

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

CEDRIC — a Client Relationship Management system used by the Department to capture information on client and stakeholder engagement and correspondence (for internal access only)

DELTA — Direct Entry Level Training Administration – the Department’s database of registered apprentices and trainees (for internal use only)

Department or **DTET** — Department of Trade, Employment and Training

FET Act — *Further Education and Training Act 2014*

Provider — Apprentice Connect Australia Providers (Providers) are contracted by the Australian Government to provide targeted services which deliver tailored advice and support to employers, apprentices and trainees. Providers also have an agreement with the Department to provide training contract related services. The Provider is the first point of contact for the administration of all apprenticeship and traineeship training contracts.

QATO — Queensland Apprenticeship and Traineeship Office

QCAA — Queensland Curriculum and Assessment Authority, Department of Education

QTIS — Queensland Training Information Service – the Department’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

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 *Further Education and Training Act 2014*, where:

- the apprentice or trainee is a school student.
- the parties (i.e. employer, apprentice/trainee and parent, if applicable and appropriate) have signed an apprenticeship/traineeship training contract.
- the apprentice/trainee’s (student’s) school timetable or curriculum reflects a combination of school studies, paid work with an employer and training in an apprenticeship or traineeship occupation.
- the apprenticeship or traineeship progresses towards a nationally recognised Vocational Education and Training (VET) qualification aligned with a skilled trade or vocation, and can contribute towards the attainment of a [Queensland Certificate of Education \(QCE\)](#) or its equivalent.

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

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

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

Entry requirements

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

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

1. The intending apprentice or trainee must be enrolled 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.
2. The intending apprentice or trainee must be enrolled Years 10, 11 and 12 and progressing towards the attainment of a QCE or equivalent.

See also [Alternative schooling arrangements](#) below.

Note: In exceptional circumstances, other students may be considered eligible if a [business case for students outside of years 10, 11 and 12](#) is **first** approved by the Department.

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. If the cumulative total of current and proposed school-based apprentices or trainees to be engaged by an employer at a workplace will exceed 24, seek the Department's approval prior to commencing the sign-up of the training contract — see [Employers with 24 or more school-based apprentices or trainees](#) below.
8. For applicants in the electrotechnology industry, specific requirements apply — see [Minimum education requirement](#) below. Also refer to the criteria for school-based apprenticeships in electrotechnology qualifications specified on [QTIS](#).
9. If an intending apprentice or trainee is under 18 years of age, the [consent of a parent](#) is required (if appropriate).

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

There are a number of reasons why school-based trainees may not complete their traineeship prior to completing school. Common reasons include:

- the minimum paid employment days required for a school-based traineeship to be completed being greater than 100 days;

- the school-based trainee starting the traineeship later in Year 11 or in Year 12; and/or
- the school-based trainee having not met all the requirements for completion of the traineeship by the end of Year 12.

When signing-up to a SAT arrangement, the parties undertake to convert to full-time or part-time training arrangements if the SAT has not been completed when the apprentice or trainee leaves school.

Alternative schooling arrangements

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

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

- students registered with the [Home Education Unit](#), Department of Education in Queensland
- 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.

School's support of the SAT

Where a student is considering entering into a SAT, it is critical that the student's school is engaged as early as possible. The school Principal, or authorised representative, must support the student to enter into a SAT prior to the training contract being registered. Negotiations need to be carried out between the student, parent (if applicable and appropriate), employer and school to ensure the SAT forms an appropriate component of an overall school program. 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.

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

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

The 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 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 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.

If the student's school decides to withdraw their support, they should notify the Department of this situation through the 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, the Department 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).

Minimum education requirement

School-based apprentices and trainees must be enrolled in Years 10, 11 and 12 — see the [Entry requirements](#) section above.

For the electrotechnology industry, only students in years 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.

Before proceeding with a sign-up of a school-based electrotechnology apprentice, the Provider is required to:

- obtain a copy of the student's school results for the full year for Maths, English and Science at year 10 level and retain it on file as evidence.
- confirm the student received a pass result in all three subjects for the full year. If the Provider has any concerns about the student's results, they can seek a review through the Department's Queensland Apprenticeship and Traineeship Office. A detailed [guide](#) with instructions for seeking a review is available to Providers and regional offices.

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

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 Provider may facilitate the process.

The business case must be approved by the Regional Director at the Department's local regional office (or for an Advanced Stablehand traineeship, Jockey apprenticeship, Stablehand traineeship, or Trackrider traineeship, by Racing Queensland) BEFORE the parties sign a training contract.

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

- details of the school the student attends and information demonstrating that the school supports the student entering into a SAT and that it will impact on the student's school timetable
- an explanation of the exceptional circumstances that are the reason for the application
- the student's current progress with core curriculum (ie. meeting expectation, not meeting expectations) and why

- how the training will have an impact on the proposed apprentice/trainee progression or development to career goals
- any additional training and support requirements for the proposed apprentice/trainee that will be provided by the proposed SRTTO and how these will be met
- outline the risk (personal and/or educational) to the proposed apprentice/trainee if this business case is not approved (ie. disengagement, mental health)
- for students undertaking home education, a copy of the student's current educational plan approved by the [Home Education Unit](#)
- any additional support that will be provided by the school
- what other options have been considered and why these are not viable. Other options may include (but not limited to), work experience, part-time training contract and other VET pathways (i.e. VET in Schools)
- any additional information that may be relevant for the Regional Director to consider as part of the business case.

Business cases can be emailed to apprenticeshipsinfo@desbt.qld.gov.au or posted to the relevant [Departmental regional office](#) (or for an Advanced Stablehand traineeship, Jockey apprenticeship, Stablehand traineeship, or Trackrider traineeship to Racing Queensland at training@racingqueensland.com.au).

Applications for individuals will be considered on a case-by-case basis and all parties will be notified of the outcome in writing. The Department will retain a record of the application and outcome. Where an application is approved, and a school-based training contract has subsequently been registered by the Department, a visit will be conducted by a Departmental regional officer within 6 months of the commencement of the SAT to monitor the school-based apprentice/trainee's progress.

The Provider registering the training contract for the SAT is required to retain evidence to support that there has been a business case approved for students outside of year 10, 11 or 12.

Employers with 24 or more school-based apprentices or trainees

If the cumulative total of current and proposed school-based apprentices or trainees to be engaged at a workplace will exceed 24, approval will be required from the Department prior to any new SAT training contract(s) being signed up by the employer. The Department will consider the appropriateness of the proposed work arrangements, facilities and level of supervision that the employer can provide to determine whether approval will be given for the employer to sign-up any new training contract(s).

If the cumulative total of current and proposed school-based apprentices or trainees to be engaged at the workplace will exceed 24, the employer MUST inform the Provider prior to commencing the proposed SAT arrangements.

Prior to conducting a sign-up for a SAT, the Provider is required to check how many school-based apprentices/trainees are already engaged at the workplace. If there is 24 or more already engaged, the Provider is required to obtain approval from the Department before conducting the sign-up of the training contract(s).

Providers can contact Department to request approval by emailing apprenticeshipsinfo@qld.gov.au. This process could also be initiated by the proposed employer.

The email will need to include the following:

- the name and workplace details of the employer.
- the name of the proposed school-based apprentice/trainee(s), the school they attend, year they are in at school and the proposed apprenticeship and traineeship occupation.

- any details the Provider has about how the employer plans to provide work and supervision to the proposed school-based apprentice/trainee(s), while continuing to manage their existing school-based apprentices/trainees.

Cases will be considered by the Departmental regional office and approved by the Regional Director. Where potential industry or state-wide issues are identified with the employment or SAT business model, the Departmental regional office will also engage with the Queensland Apprenticeship and Traineeship Office in making a decision. Providers should retain a copy of the approval received from the Department.

This approval process does not apply to Group Training Organisations or Principal Employer Organisations recognised under the FET Act.

Minimum paid work requirement

An 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. 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.

Note: For training contracts in electrotechnology, an employer must commit to providing a minimum of 600 hours (80 days) of paid employment over each 12 month period from the date of commencement of the training contract.

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

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

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

For all requirements for the completion of a school-based trainee, including the minimum days of paid employment, refer to the section on [Completion of school-based traineeships](#).

Employment-based training

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

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

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

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

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 Provider should:

- attempt to obtain the number of days that the student has worked under the previous training contract by contacting the student and parent (if applicable and appropriate)
- establish, if possible, 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 work days required specific to the traineeship
- 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 under the 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 also under the Certificate III in Early Childhood Education and Care. The new employer and trainee should 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 traineeship training plan.

For information on completion eligibility, see [Completion of school-based traineeships](#) below.

Permanent transfer of school-based traineeships

A permanent transfer is essentially a recommencement, in that the school-based 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 should 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 should:

- attempt to ascertain the number of days the school-based trainee has worked so far from the trainee and parent (if applicable and appropriate)
- establish the minimum number of working days if possible, which the trainee must undertake before completion of the traineeship can be contemplated
- 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.

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. 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.

The Department does not require the schedule to be documented in a particular way, however the parties must be able to show evidence that a schedule has been developed and the parties have agreed to it. A field officer from the local regional office of the Department or a 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 \(ATF-023\)](#) is an optional template available on the Department's website, which the parties may use.

Examples of impact on a school timetable

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

Paid employment or training during school hours

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

Dropping a school subject

The student is working on a weeknight(s), Saturday or Sunday and it is agreed between all parties that there is a need to drop a subject to cater for this additional work/study. This is an obvious impact. Dropping a subject allows the student to use that time to undertake traineeship activities without becoming overburdened.

Negligible impact on the school timetable

The student:

- is employed to work on a weeknight(s), Saturday or Sunday.
- is provided online training, workbooks or is otherwise self-directed in their studies.
- has a full existing timetable including some free/study time.
- does not drop a subject and essentially maintains the same timetable they had prior to undertaking the SAT.
- uses some of the existing free/study time to undertake the self-paced training but this impacts on the amount of study they already had to do.

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

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

Boarding school

A boarding school student only works during the school holidays when they return home. All the off-the-job training is done during normal school hours. This is an acceptable impact as the training is being undertaken during normal school hours as part of the student's timetable.

This arrangement is acceptable due to the particular nature of attendance for full boarding school students. However, it should not be used for students who board at the school only during the week and return home on weekends, or attend school as a day student. The general requirement for these students is that there must be a pattern of regular training and paid employment, not just on school holidays.

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 Queensland Government provides public funding for the delivery of training by a registered training organisation to eligible school-based apprentices and trainees.

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

Apprentices and trainees, including school-based, can receive only a maximum of two government

contributions; a second qualification will be funded only if it is a Priority One qualification, has a higher priority ranking than the first qualification that has been completed, or was undertaken subsequent to a student having completed a qualification under the Skilling Queenslanders for Work initiative.

Students must make informed decisions about which qualifications they undertake as the decision will affect their access to further funded training programs.

Training and Assessment delivery limits for school-based apprenticeships

The Department has established limits on the amount of training and assessment which a supervising 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 training without commensurate exposure to workplace experience to support the training delivered.

Whilst an individual is undertaking a school-based apprenticeship, the SRTO is permitted to deliver training and assessment within the limits set out in the table below.

School-based apprenticeship nominal term	Full time Apprenticeship nominal term	Maximum percentage of units of competency/points that can be completed by a school-based apprentice*
8 years	4 years	33.3%
6 years	3 years	40%
4 years	2 years	50%

* The percentage is based on the maximum number of units of competency/points specified for the apprenticeship or traineeship in [QTIS](#).

Note: These restrictions do not apply to school-based traineeships.

An SRTO must obtain approval from the Department before exceeding these limits.

The maximum percentage of competencies/points that can be completed by a school-based apprentice, includes:

- any units of competency achieved through an institutional pathway eg: VETIS; and
- any units of competency achieved through an apprenticeship/traineeship pathway, where the training contract has been cancelled or completed eg: Credit transfers

Relaxing the maximum training and assessment allowable

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

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

Regional Directors can decide applications to relax the training and assessment delivery limit for individual apprentices up to the limits set out in the table below, based on the (full-time) nominal term for an apprenticeship as shown in QTIS:

School-based apprenticeship nominal term	Full time Apprenticeship nominal term	Maximum percentage of units of competency/points that can be completed by a school-based apprentice*
8 years	4 years	45%
6 years	3 years	55%
4 years	2 years	65%

* The percentage is based on the maximum number of units of competency/points specified for the apprenticeship or traineeship in [QTIS](#).

The application, including the reason the applicant considers the apprentice should be allowed to undertake additional training and assessment, must be made through the local regional office of the Department. Where possible, it should be supported in writing by the employer, apprentice, parent (if applicable and appropriate), school and SRTO. Applications will need to demonstrate that:

- the school-based apprentice is making solid progress in the apprenticeship to date.
- there is 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.
- the workplace experience of the school-based apprentice is such that their competence in the workplace is commensurate with the competencies they have achieved at college.

Note – school-based apprentices cannot complete their apprenticeship while they are still enrolled at school.

Business cases can be emailed to apprenticeshipsinfo@qld.gov.au or posted to the relevant [Departmental regional office](#).

Recovery of funding where delivery limit is exceeded

If the Department identifies that a SRTO has delivered training to a school-based apprentice in excess of the delivery limits stated above, without the necessary approval having been granted, the Department will pursue recovery of any 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 SRTO.

State school students may apply through their school using the [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

School-leavers

Apprenticeships and traineeships cannot continue under school-based arrangements once the student leaves 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 or part-time arrangements.

The Queensland Apprenticeship and Traineeship Office (QATO), the Department 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 accrual of credit towards a student's Queensland Certificate of Education (QCE).

For school-based apprentices, the Department will also transfer data on the number of days of paid work they have completed. To ensure correct data transfer, the Department will contact school-based apprentices prior to the end of school to check that the Department'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 form [School-based apprentices - Notification of days worked \(ATF-040\)](#) to have the Department's record amended.

The employer and apprentice/trainee may agree to amend the training contract to part-time arrangements instead of full-time. If they do so, they must apply to the Department through their Provider — the form [Amendment of a registered training contract \(ATF-035\)](#) is available from their Provider or Department'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 form [Amendment of a registered training contract \(ATF-035\)](#) is available from Providers or from Department's website, to assist them in making this change. They would also need to review the training plan with the SRTO.

Change of school

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

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

- negotiate and agree to a new schedule of school studies, training and employment — this is a responsibility of the school, apprentice or trainee, parent (if applicable and appropriate), employer and SRTO. See the [Schedule of school studies, training and employment](#) section above for more information
- review the training plan — this is a responsibility of the employer, apprentice or trainee and SRTO
- notify the Department of the change by contacting the 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).

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.

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

Completion of school-based traineeships

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

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

Once the above requirements are met, the employer will also need to sign a declaration stating that they have provided the required minimum paid employment to the trainee. These minimum requirements also apply where a traineeship, which commenced as school-based, has been subsequently converted to full-time or part-time arrangements.

* In some circumstances the Department may approve a business case to alleviate this requirement. (See the below section on [Business case process – minimum paid hours not met.](#))

Minimum paid work requirement for completing a trainee

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

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

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

The relevant number of days required before a trainee can complete is clearly outlined in the training

contract approval correspondence sent by the Department to the school-based trainee, their parent (if applicable and appropriate) and the employer. This information is also available on [QTIS](#).

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

The minimum paid employment requirement is considered sufficient 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.

A training contract is a contract of employment and training and, if the trainee has fulfilled the minimum paid employment 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.

Alternatively, if the trainee has done all their institutional training but still has hours of paid work to complete to fulfil the minimum paid employment requirement for completion, the employer and trainee will need to maintain a regular pattern of paid work until the minimum hours are reached and the parties agree that the trainee has achieved competence as per the training plan.

Business case process – minimum paid hours not met

School-based trainees who are nearing the end of year 12 and have finished their institutional training, however are unlikely to meet the minimum paid employment requirement due to circumstances beyond their control, can put a business case to the [Queensland Training Ombudsman](#) for independent consideration of their case for completion. Business cases can be submitted to the Queensland Training Ombudsman via the [online complaint form](#).

After reviewing the case, the Queensland Training Ombudsman will make a recommendation to the Department about whether the trainee should be completed.

Where the Department has converted a training contract for a school-based traineeship to full-time or part-time arrangements and completion is within reach but the amount of workplace employment the trainee has undertaken has fallen short, the employer and trainee (and parent, if appropriate) have the option of submitting a business case to the local regional office of the Department to consider issuing a completion certificate notwithstanding insufficient employment having been undertaken. This option does not apply to apprenticeships.

Queensland Certificate of Education (QCE)

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

QCE credits accrued for a school-based apprenticeship is affected by the amount of workplace training completed by the student, as well as the competencies achieved. School-based trainees accrue QCE credits for competencies achieved only. The Department 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, the Department will update the apprentice's DELTA record accordingly.

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 Apprentice Connect Australia Provider (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 on [QTIS](#), can be met.
- Ensure the intending employer and apprentice or trainee are informed of the requirements specific to SATs, including the [minimum paid work requirement](#) and [maximum institutional training delivery limits for school-based apprenticeships](#).
- Facilitate the negotiation of a [schedule of school studies, training and employment](#) (if requested).
- Ensure the Department is notified if the 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 a Provider elects to undertake in assisting the parties to negotiate appropriate scheduling of school studies, training and employment is solely at their discretion. The Provider may elect to facilitate the process, but at no stage should they be solely responsible for negotiating scheduling of school studies, training and employment.

Role of the employer:

- Before commencing a school-based apprenticeship or traineeship arrangement, obtain the agreement of the school at which the student is enrolled, to the proposed SAT arrangement.
- Obtain any necessary [pre-registration approvals](#) before lodging a school-based training contract for registration.
- Commit to providing the apprentice or trainee with a minimum of 375 hours (50 days) paid work over each 12 month period from date of commencement, whilst under school-based arrangements (600 hours (80 days) for electrotechnology).
- Ensure appropriate employment arrangements are in place, to give the school-based apprentice or trainee regular and meaningful work, in the apprenticeship or traineeship.
- Negotiate (with the school, student, parent, if applicable and appropriate, and SRTO) and agree to a schedule of school studies, training and employment for the apprentice or trainee. The schedule needs to take into account the [minimum paid work requirement](#) for school-based apprentices and trainees, and the [institutional training delivery limits for school-based](#)

[apprenticeships](#) (if applicable).

- Undertake to continue the apprenticeship or traineeship under the following arrangements if the school-based apprentice or trainee has not completed the training when they leave school:
 - under full-time arrangements if an electrotechnology apprenticeship.
 - under full-time or part-time arrangements for traineeships and other apprenticeship occupations.
- Promptly notify the apprentice's or trainee's parent (if applicable and appropriate), school and SRTO if a change to the apprentice's or trainee's working hours is proposed and the change would impact on the student's school timetable.
- If circumstances arise where it appears unlikely that the school-based apprentice or trainee will be able to undertake the required minimum paid working hours, contact your nominated Provider or the Department'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 the Department of this event by contacting your nominated 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 a Queensland Government training program, consider the possible implications of that decision on eligibility for any further funded training — for more information, see the [State Government funded training](#) section of this document.
- Before commencing a SAT, assist the employer to obtain any necessary [pre-registration approvals](#).
- Participate in negotiations and agree (with your school, employer, parent and SRTO) to a schedule of school studies, training and paid employment, taking into account the [minimum paid work requirement](#) and the [institutional training delivery limits for school-based apprenticeships](#) (if applicable).
- If unable to attend training scheduled with your SRTO (training provider/college), contact your employer, training provider and school to advise them of non-attendance.
- If unable to attend your employer's workplace, contact your employer and school to advise them of non-attendance.
- Promptly notify the below parties in the following circumstances:
 - if there is an ongoing change to your working hours which affects your school timetable, promptly notify your parent, school and SRTO.
 - if there is an ongoing change to your college training timetable which affects your school timetable, promptly notify your parent, school and employer.
- If changing schools, ensure your new school is agreeable to you continuing the apprenticeship

or traineeship under school-based arrangements, and if they do agree:

- negotiate and agree to a new schedule of school studies, training and employment (with your school, employer, parent and SRTO)
 - speak to your SRTO about reviewing your training plan if it will be affected by a changed school timetable
 - notify the Department so contact can be maintained with the correct school in regard to your apprenticeship or traineeship through your Provider, or by phoning the Apprenticeships Info line on 1800 210 210.
- If suspended or excluded from school, promptly contact your Provider or the Department'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 the Department is notified (by contacting your Provider or the Apprenticeships Info line on 1800 210 210) if your school withdraws support for your continued participation as a school-based apprentice or trainee.

Role of the supervising registered training organisation (SRTO):

- Before accepting to be the SRTO for an apprentice or trainee under a SAT arrangement, ensure the student's school, through the school principal or authorised representative, has agreed to the SAT arrangement.
- If the proposed SAT would be funded under a Queensland Government training 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 funding – for more information, see the [State Government funded training](#) section of this document.
- Negotiate and agree to a [schedule of school studies, training and employment](#) for the apprentice or trainee (with the school, employer, student and parent, if applicable and appropriate), taking into account the [minimum paid work requirement](#) for a SAT, and the [institutional training delivery limits for school-based apprenticeships](#) (if applicable).
Note: For electrotechnology school-based apprenticeships, take into account the [minimum working hours](#) specific to that industry.
- Consult with the school to:
 - identify any apprenticeship or traineeship competencies for which the student can receive recognition
 - identify any competencies applicable to the apprenticeship or traineeship and the apprentice's or trainee's school program, which will be delivered by the school.
- In developing the training plan with the parties, observe the [limits to institutional training delivery](#) to school-based apprentices.
- Deliver institutional training to school-based apprentices up to [the approved limits](#) only.
- If the apprentice or trainee changes school and the new school agrees to continue the SAT:
 - review the schedule of school studies, training and employment
 - review the training plan.
- Promptly notify the apprentice or trainee, employer, parent (if applicable and appropriate) and school if it is proposed to change the apprentice's or trainee's institutional training timetable and the change would impact on the apprentice's or trainee's school timetable.



- Notify the Department by contacting the relevant Provider or emailing apprenticeshipsinfo@qld.gov.au or contacting the Apprenticeships Info line on 1800 210 210, if the SRTO becomes aware that the school attended by a school-based apprentice or trainee withdraws their support for the student's participation under the training contract.
- Before signing a completion agreement for a school-based traineeship ensure all requirements to [complete the school-based traineeship](#) have been met.
 - When **all** requirements to complete the school-based traineeship have been met, and the employer and 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 a Provider, promptly complete and return it to the Provider—
 - if the 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 Provider
- Negotiate with the employer, student, [parent](#) and SRTO to establish and agree how work and/or training in the apprenticeship or traineeship will impact on the student's school timetable.
- Negotiate and agree to a [schedule of school studies, training and employment](#) for the apprentice or trainee (with the employer, student, parent and SRTO), taking into account the [minimum paid work requirement](#) for a SAT, and the [institutional training delivery limits for a school-based apprentice](#) (if applicable).
- Consult with the SRTO to identify any competencies common to the SAT and the student's school program, which will be delivered by the school.
- Upon receipt (by the school and student) of [mail](#) regarding the automatic conversion of a training contract to full-time arrangements (for year 12 school-leavers), assist the student to respond according to circumstances and the information provided in the mail, if requested.

If the school considers an employer or SRTO is not acting in the best interests of the student and/or the SAT does not meet the criteria set out in this document, seek advice from the Department'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 the Department's regional office by contacting the Apprenticeships Info line on 1800 210 210.

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

Role of the parent:

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

- Ensure the apprentice/trainee's school Principal, or their authorised representative, supports the proposed SAT.
- Assist the apprentice/trainee in providing the required information as detailed in this document.

- Provide parental consent, if appropriate, as required.
- Before the apprentice/trainee commences a SAT which is funded under a Queensland Government training program, consider the implications of that decision on their eligibility for any further funded training — for more information, see the [State Government funded training](#) section of this document.
- If the apprentice/trainee is unable to attend training scheduled with their SRTO (college), contact their employer, SRTO and school to advise them of non-attendance.
- If the apprentice/trainee is unable to attend their employer's workplace, contact the employer and school to advise them of non-attendance.
- If the apprentice or trainee changes schools, ensure the new school is agreeable to continuing the SAT — if they do agree:
 - notify the SRTO of the change of school and seek their advice regarding reviewing the schedule of school studies, training and employment, and reviewing the training plan
 - contact the Provider nominated for the apprenticeship/traineeship or the Department'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 Provider or the Apprenticeships Info line on 1800 210 210 for advice regarding continuation of the SAT.
- Upon receipt of [mail from the Department](#) 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 Provider or the Department'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 office:

- 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 DocumentsCorePack in CEDRIC.
 - if the business case was received from a Provider, in addition to sending letters to the parties, notify the Provider of the outcome — email advice can be used.
- Consider, applications for employers where the [cumulative total of current and proposed school-based apprentices or trainees to be engaged at a workplace will exceed 24](#).
- Consider, on a case-by-case basis, applications to relax the institutional training delivery limits for individual school-based apprentices, having regard to the Department'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 credits by the QCAA. For further information, refer to the Department [internal](#) work instructions.
 - If a referral is received advising that a school-based apprentice or trainee is staying at school, contact the student and/or parent (if applicable and appropriate) 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 CEDRIC and create a Task as a bring-up reminder for the period granted to the apprentice to provide the evidence. If at the end of the bring-up reminder period the apprentice has made no further contact, the officer should note this fact in CEDRIC and close the matter. It is not the responsibility of the officer to take further follow-up action.
 - * If notified that an apprentice has worked slightly fewer than the predicted number of hours at the time of the Department's mail out; no verification is required, however, the region will need to ensure the employer and apprentice are on track to providing/attending the [minimum hours of paid work](#) as per the Department's policies.
 - ** If notified of an apprentice's Learner Unique Identifier (LUI), update their DELTA record accordingly.
- * These dot points relate to school-based apprentices **only**. The Department 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 the Department and the QCAA.

Role of Queensland Apprenticeship and Traineeship Office (QATO):

- Monitor and review registered school-based training contracts and refer identified issues to the relevant regions and/or 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 credits in respect of SATs to eligible students, in accordance with QCAA's policies and processes and agreed protocols between the QCAA and QATO.

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 in Queensland policy](#)
- [School-based apprenticeships and traineeships policy – Queensland and Norfolk Island](#)
- [Skills Assure Supplier framework](#)

Related procedures

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

Work instructions

- Providers can access Provider Work Instructions in the [library on SharePoint](#)
- Departmental officers can access Work Instructions at this [internal website](#).

Online materials

- Electrotechnology apprenticeships – Guide to establishing the minimum education level – (available to Departmental officers on this [internal website](#), & to Providers on SharePoint)
- [Apprentice Connect Australia Providers – Guide to completing the national apprenticeship/traineeship training contract](#) (internal website)
- [FAQs for Providers](#) (internal website)
- [Queensland Curriculum and Assessment Authority's QCE documents](#)

Letter templates

The following templates are available internally to Departmental officers through DocumentsCorePack in CEDRIC:

- 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 \(ATF-040\)](#)
- [SATs Travel and accommodation subsidy claim form](#) (State education sector only)
- [School notification form](#) (internal website)

Regional offices

To find a regional office of the Department:

- phone the Department's Apprenticeships Info line on 1800 210 210

Websites

- [Apprentice Connect Australia Providers](#)
- [Know the requirements to be an apprentice or trainee](#)