

National Guidelines

for School-based
New Apprenticeships

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NATIONAL GUIDELINES FOR SCHOOL-BASED NEW APPRENTICESHIPS

INTRODUCTION

1. These National Guidelines aim to assist those involved in the development and implementation of School-based New Apprenticeships. They recognise the range of models that exist, the various implementation arrangements in States and Territories, and the roles of the State Training Authorities, school sectors, enterprises, training providers and coordinating agencies involved.

DEFINING SCHOOL-BASED NEW APPRENTICESHIPS¹

2. School-based New Apprenticeships provide the opportunity for young people to gain quality VET qualifications and undertake employment while also completing a senior secondary certificate. Under these arrangements the student is both a full time student and a part-time employee², with the same employment and training requirements as for other New Apprenticeships:
 - an Apprenticeship/Traineeship Training Contract signed by an employer and an Apprentice/Trainee (or their parent or guardian), which is registered or approved by the appropriate State/Territory government authority (department or agency) and which facilitates the objectives of the Training Plan and protects the interests of both parties;
 - a negotiated Training Plan responsive to client choice that involves obtaining a nationally recognised qualification (meeting a specified package of endorsed standards) through paid work and structured training, which may be both on and off-the-job;
 - the Apprentice/Trainee undertaking training in accordance with the Training Plan;
 - the Apprentice/Trainee undertaking paid work for the employer; and
 - the national VET qualification included on the Apprenticeship/Traineeship Training Contract is approved for School-based New Apprenticeship arrangements through an industrial award or agreement.
3. Within these New Apprenticeships arrangements a student will meet the definition of a School-based New Apprenticeship when all of the following apply:

¹ It should be noted that School-based New Apprenticeships are known in various States and Territories by the following terms:

- Part-time Apprenticeships and Traineeships for School Students (Victoria)
- School based New Apprenticeships (South Australia)
- School-based Apprenticeships and Traineeships (Queensland)
- School-based Part-time Traineeships (New South Wales)
- School-based Traineeships (Western Australia and Tasmania)

² It should be noted that in this document references to an Apprentice/Trainee refer to a student undertaking a School-based New Apprenticeship.

- the student is enrolled in a senior secondary certificate under the relevant Education Act³;
- the school or education provider at which the student is enrolled acknowledges and endorses the Training Plan/Outline required by the Apprenticeship/Traineeship Training Contract; and
- the School-based New Apprenticeship is recognised on the senior secondary certificate.

(A section containing definitions of the Apprenticeship/Traineeship Training Contract and of the Training Plan, as well as other definitions will be provided in the published version of the Guidelines).

4. For the apprenticeship or traineeship to be registered as a School-based New Apprenticeship, the Training Plan/Outline required by the Apprenticeship/Traineeship Training Contract must be endorsed and acknowledged by the school or education provider. The form of this endorsement may vary according to the requirements of individual States and Territories.

If a student undertakes an apprenticeship or traineeship under an Apprenticeship /Traineeship Training Contract when the Training Plan/Outline is not endorsed or acknowledged by the school, then the New Apprenticeship is not school based.

PRINCIPLES

5. Principles to support the guidelines have been developed. These aim to assist those implementing the guidelines:
 - the obligations of involved parties and other administrative arrangements for School-based New Apprenticeships are the same as those for other apprenticeships and traineeships. School-based New Apprenticeships will involve an Apprenticeship /Traineeship Training Contract signed by an employer and the person in training. The Apprenticeship/Traineeship Training Contract covers the complete qualification;
 - all activity will meet the requirements of national industry Training Packages or accredited courses;
 - recognition of all achievement will be provided on the senior secondary certificate as a result of information forwarded by the Registered Training Organisation;
 - the student will be able to complete studies which lead to or result in the award of the relevant senior secondary certificate, while undertaking an apprenticeship /traineeship;
 - national and local skill shortages, industry needs and projections about emerging training needs are to be key factors in determining areas of activity;

³ Some jurisdictions have indicated that School-based New Apprenticeship arrangements may also apply where a 15-19 year old student is undertaking a senior secondary certificate at a non-school provider such as a TAFE Institute or an Adult and Community Education centre. In this circumstance the responsibilities normally assigned to a student's school would lie with the non-school provider.

- all activity will articulate with employment, other training and continuing education;
- the training component of all School-based New Apprenticeships is subject to State/Territory User Choice arrangements;
- opportunities for equity groups to participate are to be maximised through the establishment of appropriate support measures and delivery structures; and
- participation in School-based New Apprenticeships will increase rather than limit pathways for those leaving school at the end of year twelve.

OBJECTIVES OF SCHOOL-BASED NEW APPRENTICESHIPS

6. School-based New Apprenticeships serve multiple objectives - to promote economic growth, enhance skill development and to provide training and employment opportunities for young people. The main objectives include:
 - increasing the range and diversity of transition pathways open to students, including the development of employment skills;
 - contributing to an appropriately skilled workforce for the modern economy;
 - addressing skill shortages and the needs of emerging industries;
 - increasing retention rates of students beyond the compulsory years of schooling, particularly for students with differing learning needs;
 - allowing students to experience a range of potential employment options to inform their decision-making about future career paths;
 - promoting more seamless transitions from schooling to further vocational or university study and/or to employment; and
 - ensuring that all students have equal opportunity to access and participate in programs combining education and employment, and that students in different jurisdictions have equivalent access to quality opportunities.

DELIVERY OF SCHOOL-BASED NEW APPRENTICESHIPS

7. A school or education provider that acknowledges and/or endorses the Training Plan/Outline, confirms their preparedness to perform the roles and responsibilities outlined in these National Guidelines as school responsibilities. While the school or education provider's acknowledgement and endorsement of the Training Plan/Outline is used to determine whether to register the arrangement as a School-based New Apprenticeship, this does not impinge on the underpinning industrial arrangements that establish and determine all forms of New Apprenticeship.
8. The training completed whilst under the Apprenticeship/Traineeship Training Contract may result in the achievement of a qualification while undertaking the senior secondary certificate. However, in some cases an Apprentice/Trainee may complete the program after the Apprentice/Trainee has left school.

Where the qualification outcome in the Apprenticeship/Traineeship Training Contract cannot be achieved during the senior secondary certificate, the Training Contract may need to be reviewed to suit new work and training arrangements once the Apprentice/Trainee leaves school.

IMPLEMENTATION: KEY REQUIREMENTS

9. While School-based New Apprenticeship requirements are designed to ensure relevance and quality, a range of implementation models (see Appendix A) is appropriate, depending on the particular objectives of those implementing the arrangements, and the nature of the students involved. The parties who are to perform these roles will vary according to local circumstances and the implementation model adopted.
10. However, there are a number of aspects of implementation that require consideration in all circumstances. Implementation models should help to clarify roles and responsibilities for those involved in locally coordinating the program. These are as follows:

Communication	<ul style="list-style-type: none"> • The arrangements need to balance the demands on Apprentices/Trainees across their multiple tasks, and ensure that regular communication to other organisations involved is maintained to protect the interests of the young person.
Monitoring	<ul style="list-style-type: none"> • The demands of the student's senior secondary certificate, combined with requirements for on-the-job and off-the-job training, requires that monitoring of the arrangements for study, employment and training take place e.g. the additional demands of examination periods should be recognised within these arrangements.
Occupational Health & Safety	<ul style="list-style-type: none"> • Given the part-time nature of School-based New Apprenticeships and the need to protect students in the workplace, training in occupational health and safety should be provided at the commencement of the program and also integrated into the whole of the program.
Pastoral Care	<ul style="list-style-type: none"> • Provision should be made for the pastoral care needs of students enrolled at school, particularly in cases where the school is not directly involved in coordinating the implementation of the program.

11. Local approaches to implementation have considerable scope to configure School-based New Apprenticeship arrangements to meet the specific objectives selected. Issues such as establishing pre-selection requirements for students, the year level of student commencement, the balance of time spent at the school and in the workplace, and possible requirements for specific school subject selection are factors that influence program implementation.

ROLES AND RESPONSIBILITIES OF ALL PARTIES

12. Implementing School-based New Apprenticeships requires a range of parties to work together to achieve the following outcomes:
 - the student completing studies which lead to or result in the award of their senior secondary certificate;
 - the student completing some or all of a VET qualification; and
 - the student being employed in the workforce.
13. Clear roles and responsibilities are outlined below for the institutions involved; they reflect expectations which each group is to play in the implementation process. In the first instance clear obligations are outlined in the Apprenticeship/Traineeship Training Contract for the employer, for the Apprentice/Trainee and their parent or guardian. In addition, there are clear roles for those involved in reporting on the education and training of the New Apprenticeship such as the school, the Registered Training Organisation, Group Training Organisations.
14. Opportunities to simplify arrangements involved in implementing School-based New Apprenticeships are strongly recommended, particularly where there are agencies able to assume a number of required roles simultaneously. For example, large enterprises with an established training function and culture can provide promotional support, deliver some or all of the training, and provide the employment required. Similarly, Group Training Organisations may also be in a position to cover multiple roles.
15. Once a program is established, it is essential for all parties to establish effective mechanisms for communication. These communication processes may need to be created at both strategic and operational levels. One option which is encouraged is the establishment of a committee of management, noting that responsibility will vary according to the model used (see Appendix A).

Parties to the Apprenticeship/Traineeship Training Contract

16. The roles and responsibilities of the employer (including Group Training Organisations where relevant), the Apprentice/Trainee and parents or guardian are outlined in *Part C Obligations and Declaration of the Apprenticeship/Traineeship Training Contract (currently being revised)* and in the *National Code of Good Practice for New Apprenticeships*. These are to be provided with the published guidelines.
17. Given the nature of the client group participating in these arrangements additional roles and responsibilities may apply to the parties to the Training Contract according to the local circumstances and the implementation model used. However all parties should:
 - establish appropriate communication channels to resolve any difficulties or conflicts that arise between schooling, work and training;
 - be aware of the implications, nature and obligations of the School-based New Apprenticeship program; and

- balance the needs of the Employer and Apprentice/Trainee with the requirements of school, training and work.

Institution Support Roles

18. In addition to the parties to the Contract, there are also key organisations that play important roles in the successful implementation of School-based New Apprenticeships. The following institution support roles are included as advice to provide assistance in the implementation process.

Schools

The roles of the School are to:

- respond to opportunities to facilitate apprenticeships/ traineeships in areas of industry demand and emerging employer and industry needs;
 - respond to student demands and interest in School-based New Apprenticeships;
 - make opportunities available so that the Apprentice/Trainee can undertake both the senior secondary certificate and an apprenticeship/traineeship;
 - identify students who will benefit from School-based New Apprenticeships and are capable of completing them;
 - provide careers advice outlining occupational outcomes for students prior to their undertaking a program, to enable the student to make an informed choice. This should include current relevant advice on post school options and pathways relevant to this career option;
 - take into account their duty of care responsibilities towards their students while they are engaged in the senior secondary certificate;
 - acknowledge and endorse the proposed arrangement for the combination of the senior secondary certificate, training and employment so that the Apprenticeship/Traineeship Training Contract can be registered as a School-based New Apprenticeship;
 - where they are also the training providers, be responsible for the tasks listed below for Registered Training Organisations;
 - develop flexible school structures that accommodate the employment arrangements of the Apprentice/Trainee; and
 - inform the Apprentice/Trainee and their parents or guardians of the implications of undertaking an apprenticeship/traineeship while at school.
19. It should be noted that there are circumstances where schools act together in groups or where cluster arrangements are developed for a variety of purposes. Where these arrangements exist the roles and responsibilities of schools would be shared according to local decisions. Legal responsibilities, however, would remain with the school the student is enrolled in.

The Registered Training Organisation (RTOs)

20. The roles of the Registered Training Organisation are to:
- provide the Apprentice/Trainee with accredited training and assessment in line with the requirements of the Training Plan that has been developed with the Apprentice/Trainee and the employer, and that record books and training materials are provided;
 - ensure that occupational health and safety training is provided at the commencement of the training and is also integrated into the whole program;
 - negotiate and liaise with employers regarding training and where any Group Training Organisation is responsible for the employment of the Apprentice/Trainee, to coordinate and minimise the number of site visits;
 - inform the school of any issues that may arise that could impact on the Apprentice/Trainee's capacity to successfully complete the apprenticeship /traineeship, or regarding any other training matters;
 - work in partnership with all participating parties to ensure that the Training Plan is flexible enough to meet the needs of all;
 - issue the specified Australian Qualifications Framework qualification upon successful completion of all assessment requirements of the Training Plan, or a Statement of Attainment upon successful completion of part of the qualification only;
 - report the training outcomes to the school and/or to the relevant Curriculum and Assessment Authority; and
 - make reasonable adjustments to the training for Apprentices/Trainees with a disability.

State/Territory government departments or agencies

21. This includes State/Territory training authorities, school education authorities and senior secondary certification authorities. The roles of these State/Territory government departments or agencies are to:
- register those Training Contracts under which the Training Plan/Outline is endorsed by the relevant school as a School-based New Apprenticeship;
 - identify School-based New Apprenticeships in the course of their regular data collection;
 - provide strategic advice on skills shortages and emerging industry needs regarding the implementation of School-based New Apprenticeships;
 - monitor, evaluate and promote the implementation of School-based New Apprenticeships;
 - progress and monitor industrial relations arrangements as appropriate; and

Specific clauses are being progressively included in federal awards to facilitate School-based New Apprenticeships and provide for School-based Apprentice/Trainee wages. The required workplace relations arrangements should be in place prior to the commencement of the Apprentice/Trainee's employment.

24. Where disputes arise about the employment relationship, the dispute resolution mechanism(s) under the relevant State training legislation apply.

APPENDIX A

Optional Models

Experience in implementing School-based Apprenticeships since inception has seen three main patterns emerge. These alternative approaches are each suited to particular circumstances, and provide different methods of coordinating the infrastructure required, as well as providing flexibility and responsiveness to local conditions.

Some suggested approaches to implementation are provided below. These are not comprehensive, but are provided to assist in expanding the availability of the School-based New Apprenticeship pathway.

Features	
Enterprise Coordinated	<ul style="list-style-type: none"> • The objective of the program is to address skill deficiencies and progressively develop a skilled workforce within the enterprise. • The main focus of the program is the identification of potential long-term employees. • The enterprise manages and coordinates the School-based New Apprenticeships. • The enterprise promotes the program to schools and students, sometimes in partnership with State or Territory Departments of Education and/or Training. • The training occurs within the enterprise. • The enterprise may also be the RTO, or arranges relevant training with an external RTO. • The days on which the Apprentice/Trainee may attend the workplace are flexible, depending on school and student requirements. • The enterprise usually employs students directly, and may offer on-going employment to those successful students.
School Coordinated	<ul style="list-style-type: none"> • The objective of school-coordinated programs is usually to increase the pathway options available to students, and increase retention of students in a particular school. • The school coordinates and promotes School-based New Apprenticeships. • The school frequently uses a Group Training Organisation to employ students and to place with host companies. • Training may be offered across a wide range of industries. • The RTO may be the school; if not, the school makes the arrangements with an external RTO. • Students are usually released to work and train on agreed days of the week. • Specific groups of students may or may not be identified as specific target participants for entry to the program.

Features	
Regionally Coordinated	<ul style="list-style-type: none"> • An agency such as a Group Training Organisation, school cluster, or other specifically formed body manages and coordinates the School-based New Apprenticeships. • Employment is sometimes arranged through a Group Training Organisation that places students with host employers. • The agency frequently offers training across a range of industries. • Participating schools may need to align their timetables to release students on agreed days of the week. • The RTO may be a series of public and/or private providers arranged by the agency providing the regional coordination. • Specific groups of students may or may not be identified as specific target participants for entry to the program.

Two of the models outlined above recognise that enterprises and Group Training Organisations may, in some cases, have multiple roles. Where this occurs:

- they undertake the roles for the employer as described in the Contract, where they are the employer;
- where they are Group Training Organisations, they need to undertake to carefully select appropriate host employers and inform them of the details concerning School-based New Apprenticeships arrangements;
- they undertake the roles outlined for the RTO, where they are to be the Registered Training Organisation; and
- they assume the responsibility for promoting and coordinating the administrative requirements involved in implementing programs.

