

 Procedure

School-based apprenticeships and traineeships

Audience

All state schools

Implementation Date: 27/09/2019

Version: 5.2

Purpose

This procedure outlines Department of Education (DoE) 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

School-based apprenticeships and traineeships (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 between the student, parent/carer, employer, supervising registered training organisation (SRTO) 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 schedule negotiated between all parties to the training contract, demonstrates that the student is participating in work and/or training in the SAT as part of their school timetable and that [minimum work requirements](#) can be met.

DoE provides [financial assistance for car travel, flights and accommodation](#) to eligible state school 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 educational needs.

Responsibilities

Principal

- ensures all relevant staff are aware of and comply with this procedure
- ensures that a student entering a SAT meets the entry requirements for participation in a SAT
- decides if a SAT arrangement for a student is supported by the school and will provide an appropriate component of an overall school program
- decides if a SAT arrangement for a student can no longer be supported by the school and communicates this information to the student, parent/carer, employer and SRTO
- ensures a schedule of school studies, training and employment or [Education, Training and Employment Schedule \(ETES\)](#) is developed for each student involved in a SAT
- ensures a SAT is documented in the student's [Senior Education and Training \(SET\) plan](#) as the intended learning option
- may delegate responsibilities relating to SATs to a nominated officer, teacher, employee or contractor engaged by the school.

SATs coordinator (Principal's delegate)

- facilitates negotiation of SATs and development of a schedule of school studies, training and employment with all relevant stakeholders
- ensures students entering SATs and their parents/carers (if under 18 years of age) are aware of, and understand their commitment to school, employment and training under the training contract
- ensures that students are aware of [State Government funding implications](#) for SATs
- monitors each student's progress during the SAT to ensure the negotiated schedule is operating successfully
- manages processes relating to [car travel, flights and accommodation assistance](#) for school-based apprentices and trainees
- manages processes relating to [support for students with additional educational needs](#)
- confirms the SAT requirements that have been completed by the conclusion of the SAT and/or by the end of Year 12
- confirms appropriate credits are recorded in each student's learning account
- confirms with Department of Employment, Small Business and Training (DESBT) that Year 12 school-leavers undertaking SATs have had their school-based training contracts converted to full-time arrangements.

DoE State Schools (Curriculum, Teaching and Learning)

- processes applications and facilitates payment of financial assistance for car travel, flights and accommodation for eligible students
- processes applications and facilitates payment of tutorial assistance for students with additional educational needs.

Process

Pre-registration of the SAT

- The principal or delegated officer ensures 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 DoE 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
 - by confirming that the proposed SAT provides a genuine school-based learning opportunity.
- The principal or delegated officer indicates school support for the proposed SAT by communicating in one of the following ways:
 - in writing:
 - by emailing the [Australian Apprenticeship Support Network \(AASN\)](#) for the apprenticeship/trainee; or
 - using the DESBT [School notification form](#); or
 - completing and signing the DESBT's [Education, Training and Employment Schedule \(ETES\)](#); or
 - verbally to the AASN provider for the apprenticeship/partnership.
- The SATs coordinator ensures the student, and parent/carer, (if the student is under 18 years of age):
 - understand how the proposed SAT arrangement will impact on the student's school timetable
 - are aware of 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.
 - commit to the minimum paid work requirements for school-based apprentices and trainees
 - understand the possible 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
 - are aware that there may be training costs such as uniforms, equipment, textbooks, transport costs, and travel and accommodation costs
 - are aware that [tutorial assistance](#) for language, literacy and numeracy support is available to support students with additional educational needs
 - understand that the SRTO has a responsibility 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
 - are aware of the [Disabled Australian Apprentice Wage Support Program](#) which makes payments to employers who employ an eligible Australian apprentice with a disability
 - provide consent for the student to participate in the SAT, enabling all parties to advance negotiation of SAT arrangements.

Registration of the SAT

- The SATs coordinator:
 - facilitates a meeting between the employer, student, parent/carer (if applicable and appropriate), SRTO and AASN provider (if applicable), to establish and agree how work and/or training in the apprenticeship or traineeship will impact on the student's school timetable. This impact could take the form of:
 - employment undertaken during normal school hours; and/or
 - training undertaken during normal school hours; and/or
 - a reduction in the number of subjects studied to allow the student to work and/or train.
 - ensures that prior to entering a SAT, the SRTO and employer are informed of any additional educational needs a student may have, to maximise the student's opportunities to successfully engage in their training
 - ensures a schedule of school studies, training and employment in the SAT is prepared using a school-developed document or the [Education, Training and Employment Schedule \(ETES\) for school-based apprenticeships and traineeships](#).
 - the schedule:
 - should demonstrate the student is participating in work and/or training in the SAT as part of their school timetable
 - outlines the units of competency to be completed during the SAT including those competencies that will be delivered by the school
 - is negotiated and agreed by the employer, apprentice or trainee, parent/carer (if applicable and appropriate), school and SRTO
 - provides the [minimum paid work requirement for each 12 months of the full-time equivalent nominal term](#)
 - should demonstrate that [institutional training delivery limits for a school-based apprentice](#) (if applicable) will not be exceeded.
 - supports the student, parent/carer (if applicable and appropriate), employer, SRTO and AASN provider to develop and sign the training contract, ensuring that prior to signing the contract, the SRTO confirms that any reasonable adjustments to support a student with disability, will be provided
 - retains a copy of the schedule on file as evidence that a schedule has been developed and the parties have agreed to it.

During the SAT

Monitoring

- The SATs coordinator:
 - ensures the student is recorded 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 [Roll marking in state schools](#) procedure)

- monitors the progress of the student throughout Years 10 to 12, including the completion of any competencies being delivered at the school
- ensures the schedule of school studies, training and employment is adhered to by the school, student, SRTO, employer and AASN provider (if applicable)
- supports negotiations with the student, parent/carer, employer, SRTO and AASN provider (if applicable), if circumstances arise that require amendments to be made to the schedule, e.g. a proposed change to working hours or institutional training timetable where the change would impact on the student's school timetable
- ensures that the student's SET plan is reviewed and refined when necessary to reflect any changes as a result of amendments made to the schedule.

Tutorial assistance for students with additional educational needs

- The SATs coordinator:
 - where applicable, applies for [tutorial assistance funding](#) for students with additional educational needs, using [Form DOETA1 — Approval for tutorial assistance funding for students with additional educational needs](#)
 - where applicable, coordinates any necessary tutorial assistance with an accredited provider for students with additional educational needs
 - where applicable, applies for payment of [tutorial assistance funding](#) for students with additional educational needs using [Form DOETA2 — Application for payment for tutorial assistance for students with additional educational needs](#).
- DoE State Schools — Performance officer (Curriculum, Teaching and Learning):
 - monitors applications received for tutorial assistance funding to ensure maximum limits per school-based apprentice or trainee are not exceeded
 - checks the details on the DOETA1 and DOETA2 forms for [eligibility, accuracy and completeness](#)
 - communicates the outcome of the application for funding
 - confirms that all relevant supporting documentation has been provided
 - obtains financial approval from Director, Curriculum, Teaching and Learning
 - facilitates payment to the apprentice/trainee.

Travel and accommodation financial assistance

1) Car travel and accommodation assistance

- The SATs coordinator:
 - confirms that the school-based apprentice or trainee is eligible for [car travel, and/or accommodation assistance](#) by determining if the apprentice/trainee meets the following eligibility requirements:
 - an active training contract registered under the [Further Education and Training Act 2014 \(Qld\)](#)
 - required to travel more than 100 km return to attend off-the-job training
 - attends the closest training provider who provides the course of instruction for the particular training program

- processing of the claim is finalised within 12 months of a completed training block
- completes the [Travel and accommodation subsidy claim form](#) in consultation with apprentice/trainee ensuring:
 - the SRTO has verified apprentice/trainee attendance details
 - all required signatures have been obtained including the parent/carer (if applicable and appropriate)
 - the completed form is scanned and emailed to VETinSchools@qed.qld.gov.au
 - copies of the form are provided to the apprentice/trainee and retained at school.
- DoE State Schools — Performance officer (Curriculum, Teaching and Learning):
 - checks the details on the [Travel and accommodation subsidy claim form](#) for eligibility, accuracy and completeness
 - obtains financial approval from Director, Curriculum, Teaching and Learning
 - facilitates payment to the apprentice/trainee.

2) Air travel financial assistance

- The SATs coordinator:
 - confirms the apprentice/trainee is eligible for [air travel assistance](#) by confirming that the apprentice or trainee meets the following eligibility requirements:
 - 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
 - resides in Cape York or Torres Strait Islands.
 - completes the [Air travel application form](#) in consultation with the apprentice/trainee, at least 28 days prior to commencement of travel ensuring:
 - the apprentice/trainee understands the conditions of the air ticket to be issued
 - all required signatures have been obtained including parent/carer (if applicable and appropriate)
 - the completed form is scanned and emailed to VETinSchools@qed.qld.gov.au
 - copies of the form are provided to the apprentice/trainee and retained at school.
- DoE State Schools — Performance officer (Curriculum, Teaching and Learning):
 - checks the details on the [Air travel application form](#) for eligibility, accuracy and completeness
 - obtains financial approval from Director, Curriculum, Teaching and Learning
 - books flights following DoE Domestic travel procedure
 - sends an email confirmation of the air travel booking to the apprentice/trainee and the SATs coordinator using the contact details provided.

Changes to the SAT

- The SATs coordinator supports the parties to the training contract when changes to schooling arrangements occur for a school-based apprentice or trainee such as withdrawal of support by school,

changing schools, suspended or excluded from school, terminating the training contract, or leaving school before the end of Year 12.

- Withdrawal of support for SAT:
 - inform DESBT's regional/district office by contacting the Apprenticeships Info line on 1800 210 210 if the school decides to withdraw support of a student's participation in a SAT as the arrangement is considered inappropriate for the student.
- Apprentice or trainee changes school:
 - new school must agree in order for the SAT to continue
 - negotiation and agreement to a new schedule of school studies, training and employment in consultation must occur with the new school, apprentice or trainee, parent/carer (if applicable and appropriate), employer and SRTO.
- Apprentice or trainee is suspended or excluded from school:
 - if re-enrolled at another school, the SAT may continue if new school is agreeable and subject to negotiation of new schedule. Contact DESBT through the AASN provider for further advice
 - if no longer enrolled in any school, the training contract requires conversion to full-time or part-time arrangements using DESBT's [Amendment of a registered training contract form](#).
- The training contract is cancelled following discussion with the apprentice or trainee, parent/carer (if applicable and appropriate), employer, SRTO and school (if involvement is requested by one of the parties to the contract)
- Apprentice or trainee leaves school before the end of Year 12:
 - employer and apprentice/trainee are required to initiate an amendment to the training contract to full-time or part-time arrangements, using the DESBT's [Amendment of a registered training contract form](#)
 - reviewing the training plan with the SRTO.

Completion of the SAT or finalisation of SAT for Year 12 leavers

- The SATs coordinator:
 - confirms that all completion requirements have been met:
 - all required off-the-job training is completed
 - the minimum paid work requirement has been undertaken for each 12 months of the full-time equivalent nominal term
 - the parties agree that the trainee is competent.
 - confirms appropriate credits have been recorded in the apprentice/trainee's learning account
 - ensures notification has been received from DESBT confirming the facilitation of the conversion of school-based training contracts of Year 12 school-leavers to full-time arrangements has occurred.

Business case for students outside Years 10, 11 and 12

In exceptional circumstances, a student not in Years 10, 11 or 12 may be considered for a school-based apprenticeship or traineeship. The parties – student, parent/carer (if applicable and appropriate), employer and SRTO – proposing to enter a training contract are responsible for developing a business case for consideration, however the AASN provider may facilitate this process. The business case must be approved by the Regional Director at DESBT's local regional office before the parties sign a training contract.

The business case will need to include the following evidence in support of the application:

- information on the range of other options that the school has considered before deciding to support the engagement of the student in a SAT – for example, work experience
- how the school will accommodate the SAT arrangement within the student's existing curriculum
- how well the student is handling school and whether or not they have the capacity to take on the additional study load necessary to achieve the outcome of the SAT
- any additional learning or support the school and/or SRTO will make available to the student to support their progress through the qualification
- the level of support, training and supervision that the employer will provide in the workplace
- any potential exposure to workplace risks associated with the particular employment arrangement.

Definitions

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 delivery of training and assessment services required under a training plan.
Australian Apprenticeship Support Network (AASN) provider	Apprenticeship Network providers are contracted by the Australian Government, and have an agreement with DoE to provide advice and support to employers, apprentices and trainees.
Schedule of school studies, training and employment	A document negotiated and agreed to by the employer, apprentice/trainee, parent, school and SRTO 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 SRTO) are aware of and agree to the school study, training and employment schedule for the trainee or apprentice.
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 SRTO outside of the workplace in a formal setting.
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

Related policies

- [Inclusive education](#)

Related procedures

- [Senior education and training \(SET\) planning](#)
- [Roll marking in state schools](#)
- [Domestic travel](#)

Guidelines

- [Guide to school-based apprenticeships and traineeships](#)

Supporting information/websites

- [Responsibilities of SAT stakeholders](#)
- [Travel and accommodation financial assistance information](#)
- [Travel and accommodation subsidy claim form](#)
- [Air travel application form](#)
- [Tutorial assistance information for state school-based apprentices and trainees with additional educational needs](#)
- [Form DOETA1 — Application for tutorial assistance funding for students with additional educational needs](#)
- [Form DOETA2 — Application for payment for tutorial assistance for students with additional educational needs](#)
- [Frequently asked questions](#)
- [Strategies for sourcing school-based apprenticeships and traineeships](#)
- [Strategies for promoting school-based apprenticeships and traineeships](#)
- [School-based apprenticeships and traineeships](#) (Education website)
- [Education, Training and Employment Schedule \(ETES\) for school-based apprenticeships and traineeships \(ATF-023\)](#)
- [School notification form](#)
- [School-based apprenticeships and traineeships](#) (Apprenticeships Info website)
- [School-based apprenticeships and traineeships info sheet](#)
- [Queensland Training Information Service \(QTIS\)](#)
- [Declaration of Apprenticeships and Traineeships in Queensland](#)
- [Disabled Australian Apprentice Wage Support Program](#)

Contact

For further information, please contact:

State Schools Division

Email: VETinSchools@qed.qld.gov.au

Review date

03/04/2022

Superseded versions

Previous seven years shown. Minor version updates not included.

- 3.0 School based apprenticeships and traineeships
- 4.0 School based apprenticeships and traineeships
- 5.0 School based apprenticeships and traineeships

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