



Procedure

School-based apprenticeships and traineeships procedure

Version: 6.1 | **Version effective:** 25/09/2024

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 Apprentice Connect Australia Provider (ACAP) 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 ACAP 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 [ACAP](#)
- 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 ACAP
- 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.

ACAP — Apprentice Connect Australia Provider

ACAP 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 ACAP 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 (SRTTO)

SRTTOs 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

- 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 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 [ACAP](#) for the apprentice/trainee;
 - using the School notification form available from the ACAP;
 - completing and signing the DESBT's [Education, Training and Employment Schedule](#); or
 - verbally to the ACAP 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 ACAP to allow the facilitation of a sign up a meeting between the employer, student, parent/carers (if applicable and appropriate) and the SRTO as SAT stakeholders.
- The ACAP 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, SRTTO, employer and ACAP (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 SRTTO, apprentice/trainee and parent/carer (if under 18 years).
 - scans and emails the completed claim form to 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 SRT0, apprentice/trainee and parent/carer (if under 18 years).
 - scans and emails the completed application form to 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.
- 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.

- 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
School-based apprenticeships and traineeships (SATs)	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.
Supervising Registered Training Organisation (SRTO)	A SRTO 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.

Term	Definition
Apprentice Connect Australia Provider (ACAP)	ACAP are contracted by the Australian Government, and have an agreement with DESBT to provide advice and support to employers, apprentices and trainees. The ACAP is the first point of contact for the administration of all apprenticeship and traineeship training contracts.
Schedule of school studies, training and employment	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.
Education, Training and Employment Schedule (ETES) for SATs	An optional form 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.
School notification form	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.
Accredited provider	A provider with appropriate teaching qualifications to deliver tutorial support to apprentices/trainees in the areas of language, literacy or numeracy.
Off-the-job training	Training delivered by the SRTTO outside of the workplace in a formal setting.
Parent/carer	The person who is the student's mother, the student's father or a person who exercises parental responsibility for the child.
Reasonable adjustments	<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"> • supports a student with a disability to participate in education on the same basis as other students; • takes into account the student's learning needs; and • balances the interests, including the safety of all parties, such as the student with disability, staff members and other students.
Students with disability	<p>Section 4 of the <i>Disability Discrimination Act 1992</i> (Cwlth) outlines the broad definition of disability as:</p> <ul style="list-style-type: none"> • total or partial loss of the person's bodily or mental functions; or • total or partial loss of a part of the body; or • the presence in the body of organisms causing disease or illness; or • the presence in the body of organisms capable of causing disease or illness; or

Term	Definition
	<ul style="list-style-type: none"> the malfunction, malformation or disfigurement of a part of the person's body; or a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; <p>and includes a disability that:</p> <ul style="list-style-type: none"> presently exists; or previously existed but no longer exists; or may exist in the future (including because of a genetic predisposition to that disability); or is imputed to a person. <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>
Department of Employment, Small Business and Training (DESBT)	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.

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](#)
- [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

Review date

15/04/2027

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

6.0 School based apprenticeships and traineeships

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