

# Guide to school-based apprenticeships and traineeships

This guide details the requirements which are specific to school-based apprenticeships and traineeships (SATs) and additional to the requirements for all apprenticeships and traineeships.

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## Acronyms & Definitions

**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. DESBT actively promotes the AASN Provider as the first point of contact for the administration of all apprenticeship and traineeship training contracts.

**CRM** — Client Relationship Management system — a database used to capture information on all client and stakeholder queries and correspondence

**DESBT** — Department of Employment, Small Business and Training

**FET Act** — *Further Education and Training Act 2014*

**myApprenticeship** — an online self-service data management website which enables apprentices and trainees who commenced on or after 1 July 2014 to securely view information and complete a range of tasks relating to their apprenticeship or traineeship

**QATO** — Queensland Apprenticeship and Traineeship Office, DESBT

**QCAA** — Queensland Curriculum and Assessment Authority, Department of Education

**QTIS** — Queensland Training Information Service, DESBT's database of apprenticeships and traineeships approved for delivery in Queensland

**SAT** — school-based apprenticeship or traineeship

**SRTO** — supervising registered training organisation, as defined in the FET Act

**DCC** — DESBT Customer Centre, whose responsibilities include managing calls received through the Apprenticeships Info line and managing emails received in the mailboxes [apprenticeshipsinfo@qld.gov.au](mailto:apprenticeshipsinfo@qld.gov.au), [training@desbt.qld.gov.au](mailto:training@desbt.qld.gov.au) and [records@desbt.qld.gov.au](mailto:records@desbt.qld.gov.au).

## Parental consent

The consent of an apprentice's or trainee's parent (or guardian), where mentioned in this document, is required if the apprentice or trainee is under 18 years of age and it would be appropriate in all the circumstances for a parent to give their consent. A parent's consent is not required, for example, if the apprentice or trainee is living independently.

## What is a school-based apprenticeship or traineeship (SAT)?

A SAT is employment-based training declared to be an apprenticeship or traineeship under the FET Act, where:

- the apprentice or trainee is a school student
- the parties have signed an apprenticeship/traineeship training contract
- the apprentice/trainee's (student's) school timetable or curriculum reflects a combination of school studies, paid work for an employer and training in an apprenticeship or traineeship occupation
- the apprenticeship or traineeship:
  - counts towards the awarding of a Queensland Certificate of Education (QCE) or its equivalent and progression towards a vocational qualification
  - can count towards a selection rank for university.

## Entry requirements

The following approval requirements are specific to SATs and are additional to the entry requirements which apply to all apprenticeships and traineeships.

To be eligible to enter into a SAT, the following requirements must be met:

1. The intending apprentice or trainee must be enrolled at, and attending, a registered government school or an accredited non-government school, or registered with the Home Education unit of the Department of Education as a home-schooled student.
2. The intending apprentice or trainee must be progressing towards the attainment of a QCE or equivalent and a vocational qualification, that is:
  - enrolled in the senior phase of learning or the transition year (years 10, 11 and 12)
  - in exceptional circumstances other students may be considered eligible — see [Business case for students outside of years 10, 11 and 12](#) below.

For more information, see [Alternative schooling arrangements](#) below.

3. The [school's support of the SAT](#) arrangement is required.
4. There must be a training contract which links to an industrial instrument — such as an industrial award or agreement — and which is signed by the employer and apprentice or trainee (and their [parent](#), if applicable and appropriate).
5. There must be an agreed schedule of school studies, training and paid employment, endorsed by the intending apprentice's or trainee's (student's) school — see [Schedule of school studies, training and employment](#) below.

6. The employer, apprentice or trainee and [parent](#) must commit to the minimum paid work requirement — see [Minimum paid work requirement](#) below.
7. For applicants in the electrotechnology industry, specific requirements apply — see [Minimum education requirement](#) below and the [Declaration of apprenticeships and traineeships in Queensland policy](#).
8. If an intending apprentice or trainee is under 18 years of age, the [consent of a parent](#) is required (if appropriate).

Whilst a school-based traineeship may be completed when the trainee is still an enrolled school student, it is most unlikely a school-based apprenticeship could be completed. In signing-up to a SAT, the parties undertake to convert to full-time or part-time training arrangements if the SAT has not been completed when the apprentice or trainee leaves school.

## Alternative schooling arrangements

Eligible school-based apprentices and trainees, as a rule, attend a registered government school, an accredited non-government school or undertake 'distance education'.

Eligible students educated in the following non-traditional ways may also be signed up as school-based apprentices and trainees:

- home-schooled students — that is, students registered with the Home Education Unit of the Department of Education
- students undertaking year 11 and 12 studies at an Australian Technical/Trade College
- students undertaking year 11 and 12 studies at TAFE Queensland.

## Pre-registration approval requirements

The following approval requirements are specific to SATs and are additional to the entry requirements which apply to all apprenticeships and traineeships.

### (1) School's support of the SAT

It is critical that a student's school Principal, or authorised representative, supports the proposed SAT. Without the school's endorsement, the proposed SAT will not be registered.

The school may decide to withhold their support if they consider the SAT arrangement is inappropriate for their student. If a proposed SAT does not provide a genuine school-based learning opportunity, it is expected the school will not endorse school-based arrangements. It may be appropriate for the parties to consider instead, a part-time training contract outside of school arrangements.

If it is proposed to permanently transfer a registered school-based training contract to another employer, confirmation of the school's continuing support for the new arrangement is required.

The school's support may be provided in the following ways:

- in writing — a [School Notification](#) form is available on the DESBT website.
- electronically — by email to the AASN Provider for the apprenticeship/traineeship
- verbally to the AASN Provider for the apprenticeship/traineeship
- a signed [Education, Training and Employment Schedule \(ETES\)](#).

The AASN Provider must ensure that:

- school support of the SAT arrangement is obtained before approving the training contract for registration
- if accepting verbal support, the person providing the verbal support is authorised to do so
- the AASN Provider keeps a record of the confirmation.

If, during the course of a SAT, the school-based apprentice or trainee changes schools, the new school's approval to continue the SAT is required.

If the student's school decides to withdraw their support, they should notify DESBT of this situation through the AASN Provider nominated by the employer for the apprenticeship or traineeship, or the Apprenticeships Info line on 1800 210 210. Unless the parties to the training contract decide to continue under part-time or full-time arrangements, the training contract will be cancelled.

To ensure the appropriateness and quality of training, DESBT monitors particular school-based traineeships in the pre-registration period. Training contracts which fail to meet the requirements for school-based arrangements will be cancelled unless converted to part-time or full-time (if appropriate).

## (2) Minimum education requirement

School-based apprentices and trainees must be enrolled in the senior phase of learning or the transition year (years 10, 11 and 12) — see the [Entry requirements](#) section above.

For the electrotechnology industry, only students in year 11 or 12 are eligible to enter into school-based apprenticeships. Entrants must have achieved a pass result (semesters 1 & 2 completed) in English, Maths and Science at year 10 level or the equivalent.

For other industries, students enrolled in school studies outside of years 10, 11 and 12 may be considered, subject to the approval by Regional Office, DESBT of a business case submitted by the parties before a training contract is signed (see below).

### (3) Business case for students outside years 10, 11 and 12

Where a student is not in year 10, 11 or 12 and seeks to undertake a school-based traineeship or apprenticeship the parties may submit a business case for consideration (except for electrotechnology apprenticeships, where only Year 11 and 12 students are eligible). The responsibility for developing a business case lies with the parties proposing to enter a training contract; however, the AASN Provider may facilitate the 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.

### Minimum paid work requirement

An employer must commit to providing a minimum of 375 hours (50 days) of paid employment, 600 hours (80 days) for the electrotechnology industry, over each 12 month period from the date of commencement of the training contract. This is to be provided as a minimum of 7.5 hours per week of paid employment, which may be averaged over a three month period. An employer may provide the equivalent of a "day" as part days across the week.

Prior to completing a school-based training contract, a **trainee** must have completed a minimum of 50 days of paid employment for each year of the equivalent full-time nominal term.

The nominal term is based on the duration (months) as indicated on QTIS for full-time training. For example:

A minimum of 50 days **must** be worked prior to completion of a training contract for a 12 month full-time nominal term, irrespective of actual time served/early completion.

A minimum of 75 days **must** be worked prior to completion of a training contract for an 18 month full-time nominal term, irrespective of actual time served/early completion.

A minimum of 100 days **must** be worked prior to completion of a training contract for a 24 month full-time nominal term, irrespective of actual time served/early completion.

This is considered the minimum to:

- permit skill formation to occur
- clearly identify an employment and training pathway exists, as distinct from an institutional pathway, and
- provide opportunity to practise and reinforce underpinning theory to achieve a high quality outcome.

The employer may provide additional working hours if agreeable to all parties and allowable under the relevant industrial instrument.

The required minimum hours of paid work does not include time that an apprentice or trainee spends attending training delivered by the SRTO.

If an SRTO or AASN Provider identifies that a school-based apprentice or trainee is not working the minimum number of paid working days they should contact DESBT through the Apprenticeships Info line on 1800 210 210.

For students with a cancelled school-based training contract who are seeking to recommence the same school-based traineeship with a new employer, see [Traineeship recommencements](#) below.

## (1) Employment-based training

SATs are employment-based pathways to a qualification. The employment must be regular and meaningful, and allow the school-based apprentice or trainee the opportunity to gain workplace competence to industry standards. A school-based apprentice or trainee can make up missed work by working additional hours or days during weekends or across school holidays to meet this requirement.

It is not acceptable to place a school-based trainee in a workplace and, effectively, have them complete an institutional pathway to the qualification. The following examples are indicative of work arrangements which would be considered inappropriate for SATs:

Example 1. An arrangement where the trainee is placed in a training room in a workplace for 7.5 hours of paid work per week, without client or staff interaction.

Example 2. A trainee placed in a workplace which does not have the range of work, equipment or supervision necessary to provide the training the employer has agreed to provide under the training plan. While the training package may allow for assessment to take place in a simulated environment, the employment arrangement must align to the qualification.

## (2) Traineeship recommencements

A student may have a cancelled training contract and seek to recommence the same traineeship under a new school-based training contract. In such cases, the student should already have completed part of the minimum work requirement.

Before lodging the new training contract for registration, the AASN Provider must:

- contact the student and parent/guardian to determine the number of days that the student has worked under the previous training contract
- establish the minimum number of working days which the trainee must undertake before completion of the traineeship can be contemplated — to do this, subtract the number of days worked with the previous employer/s under the earlier training contract/s from the minimum days they must work upon completion of the new training contract
- advise the new employer and trainee of the minimum number of days required to be worked (as well as completing all the requirements outlined in the training plan) before completion of the traineeship can be contemplated — this advice can be given verbally, and
- keep a record of the advice given to the employer and trainee.

Example:

A student has a cancelled training contract in Certificate III in Early Childhood Education and Care and has completed 35 days with the previous employer. The student is recommencing their school-based training contract with a new employer in Early Childhood Education and Care. The new employer must be advised that at a minimum the student has 65 days— 100 days minus the 35 days already worked — to work with the new employer along with completing all the requirements under the SATs training plan.

For a school-based traineeship completion, the trainee **MUST** have completed at least 50 days of paid employment for each year of the equivalent full-time nominal term. The nominal term is based on the duration (months) as indicated on QTIS for a full-time training contract

**Note:** This step is necessary so the parties are aware of the required work component under the new training contract. It is also important as it is common that the parties seek completion of a school-based traineeship while the student is still at school, and DESBT must have verification that the minimum work requirement has been completed before issuing a completion certificate.

This process is not required for school-based apprenticeship training contracts as the limits on the amount of institutional training which may be delivered to school-based apprentices would preclude these apprentices from completing whilst at school, unless the training contract was a recommencement and the student had a previous full-time or part-time training contract involving a considerable work component. Such a proposed completion would be investigated

by DESBT to determine whether completion would be appropriate.

### (3) Permanent transfer of school-based traineeships

A permanent transfer is, essentially, a recommencement, in that the trainee ceases with the original employer and recommences with the new employer on permanent transfer. For school-based training contracts, the new employer and trainee must be advised how many days are still to be worked before the minimum work requirement will be met.

For permanent transfers, the trainee is required to work a minimum of 375 hours (50 days) of paid employment for each 12 months of the full-time equivalent nominal term before the training contract may be completed; regardless of the commencement date with the original employer or the new employer.

When approving a permanent transfer, the processing officer must contact the original employer and ascertain the number of days the trainee has worked so far. They should note the total minimum number of working days required for this traineeship, and subtract the number of days already worked; the remainder is the minimum number of working days required before completion. The officer must then advise the new employer and trainee accordingly.

### (4) Minimum paid work requirement completed before all institutional training has been delivered

A training contract is a contract of employment and training and, if the trainee has fulfilled the minimum work requirement but still has institutional training to complete, the parties must continue to schedule a pattern of regular working days for the trainee up until the training contract is completed.

## Schedule of school studies, training and employment

The training and/or work elements of a SAT must 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.

There must be a schedule of school studies, training and employment in the apprenticeship or traineeship, specifically:

- The schedule must—
  - demonstrate that the student is participating in work and/or training in the apprenticeship

- or traineeship as part of their school timetable or curriculum
  - be negotiated and agreed by the employer, apprentice or trainee, parent (if applicable and appropriate), school and SRTO
  - provide the minimum work requirement.
- While the level of impact of the apprenticeship or traineeship on the student's school timetable is not defined, it is expected that regular time slots are set for the apprenticeship or traineeship. The school is best positioned to determine whether or not an apprenticeship or traineeship impacts sufficiently on the student's school timetable. For example, the apprentice or trainee may attend work on Wednesday afternoons instead of sport, or a foreign language subject may be dropped to undertake the SAT. DESBT does not require the schedule to be documented in a particular way, however the parties must be able to show evidence that a schedule has been developed and the parties have agreed to it. A field officer from the local regional/district office of DESBT or an AASN Provider may, from time to time, require information about the agreed schedule of school studies, work and training to verify the legitimacy of a school-based training contract or assist in determining why an apprentice or trainee is not making progress. Negotiating this schedule may require several meetings or contacts to ensure all parties are satisfied with the arrangements and the level of impact the apprenticeship or traineeship will have on the student's school timetable.

The [Education, Training and Employment Schedule \(ETES\) for school-based apprenticeships and traineeships \(SATs\) \(ATF-023\)](#) is an optional template which DESBT has made available on its website, which the parties may use.

### (1) Amendments to the schedule

Circumstances may arise during the course of a SAT, which would require negotiation of an amendment to the schedule — for example, where the student moves to another school, or it is proposed to change their working hours or institutional training timetable and the change would impact on the student's school timetable. The needs of the school would take precedence over the needs of the other parties in these negotiations.

A minor change to the agreed schedule which does not impact on the student's school timetable — such as replacing work on a couple of Saturday mornings with Saturday afternoons — would not necessitate renegotiation of the schedule involving the school; if such a change were to be proposed over a longer period, however, the school should be consulted, to assist them in monitoring the student's progress and ensure their continued support of the SAT arrangement.

## State Government funded training

The [User Choice](#) program provides public funding for the delivery of training by a registered training organisation to eligible school-based apprentices and trainees.

The User Choice policy establishes limits to the amount of public funding which is available to individual school-based apprentices and trainees under the program.

A student and their parent, when considering the commencement of a SAT, need to consider the correlation between the apprenticeship or traineeship occupation and the student's chosen career. The funding of a SAT under the User Choice program may have implications for the availability of further public funding should the student seek to change direction and undertake another apprenticeship or traineeship in the future.

## Institutional training delivery limits for school-based apprenticeships

DESBT has established limits on the amount of institutional training which a registered training organisation may deliver to school-based apprentices, based on the nominal term of a full-time training contract. This restriction arose out of a concern that some school-based apprentices may seek to undertake inappropriate amounts of institutional training without commensurate exposure to workplace experience to support the institutional training delivered.

Whilst an individual is undertaking a school-based apprenticeship, the SRTO is permitted to deliver training within the following limits only:

- (a) where the nominal term of the school-based training contract is 8 years, the SRTO is permitted to deliver a maximum of 33.3% of the competencies
- (b) where the nominal term of the school-based training contract is 6 years, the SRTO is permitted to deliver a maximum of 40% of the competencies
- (c) where the nominal term of the school-based training contract is 4 years, the SRTO is permitted to deliver a maximum of 50% of the competencies.

(The nominal term of a school-based training contract is twice that of a full-time training contract.)

This restriction does not apply to school-based traineeships.

An SRTO must obtain approval from DESBT before exceeding these limits.

### (1) Relaxing the maximum institutional training allowable

DESBT recognises that there may be some exceptional circumstances where it would be desirable for an apprentice to undertake more of their institutional training whilst under school-based arrangements, and has made the following determination in regard to these cases.

In exceptional circumstances, DESBT may consider written applications to relax the institutional training delivery limit for individual school-based apprentices on a case-by-case basis.

Regional Directors – DESBT will decide applications to relax the institutional training delivery limit for individual apprentices. The following conditions apply:

- Applications will be assessed against the criteria approved by DESBT (see below).
- Applications for individuals must be considered on a case-by-case basis and all parties notified of the outcome in writing.
- Where an application is approved, the school-based apprenticeship should be targeted for monitoring of progress.
- Decisions regarding a relaxation of the institutional training delivery limit are to be added to the apprenticeship record in DESBT's database.

Regional Directors – DESBT will approve additional institutional training only up to the following limits, based on the (full-time) nominal term for an apprenticeship as shown in QTIS:

- (a) A school-based training contract with an 8 year nominal term — a maximum of 45% of the competencies
- (b) A school-based training contract with a 6 year nominal term — a maximum of 55% of the competencies
- (c) A school-based training contract with a 4 year nominal term — a maximum of 65% of the competencies.

(These maximum limits are equivalent to those applicable to full-time training contracts with nominal terms of 4 years, 3 years and 2 years respectively.)

Such approvals are to be very much the exception and not routine.

## (2) Criteria for relaxing the institutional training delivery limits

DESBT has approved the following criteria against which Regional Directors – DESBT may approve, or not approve, these applications:

- (i) The application, including the reason the applicants consider the apprentice should be allowed to undertake additional institutional training, must be made through the local regional/district office of DESBT. Where possible, it should be supported in writing by the employer, apprentice, parent (if applicable and appropriate), school and SRTO.
- (ii) The school-based apprentice should be making solid progress in the apprenticeship to date.
- (iii) There must be a genuine opportunity for the school-based apprentice to continue in the apprenticeship under full-time or part-time arrangements with the same employer after leaving school.

- (iv) The workplace experience of the school-based apprentice must be such that their competence in the workplace is commensurate with the competencies they have achieved at college.

### (3) Australian Technical/Trade Colleges (ATCs)

Due to the nature of training delivery by ATCs, the three ATCs are permitted to provide training in up to 45% of competencies to school-based apprentices (having training contracts with an 8-year nominal term) enrolled with them.

### (4) Recovery of funding where delivery limit is exceeded

If DESBT identifies that a registered training organisation has delivered training to a school-based apprentice in excess of the delivery limits stated above, without the necessary approval having been granted, DESBT will pursue recovery of any User Choice funding paid for that excess training.

## Travel and accommodation subsidies

School-based apprentices and trainees may be eligible, through the relevant school sector, to receive travel and/or accommodation subsidies to attend the portion of their training which is delivered by their registered training organisation.

State school students may apply using the [SATs Travel and Accommodation Subsidy Claim Form](#) made available by the Department of Education.

Independent and Catholic school students may seek information on availability and/or eligibility for a travel and accommodation subsidy/allowance from their school.

## Changes to schooling arrangements

### (1) School-leavers

SATs cannot continue under school-based arrangements once the students leave school as they no longer fit the definition of a SAT.

There is an expectation that, where a SAT is not completed when the student leaves school, the apprenticeship or traineeship will be continued under full-time arrangements.

DESBT (QATO) will facilitate an annual automated conversion of school-based training contracts of year 12 school-leavers to full-time arrangements. This conversion will be effective from the day following the official final day of the year 12 school year and the parties will be notified accordingly. Part of this process is the transfer of appropriate data to the Queensland Curriculum and Assessment

Authority (QCAA) to assist them in the allocation of points on the students' [Queensland Certificates of Education \(QCE\)](#). To facilitate correct data transfer DESBT will contact school-based apprentices to check that DESBT's record of the number of days of paid work they have completed is correct. If there is a discrepancy, the apprentice should complete and submit the [School-based apprentices – Notification of days worked form \(ATF-040\)](#) to have DESBT's record amended.

The parties may agree to amend the training contract to part-time arrangements instead of full-time. If they do so, they must apply to DESBT through their AASN Provider — the [Amendment of a registered training contract form \(ATF-035\)](#) is available from their AASN Provider or DESBT's website for this purpose.

If a school-based apprentice or trainee leaves school other than at the end of year 12, the employer and apprentice/trainee are required to initiate an amendment to the training contract to full-time or part-time arrangements. The [Amendment of a registered training contract form \(ATF-035\)](#) is available from AASN Providers or from DESBT's website, to assist them in making this change. They would also need to review the training plan with the SRTO.

## (2) Change of school

If a school-based apprentice or trainee changes schools, the employer and apprentice/trainee need to obtain the new school's agreement to continue the school-based arrangement.

If the new school is agreeable to their student continuing the SAT, the relevant parties will need to:

- negotiate and agree to a new schedule of school studies, training and employment — this is a responsibility of the school, apprentice or trainee, parent (if applicable and appropriate), employer and SRTO. See the [Schedule of school studies, training and employment](#) section above for more information.
- review the training plan — this is a responsibility of the employer, apprentice or trainee and SRTO
- notify DESBT of the change via the [myApprenticeship](#) self-service website or by contacting the AASN Provider nominated for the apprenticeship or traineeship, or the Apprenticeships Info line on 1800 210 210 — this is a responsibility of the apprentice or trainee or [parent](#).

If the new school decides to withhold their support for continuation of the SAT arrangement, the parties may consider converting the training contract to part-time arrangements outside of the school environment, if appropriate. The other alternative is cancellation of the training contract, though the apprenticeship or traineeship may be continued at a later date under another training contract (for example, when the student leaves school).

### (3) Suspension from school

School-based apprentices and trainees who are suspended from school are still enrolled as students. Therefore, they may continue the apprenticeship or traineeship under school-based arrangements. The suspension should not interfere with their training or employment and may provide an opportunity to increase workplace exposure during the period of suspension.

### (4) Exclusion from school

School-based apprentices and trainees who are excluded from school are no longer enrolled as students. Therefore, they cannot continue as school-based, and the training contract would need to be converted to either full-time or part-time arrangements.

It is acknowledged that some excluded students may be able to re-enrol at other schools. Provided the new school is agreeable, the apprenticeship/traineeship may be continued under school-based arrangements. For the period of time between leaving the previous school and being enrolled with the new school, the employer and apprentice/trainee may take up one of the following options in regard to continuing the apprenticeship/traineeship:

1. Apply to DESBT (through the AASN Provider) to convert the training contract to either full-time or part-time arrangements, or
2. Apply to DESBT (through the AASN Provider) to suspend the training contract until such time as the apprentice/trainee is re-enrolled.

## Completion of school-based traineeships

To ensure the integrity of the school-based traineeship system, there is a strict minimum employment requirement applicable to school-based traineeships before they can be completed.

### (1) Minimum paid work

A school-based training contract cannot be completed until the following requirements are met:

- all required off-the-job training is completed
- a minimum of 375 hours (50 days) of paid work have been undertaken for each full-time nominal term year as set out in the duration details on QTIS;
- and the parties agree that the trainee is competent:
  - For an early completion occurring for a traineeship with a full-time nominal term of 12 months (24 months under school-based arrangements), the school-based trainee **MUST** have undertaken at least 375 hours (50 days) of paid employment, and DESBT is

satisfied that a regular program of paid work has maintained the validity of the training contract.

- For an early completion occurring for a traineeship with a full-time nominal term of 18 months (36 months under school-based arrangements), the school-based trainee MUST have undertaken at least 562.50 hours (75 days) of paid employment, and DESBT is satisfied that a regular program of paid work has maintained the validity of the training contract.
  - For an early completion occurring for a traineeship with a full-time nominal term of 24 months (48 months under school-based arrangements), the school-based trainee MUST have undertaken at least 750 hours (100 days) of paid employment, and DESBT is satisfied that a regular program of paid work has maintained the validity of the training contract.
- the employer has signed a declaration stating that they have provided the required minimum paid employment to the trainee.

These minimum requirements also apply where a traineeship, which commenced as school-based, has been subsequently converted to full-time or part-time arrangements.

This is considered the minimum to:

- permit skill formation to occur,
- clearly identify an employment and training pathway exists, as distinct from an institutional pathway, and
- provide an opportunity to practise and reinforce underpinning theory to achieve a high quality outcome and demonstrate competence to workplace/industry standards in all aspects of the training plan.

## Queensland Certificate of Education (QCE)

School-based apprenticeships and traineeships under the FET Act are 'contributing studies' for the students' QCEs and their results of assessment are recorded in their student's account.

The number of credit points allocated for a school-based apprenticeship is affected by the amount of workplace training completed by the student, as well as the competencies achieved. School-based trainees are allocated appropriate points for competencies achieved only. DESBT will assist the QCAA in this task by enabling the transfer of appropriate data to the QCAA.

The student's Learner Unique Identifier (LUI) number provides a link between the DELTA and QCAA databases. When notified of an apprentice's LUI, DESBT will update the apprentice's DELTA record accordingly.

For more information, see the [QCE & QCIA Handbook](#) (2.2 Categories of learning: VET – Maximums) which is available on the QCAA's website.

## Responsibilities

All stakeholders in the apprenticeship and traineeship system have a responsibility to ensure the integrity and quality of the system is maintained at the highest level and any dilution of quality standards, whether intentional or unintentional, is addressed immediately.

The following responsibilities are specific to SATs. There are additional responsibilities which are common to all apprenticeships and traineeships, including full-time and part-time.

### Role of the Australian Apprenticeship Support Network (AASN) Provider:

- Ensure the student's school supports the proposed SAT before lodging a training contract for registration, and when processing a permanent transfer.
- Ensure any necessary [pre-registration approvals](#) have been obtained before lodging the training contract for registration.
- For training contracts in the electrotechnology industry, ensure that the minimum requirements, as detailed in Table 15 of the [Declaration of Apprenticeships and Traineeships in Queensland policy](#) and [QTIS](#), can be met.
- Ensure the intending employer and apprentice or trainee are informed of the requirements specific to SATs, including the [minimum paid work requirement](#).
- Facilitate the negotiation of a [schedule of school studies, training and employment](#) (if requested).
- Ensure DESBT is notified if the AASN Provider becomes aware that the school attended by a school-based apprentice or trainee withdraws their support for the student's participation under the training contract.

The level of involvement an AASN Provider elects to undertake in assisting the parties to negotiate appropriate scheduling of school studies, training and employment is solely at their discretion. The AASN Provider may elect to facilitate the process, but at no stage should they be solely responsible for negotiating scheduling of school studies, training and employment.

### Role of the employer:

- Before commencing a school-based apprenticeship or traineeship arrangement, obtain the agreement of the school at which the student is enrolled, to the proposed SAT arrangement.
- Obtain any necessary [pre-registration approvals](#) before lodging a school-based training contract

for registration.

- Commit to providing the apprentice or trainee with a minimum of 375 hours (50 days) paid work over each 12 month period from date of commencement, whilst under school-based arrangements (600 hours (80 days) for electrotechnology).
- Ensure appropriate employment arrangements are in place, to give the school-based apprentice or trainee regular work, on a regular basis, in the apprenticeship or traineeship.
- Negotiate (with the school, student, parent and SRTO) and agree to a schedule of school studies, training and employment for the apprentice or trainee. The schedule needs to take into account the [minimum paid work requirements](#) for school-based apprentices and trainees, and the [institutional training delivery limit for school-based apprenticeships](#).
- Undertake to continue the apprenticeship or traineeship:
  - under full-time arrangements if an electrotechnology apprenticeship
  - under full-time or part-time arrangements for traineeships and other apprenticeship occupations,
 if the school-based apprentice or trainee has not completed the training when they leave school.
- Promptly notify the apprentice's or trainee's parent (if applicable and appropriate), school and SRTO if a change to the apprentice's or trainee's working hours is proposed and the change would impact on the student's school timetable.
- If circumstances arise where it appears unlikely that the apprentice or trainee will be able to undertake the minimum number of paid working hours, contact your nominated AASN Provider or DESBT's Apprenticeships Info line on 1800 210 210 for advice.
- If a trainee has completed all training and assessment under their training plan whilst under school-based arrangements, ensure they have undertaken the [minimum paid work requirement](#) before initiating the process to complete the traineeship.
- If the school attended by a school-based apprentice or trainee withdraws their support for the student's participation under the training contract, inform DESBT of this event by contacting your nominated AASN Provider or the Apprenticeships Info line on 1800 210 210.

### Role of the apprentice or trainee:

- Before commencing a SAT, obtain your school's agreement to the proposed arrangement (usually through the Principal, Guidance Officer, VET coordinator or careers counsellor).
- Commit to undertaking a minimum of 375 hours (50 days) paid work over each 12 month period from the date of commencement, whilst under school-based arrangements (If undertaking a school-based apprenticeship in the electrotechnology industry, the minimum work requirement is 600 hours (80 days) over each 12 month period.)
- Before commencing a SAT which is funded under the [User Choice program](#), consider the possible implications of that decision on eligibility for any further User Choice funded training —

for more information, see the [State Government funded training](#) section of this document.

- Before commencing a SAT, assist the employer to obtain any necessary [pre-registration approvals](#).
- Participate in negotiations and agree (with your school, employer, parent and SRTO) to a schedule of school studies, training and paid employment, taking into account the [minimum paid work requirement](#) and the [institutional training delivery limit for school-based apprenticeships](#).
- If unable to attend training scheduled with your SRTO (college), contact your employer, training provider and school to advise them of non-attendance.
- If unable to attend your employer's workplace, contact your employer and school to advise them of non-attendance.
- Promptly notify the below parties in the following circumstances:
  - if there is an ongoing change to your working hours which affects your school timetable, promptly notify your parent, school and SRTO
  - if there is an ongoing change to your college training timetable which affects your school timetable, promptly notify your parent, school and employer.
- If changing schools, ensure your new school is agreeable to you continuing the apprenticeship or traineeship under school-based arrangements, and if they do agree:
  - negotiate and agree to a new schedule of school studies, training and employment (with your school, employer, parent and SRTO)
  - speak to your SRTO about reviewing your training plan if it will be affected by a changed school timetable
  - notify DESBT so contact can be maintained with the correct school in regard to your apprenticeship or traineeship — notify DESBT using the [myApprenticeship](#) self-service website, or through your AASN Provider, or phone the Apprenticeships Info line on 1800 210 210.
- If suspended or excluded from school, promptly contact your AASN Provider or DESBT's Apprenticeships Info line on 1800 210 210 for advice regarding continuation of your apprenticeship or traineeship.
- If completing a traineeship whilst under school-based arrangements, ensure you have undertaken the minimum paid work requirement before initiating the completion process.
- Ensure DESBT is notified (by contacting your AASN Provider or the Apprenticeships Info line on 1800 210 210) if your school withdraws support for your continued participation as a school-based apprentice or trainee.

Additional information on the school-based apprentice/trainee's role is available in the [Department of Education's procedure on SATs](#).

## Role of the supervising registered training organisation (SRTO):

- Before accepting to be the SRTO for an apprentice or trainee under a SAT arrangement, ensure the student's school has agreed to the SAT arrangement.
- If the proposed SAT would be funded under the User Choice program, ensure the intending apprentice or trainee (and [parent](#), if applicable and appropriate) is informed of the possible implications it may have on the apprentice's or trainee's eligibility for future User Choice funding – for more information, see the [State Government funded training](#) section of this document.
- Ensure any necessary pre-registration approvals have been obtained before a training contract is lodged for registration.
- Negotiate and agree to a [schedule of school studies, training and employment](#) for the apprentice or trainee (with the school, employer, student and parent), taking into account the [minimum paid work requirements](#) for a SAT, and the [institutional training delivery limit](#) for school-based apprentices — for electrotechnology SATs, take into account the [minimum working hours](#) specific to that industry.
- Consult with the school to:
  - identify any apprenticeship or traineeship competencies for which the student can receive recognition
  - identify any competencies applicable to the apprenticeship or traineeship and the apprentice's or trainee's school program, which will be delivered by the school.
- In developing the training plan with the parties, observe the [limits to institutional training delivery](#) to school-based apprentices.
- Deliver institutional training to school-based apprentices up to [the approved limits](#) only.
- If the apprentice or trainee changes school and the new school agrees to continue the SAT:
  - review the schedule of school studies, training and employment
  - review the training plan.
- Promptly notify the apprentice or trainee, employer, parent and school if it is proposed to change the apprentice's or trainee's institutional training timetable and the change would impact on the apprentice's or trainee's school timetable.
- Notify DESBT by contacting the relevant AASN Provider or emailing [apprenticeshipsinfo@qld.gov.au](mailto:apprenticeshipsinfo@qld.gov.au) or contacting the Apprenticeships Info line on 1800 210 210, if the SRTO becomes aware that the school attended by a school-based apprentice or trainee withdraws their support for the student's participation under the training contract.
- Before signing a completion agreement for a school-based traineeship where the trainee has completed all training and assessment required under their training plan and is deemed by the employer to be competent, ensure that the trainee has completed the [minimum paid work requirement](#).
- When a school-based apprentice or trainee has completed all required training and assessment

(and for trainees, has completed the minimum work requirement), and the employer and apprentice or trainee have signed a [completion agreement](#), promptly sign the completion agreement and send it to [apprenticeshipsinfo@qld.gov.au](mailto:apprenticeshipsinfo@qld.gov.au) .

## Role of the school:

The student's school is required to make a decision to agree to, or withhold agreement from, a proposed SAT. In coming to this decision, the school's role includes:

- Consider whether or not a proposed SAT arrangement is appropriate for the student, and make a decision to support, or withhold support from, the SAT arrangement—
  - if a [School Notification form](#) is received from an AASN Provider, promptly complete and return it to the AASN Provider—
    - if the AASN Provider requests the school's consent during a visit, consent may be given verbally by an authorised person, negating the need for a School Notification form
    - consent may be given electronically by email to the AASN Provider
  - if the proposed SAT is funded under the User Choice program, ensure the student is aware of the possible implications that undertaking the SAT may have on their eligibility for User Choice funding of any further training they may wish to undertake — for more information, see the [State Government funded training](#) section of this document.
- Before a SAT commences, ensure any necessary [pre-registration approvals](#) have been obtained.
- Negotiate with the employer, student, [parent](#) and SRTO to establish and agree how work and/or training in the apprenticeship or traineeship will impact on the student's school timetable.
- Ensure the SAT arrangement meets the minimum and maximum requirements for workplace and institutional training — refer to the [Declaration of apprenticeships and traineeships in Queensland policy](#).
- Negotiate and agree to a [schedule of school studies, training and employment](#) for the apprentice or trainee (with the employer, student, parent and SRTO), taking into account the [minimum paid work requirements](#) for a SAT, and the [institutional training delivery limit for a school-based apprentice](#) (if applicable).
- Consult with the SRTO to identify any competencies common to the SAT and the student's school program, which will be delivered by the school.
- Upon receipt (by the school and student) of [mail](#) regarding the automatic conversion of a training contract to full-time arrangements (for year 12 school-leavers), assist the student to respond according to circumstances and the information provided in the mail, if requested.

If the school considers an employer or SRTO is not acting in the best interests of the student and/or the

SAT does not meet the criteria set out in this document, seek advice from DESBT's Apprenticeships Info line on 1800 210 210.

If the school decides to withdraw their support of a student's participation in a SAT, inform DESBT's regional/district office by contacting the Apprenticeships Info line on 1800 210 210.

The [Department of Education's procedure on SATs](#) provides detail, from a school's perspective, on the school's role and processes in regard to State school students undertaking SATs.

## Role of the parent:

Please see the section above regarding [parental consent](#).

- Ensure the apprentice/trainee's school Principal, or their authorised representative, supports the proposed SAT.
- Assist the apprentice/trainee in providing the required information as detailed in this document.
- Provide parental consent, if appropriate, as required.
- Before the apprentice/trainee commences a SAT which is funded under the [User Choice program](#), consider the implications of that decision on their eligibility for any further User Choice funded training — for more information, see the [State Government funded training](#) section of this document.
- If the apprentice/trainee is unable to attend training scheduled with their SRTO (college), contact their employer, SRTO and school to advise them of non-attendance.
- If the apprentice/trainee is unable to attend their employer's workplace, contact the employer and school to advise them of non-attendance.
- If the apprentice or trainee changes schools, ensure the new school is agreeable to continuing the SAT — if they do agree:
  - notify the SRTO of the change of school and seek their advice regarding reviewing the schedule of school studies, training and employment, and reviewing the training plan
  - contact the AASN Provider nominated for the apprenticeship/traineeship or DESBT's Apprenticeships Info line on 1800 210 210 for advice regarding continuation of the SAT.
- If the apprentice or trainee is suspended or excluded from school, promptly contact the AASN Provider or the Apprenticeships Info line on 1800 210 210 for advice regarding continuation of the SAT.
- Upon receipt of [mail from DESBT](#) regarding the automated conversion of a training contract to full-time arrangements (for school-leavers), respond according to circumstances and the information provided in the mail.
- Ensure the AASN Provider or DESBT's Apprenticeships Info line is notified if the school attended by a school-based apprentice or trainee withdraws their support for the student's participation under the training contract.

## Role of the regional/district office, DESBT:

- Consider business cases for proposed SATs where the students are not enrolled in year 10, 11 or 12, and:
  - if the business case was received directly from the parties, notify the parties of the outcome in writing, using the letter templates available through the [CRM database](#)
  - if the business case was received from an AASN Provider, notify the Provider of the outcome — email advice can be used.
- Consider, on a case-by-case basis, applications to relax the institutional training delivery limits for individual school-based apprentices, having regard to [DESBT's requirements](#).
- If notified that a school-based apprentice or trainee has changed schools, update the DELTA record to show the name of the new school.
- Upon receiving a response to the [automated SAT conversion mail](#), take prompt action to ensure the DELTA record is accurate so that only appropriate training contracts are converted and to facilitate the transfer of accurate data in regard to the allocation of QCE points by the QCAA—
  - if a referral is received advising that a school-based apprentice or trainee is staying at school, contact the student and/or parent/guardian to verify this advice
  - if verified, update the apprentice/trainee's education details in DELTA
  - if the advice was received before the automated change in DELTA occurs, send the details by email to the DELTA Help Desk — the DELTA Help Desk will then ensure that these training contracts are not automatically converted to full-time arrangements
  - if the advice was received after the automated conversion in DELTA, amend the contract mode in DELTA to school-based and send amendment mail to the parties confirming the requested change
  - \*if notified that an apprentice has worked more hours than the minimum required, but supporting evidence was not received, the processing officer must allow the apprentice sufficient time (14 days) to produce the evidence. The processing officer should note the contact in DELTA and record a bring-up for the period granted the apprentice to provide the evidence. If at the end of the bring-up period the apprentice has made no further contact, the officer should note this fact in DELTA and close the matter. It is not the responsibility of the officer to take further follow-up action.
    - \*No verification is required if an apprentice advises they worked slightly fewer than the predicted number of hours at the time of DESBT's mail out; however, the district/region will need to ensure the employer and apprentice or trainee are on track to providing/attending the minimum hours of paid work as per the [policy](#).
  - if notified of an apprentice's Learner Unique Identifier (LUI), update their DELTA record accordingly.

- \* These dot points relate to apprentices only. DESBT requests confirmation of days worked from school-based apprentices only, as they receive QCE allocations for days worked; school-based trainees do not. The LUI is used as an identifier in the transfer of data between DESBT and the QCAA.

## Role of QATO, DESBT:

- Monitor and review registered school-based training contracts and refer identified issues to the relevant regions and/or AASN Providers for follow-up action.
- Liaise with the Delta Help Desk regarding the automated conversion of SATs to full-time arrangements and the associated mail out.

## Role of the Queensland Curriculum and Assessment Authority (QCAA):

The QCAA will allocate appropriate QCE points in respect of SATs to eligible students, in accordance with QCAA's policies and processes and agreed protocols between the QCAA and the Queensland Apprenticeship and Traineeship Office (QATO) unit of DESBT.

## Authority

- [Further Education and Training Act 2014](#)
- [Education \(Queensland Curriculum and Assessment Authority\) Act 2014](#)
- [Education \(General Provisions\) Act 2006](#)

## Delegations

- [Director-General's delegations under the Further Education and Training Act 2014](#)
- [Executive Director's sub-delegations under the Further Education and Training Act 2014](#)

## Associated documents

### Related policies

- [Declaration of apprenticeships and traineeships policy](#)
- [User Choice \(Apprenticeship and traineeship funding\) program documents](#)

### Related procedures

- [Apprenticeship and traineeship procedures](#)
- [Department of Education's procedure on SATs, including support funding](#)

### Work instructions

- [AASN work instructions](#) (internal documents available to AASN Providers through your organisation)

- [DESBT work instructions](#) (internal documents for, DESBT)

### Online materials

- [Electrotechnology apprenticeships – Guide to establishing the minimum education level](#) – (available to DESBT on SharePoint, & to AASN Providers by PDF file only)
- [Australian Apprenticeship Support Network Providers – Guide to completing the national apprenticeship/traineeship training contract](#)
- [FAQs for AASN Providers](#)
- [Information sheet – School-based apprenticeships and traineeships – \(ATIS–026\)](#)
- [Queensland Curriculum and Assessment Authority's QCE documents](#)

### Letter templates

The following templates are available internally to, DESBT through CRM:

- Business case approval – EMP–APP–Parent–School–SRTO
- Business case NOT approved – EMP–APP–Parent–School–SRTO

### Forms

- [Education, Training and Employment Schedule \(ETES\) for School-based Apprenticeships and Traineeships \(SATs\) \(ATF–023\)](#) – *optional*
- [School-based apprentices – Notification of days worked](#)
- [SATs Travel and Accommodation Subsidy Claim Form](#) (State education sector only)
- [School notification](#)

### Regional/district offices of DESBT

To find a regional/district office of, DESBT:

- go to the Training website at <https://desbt.qld.gov.au/training/about/contact/regional> or
- phone DESBT's Apprenticeships Info line on 1800 210 210

### Websites

- [myApprenticeship self-service website](#)
- [Australian Apprenticeship Support Network Providers](#)