



Government of **Western Australia**
Department of **Training**
and **Workforce Development**

SBAT

A guide to Western Australian
school-based apprenticeships
and traineeships

For schools, registered training organisations,
employers, students and parents





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For enquiries about this guide, please email apprenticeshippolicy@dtwd.wa.gov.au.

Useful website links

Department of Training and Workforce Development policies: dtwd.wa.gov.au/about-us#policy

Apprenticeship Office: dtwd.wa.gov.au/apprenticeship-office

Jobs and Skills WA for school students: jobsandskills.wa.gov.au/training/schools-and-school-students

Acronyms used in this guide

AASN	Australian Apprenticeship Support Network	SCSA	School Curriculum and Standards Authority
ASBT	Aboriginal school-based training program	VET	Vocational education and training
ATAR	Australian Tertiary Admission Rank	VETDSS	VET delivered to secondary students
GTO	Group training organisation	WAAMS	Western Australian Apprenticeship Management System (online client portal)
RTO	Registered training organisation	WACE	Western Australian Certificate of Education
SBAT	School-based apprenticeship or traineeship		

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SBAT quick guide

Starting an SBAT

The student receives an SBAT offer from an employer or group training organisation – through job search, referral or their school.

- The employer's nominated Australian Apprenticeship Support Network (AASN) provider facilitates sign up and lodgement of the training contract, and contacts the student's school to advise of the proposed SBAT arrangement.
- A copy of the training contract is provided to the employer and SBAT student (and parent/guardian if applicable) after the sign-up.
- The Department of Training and Workforce Development Apprenticeship Office assesses the training contract for registration.

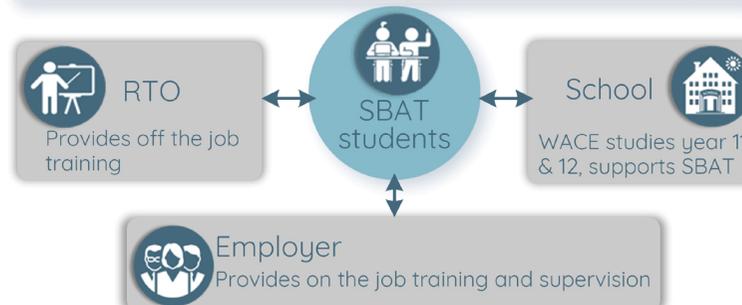
Apprenticeship Office notifies the employer, SBAT student (and parent/guardian) and AASN provider that the training contract is now registered.

- The chosen registered training organisation (RTO) is notified about their nomination to train the SBAT student under the training contract.

During the SBAT

If the nomination to train is accepted, the RTO develops a training plan in consultation with the employer and the SBAT student. The employer, RTO, and student (and parent / guardian if applicable) sign the training plan.

- The RTO seeks endorsement of the training plan by the SBAT student's school.
- The RTO notifies Apprenticeship Office that the training plan has been signed and endorsed.



- There may be variations (changes) to the SBAT training contract after commencement, such as a suspension, extension, a change in qualification or employer.
- The school should be informed of any proposed changes to the training contract.
- If the SBAT student is changing school, the new school needs to agree to the SBAT arrangement and endorse the training plan.
- If an SBAT arrangement is in jeopardy, the AASN provider should be contacted for support, and facilitate mediations to resolve any issues.

Completing the SBAT

The SBAT is considered to be completed when the RTO, employer and the SBAT student (and parent/guardian if applicable) agree that all required competencies have been successfully achieved.

- The RTO, employer and SBAT student (and parent/guardian if applicable) sign the completion agreement.
- The RTO issues the qualification, notifies Apprenticeship Office and the school of completion.
- The school reports the result to the WA School Curriculum and Standards Authority (SCSA), to ensure the SBAT contributes to the student's WACE (by the end of October)

- If the SBAT is successfully completed, the qualification will be recognised on the student's WACE.
- If the SBAT is partially completed, and the qualification is Certificate III or above, the student may receive credit towards their WACE for a partial completion. The apprenticeship or traineeship may continue post-schooling, on a full time or part time basis, or be terminated.

Further information about the roles and responsibilities of each of the stakeholders in an SBAT arrangement is provided in page 14 of this guide.

Introduction

This guide details requirements specific to school-based apprenticeships and traineeships (SBATs) in Western Australia. It should be read in conjunction with the Department of Training and Workforce Development's *Apprenticeship and traineeship policy*, available at dtwd.wa.gov.au/about-us#policy.

What is a school-based apprenticeship or traineeship?

A school-based apprenticeship or traineeship is an employment-based learning pathway, which combines off the job training and on the job training that leads to a nationally recognised qualification.

SBAT students can enter into an employment arrangement directly with an employer, or through a group training organisation (GTO).

To do an SBAT, you need to:

- be a full time school student enrolled in a government or non-government school as defined in the *School Education Act 1999*;
- be aged 15 years or more¹;
- be undertaking an approved school-based apprenticeship or traineeship qualification;
- have a registered training contract with an employer;
- have the school-based apprenticeship or traineeship recognised on your Western Australian Certificate of Education (WACE²); and
- be an Australian citizen or hold a visa that is consistent with the employment and study requirements of the training contract.

What are the benefits of a school-based apprenticeship or traineeship?

Undertaking an SBAT has many benefits. An SBAT:

- offers students the option of starting an apprenticeship or traineeship while they are still at school;
- helps students gain valuable skills and knowledge in their chosen field or the career they want to explore further post-school;
- provides an industry approved pathway to further study or a job;
- allows students to earn money while getting hands-on experience, mentoring, support and supervision from an employer; and
- can contribute towards a student's WACE.



For Aboriginal students undertaking SBATs, additional support services are provided through the Aboriginal school-based training program (ASBT).

Further information is available in the *ASBT fact sheet for students on the Jobs and Skills WA website* at jobsandskills.wa.gov.au/training/schools-and-school-students.

¹ Under certain conditions a child under the age of 15 may be employed as an apprentice or trainee. For further details please refer to the Department's *Apprenticeship and traineeship policy* available at dtwd.wa.gov.au/about-us#policy.

² For further information about WACE requirements, please visit the School Curriculum and Standards Authority (SCSA) website at scca.wa.edu.au.

Approved SBAT qualifications

SBAT qualifications are mostly at Certificate II and III level, and are suggested by industry as suitable for delivery to school students.

These qualifications are indicated by a “Y” entry in the ‘school-based’ column of the Department of Training and Workforce Development’s *List of prescribed vocational education and training qualifications* (the public register) as per the following example.

Apprenticeship Name	Qualification Details	Conditions	Title of apprentice on training contract	Nominal term (months) full time	Part time	School based
AUTOMOTIVE ELECTRICAL TECHNOLOGY (LEVEL 2)	AUR20416 - Certificate II in Automotive Electrical Technology		Trainee	12	Y	Y
AUTOMOTIVE MANAGEMENT (LEVEL 4)	AUR40116 - Certificate IV in Automotive Management		Trainee	24	Y	N
AUTOMOTIVE MANAGEMENT (LEVEL 5)	AUR50116 - Diploma of Automotive Management		Trainee	36	Y	N
AUTOMOTIVE MECHANICAL (LEVEL 2)	AUR20516 - Certificate II in Automotive Servicing Technology		Trainee	12	Y	Y
AUTOMOTIVE SALES (LEVEL 2)	AUR21116 - Certificate II in Automotive		Trainee	12	Y	Y

The public register, also known as the Class A/B register, is available on the Department’s website at dtwd.wa.gov.au/classab.

Training and employment

Undertaking an SBAT requires the employer and the SBAT student³ to enter into a legally binding agreement, known as a training contract, which sets out the training and employment arrangements under the terms of the training contract.



Casual workers are not eligible to enter into a training contract for an apprenticeship or traineeship, including for SBAT arrangements.

Further information is available in the *Casual workers and apprenticeships* fact sheet available from Apprenticeship Office on the Department’s website at dtwd.wa.gov.au/apprenticeship-office.

The training contract

Training contract sign-ups must be facilitated by an Australian Apprenticeship Support Network (AASN) provider. AASN providers will contact an SBAT student’s school to advise them of the training contract. Following the sign-up, a copy of the training contract should be kept by the employer, the SBAT student (and parent/guardian if applicable).

It is helpful if a copy of the training contract is provided to the school, so that the school can facilitate appropriate support of the student’s SBAT arrangement.



Training contract obligations for the employer, the SBAT student (and parent/guardian if applicable) are outlined in the *Training contract obligations* fact sheet available from Apprenticeship Office on the Department’s website at dtwd.wa.gov.au/apprenticeship-office.

³ Unless being designated as an independent minor, where a student is under 18 years of age the parent/guardian is responsible to uphold the student’s obligations under the training contract.

Details of the training contract can be accessed by the employer and the SBAT student (and their parent/guardian if applicable) through [the Western Australian Apprenticeship Management System \(WAAMS\)](#) online client portal.

Information on how to register and access WAAMS is provided in the notification sent to the employer and SBAT student (and their parent/guardian if applicable), after the training contract is registered by the Department's Apprenticeship Office.

The training plan

A training plan is an agreement entered into by an employer, registered training organisation (RTO) and apprentice or trainee (and their parent/guardian if applicable). It sets out the training and assessment arrangements for the apprentice/trainee to attain the required competencies for the qualification nominated in the training contract.

The RTO is responsible for developing the training plan, in negotiation with the employer and the SBAT student. The training plan should state when, where and how training and assessment will be provided, that is, on the job, off the job or a combination of both.

School endorsement of the training plan is required for SBAT training contracts. This ensures that schools are central to the establishment of the SBAT arrangement and provided with the opportunity to review the training plan to ensure that they are able to support the training and assessment arrangements, including its alignment with the SBAT student's school timetable. If a school does not endorse the training plan, the training contract cannot continue.



The school principal, or their delegate (such as a VET or workplace learning coordinator) endorses the training plan, which reflects the school's agreement regarding the training and employment arrangements for the SBAT student.

A training plan needs to be signed by all parties and endorsed by the school within six weeks from the date the training contract is registered (or a variation is approved by Apprenticeship Office). A parent/guardian also signs the training plan if the SBAT student is under 18 years of age.



Under certain circumstances some RTOs may also accept an email or text message* from the parent or guardian confirming their agreement to the training plan.

* For audit purposes, a screenshot of the text message should be saved by the RTO, as evidence of agreement.

Further information can be found in the *Training plans* fact sheet available from Apprenticeship Office on the Department's website at dtwd.wa.gov.au/apprenticeship-office.

Nominal term

The nominal term of an apprenticeship or traineeship is the length of time an individual is expected to take to complete a training contract, as stipulated on the public register.

For an SBAT, the nominal term is generally the full time nominal term multiplied by 1.5. For example, if a traineeship has a 12-month nominal term full time, the SBAT nominal term will be 18 months.



Some SBATs may specify a different nominal term, and if so this will be stated in the 'other requirements' section of the public register.

For example, the Certificate II in Kitchen Operations has a nine-month nominal term fulltime, and an 18-month nominal term for SBAT.

When considering an SBAT arrangement, students and schools should be mindful of the nominal term of the SBAT and determine whether there is sufficient time available for the student to complete or partially complete the SBAT so that they can meet the WACE requirements.

Competency-based training

All apprenticeships and traineeships, including SBATs, are delivered under competency-based training arrangements. The actual time it takes to complete an SBAT may vary, depending on how long it takes the SBAT student to achieve the required competencies for their qualification.

An SBAT student's training contract is completed when the RTO, the employer and the student (and parent/guardian if applicable) agree that the student has attained all required competencies on the training plan. As a result, a training contract may be completed prior to the nominal term.

Example: Prior experience and competency-based training

Ji loves cycling and rides for his local club. He also works every Saturday at Bob's Best Bikes helping with tyre repairs and assembling boxed bikes for sale. Ji is so good at repairing and assembling bikes that Bob gets him to work full time during the school holidays and the weeks leading up to Christmas when the shop is busy.

After 18 months, Bob has offered Ji a school-based traineeship in Certificate II in Bicycle Mechanical Technology when Ji starts year 12 at school. The term of the traineeship is 18 months and Ji knows that he must complete the traineeship before he finishes year 12, for it to be recognised on his WACE.

When the RTO for the school-based traineeship was developing the training plan for Ji, they deemed Ji already competent in several units of the qualification from his 18 months of employment with Bob.

As such, Ji was able to complete the qualification before the end of the school year and have it recognised on his WACE.



An SBAT training contract may also be extended beyond the nominal term if a student has not achieved the required competencies by the end date of the training contract, provided that the extended period still falls within the compulsory education period.

Any extension to the training contract would need to be agreed between the employer and the student (and parent/guardian if applicable).

Example: SBAT training contract extension within the compulsory education period

At the beginning of year 11 Emme commenced a school-based traineeship in Certificate III in Arts Administration, which has an 18-month nominal term.

When the training plan was developed, Emme's employer advised that the gallery had plans for a big exhibition. The exhibition would satisfy a number of competencies and the training plan reflected the dates of the proposed showing. Due to unforeseen circumstances the exhibition had to be postponed to six weeks after Emme's nominated completion date, which meant that the RTO could not assess Emme as competent.

The RTO, Emme and her employer agreed that the outstanding competencies could be achieved if the contract were extended for three months, which was still within school terms for Emme to have the traineeship recognised in her WACE.

Emme, her father, her employer and her school all agreed that the extension to the traineeship was in Emme's best interests. Emme's employer submitted the training contract extension notice through the WAAMS online client portal, which was approved by Apprenticeship Office.

Following the gallery exhibition, the RTO, Emme and her employer all agreed that the competencies in the training plan had now been attained. Emme was able to complete her traineeship, and have it recognised on her WACE.



Probation period

All apprenticeship and traineeship arrangements, including SBATs, have a probation period. This provides an opportunity for the student and the employer to trial the SBAT arrangement to make sure that it is a good fit for both.



The probation period is determined based on the nominal term of the training contract, and is stated on the training contract.

During the probation period, an SBAT student (and parent/guardian if applicable) and their employer can apply to Apprenticeship Office for an extension to the probation period.

Any extension in time cannot be more than the initial probation period.

Further information is available in the *Extension of training contract probation period* fact sheet, available from Apprenticeship Office on the Department's website at [dtwd.wa.gov.au /apprenticeship-office](http://dtwd.wa.gov.au/apprenticeship-office).

Minimum hours of work requirement

Workplace learning is an essential component of an apprenticeship or traineeship, and is highly valued by industry. Regular and meaningful employment-based training allows the SBAT student the opportunity to develop and gain industry skills and knowledge. It is this employment-based training aspect that distinguishes an SBAT arrangement from conventional institution-based training.

An SBAT student is required to do at least 7.5 hours per week of work with the employer named in their training contract, or in the case of a GTO, with the host employer. The minimum hours requirements apply throughout the full term of the SBAT arrangement, including during school holiday periods.

Example: Minimum hours of work for an SBAT

Sophie is undertaking a school-based traineeship in Certificate II in Animal Studies at Doggone Kennels and Puppy Day Care. Some of Sophie's allocated tasks include feeding and providing water for the animals, following the kennel's hygiene routine, assisting with the health care of the dogs, and taking the dogs for a walk.

When Sophie began her traineeship, she would work at the kennels in the morning then at the puppy day care in the afternoon. Two months after commencing the traineeship, her employer decided to close the puppy day care aspect of the business.

Sophie now completes her required tasks by midday and spends the remainder of her 7.5 hour shift in the office doing her traineeship assignments. Sophie is paid for the 7.5 hours she spends in the workplace.

This arrangement **does not meet** the minimum hours of work requirement because half of the weekly shift is allocated to doing assignments, which is considered off the job training. Over a six-month period, Sophie would be unable to meet the minimum hours requirement of employment. Without sufficient and meaningful on the job training, Sophie may be unable to gain the necessary skills and knowledge to be deemed competent for her traineeship.

The minimum hours of work requirement could be achieved by rostering Sophie for a full day shift or two half days each week, where she undertakes kennel related work.



An SBAT student can work more than 7.5 hours per week if the employer and student (and parent/guardian if applicable) agree. However, the extra time at work should be balanced against the SBAT student's overall school program, so the school would also need to consider and agree to the arrangement.

If the employer would like to engage the SBAT student in work that is outside the scope of the training plan, this should be formalised in a separate employment arrangement and will require a different rate of pay. Any hours associated with such an employment arrangement would not count towards the SBAT. Additionally, the school's duty of care obligations would not apply to the separate employment arrangement.

SBAT students also need to receive training from their RTO. This may be delivered as off the job training at their RTO's premises, or on the job training in the workplace, or a combination of the two.

Work time arrangements and averaging of hours

Work times can be arranged to suit the employer, school and SBAT student. For example, the required work hours could be completed as one full day, two half days, short shifts after school hours, weekend shifts, or a combination of these. This flexibility allows SBAT students to get workplace experience in a range of real conditions. In addition, the hours can be averaged over six months; that is, an SBAT student does at least 195 hours of work every six months (26 weeks × 7.5 hours).

An SBAT student who is absent from work – for example, due to illness – may need to make up time so that they meet the minimum hours requirement, unless they can utilise leave entitlements for the period of absence. Leave entitlements vary between industrial awards/instruments.

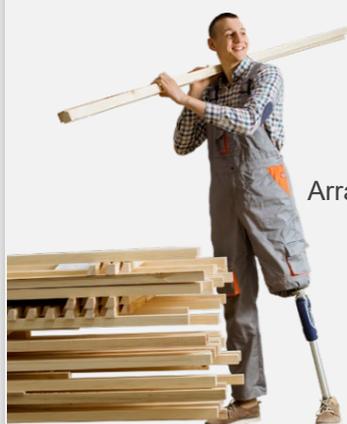


Information on industrial awards/instruments and employment conditions is available from the [Department of Mines, Industry Regulation and Safety](#) where the employer is under the State system.

Where the employer is under the national system, please [refer to the Fair Work Ombudsman](#) for information.

An SBAT student may be required to work additional shifts to make up the required minimum hours of 195 hours for every six months due to missing some shifts during specific periods, for example during school holidays. The employer will need to pay the SBAT student for these additional shifts, as these are in effect a 'make up' arrangement for the lost work hours.

Example: Making up time for an SBAT



Angus is undertaking a Certificate III in Cabinet Making as a school-based apprentice. He is employed by A Class Cabinets Pty Ltd. During school terms, Angus attends work for one day each week for 7.5 hours and attends his local TAFE college for one day each week to do his off the job training.

Angus does not attend work during school holidays, as his school is not able to provide the required duty of care during school holiday breaks.

Arrangements are made between Angus's school and his employer for him to work some additional days during each school term to make up for the school holiday periods where he does not work.

Angus is paid by his employer for these additional days.

These arrangements allow Angus to meet the minimum hours of work requirement for his school-based apprenticeship.

Example: Flexible working arrangements for an SBAT

Sam is undertaking a Certificate II in Retail as a school-based traineeship, and is employed by Luxury Brands Pty Ltd – a local business that sells luxury clothing, shoes, handbags and wallets.

Sam attends work for one day each week for 7.5 hours and spends the other four days per week on his Australian Tertiary Admission Rank (ATAR) studies. For three weeks each term (leading up to and during school exam periods), Sam does not attend work so that he can focus more on his school studies.

Sam's school is willing to provide for his duty of care outside of school hours, so this provides him with the flexibility to work during school holidays.

Arrangements are made between Sam's employer and his school for him to work full time for a week during each school holiday break.

This allows Sam to meet the minimum hour requirements for his traineeship, and provides his employer with an extra staff member when they need it during their busy periods.



Wages and employment conditions

Two different industrial relations systems operate in Western Australia; the State system and the national 'Modern Award' system. In general:

- the State system covers sole traders, partnerships, and State Government departments; and
- the national system covers Pty Ltd businesses, and incorporated associations.

SBAT students receive payment from their employer for all hours worked. However, depending on factors such as the industrial relations system they may or may not be paid for hours in training. Wage and employment arrangements are outlined in the relevant industrial award/instrument.

The name of the industrial award/instrument applicable to the SBAT is stated on the training contract.



Information on industrial awards/instruments and employment conditions is available from the [Department of Mines, Industry Regulation and Safety](#) where the employer is under the State system.

Where the employer is under the national system, please [refer to the Fair Work Ombudsman](#) for information.

Duty of care and supervision

All parties involved in the SBAT arrangement (employer, RTO, school, and parent/guardian) have a duty of care to ensure the student's safety and welfare.

As the SBAT arrangement is a recognised alternative to full time schooling, schools maintain the duty of care to an SBAT student when that student is undertaking training at the employer or RTO's premises. The school's endorsement of the training plan is the evidence of their agreement to the training arrangement.

It is recommended that schools work closely with the other parties, and the relevant AASN provider, throughout the course of the SBAT so that the student's participation in the SBAT is managed appropriately.

All parties should commit to working together and sharing information as necessary, to achieve successful outcomes from the program.

For RTOs and employers

Under an SBAT arrangement, employers are responsible for meeting their legal obligations, including providing a safe working environment, meeting occupational health and safety standards, and providing appropriate supervision.

As the SBAT student is classified as an employee during their apprenticeship or traineeship, the employer is responsible for workers' compensation and public liability insurance.

The *Standards for Registered Training Organisations 2015* requires an RTO to hold public liability insurance that covers the scope of its operations throughout its registration period. This will provide the cover for the SBAT student's time spent on training with the RTO.

RTOs and employers should carefully assess the activities involved in the training and employment of an SBAT student that may present the risk of injury, and develop appropriate strategies to manage any identified potential risks, as they would for any other employee or student.

If an incident occurs at the RTO or employer's premises, the RTO or employer should take reasonable steps to provide care to the SBAT student and notify the parent/guardian and school.



RTOs and employers should be aware of the relevant school sector or individual school's duty of care policy requirements, and support them.

For parents or guardians

The parent/guardian's signature on the training contract confirms their permission for the student to take part in the SBAT arrangement.

Parent/guardians should ensure their current contact details are provided to the RTO, employer and school so that they can be immediately contacted in the event of an incident.

For WA public schools

For public school students, SBAT arrangements are considered part of their workplace learning. The school's endorsement of the training plan shows their support for the SBAT arrangements, including the sharing of duty of care responsibilities.

To support workplace learning implementation, public schools complete and retain a student placement record for each student. In the case of SBAT students, the training plan and the training contract can be used in place of the student placement record.



The *Duty of care for public school students policy* and procedures are available from the Department of Education's website.

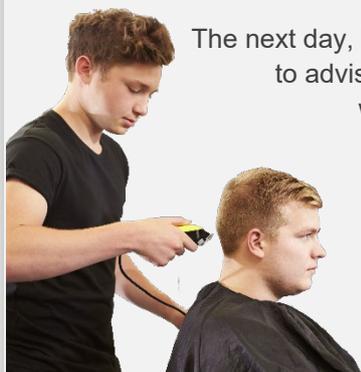
Example: Duty of care for an SBAT

Liam is a student at a public senior high school. As part of his year 11 WACE studies, he is undertaking a Certificate II in Salon Assistant as a school-based traineeship. Two of the busiest times for the hair salon Liam is working at are on Thursday nights and Saturday mornings. To provide real life experience in the workplace at these busy times, Liam (and his parents) has agreed for him to work shifts on both Thursday nights and Saturday mornings.

As these shifts are outside normal school hours, Liam's school needed to consider whether they were willing to meet the required duty of care obligations of this work arrangement. His school Workplace Learning Coordinator agreed to the arrangement, with the school principal's approval, and endorsed the training plan.

Liam's school developed a *Workplace learning management plan* to cover his SBAT arrangement, including an emergency response strategy which details who should be contacted if Liam were involved in an emergency while at work.

After a few months on the job Liam was trained by his supervisor how to safely operate the hair steamer, but unfortunately one evening Liam sustained a burn to his hand while not operating the steamer correctly. His supervisor immediately provided first aid and then contacted Liam's parents, who came to pick him up at the workplace and took him to the medical centre. Liam's burns were dressed and bandaged, and he went home.



The next day, Liam's employer contacted the school's Workplace Learning Coordinator to advise what had happened. The Workplace Learning Coordinator followed up with Liam's parents to check on his condition, and then arranged with the employer to undertake a site visit of the workplace that day to record information about the incident.

As a school-based trainee, Liam was covered by his employer's workers' compensation and public liability insurance.

After one week off to allow his burns to heal, Liam was able to return to the salon and resume his school-based traineeship.



For WA Catholic schools

For Catholic schools, the principal and staff are responsible for ensuring that duty of care requirements are in place when students are involved in out of school learning and training programs.

Principals and employers share a responsibility for ensuring adequate supervision and safety for students in the workplace.



The *Out of school learning and training policy* for Catholic schools is available from the Catholic Education WA website.

cewa.edu.au/policy/out-of-school-learning-and-training

For WA independent schools

The Association of Independent Schools of Western Australia provides its schools with guidelines for workplace learning. Each school is required to create their own policies based on the core principles. RTOs and employers taking on SBAT students from independent schools are required to work with the local school authority to ensure they comply with the duty of care requirements.

Changes to SBAT arrangements

A training contract is a legally binding agreement between the employer and the SBAT student (and parent/guardian if applicable). Therefore, if there are changes to circumstances that will affect the SBAT arrangement, relevant processes need to be followed to update details of the SBAT so that they continue to reflect the agreed arrangement.

When an RTO no longer provides training

During the course of a training contract, the nominated RTO may no longer be able to provide training. In these circumstances, SBAT students and employers can contact their AASN provider for assistance – options may include selecting another RTO, or suspending the training contract.

The SBAT student should also inform their school of this change so that the school can consider using an alternative timetabling arrangement until the issue is resolved. Helpful information is also available from Apprenticeship Office on the Department's website in [FAQs: What happens when a registered training organisation no longer provides training?](#)

When a student changes school

In situations where an SBAT student changes the school at which they are enrolled, the new school will be required to endorse the training plan in order for the SBAT arrangement to continue.

The student should advise their new school that they are undertaking an SBAT, so that the school can determine whether or not they are able to support the continuation of the SBAT arrangement.

Example: Change of school for an SBAT student

In year 11, Tahani started a school-based traineeship in Certificate III in Dental Assisting. Tahani, her mother, employer, RTO and school agreed that Tahani would attend the off the job training component of her traineeship on a school day, and would meet the 7.5 hours of paid work requirement by working on Saturdays. This arrangement has been detailed in the training plan, which has been signed by Tahani, her mother, the employer and the RTO, and endorsed by the school.

Tahani has enrolled in a different school for year 12, and her training plan now needs to be endorsed by her new school. The new school has agreed for Tahani to attend the RTO on a school day, but their duty of care arrangements do not support students undertaking employment on the weekends.

Through negotiation, the school, Tahani, her mother and the employer agree that Tahani can undertake multiple shifts after school from Monday to Thursday, with a combined total of 7.5 hours. The RTO has amended the training plan to reflect the revised arrangement and the new school has willingly endorsed the training plan.



Termination or cancellation of the SBAT

In some circumstances, the training contract for an SBAT student could be terminated or cancelled. For example:

- either or both parties to the training contract may not wish to continue and therefore agree to terminate the training contract; or
- if either or both parties do not fulfil their obligations under the contract, the Department may cancel the training contract.

The AASN provider is contracted by the Australian Government to provide advice and guidance to employers and apprentices/trainees. In the event where a training contract is at risk of not completing, the AASN provider may facilitate a meeting between the parties in an attempt to resolve the matter.

Where resolution of the matter is unlikely, the AASN provider may present alternatives that may be more suitable rather than termination – for example, suspension of the training contract, transferring it to another employer, or variation to a different qualification. The SBAT student should also inform their school of this change so that the school can consider using an alternative timetabling arrangement until the issue is resolved.



Fact sheets, forms and other useful information relating to training contract variations are available from Apprenticeship Office on the Department's website at dtwd.wa.gov.au/apprenticeship-office.

Completion of the SBAT training contract

A training contract is successfully completed when there is agreement from the employer, the RTO and the SBAT student (and parent/guardian if applicable) that the SBAT has attained all the required competencies for the qualification. Those required competencies are stipulated in the training plan, negotiated and agreed to by the parties.

Further information is outlined in the *Completion of training contract* fact sheet available from Apprenticeship Office on the Department's website at dtwd.wa.gov.au/apprenticeship-office.

Continuing training after completion of schooling

If a school student has partially completed their SBAT by the end of their compulsory education period, they will need to decide how they wish to proceed with their training contract post-school.

It is important to note that the training contract does not cease at the end of the compulsory education period. Therefore the employer and student need to continue fulfilling their obligations under the training contract, unless the contract is completed, lapsed, terminated or cancelled.

If the employer and the apprentice/trainee (and their parent/guardian if applicable) agree that the apprenticeship/traineeship will continue post-school, they can consider whether the apprentice/trainee will be employed full time or part time. Either the employer or apprentice/trainee can then submit a variation [via the WAAMS client portal at waamsportal.dtwd.wa.gov.au](http://waamsportal.dtwd.wa.gov.au).

Employers and apprentices/trainees should also be aware that part time arrangements are not available for all apprenticeships and traineeships.

Apprenticeship Name	Qualification Details	Conditions	Title of apprentice on training contract	Nomina term (months full time)	Part time	School based
PLUMBING AND GASFITTING	CPC32413 - Certificate III in Plumbing		Apprentice	48	N	Y
ROOF TILING	CPC30812 - Certificate III in Roof Tiling		Apprentice	36 - 48	Y	Y
ROOF PLUMBING	CPC32612 - Certificate III in Roof		Apprentice	48	N	Y

This information is indicated on the public register – that is; an apprenticeship or traineeship that is not available for part time delivery – will have an “N” entry in the ‘part time’ column on the public register (dtwd.wa.gov.au/classab).

Example: Continuing an apprenticeship after completion of schooling

Blake wanted to leave school and look for an apprenticeship, but his parents wanted him to stay at school and get his WACE. In year 11, Blake was fortunate to get a school-based apprenticeship for the Certificate III in Air Conditioning and Refrigeration, allowing him to get a WACE while getting a head start on his career.

Blake has now finished year 12 and while his secondary school education is over, his apprenticeship will continue.

Blake and his employer have agreed that he will be employed on a full time basis and as such the training contract will need to be changed from a school-based apprenticeship to a full time apprenticeship.

Blake has submitted the training contract variation request through the WAAMS online client portal, and it has been approved by Apprenticeship Office.

His employer has also informed the company accountant that Blake is now working 38 hours per week, and has asked for Blake's wages and other entitlements to be updated according to the industrial award.



Changing to part time employment

The minimum hour requirements for part time apprenticeships or traineeships are usually set at 15 or 20 hours per week.

The concession of averaging the minimum hours over six months for SBAT students does not apply to non-SBAT arrangements; therefore employers of apprentices/trainees who have transitioned from an SBAT arrangement to part time employment should ensure that the part time minimum hour requirements are adhered to.

Information about minimum part time hour requirements for a particular apprenticeship or traineeship can be found [on the public register at dtwd.wa.gov.au/classab](http://dtwd.wa.gov.au/classab).

It should be noted that training fees may vary, once the apprentice or trainee has completed school.

Wages and conditions of employment post-school

Wages and conditions of employment may also change once the school student's compulsory education period has ended.

For example, a student may be employed under an SBAT trainee wage, but if they continue in a part time or full time employment arrangement after completing school they will need to be paid according to the relevant industrial award/instrument.

For information about wages and conditions refer to the applicable industrial award/instrument on the [Fair Work Ombudsman website](#), or you can [contact Wageline](#).

Funding, fees and incentives

The WA State Government and the Australian Government offer a number of programs to assist apprentices and trainees, including SBAT students, and their employers.

The Department funds all SBATs, provided that the RTO is contracted by the Department to deliver training. For further information, please refer to the Department's:

- *VET delivered to secondary students funding policy* at dtwd.wa.gov.au/about-us#policy; and
- *VET delivered to secondary students qualifications register* at dtwd.wa.gov.au/training-providers-and-schools/vet-schools.



Information about funding and charges associated with apprenticeship or traineeship training can be found in the Department's *VET fees and charges policy* at dtwd.wa.gov.au/about-us#policy.

Employers may also be eligible for payroll tax exemptions for apprentices, including school-based apprentices. Further information is available from [the Department of Finance website](#).



The *Jobs and Skills WA Employer Incentive* provides payments to eligible employers for eligible apprentices and new entrant trainees under a training contract lodged from 1 July 2019.

Further information on the incentive is available from the Jobs and Skills WA website at jobsandskills.wa.gov.au/employerincentive.



GTOs are able to access incentive payments for SBAT students under the *WA Group Training Program*, funded by the Department.

Additional incentives are available if students are from one of the target groups for the program such as Aboriginal people and Torres Strait Islanders, students from regional and remote areas and Aboriginal students at risk.

In some circumstances apprentices and trainees, including SBAT students, may not have access to off the job training in their local area; for example in regional or remote areas. In these circumstances, apprentices and trainees (or their employers) and RTOs may be eligible to access financial assistance through the Department's *Travel and accommodation allowance* (TAA) to minimise the impact of travel and accommodation costs for apprentices and trainees or lecturers.

Information on eligibility and payment rates is provided in the TAA procedures documents available from the Department's website at dtwd.wa.gov.au/about-us#guidelines.



The Australian Government may also provide funding support through employer incentives and loans for apprentices or trainees.

Further information on this support is available from an AASN provider, or on the Australian Apprenticeships website at australianapprenticeships.gov.au.

Roles and responsibilities

A number of stakeholders are involved in SBAT arrangements, each with different roles and responsibilities. Effective communication and collaboration between stakeholders is integral to the achievement of a successful outcome.



Schools play a key role in the success of an SBAT program. Schools are encouraged to consider whether the student's current skills, knowledge, attributes and work readiness are appropriate for the SBAT and worksite specific requirements. This will ensure the selection of suitable candidates for the SBAT program and will provide mutual benefits to the student and the employer in meeting each other's needs.

The school principal (or a staff member with delegated authority) is required to review and endorse the training plan. This ensures that schools have the opportunity to consider the appropriateness of the training plan to the SBAT student's WACE. Further, it will assist schools to consider timetabling arrangements for the student's school education program.

Endorsement of the training plan by schools will confirm that they are involved in, and support, the SBAT student's training and assessment arrangements. Schools are also required to comply with the sector's duty of care policies on work place learning and/or out of school learning.

As part of the SBAT program, schools nominate an officer as the authorised contact person for RTOs and employers to work with. Typically, these officers are known as the Workplace Learning Coordinators or VET Coordinators.



Students are encouraged to familiarise themselves with their preferred SBAT qualification, industry sector and career pathways by accessing web resources such as [the Jobs and Skills WA website at jobsandskills.wa.gov.au](http://jobsandskills.wa.gov.au); and [the myskills.gov.au website](http://myskills.gov.au). They are also able to seek advice from school VET Coordinators and/or the AASN providers.

As the SBAT consists of an on the job learning component, students are expected to attend the employer's workplace on the days agreed by the parties and the school, and follow the instructions of their employer to progress their learning in order to attain the required competencies.

It is expected that SBAT students will adhere to the employer's and/or the RTO's health and safety policies and requirements.



Unless an SBAT student is designated to be an independent minor, a **parent/guardian** is responsible for upholding the student's responsibilities as listed in the training contract, until the student is 18 years of age. The parent/guardian needs to provide agreement for the SBAT student to enter into and complete a training contract, and agree to the training plan and any changes to the training contract.



The **registered training organisation (RTO)** is responsible for delivering the training, and for conducting the assessment for the qualification specified in the SBAT student's training contract. The RTO coordinates the development of the training plan, and obtains the school's endorsement and signatures of all parties to the contract.

Once an SBAT student has attained the required competencies for the qualification, the RTO is responsible for obtaining the agreement of all parties, completing the training contract and issuing the qualification.



Under a training contract (including an SBAT arrangement) **the employer** has a number of obligations, including the following.

- Providing employment and training for the apprentice or trainee which is consistent with the agreed training plan (and which meets the minimum hours of employment required for SBAT students).
- Providing appropriate facilities and experienced staff to supervise and train the apprentice/trainee.
- Providing work that is both relevant and appropriate to the qualification being undertaken.
- Releasing the apprentice/trainee from work, if required, so that they can attend any training and assessment activities that are required under the training plan.
- Meeting all the legal requirements relating to the employment of the apprentice/trainee, including occupational health and safety requirements, the payment of wages, and conditions under the relevant employment arrangements.

The employer will also work with the nominated RTO and the SBAT student to ensure that the agreed training plan is followed, that records are kept up to date, and the apprentice/trainee's progress is monitored and supported.



Australian Apprenticeship Support Network (AASN) providers are contracted through the Australian Government, and are responsible for supporting the uptake of apprenticeships (including SBATs) through the marketing and promotion of apprenticeships and traineeships.

The AASN providers' role includes:

- providing job placement services, including matching apprentices and trainees with employers;
- providing information and advice to employers and apprentices and trainees prior to sign-up, and
- managing the sign-up of the training contract.

AASN providers also provide information about payments and incentives, ongoing contact with the apprentice/trainee and employer, and additional support such as mentoring.



The **Department of Training and Workforce Development Apprenticeship Office** has primary responsibility for the quality and integrity of the apprenticeship system in WA. Apprenticeship Office registers and administers training contracts for apprenticeships and traineeships, and regulates the apprenticeship system, in accordance with the *Vocational Education and Training Act (1996)*.

The role of Apprenticeship Office is to:

- assess and register training contracts;
- assess and record training contract variations;
- provide advice and facilitate dispute resolution in relation to training contracts;
- undertake assessments on employers' ability to provide training;
- monitor and assist parties to meet training plan requirements; and
- monitor and assist parties to meet training contract completion requirements.

Further information

- To ask about this SBAT guide, or the Department's *Apprenticeship and traineeship policy*, contact apprenticeshippolicy@dtwd.wa.gov.au.
- For queries about SBAT training contracts, please contact Apprenticeship Office on 13 19 54 or [visit dtwd.wa.gov.au/apprenticeship-office](http://dtwd.wa.gov.au/apprenticeship-office).
- If you are interested in undertaking an SBAT, or you have experienced issues after commencing an SBAT, [contact an Australian Apprenticeship Support Network provider](#).
- For queries about State Awards and Award-free arrangements, [refer to Wageline](#).
- For queries about Modern Awards and agreements, [refer to the Fair Work Ombudsman](#).
- For information on vocational education and training courses, and assistance with job searching and career pathway options, [visit the Jobs and Skills WA website](#) or phone or visit [your local Jobs and Skills Centre](#).



Government of **Western Australia**
Department of **Training**
and **Workforce Development**

Building the workforce to meet the economic and community needs of Western Australia

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