)	(Office use only) Cost per hour (\$)	(Office use only) Total cost (\$)
/ /					
/ /					
/ /					
/ /					
/ /					
			Total hours		
NB. The following documentation must be attached to this application:					
<ul style="list-style-type: none"> <li>OneSchool invoice (GST-free) raised for reimbursement; and</li> <li>Tax invoice provided to the school by the assistance provider.</li> </ul>					
Section 5: We, the undersigned, confirm that the above assistance has been provided.					
Assistance provider signature:				Date: / /	
SRTO contact signature:				Date: / /	
Student signature:				Date: / /	
Principal or Nominated officer signature:				Date: / /	
OFFICE USE ONLY					
I authorise payment of \$		from GL 540037	Cost Centre 2001085	Tax Code PZ	Vendor 1000135
Approving officer name:			Position:		
Signed:			Date: / /		





## School-based apprenticeships and traineeships (SATs) – *Information for parents and carers*

### What is a SAT?

A SAT enables school students, in Years 10, 11 or 12, to work for an employer and train towards a nationally recognised qualification, while completing their secondary schooling. A student's timetable or course of study will consist of a combination of school studies, work and training.

### What's the difference between an apprenticeship and a traineeship?

Apprenticeships and traineeships both combine training with paid work in a real job.

Apprenticeships involve training in a skilled trade such as electrical, carpentry, hairdressing, and sign writing leading to a minimum of a Certificate III qualification.

Traineeships involve training in vocational areas such as office administration, tourism, warehousing, and real estate. Upon completion, trainees will receive a minimum of a Certificate II in the chosen vocational area.

### Why should my child undertake a SAT?

Participation in a SAT may support your child to:

- gain a head start on their career in addition to paid employment whilst still at school
- work towards their future goals and provide realistic exposure to an industry
- obtain a competitive edge when applying for jobs through the development of workplace skills, knowledge and confidence
- work towards a nationally recognised qualification which may contribute towards their Queensland Certificate of Education
- enter full-time employment, a vocational career, university or other VET training.

### How does the school support my child?

SAT arrangements are coordinated by an Australian Apprenticeship Support Network provider (AASN). The AASN will lead negotiations with all stakeholders (the school, student, parent (if under 18 years), the employer, and Supervising Registered Training Organisation (SRTO)) to ensure the SAT

schedule will allow the prospective apprentice/trainee to successfully combine school studies, work and training.

The school will also assist the student to access, if eligible, travel and accommodation financial assistance, and tutorial support for language, literacy and numeracy, if required.

### Are there any costs associated with participating in a SAT?

SATs in Queensland are funded under User Choice Funding arrangements based on their priority skill level.

There may be some costs associated with undertaking a SAT including training, uniforms, tools and equipment, study materials, transport costs to attend work or training, and travel and accommodation costs to attend training in other parts of the state.

### How much time does my child spend in the workplace?

The number of days in paid employment each week is negotiated between the apprentice/trainee, school, employer and SRTO based on minimum paid work requirements unique to the SAT.

The employment can take place during school hours, after school, on weekends and during school holidays. The arrangements must have some impact on the student's school timetable to be considered a SAT.

### Can my child finish their SAT whilst at school?

It is possible to complete a school-based traineeship whilst at school and this would be the aim of most trainees. It is not possible to complete an apprenticeship whilst at school. An apprenticeship generally takes 3-4 years full-time to complete, and results in the apprentice becoming a qualified tradesperson.

On completion of Year 12, it is an expectation that an unfinished SAT converts to a full-time apprenticeship or traineeship.

### Looking for further information?

Contact your school's Senior Schooling team to discuss SATs as a valid pathway option for your child in senior secondary.



# Checklist for School-based apprenticeships and traineeships procedure

This checklist guides the principal or nominated officer to complete the steps involved for schools in supporting a student during the sign-up process for a school-based apprenticeship or traineeship (SAT).

This checklist is intended to be used in conjunction with the [SATs procedure](#).

## Prior to registration of the SAT

<input type="checkbox"/>	Consider the language needs of parents and students when developing SATs information
<input type="checkbox"/>	Provide information about participation in a SAT to the student and parent/carer
<input type="checkbox"/>	Confirm that the student has identified a SAT as an intended learning option in their SET plan
<input type="checkbox"/>	Confirm that the student meets the entry requirements for participation in a SAT
<input type="checkbox"/>	Indicate school support for the proposed SAT

## Registration of the SAT

<input type="checkbox"/>	Provide information requested by the AASN to allow the facilitation of a sign up a meeting
<input type="checkbox"/>	Contribute to the schedule of school studies, training and employment for the SAT
<input type="checkbox"/>	Retain a copy of the schedule in OneSchool

## During the SAT

<input type="checkbox"/>	Record the student on the roll with the absence reason code 'F — Off Campus Activity' on the days the student is scheduled to be at work or training
<input type="checkbox"/>	Monitor the progress of the student throughout Years 10 to 12
<input type="checkbox"/>	Monitor adherence to the schedule of school studies, training and employment
<input type="checkbox"/>	Negotiate changes to the schedule as required
<input type="checkbox"/>	Facilitate the review and refinement of the student's <a href="#">SET plan</a> as necessary

Information about processes for changes and completion of the SAT, travel and accommodation financial assistance and tutorial assistance can be found in the SATs procedure.