## *For state school-based apprenticeships and traineeships*

Frequently asked questions

| **Question** | **Answer** |
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| What is the difference between an apprenticeship and a traineeship? | [Apprenticeships and traineeships](https://desbt.qld.gov.au/training/apprentices/about) both combine training with paid work in a real job.  Apprenticeships involve training in a skilled trade such as electrical, carpentry, hairdressing, and sign writing leading to a minimum of a Certificate III qualification. An apprenticeship generally takes 3-4 years full-time to complete and results in the apprentice becoming a qualified tradesperson.  Traineeships involve training in vocational areas such as office administration, tourism, warehousing, and real estate. Upon completion, trainees will receive a minimum of a Certificate II in the chosen vocational area. |
| How does a school-based apprenticeship or traineeship (SAT) work? | The [arrangements for the SAT](https://desbt.qld.gov.au/training/apprentices/resources/information-sheets/is26) are negotiated between the student, parent/carer (if under 18 years of age), school, employer and Supervising Registered Training Organisation (SRTO) with the assistance of an Australian Apprenticeship Support Network (AASN) provider. Everyone works together to develop and agree on a schedule which will allow the prospective apprentice/trainee to combine school studies, employment and training. |
| When can a student commence a SAT? | Generally SATs are undertaken in Years 10, 11 or 12. In exceptional circumstances a student in another year level may be considered for a SAT. Further information about developing a business case for consideration is available at Department of Employment, Small Business and Training (DESBT)’s [Guide to school-based apprenticeships and traineeships](https://www.publications.qld.gov.au/dataset/apprenticeship-and-traineeship-operational-policies-and-procedures/resource/42f58c42-024b-488f-ae92-c040c4dd4bf7).  For the electrotechnology industry, only students in Years 11 or 12 are eligible to enter into school-based apprenticeships. However, students must meet additional [criteria for school-based apprenticeships in electrotechnology qualifications](http://www.qtis.training.qld.gov.au/Qualification/Details?modelCode=UEE30811&version=0&trainingCatalogNumber=20761). |
| Why is the development of a business case required for students outside Years 10, 11 and 12 who are interested in commencing a SAT? | SATs are most appropriate for Year 10, 11 or 12 students who have developed a Senior Education and Training (SET) Plan and begun making decisions about their future pathways.  If a school and/or parent/carer believes it would be suitable for a student outside of Years 10, 11 and 12 to commence a SAT, then a business case is required to detail:   * + the reason for the student commencing the SAT earlier than Year 10   + career aspirations following the completion of the SAT, and   + the support provisions which will be made available to the student.   If the training contract commences at 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. |
| What are the benefits of commencing an apprenticeship or traineeship at school? | The [benefits for students](https://desbt.qld.gov.au/training/apprentices/sats) undertaking an apprenticeship or traineeship at school include:   * motivating young people to work towards their future goals by giving them realistic exposure to an industry * developing workplace skills and knowledge and confidence leading to gaining a competitive edge over other students when applying for jobs * participating in paid employment and obtaining a Certificate II or higher qualification whilst still at school * working towards a nationally recognised qualification which can contribute towards a Queensland Certificate of Education. |
| How does achievement in a SAT contribute to the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA)? | SATs contribute to the QCE Core category of learning. Up to eight (8) credits for a SAT may contribute toward the QCE. These credits are awarded based on the number of competencies achieved and the number of hours completed in the workplace (on-the-job). Further information about the QCE is available at [Queensland Curriculum and Assessment Authority (QCAA)](https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/2-qce/2.2-categories-of-learning#1).  Students working towards a QCIA may undertake SATs and have units of competency achieved recorded in their learning account. These units of competency do not contribute to the awarding of a QCIA. |
| How many days is a student in the workplace each week when undertaking a SAT? | The number of days in employment each week is negotiated between the apprentice/trainee, school, employer and SRTO. The employment must be regular and meaningful. The minimum paid employment requirement is determined by the full-time equivalent nominal term of the qualification. As each school-based apprenticeship/ traineeship has minimum paid employment requirements that are unique to the apprenticeship/traineeship, the apprentice/trainee should visit [Queensland Training Information Service (QTIS)](http://www.qtis.training.qld.gov.au/) to access the paid work requirements for their specific qualification. Some of the employment may take place during school hours. However, if the minimum requirement cannot be met during the school week, the apprentice/trainee may work some hours during week-ends or across school holidays.  The training contract negotiated between the student, parent/carer, employer, SRTO and school will outline the training and work schedule for the student completing a SAT. The training contract for a SAT must impact on a student’s timetable. Examples of this could include:   * 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. |
| What happens if a student changes schools during a SAT? | The SAT may continue as long as the new school agrees to the continuation of the school-based apprenticeship or traineeship. The schedule of school studies, training and employment will need to be re-negotiated between the school, apprentice/trainee, parent/carer, employer and SRTO. |
| Is it possible to make changes to the SAT schedule of school studies, employment and training? | Yes. Circumstances may arise during the course of a SAT which would require negotiation of an amendment to the schedule. [Amendments](https://desbt.qld.gov.au/training/apprentices/resources/information-sheets/is7) may include the apprentice/trainee changing schools or changes to working hours or the institutional training timetable. |
| Is financial support available for students who have additional needs? | Yes. Tutorial assistance for language, literacy and numeracy support is available to support culturally and linguistically diverse students and students with additional needs. Schools apply for this financial support on behalf of the student and in consultation with the student, parent/carer (if under 18 years of age), SRTO and employer. Information and guidelines about accessing financial support is available in [Tutorial assistance information for state school-based apprentices and trainees with additional needs](https://ppr.mpe.qed.qld.gov.au/attachment/tutorial-assistance-information-for-students-with-additional-educational-needs.docx). |
| Are students with disability supported to access and participate in SATs? | Yes. Prior to the registration of the SAT, the student, parent (if under 18 years of age), school, employer, and SRTO discuss the reasonable adjustments required by the student with disability to access and participate in a SAT on the same basis as a student without disability. The SRTO and employer have a responsibility to make the required reasonable adjustments to maximise the student’s opportunities to successfully engage in their training.  The Australian Government’s [Disabled Australian Apprentice Wage Support Program](https://www.humanservices.gov.au/organisations/business/services/centrelink/disabled-australian-apprentice-wage-support-program) provides funding to employers who employ an eligible Australian apprentice with a disability. |
| Is it possible to finish a SAT before the end of Year 12? | Yes, but this applies to school-based traineeships only. Most apprenticeships and traineeships take between one and four years full-time (two to eight years part-time) depending on the qualification undertaken. For a school-based apprenticeship, restrictions have been placed on the amount of institutional training the SRTO may deliver to school-based apprentices to ensure there is an appropriate amount of training commensurate to workplace experience. The [Guide to school-based apprenticeships and traineeships](https://www.publications.qld.gov.au/dataset/apprenticeship-and-traineeship-operational-policies-and-procedures/resource/42f58c42-024b-488f-ae92-c040c4dd4bf7) outlines the institutional training delivery limits for school-based apprentices. |
| Is it possible for a school-based apprentice to undertake additional institutional training which goes beyond the delivery limits established by DESBT? | Yes, but only in exceptional circumstances. DESBT recognises that situations may arise where it would be desirable for an apprentice to undertake more of their institutional training whilst under school-based arrangements.  The Regional Director at DESBT’s local regional office may consider written applications to relax the [institutional training delivery limit](https://www.publications.qld.gov.au/dataset/apprenticeship-and-traineeship-operational-policies-and-procedures/resource/42f58c42-024b-488f-ae92-c040c4dd4bf7) for individual school-based apprentices on a case-by-case basis. |
| Is it possible for a trainee to finish a SAT if they haven’t undertaken the minimum employment hours required? | Yes, but only in exceptional circumstances. DESBT recognises that school-based trainees nearing the end of Year 12 who have finished their off-the-job (institutional) training, may determine they are unlikely to meet the [minimum paid employment requirement](https://www.publications.qld.gov.au/dataset/apprenticeship-and-traineeship-operational-policies-and-procedures/resource/42f58c42-024b-488f-ae92-c040c4dd4bf7) to complete their traineeship, due to circumstances beyond their control.  The school-based trainee with the support of the parent (if applicable and appropriate) can submit a business case to the Queensland Training Ombudsman via the [online complaint form](https://trainingombudsman.qld.gov.au/contact/) for independent consideration of their case. The Queensland Training Ombudsman will review the case and make a recommendation to DESBT. |
| What happens to the apprentice or trainee at the end of Year 12 if the SAT has not been completed? | DESBT will facilitate conversion of school-based training contracts for Year 12 school-leavers to full-time arrangements as SATs cannot continue under school-based arrangements once a student leaves school.  If the apprentice/trainee requests part-time arrangements rather than full-time, an [application](https://desbt.qld.gov.au/training/apprentices/resources/information-sheets/is7) must be made to DESBT or the apprentice/trainee’s AASN provider to amend the training contract. |
| Is there government funding available to undertake a SAT? | Yes. However not all SATs attract government funding. The User Choice funding is aligned and prioritised to the skills needs of industry. The funding priority will determine the level of public funds contributed to the training. Visit [DESBT’s User Choice — Funding and pricing](https://desbt.qld.gov.au/training/providers/funded/userchoice/pricing) for information about funding priorities and qualifications which attract funding. |
| What are the implications for future training if the SAT is funded by User Choice funding? | Apprentices and trainees can only receive one government contribution for a User Choice funded qualification at any single point in time, i.e. a student is not funded to undertake two SATs at the same time. In addition, apprentices and trainees can only receive a maximum of two government funding contributions under the current [User Choice program](https://desbt.qld.gov.au/training/providers/funded/userchoice). |
| How can a school-based apprentice or trainee who is accessing User Choice funding be confident they are receiving quality training? | DESBT’s [User Choice](https://desbt.qld.gov.au/training/providers/funded/userchoice) provides public funding to pre-approved RTOs called Skills Assure Suppliers (SAS) for the delivery of nationally recognised and accredited, entry level training to apprentices and trainees. RTOs must meet and adhere to documented performance standards to maintain SAS status for programs administered by DESBT.  The SAS system is intended to provide prospective students and employers with peace of mind that providers possess the capability to deliver positive training experiences and quality skills outcomes. |
| Are there any costs associated with a SAT if it is not a funded qualification? | Yes. There may be costs associated with an apprenticeship/traineeship including:   * fees for attending the training organisation * uniforms and equipment * text books and other study materials * transport costs to attend work * travel and accommodation costs to attend training. |
| Is there any financial assistance for travel and/or accommodation when undertaking a SAT? | School-based apprentices or trainees may be eligible for travel and/or accommodation financial assistance if they have to travel significant distances to attend the closest training provider who provides the course of instruction for the particular training program. Specific eligibility requirements are available in [Travel and accommodation financial assistance information](https://ppr.mpe.qed.qld.gov.au/attachment/travel-and-accommodation-financial-assistance-information.docx). |
| What is the role of the Department of Education (DoE) in relation to SATs? | The DoE’s role is to support state school students by outlining processes for schools in relation to commencement, monitoring and completion of SATs. In addition, DoE processes applications and facilitates payments for travel and accommodation financial assistance for eligible students, and tutorial assistance for students with additional needs. |
| What is the role of the Department of Employment, Small Business and Training (DESBT) in relation to SATs? | DESBT oversees and administers the apprenticeship and traineeship system and helps employers, apprentices, and trainees, including school-based apprentices and trainees, get the most from their experience. |
| What is the role of the Australian Apprenticeship Support Network (AASN) provider? | The AASN provider assists the school-based apprentice or trainee and employer to complete and sign a training contract which is a legally binding contract. Once the SAT has commenced, the AASN provider will become the first point of call for any matters relating to the SAT. |
| What is the role of the Supervising Registered Training Organisation (SRTO)? | The SRTO is the registered training organisation which delivers off-the-job training and assessment services to an apprentice or trainee under a training contract.  The SRTO ensures that:   * the student does not exceed the [institutional training delivery limit](https://www.publications.qld.gov.au/dataset/apprenticeship-and-traineeship-operational-policies-and-procedures/resource/42f58c42-024b-488f-ae92-c040c4dd4bf7) for school-based apprentices; and * reasonable adjustments are provided to support a student with disability to access and participate in a SAT on the same basis as a student without disability. |
| How do I find out how many days of on-the-job training is required to be completed for a SAT? | Information about SATs qualifications, including the required number of on-the-job training days is provided on the [Queensland Training Information Service](http://www.qtis.training.qld.gov.au/) (QTIS) website. After entering the specific qualification (e.g. Certificate II in Business) in the search bar, detailed information about the qualification will be provided including the minimum number of days of paid employment under the ‘Available Contract Modes’ heading. |
| What arrangements are available if a school-based trainee is unable to complete the minimum number of days of paid employment? | If a school-based trainee is unable to complete the minimum paid employment requirement (e.g. due to sickness), the student can undertake additional training days during the school year or extend their contract into a second year.  The minimum number of days must be completed and the trainee deemed competent before the school-based trainee can transition into part time or full-time employment after completing Year 12. |
| How do the completed units of competency undertaken through a SAT appear in a student’s learning account? | The SRTO records a student’s completed units of competency in the SRTO student management system.  At scheduled times during the year, the SRTO will complete their Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) reporting to the National Centre for Vocational Education Research (NCVER).  Following receipt of this information by NCVER, it will become available in the student’s learning account. |