

Review of School-Based Apprenticeship and Traineeship Administrative Arrangements in Queensland

A Report to the
Minister for Employment and Small Business and
Minister for Training and Skills Development

Office of the Queensland Training Ombudsman
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Purpose and Scope of the Review

The purpose of this review is to examine administrative arrangements in place for school-based apprenticeships and traineeships (SATs) and identify any enhancements that should be considered.

The scope of this review includes:

- analysing previous reports regarding SAT outcomes
- analysing data regarding SAT commencements, completions, cancellations, transfers and transition to full or part-time arrangements post school
- reviewing administrative arrangements relative to SATs in Queensland and compare those arrangements to other jurisdictions, where appropriate
- seeking feedback from key stakeholders
- identifying opportunities to enhance the quality of outcomes through changes to administrative processes where appropriate.

The Terms of Reference for the review are at **Attachment 1**.

Background

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

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

- 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
- the intending apprentice or trainee must be progressing towards the attainment of a QCE or equivalent and a vocational qualification and enrolled in the senior phase of learning or the transition year (years 10, 11 and 12) - business cases can be submitted for students in lower years of high school
- the school's support of the SAT arrangement is required
- 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)
- 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
- the employer, apprentice or trainee and parent must commit to the minimum paid work requirement
- for applicants in the electrotechnology industry, specific requirements apply — see Minimum education requirement below and the Declaration of apprenticeships and traineeships in Queensland policy

- 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, a school-based apprenticeship cannot be completed. In signing-up to a SAT, the parties to the training contract 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.

Eligible school-based apprentices and trainees must:

- attend a registered government school, an accredited non-government school or undertake 'distance education'.
- be a home-schooled student with the Home Education Unit of the Department of Education
- be undertaking year 11 and 12 studies at an Australian Technical/Trade College
- be undertaking year 11 and 12 studies at TAFE Queensland.

During 2020, a number of employers were not able to provide the minimum number of paid work days for school-based trainees, resulting in complaints and requests for relaxation of the minimum days being raised with both the Department of Employment, Small Business and Training (DESBT) and the Queensland Training Ombudsman (QTO).

Concerns raised included:

- the requirement for minimum paid days of employment
- industry support for minimum paid days requirement
- the ability of trainees to complete their qualification and attain QCE points whilst not completing their traineeship
- the impact of COVID-19 and support required to enable students to complete their SAT.

As a result of these concerns, the QTO agreed to review business cases from effected school-based trainees where they had not completed the minimum days paid work required and to make recommendations to DESBT for relaxation of the minimum requirement where appropriate.

Due to the issues raised, it was considered timely to review the administrative processes used by DESBT to ensure they are contributing to quality outcomes for industry, employers and individuals.

SAT Arrangements in Queensland

History

Queensland's SAT program was introduced in 1997 as three pilot projects in Gladstone, Mackay and Pine Rivers. With the completion of the initial projects, the program was refined and made available Queensland-wide. The range of industry sectors in which school students could access SATs was also extended after the introduction of necessary changes to Queensland's industrial relations legislation¹.

In 1997, there were 41 SAT commencements, in 2008 there were 9059 SAT commencements and in 2020 there were 6682 SAT commencements, highlighting the ongoing importance of SATs to young Queenslanders, employers and industry.

Requirements for SATs in Queensland are currently outlined in three key documents.

- Guide for school-based apprenticeships and traineeships (**Attachment 2**)

¹ Working towards a more supportive SATs system – The Queensland Training Ombudsman's Review of the Queensland School-based Apprenticeship and Traineeship System 2010

- Declaration of apprenticeships and traineeships in Queensland (**Attachment 3**)
- Information Sheet – School-based apprenticeships and traineeships (**Attachment 4**)

Determination of qualifications to be made available through SAT pathway

The provisions of the FET Act provide that the Chief Executive may declare employment-based training leading to a qualification to be an apprenticeship or traineeship. Within DESBT, this function is delegated to the Director, Queensland Apprenticeship and Traineeship Office (QATO).

Previously, this function was the responsibility of the Training Recognition Council, Training and Employment Recognition Council (TERC) or Skills Queensland, with functions delegated to departmental officers.

The current process to declare a calling and a qualification as an apprenticeship or traineeship is outlined in the policy titled “Declaration of an apprenticeship and traineeship and the Allocation of User Choice Funding Arrangements Application”. The policy outlines that industry must make application for the declaration and must include the proposed duration of the apprenticeship or traineeship, probationary period, existence of suitable industrial relations arrangements and whether the qualification is to be made available through part time and/or school-based arrangements. If school-based arrangements are applicable, then the duration of the school-based apprenticeship or traineeship is double that of a full-time apprenticeship or traineeship.

Not every qualification is supported by industry to be available through SAT arrangements. This is generally due to the level of the qualification, the requirement of some competencies such as supervision of other staff, or for safety reasons

Maximum training for school-based apprentices

In December 2005, TERC determined it was necessary to specify the maximum amount of off-the-job training that an apprentice could complete whilst at school to ensure industry support for the quality of outcomes delivered through the SAT pathway. Even though completion of an apprenticeship is based on competency and not time served (in most instances), in general terms should a school-based apprentice complete two years whilst at school, it equates to one year of an apprenticeship and means after school the apprentice would effectively have the skills and capabilities of a second year apprentice.

At the time of the decision, most apprenticeships were four years duration, with apprentices generally attending three blocks of training during that time. Industrial relations arrangements, where competency-based wage progression was in place, determined rates of pay based on the proportion of the qualification completed. As such, TERC determined that a school-based apprentice could only complete a maximum of 33⅓% of the qualification whilst at school (ensuring that school-based apprentices were eligible for second year rates of pay when they transitioned to a full time or part time apprenticeship post school).

A process was put in place to enable applications to be made to vary the amount on a case by case basis, up to a maximum of 45%. This function was delegated by TERC to departmental staff.

In 2010, Skills Queensland was established and took over the functions previously performed by TERC. In 2013, Skills Queensland was abolished and responsibility for the administration of the apprenticeship and traineeship system was moved to the chief executive of the department, with functions delegated to departmental officers.

Over time, a number of apprenticeships were declared with durations that were shorter than four years. The Director, QATO approved the following arrangements for the maximum amount of training completed by a school-based apprentice or trainee would apply from June 2013:

- four-year nominal term for full time apprenticeship – a maximum of 33.3% of the competencies

- three-year nominal term for full time apprenticeship – a maximum of 40% of the competencies
- two-year nominal term for full time apprenticeship – a maximum of 50% of the competencies

DESBT Regional Directors may approve additional training on an individual case basis up to the following maximums:

- four-year nominal term for full time apprenticeship – a maximum of 45% of the competencies
- three-year nominal term for full time apprenticeship – a maximum of 55% of the competencies
- two-year nominal term for full time apprenticeship – a maximum of 65% of the competencies

Minimum work requirements for school-based trainees

To ensure the integrity and quality of school-based traineeships, TERC determined that a minimum of 48 days should be worked before a school-based trainee could complete. However, to balance the link with competency-based completion, it was decided that the 48 days could be applied on a pro rata basis. For example, a school-based trainee who completed their qualification in six months could complete after only 24 days of work.

Industry began to raise concerns regarding the quality of outcomes when compared to the days worked by a full-time trainee.

In 2012, Skills Queensland issued a statement which outlined the minimum days required should be 50 days to align with national harmonisation requirements, and the 50 days should apply for each year of the nominal term of a full-time traineeship. In essence, this meant that no school-based trainee could complete without a minimum of 50 days paid employment. One days paid employment was determined to be 7.8 hours.

The department implemented the requirement for a minimum of 50 days as a transitional arrangement and later changed the definition of one days paid employment to be 7.5 hours.

In 2019, with support from industry, DESBT implemented the full intent of the 2012 decision. Communication was forwarded to all stakeholders outlining the change and outlining the importance of ensuring industry support and acceptance of outcomes delivered through SATs. Effectively, this requires that:

- a one-year full-time nominal term traineeship requires a school-based trainee to complete a minimum of 50 days paid employment prior to completion of the traineeship
- an 18-month full-time nominal term traineeship requires a school-based trainee to complete a minimum of 75 days paid employment prior to completion of the traineeship
- a two-year full-time nominal term traineeship requires a school-based trainee to complete a minimum of 100 days paid employment prior to completion of the traineeship
- a three-year full-time nominal term traineeship requires a school-based trainee to complete a minimum of 150 days paid employment prior to completion of the traineeship.

Minimum work requirements for school-based apprentices

An employer must commit to providing a minimum of 50 days paid employment over each 12 month period from the date of commencement of the training contract, with the exception of the electrotechnology industry where a minimum commitment of 80 days per year is required due to the nature of work and safety issues within that industry.

Funding Arrangements

As part of the declaration process outlined above, it is necessary that a Registered Training Organisation (RTO) has the qualification on its scope of registration and is willing to deliver training to apprentices and trainees by taking on additional responsibilities for Supervising Registered Training Organisations (SRTTO) outlined in the FET Act.

The declaration of the qualification/calling, the employment of apprentices and trainees (including school-based) and the availability of an RTO does not guarantee government funding will be provided for the qualification. DESBT assesses the relative priority of the qualification for funding and, if applicable, arranges for funding to be made available under the User Choice program. To be able to access this funding, RTOs must meet eligibility requirements to become a pre-qualified supplier, known as a Skills Assure Supplier.

Link with 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 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.

Transition post school

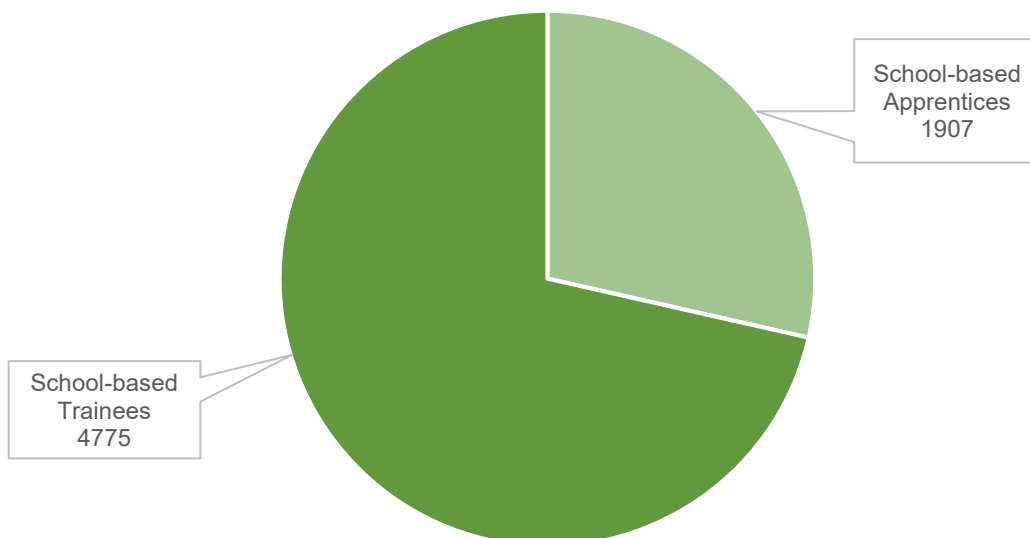
In 2011, a decision was made that all school-based apprentices and trainees who had not completed would transition automatically to full time arrangements post school.

2020 SAT Snapshot

All data used in this snapshot has been provided by DESBT.

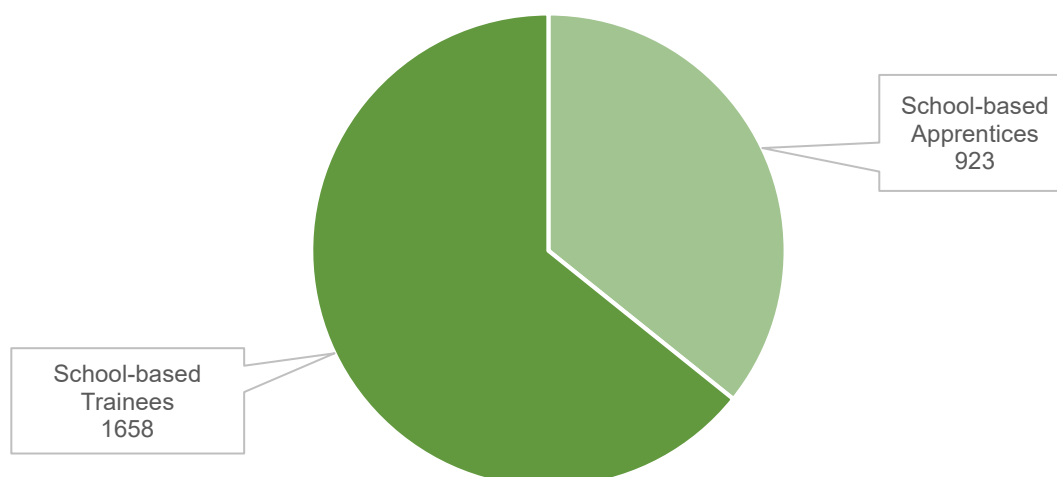
Commencements

6682 SAT Commencements in 2020



Cancellations

2581 SAT Cancellations in 2020



Relaxation of maximum study for school-based apprentices

13 applications were received by DESBT in 2020. Of the applications received:

- six applications were not approved
- seven applications were approved
- all approved applications related to apprenticeships with a full-time nominal term of three years
- four applications were approved in the North Coast region – two hairdressing, one civil construction and one commercial cookery
- three applications were approved in the North Qld region – all hairdressing.

Minimum days' work required for school-based trainees based on duration of full-time traineeship as part of declaration process

- 51 qualifications declared as traineeships are not available as a SAT pathway
- 98 qualifications declared as traineeships require a minimum of 50 days employment
- 26 qualifications declared as traineeships require a minimum of 75 days employment
- 150 qualifications declared as traineeships require a minimum of 100 days employment
- one qualification declared as a traineeship requires a minimum of 125 days employment
- 18 qualifications declared as traineeships require a minimum of 150 days employment
- 0 qualifications declared as traineeships require a minimum of 175 days employment
- three qualifications declared as traineeships require a minimum of 200 days employment
- 0 qualifications declared as traineeships require a minimum of 225 days employment
- one qualification declared as a traineeship requires a minimum of 250 days employment

2020 Commencements - school-based trainees by minimum employment requirement

Minimum days required	Commencements
50	46.8%
75	2.9%
100	50.2%
125	0%
150	0.1%
175	0%
200	0%
225	0%
250	0%

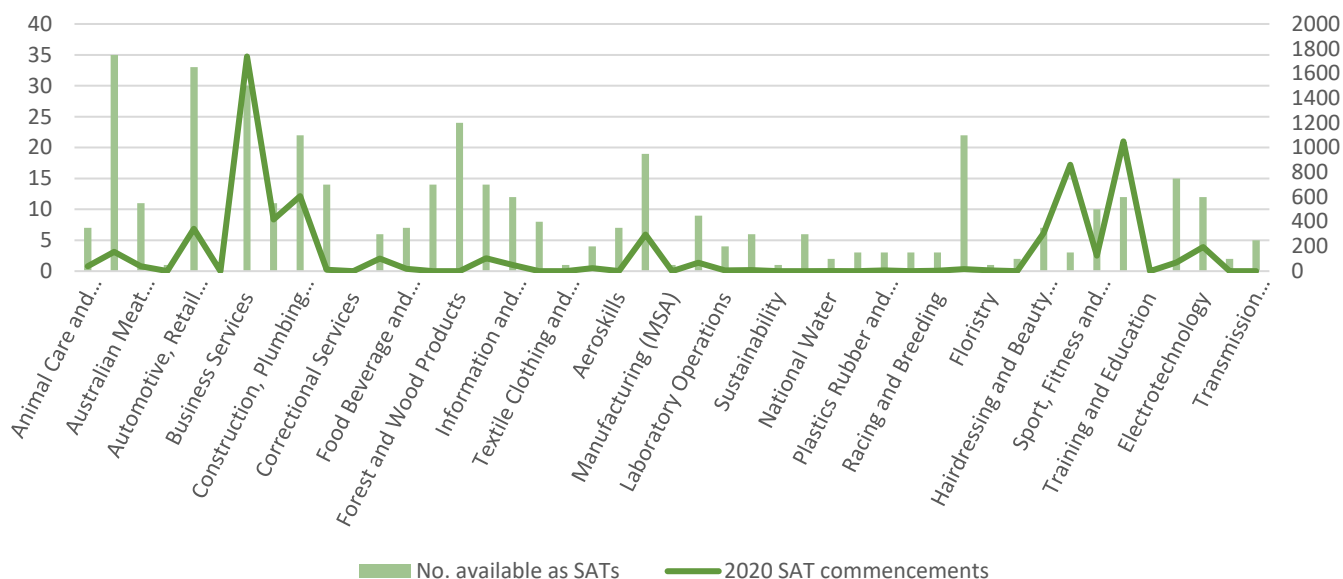
2020 Commencements – school-based trainees by qualification level

Qualification level	Commencements
Certificate II	9.5%
Certificate III	90.1%
Certificate IV	0.4%
Other	0%

By Training Package (including superseded qualifications where the old qualification is still in teach out)

Whilst most training packages offer a range of qualifications that are declared as available for SATs, the number of commencements in 2020 occurred predominantly across ten training packages

Available Qualifications and 2020 SAT Commencements
by Training Package

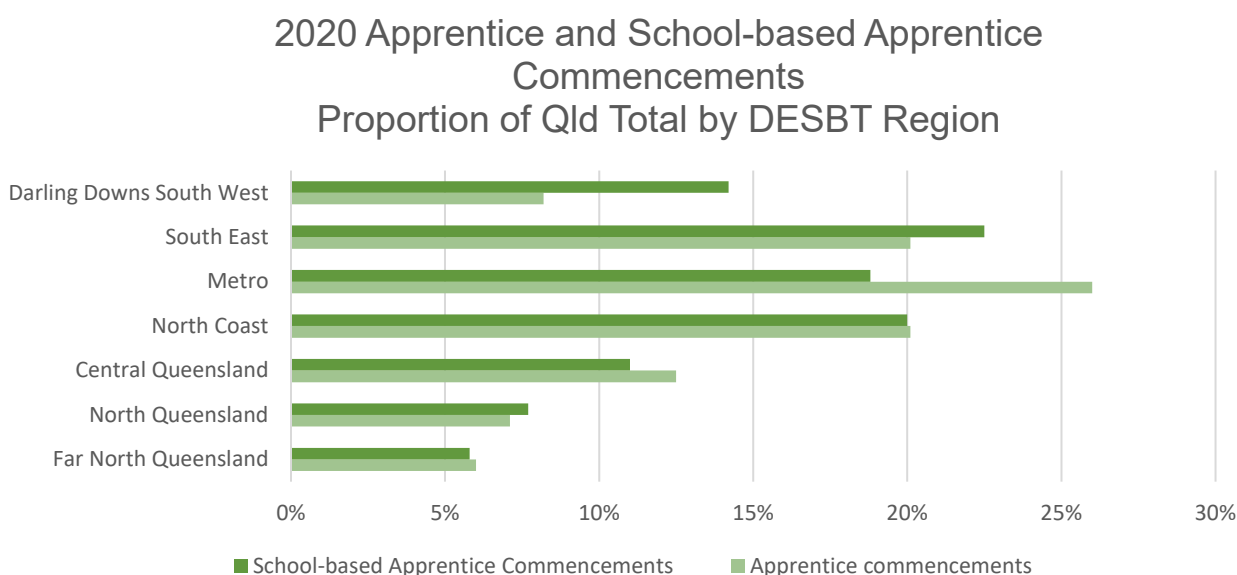


The top 10 SAT commencements per training package in 2020 were:

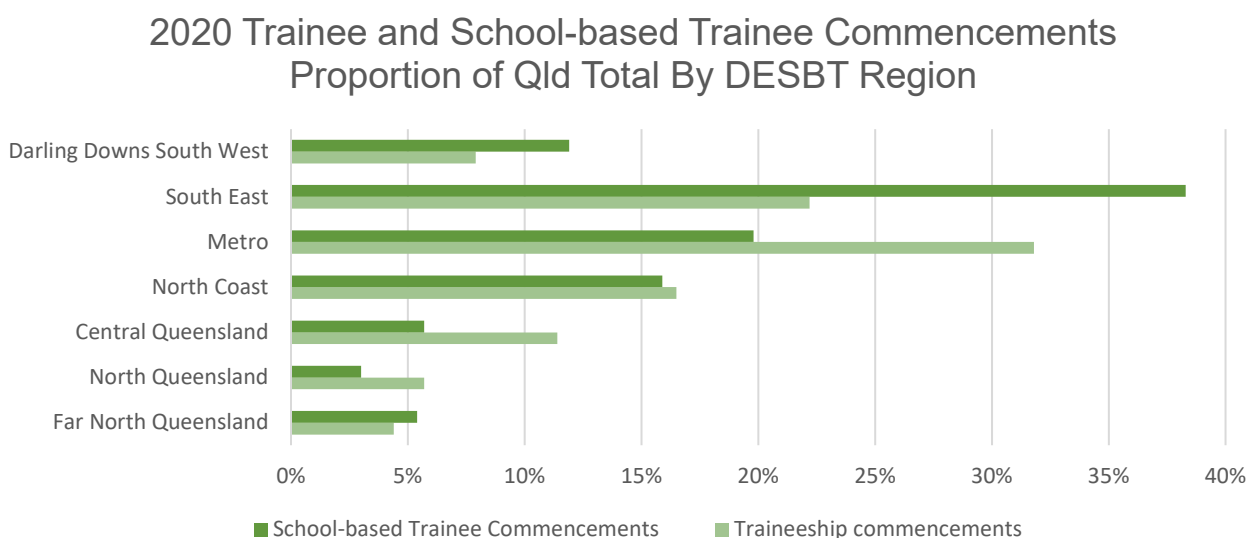
- Business Services – 1737
- Tourism, Travel and Hospitality – 1050
- Retail – 861
- Construction, Plumbing and Services – 606
- Community Services – 417
- Automotive Repair Service and Retail – 344
- Hairdressing and Beauty Services - 310
- Engineering (MEM) – 295
- Electrotechnology – 196
- Agriculture, Horticulture and Conservation and Land Management - 156

Details of the number of qualifications available as SAT pathways and the number of 2020 SAT commencements for each training package are outlined in **Attachment 6**.

By DESBT Region – 2020 Apprentice and School-based Apprentice Commencements



By DESBT Region – 2020 Trainee and School-based Trainee Commencements



By DESBT Region – Top five SAT qualifications by user choice expenditure in 2020

The top qualifications funded varies in each region highlighting that SATs reflect local employment opportunities.

Qualification	FNQ	NQ	CQ	NC	Metro	SE	DDSW
Certificate III in Business							
Certificate III in Retail							
Certificate III in Hospitality							
Certificate III in Early Childhood Education and Care							
Certificate III in Hairdressing							
Certificate III in Agriculture							
Certificate III in Individual Support							
Certificate III in Engineering							
Certificate III in Carpentry							
Certificate III in Retail Services							
Certificate III in Sport and Recreation							

Employers of School-based Apprentices and Trainees

An analysis of the top five employers of school-based apprentices and trainees within each DESBT region has identified that employment opportunities differ across regions. However, some points of interest include:

- the major takeaway food chains are in the top five employers of school-based apprentices and trainees within each region. It is noted that school-based apprentices and trainees undertake a Certificate III in Hospitality with some whereas school-based apprentices and trainees with others undertake a Certificate III in Retail
- very few Group Training Organisations are within the top five employers of school-based apprentices and trainees in each region
- large employers are engaging school-based apprentices and trainees such as theme parks, clubs, health service providers and schools.

School Participation

One of the critical enabling components of the SAT program is support from the schooling sector, including support for flexible arrangements to enable a student to undertake education, and to attend work and training.

In 2020, 496 schools across all schooling sectors in Queensland had active school-based apprentices and trainees.

An analysis of the top 10 schools with active school-based apprentices and trainees in 2020 identified that:

- seven were located within the South East Region
- eight were State High Schools

Previous Reviews of SAT Administrative Arrangements

Several reviews of SATs have been conducted including:

- “An evaluation of school-based apprenticeships and traineeships” undertaken by Paul Andrews, Sandra Kenman and Dr Larry Smith in 2000
- “Final School-based Apprenticeship and Traineeship (SATs) Report” completed by Colin McPherson in 2005
- “Working towards a more supportive SATs system - The Training Ombudsman’s Review of the Queensland School-based Apprenticeship and Traineeship system” completed in 2010.

The following review is the only review that concentrated on administrative arrangements:

“Review of policies and procedures – School-based Apprenticeships and Traineeships” undertaken by the Department of Employment and Training in 2006

To ensure the SATs program was administered and managed effectively, the Department of Employment and Training initiated a review of operational policies and procedures associated with SATs. The review also considered operational issues identified by regional offices through their monitoring of SATs.

The review was supported by the SATs Advisory Committee (which ceased to exist in 2014).

Recommendations from this review included:

- the current policy of a minimum of 48 days of paid work a year be maintained to retain flexibility across all traineeships and apprenticeships
- the Department of Employment and Training work with the Department of Education and the Arts to determine strategies to ensure access to more than “one day per week” for workplace release during the school week is readily available to SATs participants where it meets participants’ requirements
- the Department of Employment and Training work with industry to develop “best practice” models for SATs in those industries that seek to engage SATs in excess of the minimum work requirements. This could be delivered in conjunction with the promotion of apprenticeships to be undertaken as part of the *Queensland Skills Plan* implementation
- the current definition of work and/or training having to impact on the school-timetable be retained to maintain maximum flexibility in school-based arrangements
- Department of Employment and Training further investigate the feasibility of automatic conversion to full-time or part-time arrangements at the end of each school year for those SATs yet to complete
- that the Education, Training and Employment Schedule (ETES) be retained but further consideration be given to whether the completion of the form be retained as a prerequisite for training contract registration
- that further consideration be given to incorporating the requirements of the ETES within the training plan and that schools become a signatory to the training plan for SATs
- that consideration be given to reviewing current educative material with a view to consolidating information regarding stakeholder roles and responsibilities and that this be shared with all stakeholders
- that stakeholders including Department of Employment and Training, Australian Apprenticeships Centres and school sectors, consider the feasibility of developing a “one stop shop” website for SATs that would provide information on a range of SATs related policy, procedure, promotional material and best practice models

- that further discussions take place with Education Queensland and Queensland Studies Authority to develop a greater understanding of QCE among parents and students in relation to SATs.

SAT Arrangements in Other Jurisdictions

Whilst there has been significant activity to harmonise apprenticeship and traineeship arrangements across jurisdictions, a desktop analysis of each jurisdiction's website indicates there are significant differences regarding administrative arrangements for school-based apprentices and trainees.

Minimum Work Requirements

The most significant difference relates to requirements for the minimum days to be worked, as outlined below:

QLD	7.5 hours per week averaged over three months 50 days minimum for each year of full-time traineeship – eg if full-time traineeship is a two-year traineeship then school-based trainee must complete minimum of 100 days in the workplace before completion of a school-based traineeship Electrical school-based apprentices have a minimum of 80 days per year
NSW	100 days minimum by 31 December of Year 12 year – training to be completed by end of term three of that year – working day is seven hours
VIC	13 hours per week for employment and training – seven hours work and six hours training averaged over three periods of four months – Certificate II must do minimum of 1.5 hours training per week and Certificate III must do minimum of three hours training per week, both averaged over a two month cycle
WA	7.5 hours per week averaged over six months
SA	Eight hours per week averaged over 26 weeks twice a year
TAS	Between 7.5 and 15 hours per week during school term and additional hours in term breaks
NT	Minimum of 48 days – hours averaged over three months Electrical school-based apprentices – minimum of two days per week on the job
ACT	Minimum of 11 hours per week and a maximum of 20 hours per week if undertaking a Certificate II qualification. This includes eight hours of work and three hours per week of structured training Minimum of 15 hours per week and a maximum of 20 hours per week if undertaking a Certificate III qualification. This includes 12 hours of work and three hours per week of structured training

Eligibility Requirements

Eligibility to participate in a SAT is very similar across jurisdictions with the main requirements being that the individual must:

- be in years 10, 11 and 12
- be 15 years of age or older
- be attending a registered school or approved provider
- have the support of the school or approved provider

- working towards the attainment of a Certificate of Education
- enter into a training contract and commit to minimum requirements of that contract
- have parental/guardian consent if under 18 years of age

Most jurisdictions have arrangements in place for business cases to be assessed on an individual basis for circumstances that do not meet all the above requirements.

One noticeable difference is the South Australian requirement for all school-based apprentices and trainees to complete a work health and safety awareness program before commencing their training contract. Another notable difference is the specific educational requirements needed for an individual to enter into a SAT within the electrotechnology industry in Queensland.

Consultation

Consultation occurred with the following Industry Skills Advisors contracted by DESBT:

Organisation	Industry Sector
Energy Skills Queensland	Utilities - Electrotechnology Utilities - Gas Utilities - General (Supply) CSG/LNG
Active Queenslanders Industry Alliance	Fitness Sport Outdoor Recreation Racing
Ai Group	Manufacturing Engineering Resources Mining
Communities Services Industry Alliance	Community Services ECEC Aged Care Disability Health
National Retail Association	Retail
Queensland Farmers Federation	Agriculture Horticulture Land Management Forestry Primary Industries – General

Organisation	Industry Sector
CheckUP Australia	Health
Queensland Trucking Association	Road Transport - General Warehousing Marine Transport - Aviation Rail
Queensland Water Directorate	Utilities- Water
Motor Trades Association of Queensland	Automotive
Queensland Tourism Industry Council	Tourism Hospitality and Events
Australian Computer Society	Business Services Information and Communications Technology

Consultation also occurred with Construction Skills Queensland.

All industry groups expressed their support for the current declaration process for school-based traineeship arrangements based on a minimum of 50 days paid work for each year of a full-time traineeship.

Following the analysis of qualifications in the training packages, each industry sector has agreed to review qualifications available as apprenticeships and traineeships, and those available through school-based arrangements, to ensure they meet current industry requirements. This will also include those qualifications not currently available through the school-based arrangements for safety and other reasons.

Industry supported the continued implementation of maximum amounts of training that can be completed by school-based apprentices whilst at school, and the additional arrangements currently in place for school-based apprenticeships in the electrical industry.

Consultation also occurred with Education Queensland, Queensland Catholic Education Commission and Independent Schools Queensland

Tec-NQ was consulted given their focus on school-based pathways and to identify any issues from a regional perspective. Tec-NQ describes its model as “an alternative to traditional school delivering the same outcomes in a work-based training environment.” Students undertake a minimum of 65 days vocational placement in the first year and 105 days in the second year with these arrangements also in place for school-based apprentices and trainees.

Other schools were not directly consulted at this stage.

Presentations were delivered to DESBT reference group meetings held in North Queensland, Central Queensland and Far North Queensland seeking input into the review.

Overall, feedback included:

- support for the minimum work requirements for completion of school-based trainees and the maximum allowable training for school-based apprentices

- concerns that requirements above 100 days minimum work requirement for school-based apprentices/trainees is too difficult in terms of the impact on school timetabling
- whilst schools understand they are not a party to the training contract, they would like to see a greater level of consultation, particularly in the development of a training plan to reflect the learning needs of individuals
- despite the requirement for parties to complete the ETES form (or similar document) for school-based apprentices/trainees, there are many instances when a school-based apprentice/trainee is signed up with no prior school approval
- receiving a copy of the training plan would enable schools to confirm days the student is attending training with the RTO
- employers often advised schools they required the school-based apprentice/trainee for more than one day per week
- RTOs believe there are significant improvements that could be made to reduce duplication during the sign-up process which would ensure the SRTTO and the school were both engaged early in the process
- information sheets and guidelines regarding SATs are confusing
- there is an inconsistent approach from DESBT regions.

Consultation also occurred with DESBT Regional Directors and some regional staff. It was identified that some regions such as Far North Queensland and South East have a comprehensive system in place to monitor school-based apprentices/trainees in Year 12 and make early interventions to ensure school-based trainees are getting access to the minimum number of work days required. In some regions, there is no proactive approach taken to the management and regulation of SATs.

Recent activities undertaken by DESBT

Recent activities undertaken by DESBT, within the context of the current administrative arrangements for school-based traineeships, provide an example of how those arrangements are implemented. For this purpose, a review has been undertaken in relation to one large employer of school-based trainees who had employed them for many years. Over several years, complaints were received regarding:

- the requirement for school-based trainees to pay for additional training on a fee-for-service basis with the amount for this additional course deducted from their wages
- inadequate supervision
- range of work

Following discussions with the Office of the Queensland Training Ombudsman (OQTO) and DESBT, DESBT negotiated with the employer to cease the requirement for the additional fee-for-service training and the deduction from wages and implemented tighter supervision requirements for school-based trainees.

At about the same time, DESBT advised stakeholders of the new minimum days of work required for school-based trainees to complete their traineeship. For the qualification used by this employer, it meant the minimum of 50 days had increased to a minimum of 100 days.

As a result of restrictions imposed due to COVID-19, the employer sought approval for school-based trainees to work from home. Once DESBT was satisfied that adequate supervision could still be applied to the school-based trainees due to the nature of their work, this arrangement was approved. Despite this arrangement, the employer later advised that most of the current school-based trainees would not meet their minimum days requirement.

The employer sought assistance from OQTO. Following a review, it was recommended that those school-based trainees who commenced at the same time as the change of minimum days was implemented, should be allowed to complete with 50 days paid work. It was also identified that DESBT needed to amend their correspondence to school-based trainees and employers to clearly articulate the minimum days' work required. It was also suggested that other individual school-based trainees could lodge business cases with OQTO for review and recommendation to DESBT regarding the minimum days required.

Sometime later, many business cases were received by OQTO. The employer provided records of days worked to enable individual business cases to be assessed. The individual progress towards the attainment of the qualification was also considered. Many of the students in Year 12 had completed their qualification and were eligible for QCE points but were well short of the minimum 100 days required to complete their traineeship.

It was recommended that school-based trainees in Year 12 should be able to complete their traineeship if they had completed 75 days paid work. Those in Year 11 and below were advised the minimum of 100 days was still required. However, if COVID-19 restrictions continued, they should lodge an additional business case request by mid-2021 to have their circumstances reviewed again.

Advice was also provided to all parties reminding them that by entering into the training contract the employer had agreed to transition the school-based trainees to permanent or part-time arrangements post school to facilitate the completion of the traineeship if required.

Despite the arrangements put in place to assist the employer and the school-based trainees, the employer subsequently cancelled the majority of the traineeships in early 2021. DESBT used options available to temporarily suspend approval of any new training contracts and explored longer term arrangements, including imposing penalties on the employer and declaring the employer as prohibited from entering into any future training contracts.

This case highlights the current arrangements provide a necessary framework for DESBT to regulate school-based trainee arrangements, noting that DESBT has enhanced the correspondence it forwards to parties to the training contract specifically stating the minimum number of days of paid work required to be undertaken before the traineeship can be completed. However, it also identifies the need for a permanent review mechanism to be in place to consider these minimum requirements in certain circumstances.

Conclusions

1. SATs are highly regarded by employers, schools and individuals and deliver quality outcomes.
2. There appears to be a very low level of harmonisation of SAT arrangements across jurisdictions.
3. Industry continues to support the current minimum work arrangements for school-based apprentices and trainees.
4. A minimum work requirement of more than 100 days is difficult for schools to manage, noting that 23 qualifications out of 297 qualifications declared as available through a SAT pathway require a minimum of more than 100 days. Furthermore, only 0.1% of commencements in 2020 required more than a minimum of 100 days.
5. Industry continues to support the restriction on the amount of training that can be undertaken by a school-based apprentice whilst at school.
6. There is an inconsistent approach from industry regarding qualifications declared as available through a SAT pathway, noting there are many declared qualifications generating no commencements.

7. Key DESBT documents (fact sheets, guidelines, declaration process) regarding SATs can be confusing and there appears to be no current overarching policy document.
8. Current administrative arrangements provide an adequate platform to enable DESBT to effectively manage and regulate SATs, although some fine tuning is required, particularly in relation to employers who engage a large number of school-based apprentices or trainees.
9. There is a need for a permanently established review mechanism where a school-based apprentice or trainee cannot attain minimum days due to circumstances out of their control, such as COVID-19.
10. All stakeholders (including schools, SRTTO, employers, parents and students) need to be engaged effectively to ensure the best possible outcome can be achieved.
11. There is a need for DESBT and AASN engagement with schools and employers at the local level, and for a level of consistency in services delivered by DESBT regions.

Recommendations

1. DESBT should immediately review all documentation related to SATs to ensure it delivers clear and concise messages, is up to date and meets the needs of targeted audiences. As a minimum, this should include:
 - a. the Chief Executive of DESBT issuing an updated Skills Queensland Declaration Statement to reflect current practice regarding minimum days required to be worked
 - b. development of an overarching SAT policy document which can provide the basis for information contained in other documents
 - c. reviewing ETES and other documentation such as the School Notification Form to ensure they accurately reflect the role of each party
2. DESBT should consider implementing a requirement that all employers who have 25 school-based apprentices or trainees engaged in training at any one time obtain approval from QATO to consider the nature of the work being undertaken by the student and that adequate supervision arrangements are in place.
3. Establish a permanent mechanism for individuals who cannot achieve the minimum work requirements due to circumstances beyond their control through advising school-based apprentices or trainees that a business case can be submitted to the QTO.
4. Each DESBT region should develop a Regional SAT Action Plan, using a template developed by QATO in consultation with QTO, by 30 June 2022. As a minimum, this plan should aim to:
 - a. strengthen engagement between DESBT, AASNs, schools and SRTTOs at the local level
 - b. identify any barriers to SAT participation at the local level, and strategies to overcome those barriers
 - c. outline the regions approach to managing SATs
 - d. identify best practice examples that can be considered in other regions

Attachments

- | | |
|---------------------|---|
| Attachment 1 | Review Terms of Reference |
| Attachment 2 | Guide for school-based apprenticeships and traineeships |
| Attachment 3 | Declaration of apprenticeships and traineeships in Queensland |
| Attachment 4 | Information Sheet – School-based apprenticeships and traineeships |
| Attachment 5 | 2020 SAT Commencements for each Training Package |

Are school-based apprenticeship and traineeship administrative arrangements in Queensland enabling quality outcomes for industry, employers and individuals?

Objective

To review all administrative arrangements for school-based apprenticeships and traineeships (SATs) in Queensland and ensure they are assisting to deliver quality outcomes.

Background

A number of enquiries and concerns have been raised with the Office of the Queensland Training Ombudsman (OQTO) regarding SAT arrangements. There has been a spike in issues since COVID-19 restrictions were implemented including:

- stand down of school-based trainees
- difficulties in meeting the requirement for the school-based trainee to work either a minimum of 50, 100 or 150 days depending on the traineeship
- adequate supervision of school-based apprentices and trainees.

Previous reviews undertaken by OQTO have also proposed changes to the Education, Training and Employment Schedule requirements and employer resource assessments

Scope

The review will:

- analyse previous reports regarding SAT outcomes
- analyse data regarding SAT commencements, completions, cancellations, transfers and transition to full or part-time arrangements post school
- review all administrative arrangements relative to SATs in Queensland and compare those arrangements to other jurisdictions, where appropriate
- seek feedback from schools, school-based apprentices and trainees, parents, employers, industry groups and unions
- identify opportunities to enhance the quality of outcomes through changes to administrative processes, where appropriate.

Consultation

Consultation will occur with:

- Department of Employment, Small Business and Training (DESBT)
- Australian Apprenticeship Support Network
- Industry
- Employer Associations
- Employers
- Unions
- Group Training Organisations/Principal Employer Organisations
- School-based apprentices and trainees

- Registered Training Organisations
- Parents
- Schools
- Education Queensland, Queensland Catholic Education, Independent Schools Association

Outcomes

It is expected a report will identify administrative processes that are contributing to quality outcomes and identify enhancements to these processes, where appropriate.

Support

DESBT will:

- provide data and information required
- attend consultations as required by the Queensland Training Ombudsman.

Resources

This review will be conducted utilising existing resources.

Timeframe

It is anticipated the review will be completed by 30 June 2021.



Further Education and Training Act 2014

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, training@desbt.qld.gov.au and 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 SRTTO 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 SRTTO.

If an SRTTO 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 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. 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 SRTTO.

(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 SRTTO. 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 SRTTO
- 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 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 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 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 (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 SRTTO)
 - speak to your SRTTO 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 (SRTTO):

- Before accepting to be the SRTTO 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 or contacting the Apprenticeships Info line on 1800 210 210, if the SRTTO 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 .

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 SRTTO 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 SRTTO), 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 SRTTO 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 SRTTO 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 SRTTO (college), contact their employer, SRTTO 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 SRTTO 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](#)



Declaration of Apprenticeships and Traineeships in Queensland

Approving Authority	Director, Queensland Apprenticeship and Traineeship Office (QATO)
Approval Date	27 June 2014
Effective Date	01 July 2014
Version Control	Version: 6 – March 2020

Purpose

This policy outlines the requirements for each apprenticeship and/or traineeship that will be considered for declaration in Queensland under the [Further Education and Training Act 2014](#) (FET Act).

The requirements, when specified in the declaration, will provide the parties involved in the training of apprentices and/or trainees, the regulatory requirements to ensure that the apprentice or trainee receives quality training as agreed to under the training plan.

Introduction

Apprenticeships and traineeships in Queensland are declared under delegation from the chief executive of the Department of Employment, Small Business and Training (DESBT), under the authority of the [Further Education and Training \(FET\) Act 2014](#).

Under section 8 of the FET Act 2014, the chief executive's delegate has the authority to declare employment-based training which leads to a qualification or statement of attainment to be an apprenticeship or traineeship.

When the declaration of an apprenticeship or traineeship is approved, the declaration will outline the requirements for each apprenticeship and traineeship as prescribed under the FET Act 2014 and FET Regulation 2014 and be available on the department's database, [Queensland Training Information Service \(QTIS\)](#) for viewing.

The requirements, as set out in **Table 1**, will be prescribed for each apprenticeship and traineeship, and will provide employers, apprentices/trainees, Supervising Registered Training Organisations (SRTO's) and Australian Apprenticeship Support Network (AASN) Providers with an overview to:

- meet the minimum requirements for registering a training contract in Queensland, and
- provide the minimum requirements for supervision, facilities and training of an apprentice/trainee under a training plan.

Employers, SRTO's and AASN's must ensure that they adhere to the requirements outlined for each apprenticeship or traineeship, unless approved by the department, otherwise sanctions may apply. This may include, but is not limited to cancellation of training contracts, cancellation of Pre-Qualified Supplier status under the User Choice 2017 - 20 program or other sanctions.

Table 1 Requirements for declaration of apprenticeships and traineeships

Requirement	Description	Table
Contract Mode	Details the modes of employment for training contracts.	Refer Table 2
Credit arrangements	Details the credit that may be applied to the nominal term of training contracts.	Refer Table 3
Entry	Details the minimum entry age and priority population group requirements into apprenticeships and traineeships.	Refer Table 4
Education	Details the minimum education standards for entry into apprenticeships and traineeships.	Refer Table 5
Probationary periods	Sets the probationary periods for apprenticeships/traineeships based on the nominal term.	Refer Table 6
Eligibility of a person who has already completed an apprenticeship or traineeship	Details the requirements that an apprenticeship or traineeship cannot be entered into where a person has been issued a completion certificate in the same occupation and where the qualification for the apprenticeship or traineeship was for the same AQF level.	Refer Table 7
Eligibility of visa holders	Details the eligibility requirements for visa holders to undertake apprenticeships and traineeships.	Refer Table 8
Hours	Details the minimum hours of employment required when participating in an apprenticeship or traineeship.	Refer Table 9
Restricted callings	Details if an apprenticeship or traineeship is a Restricted Calling as defined under the Further Education and Training Act 2014 – section 64.	Refer Table 10
Pre-requisite	Will detail any pre-requisites that a prospective apprentice or trainee must have prior to entering the apprenticeship or traineeship.	Refer Table 11
Vocational Summary	Provides a description of the vocational context of the apprenticeship/traineeship. Details the expected job tasks that may be undertaken as an apprentice or trainee.	Refer Table 12
Licensing	Provides information on licensing requirements associated to apprenticeships or traineeships.	Refer Table 13
Nominal Terms	Details the anticipated period of time that it will take to complete an apprenticeship or traineeship.	Refer Table 14

School-based	Outlines the minimum requirements to undertake a school-based apprenticeship or traineeship, for students, parents, schools and employers.	Refer Table 15
Supervision	Details the minimum supervision requirements for apprenticeships and traineeships, by industry where applicable.	Refer Table 16

Due to the continuous improvement process undertaken of National Training Package qualifications, apprenticeships and traineeships are continually being reviewed and declared.

Two declaration processes are undertaken by the department:

1. where a proponent identifies an industry training need and there is no apprenticeship or traineeship currently available, a proponent may submit an application for consideration to the department for approval.
2. when qualifications within a training package are updated at a national level for existing apprenticeships and/or traineeships, the department will review the apprenticeships and traineeships and re-declare them.

In both of the processes identified above, the department proactively seeks advice from the relevant industries where appropriate, on the requirements for their respective industries regarding the suitability of apprenticeships and traineeships.

[Return to Table 1](#)

Table 2 Contract mode requirements apprenticeships and traineeships

Requirement	Description
2.1 Full-time employment	<p>Full-time employees work an average of 38 hours per week and usually have ongoing employment. Full-time employees are entitled to all conditions of the National Employment Standards including:</p> <ul style="list-style-type: none"> • maximum number of hours of work per week, • paid annual and personal (sick) leave, • public holidays • notice when they lose their jobs, • other conditions as set out in any award or agreement that applies. <p>A person may be employed as a full-time apprentice or trainee in accordance to the applicable award or agreement.</p> <p>For further information, contact Fair Work Ombudsman Ph: 13 13 94</p>
2.2 Part-time employment	<p>Part-time employment generally refers to persons employed on permanent employment arrangements for less than the normal weekly hours of work provided for in an award or other industrial instrument.</p> <p>Part-time employment may be varied and/or cyclical in nature but persons so employed are normally employed for a proportion of the normal weekly hours and are entitled to receive wages and other normal employment conditions on a proportional basis.</p>

	<p>A person may be employed as a part-time apprentice or trainee, subject to the following criteria being met:</p> <ul style="list-style-type: none"> the training contract is for a defined term with the ordinary working hours (including on the job and structured training) averaging not less than 15 hours per week over each 4 week period throughout the duration of the apprenticeship or traineeship the apprentice or trainee has regular working hours and is rostered to work on a regular basis, and the industrial relations arrangements (as documented in the award or agreement that applies) provide for part-time employment. <p>For further information, contact Fair Work Ombudsman Ph: 13 13 94</p>
<p>2.3 Part-time Electrotechnology</p>	<p>Part-time Electrotechnology apprenticeships may be considered so long as they <u>substantially fulfil the requirements in the part-time criteria below.</u></p> <ul style="list-style-type: none"> Training arrangements must be a minimum of 2 weeks, with a maximum of 4 weeks "off the job" release or the equivalent in an alternative format (for example, day release); The apprentice has completed the industry recognised minimum educational requirement, which constitutes the equivalent of year 10 with passes in a recognised course in English, Maths and Science; and The minimum direct supervision requirements are met, in accordance with the Electricity Safety Regulation 2013, section 279, (QLD); and The appropriate facilities and range of work can be provided by the employer, in accordance with the Further Education and Training Act 2014, section 56, (QLD); and It is appropriate to review a number of relevant information sheets on the department's website at https://desbt.qld.gov.au/training/apprentices/resources/information-sheets The signed commitment that upon completion of the part-time component the employer will articulate the apprentice into a full-time apprenticeship; and It is preferred that the apprenticeship be logged on the eProfiling System for the recording of on the job experiences after the training contract has been registered by the Department of Employment, Small Business and Training (DESBT).
<p>2.4 School-based Refer to Table 14 for further requirements</p>	<p>A school-based apprenticeship or traineeship (SAT) is a contract of training and paid employment where a school student's timetable or curriculum reflects a combination of paid work, training and school study, which together lead to the award of a Queensland Certificate of Education (QCE) or its equivalent and progress towards a vocational qualification.</p> <p>The student's school timetable must be impacted by the work and/or training arrangements.</p> <p>While the level of impact is not defined, it is expected it will be such that the student's school timetable schedules a regular time slot/s for the apprenticeship or traineeship.</p>

	The employment of the SAT must be regular and meaningful, and allow the school-based apprentice or trainee the opportunity to gain a genuine employment experience
2.5 Casual, irregular, occasional and intermittent employment arrangements	<p>Casual, irregular, occasional and intermittent employment arrangements in apprenticeships and traineeships are NOT permitted in Queensland.</p> <p>It should be noted the purpose for this limitation is to ensure the apprentice or trainee is receiving sufficient regular contact with the workplace to meet the requirements of the qualification and underpinning training plan within the framework of an apprenticeship/traineeship.</p> <p>Where the apprentice or trainee is regularly meeting the minimum weekly work hour requirements for full-time, part-time or school based established for apprenticeships and traineeships, within the averaging provisions, this is not considered a casual, irregular, occasional or intermittent employment arrangement for the purpose of this policy and the training contract.</p> <p>If there are any questions about the appropriate employment conditions, given the circumstances, the parties should be advised to contact the Fair Work Ombudsman on 13 13 94 or a referral should be made to the Fair Work Ombudsman.</p> <p>For further information, contact Fair Work Ombudsman Ph: 13 13 94</p>
2.6 Other employment arrangements	Seasonal and similar employment arrangements will only be considered on a case by case basis, and are to be submitted for the consideration of the Director, QATO.
2.7 Multiple employment arrangements	Multiple employment arrangements are permissible in Queensland. Apprentices and trainees may have two part-time training contracts.

[Return to Table 1](#)**Table 3 Credit arrangements for apprenticeships and traineeships**

Requirement	Description
3.1 Previous service in QLD	Any credit for previous service and/or experience as an apprentice or trainee is applied to the nominal term if the new contract is the SAME apprenticeship calling or traineeship occupation for which the person was previously registered.
3.2 Pre-Vocational courses, completed qualifications	<p>Apprentices and trainees may be eligible for time credit if they have completed a qualification or course that is related to the apprenticeship or traineeship that they intend to undertake.</p> <p>When applicable, time credits off the nominal term will be displayed on QTIS.</p>
3.3 Interstate	<p>Where an apprentice/trainee has partly completed their apprenticeship or traineeship interstate, they may be granted credit for 'time served' against the nominal term of the apprenticeship or traineeship to establish a nominal end date to the training contract.</p> <p>Any time credit resulting from previous interstate service will be granted so long as the following criteria is applied:</p> <ul style="list-style-type: none"> the apprentice or trainee is entering the same trade calling or traineeship occupation



	<ul style="list-style-type: none"> appropriate supporting documentation (extract of service) is used to verify the credit being applied
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[Return to Table 1](#)**Table 4 Entry age requirements for apprenticeships and traineeships**

Requirement	Description
4.1 Age requirements	<p>Minimum entry age requirements may be set by industry or other legislative requirements due to safety or licensing requirements.</p> <p>Additional minimum age requirements apply where they exist under other legislation which is enforceable in Queensland.</p> <p>The ultimate responsibility for compliance with legislation, including any minimum age requirements, rests with the employer.</p>
4.2 Priority Population	<p>Apprenticeships or traineeships may be restricted:</p> <ul style="list-style-type: none"> to persons only from particular population groups within a community; or where it is deemed they are unsuitable for a person from a particular population group. <p>The priority population groups are identified as those included in the National Apprenticeship/Traineeship Training Contract under Apprentice/Trainee Personal Details section.</p>

[Return to Table 1](#)**Table 5 Education requirements for apprenticeships and traineeships**

Requirement	Description
5.1 Minimum education requirements	Minimum education requirements may be set within training packages or by industry on persons wishing to enter particular apprenticeships or traineeships.
5.2 Electrotechnology - School-based apprentices	Students in years 11 and 12 may be considered eligible to enter school-based apprenticeships in Electrotechnology qualifications. For eligible students to have their training contract registered, they must complete the industry recognised minimum educational requirement, which constitutes the equivalent of year 10 with passes in a recognised course in English, Maths and Science.
5.3 Electrotechnology - Part-time apprentices	To be eligible to enter part-time apprenticeships in Electrotechnology qualifications, and have their training contract registered, apprentices must complete the industry recognised minimum educational requirement, which constitutes the equivalent of year 10 with passes in a recognised course in English, Maths and Science.

[Return to Table 1](#)

Table 6 Probationary period requirements for apprenticeships and traineeships

Requirement	Description
6.1 Prior to 01 July 2014	<ul style="list-style-type: none"> All apprenticeships (F/T, P/T & school-based) shall have 90 days probation All traineeships (F/T, P/T & school-based) shall have 30 days probation
6.2 From 01 July 2014 Note: Only applies to apprenticeships and traineeships that are declared with an implementation date after 01 July 2014.	<ul style="list-style-type: none"> All apprenticeships and traineeships that have a nominal term greater than 24 months (F/T, P/T & school-based) shall have 90 days probation. All apprenticeships and traineeships that have a nominal term equal to or less than 24 months (F/T, P/T & school-based) shall have 60 days probation.

[Return to Table 1](#)**Table 7 Eligibility of a person who has already completed an apprenticeship or traineeship**

Requirement	Description
7.1 Eligibility of a person who has already completed an apprenticeship or traineeship	An apprenticeship or traineeship cannot be entered into where a person has been issued a completion certificate in the same occupation and where the qualification for the apprenticeship or traineeship was for the same AQF level (note – occupational outcome has the same meaning as Apprenticeship/Traineeship name or occupational name).

[Return to Table 1](#)**Table 8 Eligibility of visa holders to engage in apprenticeships and traineeships**

Requirement	Description
8.1 Eligibility of visa holders	<p>As a general rule, only Australian citizens and New Zealand citizens who have entered Australia on a valid passport have unrestricted rights to employment in Australia.</p> <p>Visa holders may engage in apprenticeships or traineeships provided their work rights allows this, based on information and advice provided by the Department of Home Affairs.</p>

[Return to Table 1](#)**Table 9 Minimum hours requirements for apprenticeships and traineeships**

Requirement	Description
9.1 Part-time apprentices and trainees	A person may be employed as a part-time apprentice or trainee, subject to the training contract being for a defined term with the ordinary working hours (including on the job and structured training) averaging not less than 15 hours per week over each 4 week period throughout the duration of the apprenticeship or traineeship.
9.2 Apprentices/ trainees with a Disability	If an applicant apprentice or trainee (part-time only) holds a disability pension and Pension Concession Card, they will be entitled to work less than 15 hours per week when averaged over a 4 week cycle.

	Approval will be conditional on the reduced hours of work for the holder of a disability pension and Pension Concession Card and will not significantly affect the part-time apprentice or trainee from obtaining adequate work to attain the necessary competencies.
9.3 School-based apprentices and trainees	Refer to Table 15 – School-based requirements for apprenticeships and traineeships (Requirement 15.2 and 15.2(a)).
9.4 Apprentices and trainees identified as an Elite/Professional Sportsperson	<p>If an applicant apprentice or trainee (part-time only) is in receipt of an “Elite Sportsperson Notification” that has been endorsed by the authorised sporting body, they will be entitled to work less than 15 hours per week when averaged over a 4 week cycle.</p> <p>Approval will be conditional on the reduced hours of work for the holder of the Elite Sportsperson Notification and will not significantly affect the part-time apprentice or trainee from obtaining adequate work to attain the necessary competencies.</p>

[Return to Table 1](#)**Table 10 Restricted callings requirements for apprenticeships and traineeships**

Requirement	Description
10.1 Restricted callings	<p>Restricted callings are established to protect the integrity of training in certain trade occupations and the employment of young people in these occupations.</p> <p>Restrictions apply to employers being able to employ a young person under the age of 18 years, unless the young person:</p> <ul style="list-style-type: none"> • has completed a qualification or statement of attainment relevant to the calling; or • is employed by the employer as an apprentice or trainee in the calling under a registered training contract. <p>Broad principles that would support a decision to declare a calling to be a restricted calling may include:</p> <ul style="list-style-type: none"> • licensing requirements • legislation or regulation requirements • occupational health and safety requirements • national policy guidelines for the introduction of training packages etc.

[Return to Table 1](#)**Table 11 Pre-requisites for apprenticeships and traineeships**

Requirement	Description
11.1 Pre-requisites	<p>Pre-requisite requirements may be stipulated when the proponent is advocating that a person wishing to enter the particular apprenticeship or traineeship must have attained a specific level of training or qualification prior to entering the apprenticeship or traineeship.</p> <p>For example:</p> <ul style="list-style-type: none"> • The entrant must have completed a Certificate II qualification prior to entering into a Certificate III qualification.

	<ul style="list-style-type: none"> The entrant must have completed particular competencies from a qualification prior to entering the apprenticeship or traineeship qualification.
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[Return to Table 1](#)**Table 12 Vocational summary requirements for apprenticeships and traineeships**

Requirement	Description
12.1 Vocational summary	<p>The vocational summary is a detailed description of the actual duties the apprentice/trainee will perform, not just the duties outlined in units of competency.</p> <p>The vocational summary will clearly explain to employers, parents, students, job seekers, registered training organisations (RTOs), and Australian Apprenticeship Support Network (AASN) Providers, the duties the apprentice/trainee will be undertaking in the workplace.</p>

[Return to Table 1](#)**Table 13 Licensing conditions for apprenticeships and traineeships**

Requirement	Description
13.1 Licensing requirements	<p>An occupational licence is any form of regulation that restricts entry to an occupation or profession to people who must meet requirements stipulated by a regulatory authority.</p> <p>A proponent may advocate that an apprentice or trainee will be required to obtain some type of licence either as:</p> <ul style="list-style-type: none"> an entry requirement to their apprenticeship/traineeship, during their apprenticeship/traineeship; or after their apprenticeship/traineeship. <p>It is the proponent's responsibility to ensure that any qualification being proposed for declaration is complete and encompasses all the required components to allow its delivery. This is particularly the case where a licensing requirement is involved.</p> <ul style="list-style-type: none"> Example 1 – A number of qualifications are now being endorsed which contain units of competency specifically targeted towards the apprentice/trainee obtaining a post trade licence. Example 2 – Some qualifications are being endorsed which contain units of competency specifically targeted towards the apprentice/trainee obtaining a licence prior and a pre-requisite to the apprentice/trainee commencing the training component of their apprenticeship/traineeship. <p>In some cases, licensing units of competency have not been approved by the relevant licensing authority and, as a consequence, apprenticeship/traineeship employment may be impacted.</p> <p>It is the responsibility of the proponent to ensure that any licensing requirements of a qualification have been approved and accepted by the relevant licensing authority prior to declaration being sought.</p> <p>Further information regarding licensing requirements can be obtained by contacting the relevant licensing authority for the particular industry sector.</p>

[Return to Table 1](#) [Return to Table 2.4](#)

Table 14 Nominal terms for apprenticeships and traineeships

Requirement	Description
14.1 Nominal terms	<ul style="list-style-type: none"> The anticipated period of time (months) that the majority of apprentices/trainees could be expected to take to complete the required training of the apprenticeship/traineeship. The nominal term for apprenticeships/traineeships is generally between 12 and 60 months and will be aligned with nominal terms in other states. <ul style="list-style-type: none"> Traineeships will generally be between 12 and 36 months Apprenticeships will generally be between 36 and 60 months.
14.2 Expected durations	<p>Some apprenticeships have expected durations, which is the amount of time that it's reasonably expected that someone could become competent and complete their apprenticeship.</p> <p>Apprentices' training plans are developed using the expected duration timeframe rather than the training contract's nominal term.</p> <p>Expected durations may be found for the relevant apprenticeship on QTIS.</p>
14.3 Conversion of training contracts	<p><i>Conversion from part-time or school-based to full-time</i></p> <p>The nominal term for a part-time or school-based apprenticeship or traineeship is double the nominal term for a full-time apprenticeship or traineeship.</p> <p>In circumstances where an apprentice or trainee converts from part-time or school-based arrangements to full-time, he/she should be credited with a percentage of the time served off the nominal term for the full-time arrangement. The relevant percentage is 50%.</p> <p>For apprentices participating in training in the Electrotechnology training package, DELTA will automatically calculate the conversion from school-based or part-time using a formula determined by the department.</p> <p><i>Example:</i> An apprentice/trainee serves six months under part-time or school-based arrangements, and then converts to full-time at the same AQF level and under the same training contract. The apprentice or trainee should be credited with 50% of six months (three months) off the nominal term for the full-time program.</p> <p><i>Conversion from full-time to part-time or school-based</i></p> <p>In circumstances where an apprentice or trainee converts from full-time to part-time or school-based arrangements, he/she should be credited with double the time served in the full-time apprenticeship or traineeship off the nominal term for the part-time or school-based program.</p> <p><i>Example:</i> An apprentice or trainee serves six months under full-time arrangements, and then converts to part-time or school-based at the same AQF level and under the same training contract. The apprentice or trainee should be credited with twelve months off the nominal term for the part-time or school-based program.</p>

[Return to Table 1](#)

Table 15 School-based requirements for apprenticeships and traineeships

Requirement	Description
15.1 Definition of a 'day' for school-based	A 'day' as defined for the purposes of this policy, is calculated based on the equivalent full-time hours in the relevant industrial award, in most cases, 38 ordinary hours worked over a 5 day week where a day is equivalent to 7.5 hours.
15.2 Hours of employment per year	<p>It is expected that an employer will be able to provide 7.5 hours per week which may be averaged over a three month period. An employer may also provide the equivalent of a 'day' as part days across the week.</p> <p>The employer is expected to be able to provide 375 hours (50) days of paid employment over each 12 month period which is negotiated with the school and the school-based apprentice or trainee prior to the commencement of the training contract.</p> <p>A school-based apprentice or trainee can work additional hours or days including during weekends or across school holidays and this is strongly encouraged to maximise their experience.</p> <p>The employment of the school-based apprentice or trainee must be regular and meaningful, and allow the school-based apprentice or trainee the opportunity to gain a genuine employment experience.</p> <p>If the school-based traineeship continues for more than one school year, the parties are required to continue the agreed schedule of regular paid employment to maintain the requirements of the training contract.</p> <p>Employers of school-based apprentices in the Electrotechnology industry must be able to provide a minimum of 600 hours (80 days) of paid employment over each 12 month period.</p> <p>This is the minimum considered sufficient to:</p> <ul style="list-style-type: none"> • permit skill formation to occur, • clearly identify an employment and training pathway exists, as distinct from an institutional pathway, and • provide opportunity to practice and reinforce underpinning theory to achieve a quality outcome.

<p>15.2 (a) From 11 February 2019 Note: Applies to traineeship contracts that are received on or after the 11 February 2019</p>	<p>Prior to completing a school-based training contract, a trainee must have completed 50 days of paid employment for each year of the equivalent full-time nominal term.</p> <p>The nominal term is based on the duration (months) as indicated on QTIS for a full-time training contract.</p> <p>E.g. Where QTIS states the full-time nominal term as 12 months, a trainee undertaking the traineeship under school-based arrangements is required to work a minimum of 50 days before the contract may be considered for completion.</p> <p>Where QTIS states the full-time nominal term as 18 months, a school-based trainee is required to work a minimum of 75 days before being eligible to be considered for completion of the training contract.</p> <p>Where QTIS states the full-time nominal term as 24 months, a school-based trainee is required to work a minimum of 100 days before being eligible to be considered for completion of the training contract.</p> <p>For each additional 12 month period of the full-time nominal term, an additional 50 days of work is required to be eligible to be considered for completion of the training contract.</p>
<p>15.3 Suitability for school-based trainees</p>	<p>The majority of Diploma level qualifications and above require a trainee to be in a supervisory role within the workplace or have significant experience in the designated occupation.</p> <p>It is unlikely that a school-based trainee will be able to be employed in a capacity which provides the employment experience required under the employment based traineeship pathway. To ensure appropriate employment arrangements are in place all training contracts which are received by DESBT, Qld for registration will be sent to the applicable regional office for investigation if deemed necessary.</p> <p>School-based arrangements are not recommended at this qualification level.</p>
<p>15.4 Business cases for students outside of Years 10,11 or 12</p>	<p>Students not enrolled in years 10, 11 or 12 may be eligible to enter a SAT provided there are exceptional circumstances warranting consideration and all other entry requirements are met, including being of an age where it is legal to undertake paid employment, and meets the requirements for the particular apprenticeship/traineeship as outlined on QTIS.</p> <p>Before a student not in years 10, 11 or 12 commences a SAT, a business case supporting the arrangements must be provided to and approved by DESBT, Qld.</p> <p>The development and submission of a business case is the primary responsibility of the parties to the training contract, however, it may be facilitated by a third party (e.g. school, SRTTO).</p> <p>The business case must be supported by the SAT, parent/guardian, employer, school and registered training organisation who is likely to provide training under the proposed arrangement.</p> <p>The business case will include the following evidence to support the application:</p> <ul style="list-style-type: none"> • what is considered to be the 'exceptional circumstance/s' that warrant consideration of the application (e.g. limited employment or training opportunities in a remote community; age and maturity of the student). • the range of other options that have been considered by the school (e.g. work experience) prior to supporting the engagement of the student in a SAT. • how the school will accommodate the SAT arrangement within the existing curriculum.

	<ul style="list-style-type: none"> • how well the student is handling school and whether they have the capacity to take on the additional study load necessary to achieve the outcome of the SAT. • additional learning/support provided by the school and/or SRTTO which will be available to support progress through the qualification • the level of support, training and supervision that will be provided in the workplace. • any potential exposure to workplace risks associated with the particular employment arrangement.
15.5 Units of competency	<p>Limits have been imposed on the amount of institutional training which may be delivered to school-based apprentices, based on the nominal term of a full-time training contract. These limits are:</p> <p>(a) Four year nominal term - a maximum of 33.3% of the competencies (b) Three year nominal term - a maximum of 40% of the competencies (c) Two year nominal term - a maximum of 50% of the competencies.(If applicable)</p> <p>This restriction does not apply to school-based traineeships.</p> <p>The department recognises there may be some exceptional circumstances where it would be desirable for an apprentice to undertake more of their institutional training whilst under a school-based apprenticeship.</p> <p>The institutional training delivery limit for <u>individual</u> apprentices, may be relaxed and when approved, may not exceed the following limits:</p> <p>(a) Four year nominal term - a maximum of 45% of the competencies (b) Three year nominal term - a maximum of 55% of the competencies (c) Two year nominal term - a maximum of 65% of the competencies.(If applicable)</p> <p>Such approvals are to be the exception and not routine.</p>
15.6 Electrotechnology	<p>School-based apprentices in electrotechnology qualifications are expected to substantially fulfil the requirements as set out in the criteria below:</p> <ul style="list-style-type: none"> • The school-based apprentice must complete the industry recognised minimum educational requirement, which constitutes the equivalent of year 10 with passes in a recognised course in English, Maths and Science. • The minimum direct supervision requirements are met, in accordance with the Electrical Safety Regulation 2013, section 279, (QLD); and • Maximum off-the-job (at college) training is 8 weeks (40 days) starting in year 11 over the next two years as a school-based electrical apprentice. This is reduced proportionally to 4 weeks (20 days) if commencing the start of year 12, (pro-rata for periods if less than this value), and • No more than 20 days maximum off-the-job training (at college) is to be completed for each 12 month period of the school-based apprenticeship, and • No less than 10 days minimum off-the-job training (at college) is to be completed for each 12 month period of the school-based apprenticeship, and • The school-based apprentice will be in the workplace (on-the-job) a total of 600 hours (80 days) undertaking paid employment, for each year of the school-based apprenticeship, (<i>while not exceeding a combined yearly total of 100 days ON and OFF the job</i>), and

	<ul style="list-style-type: none"> • The appropriate facilities and range of work can be provided by the employer, in accordance with the Further Education and Training Act 2014, section 56, (QLD); and • The signed commitment that upon completion of the school-based component the employer will articulate the apprentice into a full-time apprenticeship; and • It is preferred that the apprenticeship be logged on the eProfiling System for the recording of on the job experiences after the training contract has been registered by the Department of Employment, Small Business and Training. • It is appropriate to review a number of relevant Information Sheets such as those available on the Electrical Safety Office website at www.worksafe.qld.gov.au.
15.7 Exemption approvals for institutional training delivery	<p>Due to the nature of training delivered by some educational institutions to school-based apprentices, the department may take into account their method of delivery and allow the educational institutions to deliver institutional training above the limits set out for units of competency.</p> <p>Should an educational institution seek to provide institutional training above the set limits, they would need to apply to the department for approval to do so.</p> <p>The application when granted would be for individual school-based apprentices and is not a blanket decision covering a cohort of school-based apprentices.</p>

[Return to Table 1](#)**Table 16 Supervision requirements for apprenticeships and traineeships**

Requirement	Description
16.1 Definition of 'Qualified Person' for apprenticeships	<ol style="list-style-type: none"> 1. A person who has satisfactorily completed an apprenticeship in the apprentice's calling in Australia, and is the holder of a completion certificate issued under an Act, or 2. A person who holds a certificate of recognition issued under an Australian Act, certifying the person has the necessary skills and knowledge in the calling, or 3. An Australian tradesperson in the apprentice's calling, as defined under a specific industrial instrument, or 4. A New Zealand tradesperson in the apprentice's calling whose occupation may be recognised under the Trans-Tasman Mutual Recognition (Queensland) Act 2003, or 5. A person who holds a tradesperson's certificate or certificate of recognition as a recognised tradesperson issued under the Tradespersons' Rights Regulation Act 1946 in the apprenticeship calling, or 6. A person who holds a relevant qualification in the apprenticeship calling, or 7. A person individually, or persons collectively, who has/have documented competence (i.e. a testamur/qualification and associated record of results or a statement of attainment as recognised under the Australian Qualifications Framework, achieved through an RPL or training pathway) in all the competencies the employer is required to provide training for under the apprentice's training plan.



	And, where a licence to practice the calling is required, the qualified person holds a current licence.
16.2 Definition of 'Qualified Person' for traineeships	<ol style="list-style-type: none"> 1. A person who has satisfactorily completed a traineeship in the trainee's calling, and is the holder of a completion certificate issued under an Act, or 2. A person who holds a certificate of recognition issued under an Act, certifying the person has the necessary skills and knowledge in the calling, or 3. A tradesperson in the trainee's calling, as defined under a specific industrial instrument, or 4. A person who holds a tradesperson's certificate or certificate of recognition as a recognised tradesperson issued under the Tradespersons' Rights Regulation Act 1946 in the traineeship calling, or 5. A person who holds a relevant qualification in the traineeship calling, or 6. A person individually, or persons collectively, who has/have documented competence (achieved through an RPL or training pathway) or demonstrated competence in all the competencies the employer is required to provide training for under the trainee's training plan, (note – cannot be a person or persons currently undertaking the same traineeship), or 7. A person undertaking a traineeship, at a higher level than the trainee's, whose traineeship incorporates supervisory or coordinating skills and who has documented competence (achieved through an RPL or training pathway) in at least one of the competencies the employer is required to provide to the trainee under the training plan and who is supervised by a person who qualifies under (1), and/or (5) and/or (6), <p>and, where a licence to practise the calling is required, the qualified person holds a current licence.</p>
16.3 Supervision requirements	<p>The <i>Further Education and Training Act 2014</i> requires both the employer and the Supervising Registered Training Organisation (SRTTO) to provide, or arrange to provide the facilities, range of work, supervision and training as detailed in the apprentices' or trainees' training plan.</p> <p>It is considered SRTTO's are best placed to assess an employer's capacity to provide adequate training arrangements and supervision at a workplace where an apprenticeship or traineeship will be completed.</p> <p>SRTTO's may determine an apprentices' or trainees' supervisor can:</p> <ul style="list-style-type: none"> • supervise other apprentices or trainees at a workplace where the apprenticeship or traineeship is being completed; or • not supervise any other apprentices or trainees at a workplace where the apprenticeship or traineeship is being completed, <p>Where an SRTTO determines a supervisor can supervise other apprentices or trainees, they must justify how an employer is providing adequate supervision by recording the details in the Employer Resource Assessment (ERA) which must be signed by the SRTTO, employer and apprentice/trainee.</p> <p>An SRTTO may determine a supervisor can supervise more than one apprentice/trainee due to a number of factors including, but not limited to:</p>

- the age and life experience of the apprentice/trainee in the workplace
- whether the apprentice/trainee is a new or existing worker
- the level of competence and experience of the apprentice/trainee in a particular task/skill
- the risk associated with the work environment and the tasks to be completed by the apprentice/trainee
- the proximity of qualified persons and apprentices/trainees within the workplace.

Specific supervision arrangements may be detailed for particular industries at the time of declaring an apprenticeship or traineeship and SRTTO's must review the approved apprenticeship or traineeship requirements on [QTIS](#).

Agreed modified supervision arrangements exist for:

- [Adequate training arrangements - Specified Community Care](#)
- [Adequate training arrangements - Specified Swimming Pool and Spa](#)
- [Adequate training arrangements - Polymer Technician](#)
- [Adequate training arrangements – Automotive Glazing Technology](#)

For the purposes of this policy :

- a supervisor is a [qualified person](#) designated to train the apprentice or trainee, the supervisor must be permanently engaged at the same workplace as the apprentice or trainee and be predominantly employed during the same working hours as the apprentice or trainee.
- the level and pattern of supervision applied to an apprentice or trainee by a qualified person needs to consider:
 - the safety of the apprentice or trainee in regard to the work being conducted
 - knowledge and skills (on and off-the-job technical training/learning) attained
 - previous experience/learning and training/practice and repetition the apprentice/trainee has had relative to each particular task, skill or work function to be performed.

The level of supervision will normally range between direct, general and broad as per the below guidelines:

- *Direct* - Close monitoring of work ensuring understanding and identifying potential risks and/or hazards
- *General* - Occasional monitoring to ensure progress is occurring
- *Broad* - Quality checking of completed tasks.

While there is no set ratio required for the number of supervisors to apprentices or trainees it is generally accepted for apprenticeships there is one supervisor to each apprentice. This may be relaxed as an apprentice gains skills and experience or where an apprentice commences with existing skills and experience.

	<p>Adequate supervision of apprentices and trainees cannot solely be provided from an offsite location by electronic means. Electronic means include, but are not limited to, telephones, radios and webcams.</p> <p>The supervisor of an apprentice/trainee needs to have the skills and experience to provide the supervision, training and support required for the apprentice or trainee to complete the training contract and obtain a qualification.</p>
<p>16.4 Electrotechnology Qualifications</p>	<p>Specific supervision requirements exist for apprentices in the electrotechnology industry as stated in section 279 of the Electrical Safety Regulation 2013.</p> <p>A 'training person' means a person who is undertaking, but has not finished an apprenticeship under the Further Education and Training Act 2014, in a calling that requires the person to perform electrical work.</p> <p>279 Duties of person conducting a business or undertaking about supervising training person</p> <p>(1) A person conducting a business or undertaking that employs a training person who has not finished 6 months of the person's apprenticeship or training program must ensure the training person does not work—</p> <ul style="list-style-type: none"> (a) in the immediate vicinity of a live high voltage exposed part; or (b) where there is a risk the training person could come into contact with a live low voltage exposed part. <p>Maximum penalty—40 penalty units.</p> <p>(2) However, subsection (1) does not apply to a training person performing duties as a safety observer if—</p> <ul style="list-style-type: none"> (a) the training person is a safety observer and has been capable of being a safety observer for at least 1 year immediately before the start of the training person's apprenticeship or training program; and (b) the person conducting a business or undertaking keeps a written record of the assessment mentioned in schedule 9, definition <i>safety observer</i>, paragraph (c) for the training person. <p>(3) A person conducting a business or undertaking must ensure that a training person who performs electrical work is supervised at all times by a licensed electrical worker licensed to perform the work.</p> <p>Maximum penalty—40 penalty units.</p> <p>(4) The level of supervision required under subsection (3) must be appropriate, having regard to—</p> <ul style="list-style-type: none"> (a) the type of electrical work performed; and (b) the adequacy of the training person's training; and (c) the competency of the training person.
<p>16.5 Queensland Building and Construction Commission (QBCC) licences</p>	<p>A number of QBCC licences have been assessed and are considered acceptable evidence an individual holds an appropriate qualification to supervise an apprentice in the related calling:</p> <ul style="list-style-type: none"> • Bricklaying and blocklaying • Cabinetmaking • Carpentry • Floor finishing and covering (hard sector) • Glass, glazing and aluminium

	<ul style="list-style-type: none"> • Joinery • Painting and decorating • Plastering drywall • Plastering solid • Refrigeration, air-conditioning and mechanical services • Roof tiling • Shopfitting (trade) • Stonemasonry • Structural metal fabrication and erection • Wall and floor tiling • Waterproofing
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Definitions

In this policy the following definitions apply:

‘AASN Provider’ means Australian Apprenticeship Support Network Provider. AASN Providers, also known as Apprenticeship Network Providers, are contracted by the Department of Employment, Small Business and Training to provide targeted services which deliver tailored advice and support to employers, apprentices and trainees. The AASN Provider is the first point of contact for the administration of all training contracts.

‘FET Act 2014’ means the [Further Education and Training Act 2014](#).

‘Apprenticeship’ means employment-based training declared by the chief executive under section 8 of the FET Act 2014 to be an apprenticeship.

‘ATCs’ means Australian Technical / Trade Colleges

‘DELTA’ means Direct Entry Level Training Administration, the department's database of registered apprentices and trainees (for internal access only) [Return to Table 14.3](#)

‘DESBT and ‘department’ means the Department of Employment, Small Business and Training.

‘Proponent’ means an individual representing themselves or an organisation, or an industry body that has responsibility for specific Industry Training Groups (ITG's)

eg: Australian Apprenticeship Support Network (AASN) Providers, Registered training Organisation's (RTO's), Industry Bodies or Associations

‘QTIS’ means [Queensland Training Information Service](#), DESBT, Qld's database of apprenticeships and traineeships approved for delivery in Queensland, where the requirements for each apprenticeship and/or traineeship declared will be listed.

‘School-based Apprentice or Trainee’ or ‘SAT’ means an Apprentice or Trainee who is a school student – typically years 11 and 12 - in an approved arrangement that allows them to study for their senior certificate or equivalent, whilst at the same time undertaking government approved and nationally recognised training qualifications as paid employees.

‘SRTO’ means Supervising Registered Training Organisation as defined in the *Further Education and Training Act 2014*.

‘Traineeship’ means employment-based training declared by the chief executive under section 8 of the FET Act 2014 to be a traineeship.

Associated Documents

[Declaration of apprenticeships and traineeships - Procedure](#)

ATIS-026

Version 19, August 2020

School-based apprenticeships and traineeships

Information to get started

School-based apprentices and trainees, typically in years 10, 11 and 12, are trained in the workplace and with a training organisation, in their chosen apprenticeship or traineeship while continuing to study towards their Queensland Certificate of Education (Senior Certificate or equivalent).

To commence a school-based apprenticeship or traineeship (SAT), a student must have the support of the employer, the school, supervising registered training organisation (referred to as training organisation), and their parent/guardian.

The employer, student and parent/guardian (if appropriate) will be required to sign a training contract (with the assistance of an Australian Apprenticeship Support Network [AASN] provider) agreeing to work together for the length of the apprenticeship or traineeship.

It is anticipated that, prior to lodging the training contract for registration, the AASN provider will ensure that the parties to the contract work together, and with the parent or guardian and the school, to negotiate a schedule of education, training and employment (ETES). There **must** be some impact on the student's school timetable for the program to be considered school-based and this schedule will show that impact. The [ATF-023 Education, Training and Employment Schedule form](#) is optional and available to assist the parties to record the agreed arrangements.

Paid employment requirements

All school-based apprentices and trainees **are paid** for time spent working with their employer. However, the employer should contact the Fair Work Ombudsman to discuss the industrial relations provisions applicable to the employer and determine the following matters:

- whether or not the apprentice or trainee will be paid for time spent undertaking training delivered by the training organisation
- leave entitlements (e.g. sick leave, recreation leave etc.) or a loaded rate of pay compensating for no leave accruals.

The employer must commit to providing a minimum of 7.5 hours per week of paid employment, which may be averaged over a

three-month period. The employer may provide the equivalent of a 'day' employment as part days across the week.

The employer must commit to providing a minimum of **375 hours (50 days) of paid employment** over each 12-month period from the date of commencement of the training contract. These hours are to be negotiated with the school and the school-based apprentice or trainee prior to the commencement of the training contract. A school-based apprentice or trainee can work additional hours or days including during weekends or across school holidays as agreed between the parties.

For training contracts in electrotechnology, a **minimum of 600 hours (80 days) of paid employment must** be provided each 12-month period from the date of commencement.

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 of the traineeship. The nominal term is based on the nominal duration (months) as indicated on the [Queensland Training Information Service \(QTIS\) website](#) for a full-time training contract specific to the traineeship. School-based trainees will not be eligible for completion until at least the minimum paid work requirement has been met. Completion should focus on the trainee achieving a quality training outcome and genuine competence to the workplace/industry standards, not just meeting the minimum paid employment requirements.

The Department of Employment, Small Business and Training may request evidence to confirm the minimum paid employment was worked.

Examples of school-based contract details:

Child Care Worker Traineeship (Certificate III in Early Childhood Education and Care)

Full-time nominal duration: 24 months

School-based nominal duration: 48 months

Minimum paid employment days required: 100

Sport and Recreation Officer (Certificate III in Sport and Recreation)

Full-time nominal duration: 18 months

School-based nominal duration: 36 months

Minimum paid employment days required: 75



Visit the [QTIS website](#) for apprenticeship and traineeship nominal durations.

Government contributions to training costs

Apprentices and trainees (including school-based) may only access a maximum of two government contributions (under the department's User Choice program). To find out more about government contributions, visit the [User Choice section on the department's website](#).

The government contribution to a school-based apprentice or trainee's training is aligned to the priority level of the qualification being undertaken:

- priority 1 qualifications are 100% subsidised
- priority 2 qualifications are 87.5% subsidised
- priority 3 qualifications are 75% subsidised.

[More information on these subsidies can be found on the department's website.](#)

The training organisation must provide students (and their parent/guardian) with adequate information to allow an informed decision about which qualification to undertake as the decision may affect access to further funding.

Under the User Choice program, school-based apprentices and trainees are exempt from paying student contribution fees to the training organisation whilst they are at school.

Leaving school

If a SAT is not completed prior to the student leaving school, it must be converted to full-time or part-time arrangements. A trainee will still be required to complete the minimum number of paid working days prior to being eligible to complete the training contract.

The department will convert school-based apprentices and trainees to full-time arrangements the day after their Year 12 school year ends. However, for school-based apprentices and trainees who leave school before the end of Year 12, the employer, apprentice or trainee and parent or guardian must submit the [ATF-035 Amendment of a registered training contract form](#) to convert the training contract to full-time or part-time. Once converted, appropriate award wages and conditions apply—contact the Fair Work Ombudsman for assistance.

Once a student's training contract has been converted from school-based, they may be required to pay the student contribution fees and charges to the training organisation. The student should contact the training organisation to discuss these fees.

Limit to off-the-job training which may be provided

There is a limit to the amount of off-the-job training that school-based apprentices may complete whilst at

school, dependent on the nominal term (full-time equivalent) of the apprenticeship:

- four-year nominal term – a maximum of 33.3% of the competencies
- three-year nominal term – a maximum of 40% of the competencies
- two-year nominal term – a maximum of 50% of the competencies

In exceptional circumstances, and only with the **prior approval of the department**, it may be possible to exceed the above off-the-job training limits. Applications should be directed to the department. **Please note the off-the-job training limit does not apply to traineeships.**

Business cases for students outside Years 10, 11 and 12

Students enrolled and attending school in a year other than 10, 11 or 12 may be considered to undertake a SAT, provided a business case has been approved **prior to commencing**.

Note: Where a training contract commences after the end of the student's Year 9 school year and the student is enrolled to return to school to start Year 10 the next year, a business case is not required.

For details on the requirements of a business case, contact the department.

Specific information relating to electrotechnology apprenticeships

Entry into electrotechnology apprenticeships is limited to students in Years 11 and 12. Particular requirements apply to school-based apprenticeships in the electrotechnology field, and these are listed against the electrotechnology qualifications on the [QTIS website](#).

For further information

Contact:

- the school's career counsellor
- an AASN provider on 13 38 73
- Apprenticeships Info on 1800 210 210
- [Fair Work Ombudsman](#) on 13 13 94, regarding wages, entitlements and industrial awards.

Related document:

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



Attachment 5 – 2020 SAT Commencements for each Training Package

Package	No. Quals	No. available as Apprenticeships	No. available as Traineeships	No. available as SATs	2020 SAT commencements
Animal Care and Management	21	2	5	7	40
Agriculture, Horticulture and Conservation and Land Management	96	7	30	35	156
Australian Meat Processing	24	1	10	11	39
Automotive Manufacturing	3	1	0	1	1
Automotive, Retail Service and Repair	48	22	11	33	344
Aviation	21	0	3	0	0
Business Services	57	0	35	30	1737
Community Services	45	1	13	11	417
Construction, Plumbing and Services	39	17	8	22	606
Property Services	44	0	16	14	10
Correctional Services	6	0	1	0	0
Creative Arts and Culture	55	0	6	6	103
Food Beverage and Pharmaceutical	24	3	4	7	20
Financial Services	41	0	21	14	0
Forest and Wood Products	28	1	23	24	0
Health	57	0	15	14	105

Package	No. Quals	No. available as Apprenticeships	No. available as Traineeships	No. available as SATs	2020 SAT commencements
Information and Communication Technology	18	0	12	12	51
Local Government	11	0	8	8	0
Textile Clothing and Footwear	9	1	0	1	0
Maritime Training	19	0	4	4	25
Aeroskills	25	4	4	7	2
Engineering (MEM)	31	12	8	19	295
Manufacturing (MSA)	4	0	1	1	0
Furnishing Trade	26	7	2	9	68
Laboratory Operations	5	0	4	4	5
Manufacturing (MSM)	19	1	5	6	8
Sustainability	13	0	3	1	0
Textile Clothing and Footwear (MST)	23	3	3	6	0
National Water	4	0	2	2	2
Chemical, Hydrocarbons and Refining	5	0	3	3	0
Plastics Rubber and Cablemaking	4	2	1	3	5
Public Sector	28	0	4	3	0
Racing and Breeding	18	1	3	3	4
Resources and Infrastructure	60	1	23	22	16
Floristry	4	0	1	1	5
Seafood Industry	15	0	2	2	0
Hairdressing and Beauty Services	13	2	6	7	310

Package	No. Quals	No. available as Apprenticeships	No. available as Traineeships	No. available as SATs	2020 SAT commencements
Retail	12	0	9	3	861
Sport, Fitness and Recreation	20	0	13	10	124
Tourism Travel and Hospitality	33	4	12	12	1050
Training and Education	6	0	1	0	0
Transport and Logistics	60	0	16	15	72
Electrotechnology	80	12	0	12	196
Gas Industry	6	2	0	2	0
Transmission Distribution and Rail Sector	16	3	2	5	0