



**Guide to  
School-Based Apprenticeships  
and Traineeships (SATs)**

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

A SAT is employment-based training declared to be an apprenticeship or traineeship under the *Further Education and Training Act 2014*, where:

- the apprentice or trainee is a school student
- the parties (i.e. employer, apprentice/trainee and parent, if applicable and appropriate) 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 with an employer and training in an apprenticeship or traineeship occupation
- the apprenticeship or traineeship progresses towards a nationally recognised qualification, a skilled trade or vocation, and can contribute towards the awarding of a Queensland Certificate of Education (QCE) or its equivalent.

SAT qualifications are mostly Certificate II and Certificate III level. The apprenticeships and traineeships that are available to school students to undertake as a SAT in Queensland are those that are supported by industry as being suitable for this purpose.

The apprenticeships and traineeships that are available for school students to participate in under a SAT arrangement in Queensland can be found on the Queensland Training Information Service (QTIS).

The process for seeking approval for new apprenticeships and traineeships, including school-based apprenticeships and traineeships, is detailed in the Declaration of apprenticeships and traineeships procedure.

## 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 Years 10, 11 and 12.
2. The school's support of the SAT arrangement is required.
3. There must be a training contract (organised by MEGT or The BUSY Group) 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).
4. 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.
5. The employer, apprentice or trainee and parent must commit to the minimum paid work requirement — see Minimum paid work requirement below.

6. For applicants in the electrotechnology industry, specific requirements apply.
7. If an intending apprentice or trainee is under 18 years of age, the consent of a parent is required (if appropriate).

School-based apprenticeships cannot be completed while at school and not all school-based traineeships are intended to be completed while at school.

While there is a number of reasons why school-based trainees may not complete their traineeship prior to completing school, common reasons include:

- the minimum paid employment days required for a school-based traineeship to be completed being greater than 100 days;
- the school-based trainee starting the traineeship later in Year 11 or in Year 12; and/or
- the school-based trainee having not met all the requirements for completion of the traineeship by the end of Year 12.

When signing-up to a SAT arrangement, 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.

## 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 (MEGT or BUSY at Work)*

- 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 on 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 and maximum institutional training delivery limits for school-based apprenticeships.

- 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.
- MEGT (Australia) Ltd – Ph 136 348, The BUSY Group Ltd – Ph 132 879

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 and meaningful work, in the apprenticeship or traineeship.
- Negotiate (with the school, student, parent, if applicable and appropriate, and SRTTO) 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 SRTTO 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 school-based apprentice or trainee will be able to undertake the required minimum 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 SRTTO) 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 SRTTO (training provider/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 SRTTO
  - 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 through your AASN Provider, or by phoning 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.

### *Role of the supervising registered training organisation (SRTO – TAFE, Kath Dickson, etc)*

Before accepting to be the SRTO for an apprentice or trainee under a SAT arrangement, ensure the student's school, through the school principal or authorised representative, 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.
- Negotiate and agree to a schedule of school studies, training and employment for the apprentice or trainee (with the school, employer, student and parent, if applicable and appropriate), 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 (if applicable and appropriate) 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 ensure the trainee has completed all training and assessment required under their training plan and is deemed by the employer to be competent and ensure that the trainee has completed the minimum paid work requirement.
- When a school-based trainee has completed all required training and assessment, has completed the minimum work requirement and the employer and 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

- 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.
- 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 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 Queensland Curriculum and Assessment Authority (QCAA)*

The QCAA will allocate appropriate QCE credits 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.

## 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.

## 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.

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

The required minimum paid employment hours does not include time that the school-based apprentice or trainee spends attending training delivered by the SRTO or the apprentice or trainee’s paid leave entitlements.

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 all requirements for the completion of a school-based trainee, including the minimum days of paid employment, refer to the section on completion of school-based traineeships.

### *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.

### *Schedule of school studies, training and employment*

My training day is: \_\_\_\_\_

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. 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 SRTTO
- 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.

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 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 available on the DESBT website, which the parties may use.

### *Examples of impact on a school timetable*

Some examples of impact on a school timetable are provided below.

#### *Paid employment or training during school hours*

The student is attending work and/or structured training during school hours. This is an obvious impact on the school timetable and, provided all parties agree on the timing, this is the optimum example of an impact on the timetable.

#### *Negligible impact on the school timetable*

The student:

- is employed to work on a weeknight(s), Saturday or Sunday
- is provided online training, workbooks or is otherwise self-directed in their studies
- has a full existing timetable including some free/study time

- does not drop a subject and essentially maintains the same timetable they had prior to undertaking the SAT
- uses some of the existing free/study time to undertake the self-paced training but this impacts on the amount of study they already had to do.

In most cases this would appear to have no genuine impact on the school timetable and it may be worth considering a part-time training contract rather than a school-based training contract.

However, there may be other considerations. The student may be undertaking a SAT which is closely aligned to the existing studies and complements the student's career direction and therefore the existing free/study time can be genuinely used to work on the training related to the SAT without having a negative impact on the study already being done.

## 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.

Apprentices and trainees, including school-based, can receive only a maximum of two government contributions; a second qualification will be funded only if it is a Priority One qualification, has a higher priority ranking than the first qualification that has been completed, or was undertaken subsequent to a student having completed a qualification under the Skilling Queenslanders for Work initiative.

Students must make informed decisions about which qualifications they undertake as the decision will affect their access to further funding under the User Choice program.

## Completion of school-based traineeships

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

- all required training and assessment under the training plan is complete
- a minimum of 375 hours (50 days) of paid work have been undertaken for each full-time nominal term year of the traineeship
- the parties agree that the school-based trainee is competent.

Once the above requirements are met, the employer will also need to sign 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.

## *Minimum paid work requirement for completing a trainee*

As specified above, a school-based trainee must complete a minimum of 375 hours (50 days) of paid work for each full-time nominal term year of the traineeship as part of the eligibility requirements to be able to complete.

The table below sets out the minimum days for of paid work to be eligible to complete based on the nominal term of the school-based traineeship.

<b>School-based traineeship nominal term</b>	<b>Full time traineeship nominal term</b>	<b>Minimum days/hours of paid work required for a school-based trainee to complete</b>
2 years (24 months)	1 year (12 months)	50 days (375 hours)
3 years (36 months)	18 months	75 days (562.5 hours)
4 years (48 months)	2 years (24 months)	100 days (750 hours)

## Queensland Certificate of Education (QCE)

SATs contribute to the QCE Core category of learning. Credits are awarded based on the number of competencies achieved and the number of days/hours completed in the workplace (on-the-job). Further information about the QCE is available at Queensland Curriculum and Assessment Authority (QCAA).

QCE credits accrued 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 accrue QCE credits 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.

## 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 — DESBT's database used to capture information on all client and stakeholder queries and correspondence (for internal access only)

**DELTA** — Direct Entry Level Training Administration, DESBT's database of registered apprentices and trainees (for internal use only)

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

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

**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

# Checklist

Have you:

Handed your Expression of Interest form to Mrs Clark

Found an employer

Employer Name	
Contact	
Phone	

What is your preferred day for SAT?

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

AASN Provider

- MEGT
- BUSY at Work
- Other \_\_\_\_\_

Do you require any of the following:

Requirement	Is it needed?	Do you have it?
White Card (construction industry)	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
Blue Card (Working with Children)	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
Drivers Licence	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
Vaccinations (eg QFever)	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
Other _____	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N

What (if any) Personal Protective Equipment (PPE) will you need

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