

School Based Apprenticeship and Traineeship Policy and Procedure

1. Purpose

This policy and procedure provides the guidelines for enrolling School based apprentices and trainees (SBAT) under VTG subsidised training. It outlines the responsibilities of all the parties involved in delivering SBAT. This policy and procedure should be read in conjunction with Apprenticeship and Traineeship policy and procedure.

2. Scope

This policy applies to all School based apprentices and trainees enrolled at RGIT Australia under VTG subsidised training.

3. Responsibility

VTG Compliance Manager is responsible to update and maintain this policy. HESG Manager, Enrolment Officer, Trainer and Assessor are responsible for the implementation of this policy and procedure.

4. Definitions

AVETMISS stands for the Australian Vocational Education and Training Management Information Statistical Standard.

Australian Apprenticeships Support Network (AASN) is a Commonwealth Government program that supports employers, apprentices and trainees during the term of an apprenticeship or traineeship.

Contract Notifications means contract notifications issued by the Department from time to time via the SVTS.

Department means the State of Victoria acting through the Department of Education and Early Childhood Development (or its successor).

Eligible Individual means an individual who is eligible for government subsidised training in accordance with the eligibility requirements set out in this VET Funding Contract and related guidelines.

Guidelines about Apprenticeship/Traineeship Training Delivery means the most recent guidelines of that name issued by the Department from time to time.

School Based Apprenticeship and Traineeship (SBAT) means Regular school attendance is combined with a minimum of one timetabled day a week of employment and/or structured training.

School Based Apprenticeship and Traineeship Policy and Procedure

Victorian Registration and Qualifications Authority (VRQA) provides regulation that ensures quality in education and training in Victoria, and promote informed choice when it comes to vocational education and training decisions.

Training plan is the document which outlines details about the formal training an apprentice or trainee will complete.

5. Policy

5.1 What is an SBAT?

An SBAT offers students the option of combining school, part-time employment and training. The program is undertaken under a Training Contract with an employer. A Training Plan signed by the school is formally lodged with the Australian Apprenticeship Support Network (AASN). It leads to a nationally recognised qualification. (Pg1)

An SBAT is an integral part of the student's school learning program and study timetable. Regular school attendance is combined with a minimum of one timetabled day a week of employment and/or structured training. The time requirements of work and training for the SBAT are undertaken at an average of 13 hours a week over each four-month period each year. The VRQA is responsible for regulating the minimum hours per week for employment and training for SBATs.

5.2 For an apprenticeship or traineeship to be registered as an SBAT it must:

- be under a Training Contract with an employer
- include paid work carried out under an appropriate industrial instrument that endorses part-time apprenticeships or traineeships
- include work relevant to the qualification being undertaken by the student
- lead to a nationally recognised qualification at Certificate II, III or IV level
- be integrated into the student's school-based learning program, study timetable and career plan
- include training that complies with an approved training scheme for the certificate being undertaken and at a level appropriate for the student

5.3 The school's endorsement of the Training Plan indicates that:

- the student is enrolled in a VCE or VCAL
- the SBAT forms part of the student's career plan and study timetable
- the student is undertaking genuine paid employment under a Training Contract.

Schools should sign a Training Plan only if, after speaking with the student, employer and training provider, it is sure it meets all necessary requirements for an SBAT arrangement.

This document provides information about apprenticeships and traineeships undertaken as part of a senior school program. Undertaking an SBAT is the preferred arrangement for a school student to undertake an apprenticeship or traineeship as a recognised part of their senior secondary program.

School Based Apprenticeship and Traineeship Policy and Procedure

The roles and responsibilities contained in this document detail the responsibilities of relevant parties involved in ensuring the successful implementation, delivery and completion of an SBAT. (Pg14)

ROLES OF ALL THE PARTIES (Pg 8&9)

Student

- Is undertaking the VCE or VCAL
- Decides, together with their parent/guardian and career advisor, that an SBAT forms part of their career plan
- Approaches employers who have identified employment opportunities to the school, or another employer who is willing to take them on
- Agrees to undertake the training specified in their Training Plan
- Ensures the school provides details of any VET completed to the RTO for RPL assessment
- Spends at least one day a week in their school timetable on-the-job or in training
- Notifies their employer or RTO of any absences.
- Participates in their other VCE or VCAL classes.

Parent/Guardian

- Gives permission for the student to undertake the SBAT, including training during any holiday periods.
- Supports their student in securing employment and undertaking training.
- Reports any absences to the workplace supervisor, RTO and school as required.
- Maintains communication to support the school, RTO and employer with any issues during the SBAT program.

School

- Provides advice to the student in developing their career plan, and deems the SBAT to be in the best interest of the student
- Checks whether a Training Contract has been signed by the Employer, training provider and the student and lodged with the AASN
- Checks the contribution towards the VCE or VCAL of the SBAT program on VASS to ensure the student is eligible to complete their VCE or VCAL
- Can provide release from structured classes within the school timetable to incorporate training or employment
- Provides a school staff member to regularly communicate with the student for pastoral and duty of care requirements
- Endorses the Training Plan for registration of the SBAT prior to student enrolment in training with an RTO
- Informs the employer and RTO of any student issues that need to be addressed to minimise health and safety risk while attending employment or training.

Employer

- Offers paid employment to a school student under an industrial agreement that recognises SBATs
- Obtains Victorian Registration and Qualifications Authority (VRQA) approval to enter into a training contract
- Allows the student to undertake their structured training
- Engages an RTO to support and deliver the training required of the program
- Checks whether they meet the eligibility for Commonwealth incentives
- Arranges for signing and lodgement of the training contract with the AASN.

Australian Apprenticeship Support Network (AASN)

AASNs supports apprentices and trainees. As a one-stop shop they:

- Market and promote apprenticeships and traineeships in the local area
- Provide assistance to employers, apprentices, trainees and training providers throughout the duration of the apprenticeship or traineeship
- Administer incentive payments to employers and apprentices
- Work with State and Territory training authorities to provide an integrated service
- Establish effective relationships with Job Services Australia providers, Group Training Organisations (GTOs), RTOs, schools and community organisations.

School Based Apprenticeship and Traineeship Policy and Procedure

6. Procedure

6.1.1 Key steps to establish an SBAT – An Overview

SBATs are arranged by a number of key parties. These include the student and a parent/ guardian, the employer, the RTO, the school (where the student is enrolled) and the AASN.

Below are six key steps to establish an SBAT. (Pg 6&7)

Step 1 - Establishing an SBAT

- An employer makes an offer of an SBAT to a student.
- The employer or student advises the school that they wish to negotiate the details of the employment and training.
- The school facilitates this process (and oversees the SBAT for its duration).
- The parties identify an appropriate RTO to deliver the training.
- The employer and student (parent/ guardian) sign the Training Contract.
- The Training Contract is registered with the AASN.

Step 2 - Sign-up and Approval

- The RTO prepares the Training Plan with the employer.
- The employer, RTO, and student agree to an appropriate Training Plan and sign it.
- The school is the final party to sign the Training Plan after verifying arrangements and prior to the student being enrolled with the training provider.
- The Training Plan is sent to the AASN to register the SBAT.
- The school records the SBAT and VET on the VASS for assessment.

Step 3 - Implementation

- The student undertakes their VCE or VCAL at school, employment with their employer and structured training at an RTO.
- Regular assessments are provided by the RTO to the school.

Step 4 - Changes to the Training Contract

- All parties must be notified immediately if there are any changes that need to be made to the Training Contract.
- Changes that may occur include: cancellation of an SBAT, illness or injury, time-off work or changes to RTO qualifications, units or training packages.
- The school should facilitate clear communication between all parties.

School Based Apprenticeship and Traineeship Policy and Procedure

Step 5 - Completion of an SBAT

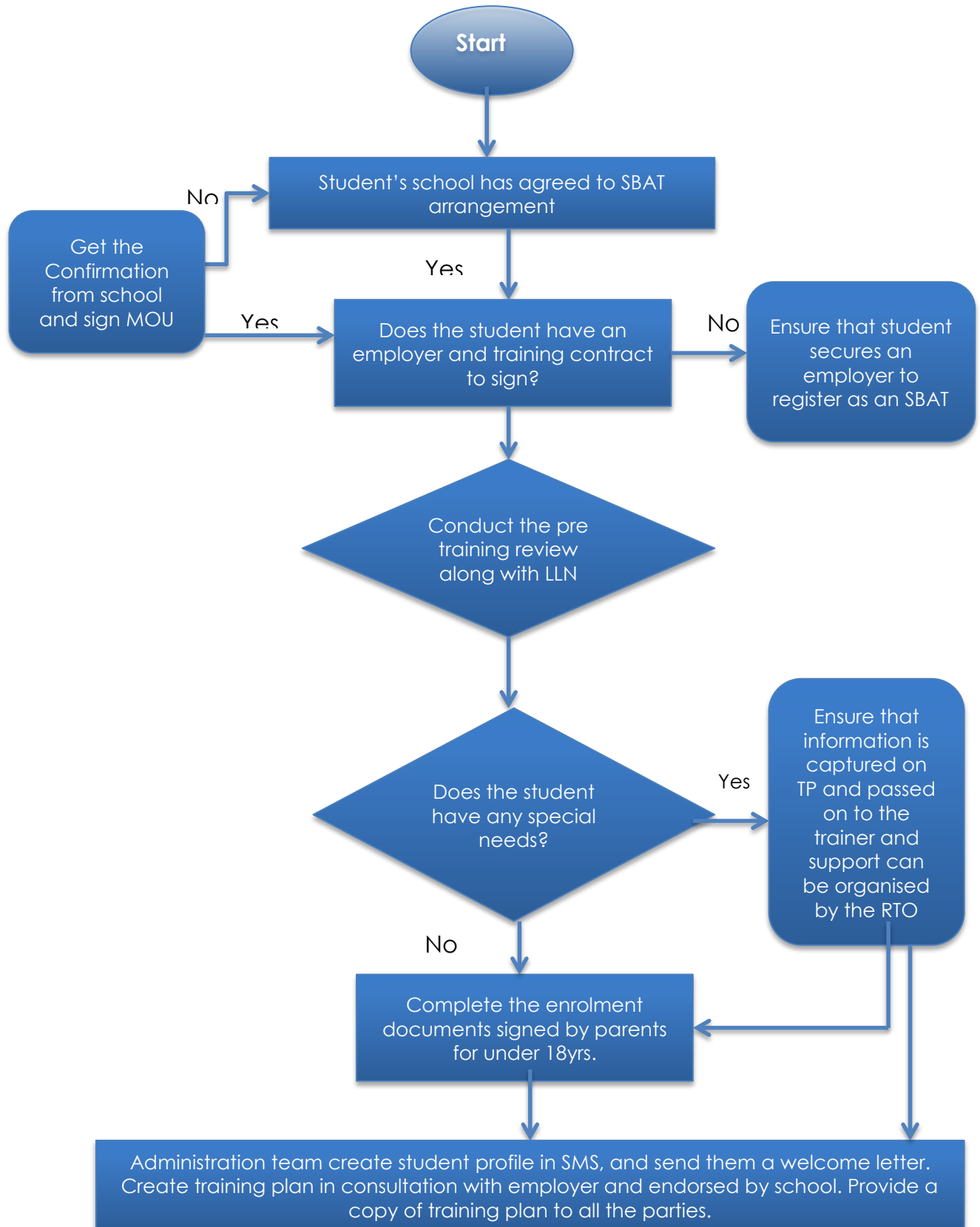
- Upon achievement of the required competencies the student receives the qualification issued by the RTO.
- The student receives credits towards their senior school program (VCE or VCAL certificate) by the VCAA.

Step 6 - Student Support

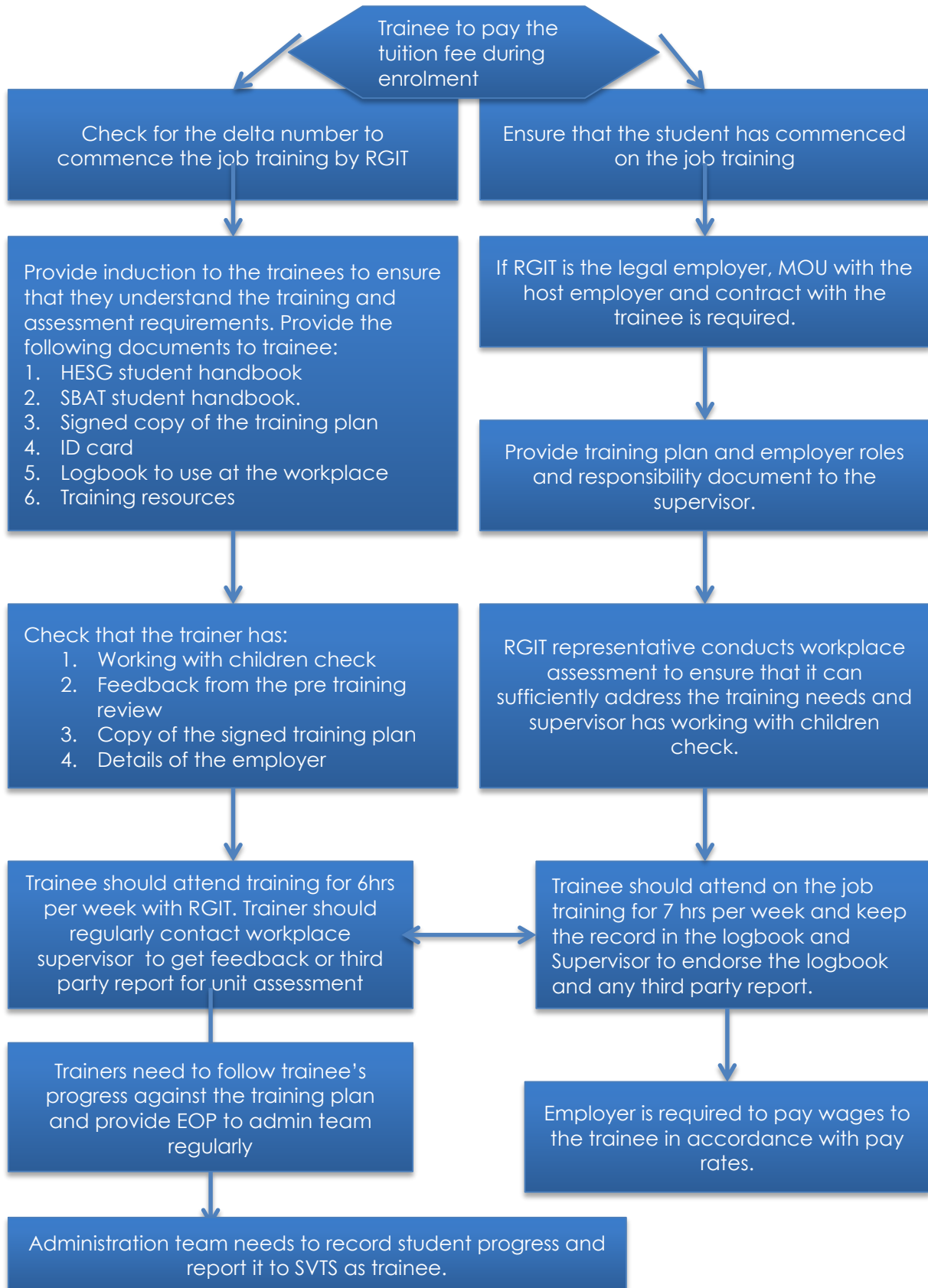
- Any absences, difficulties, issues or concerns must be reported to the school and the school must monitor these and follow up, where necessary.
- Regardless of which party the concern is with, the school has a constant duty of care and plays an important role as intermediary between the student and all other parties if any issues arise.

6.1.2 Below is the RGIT Australia's SBAT Procedure from start to end

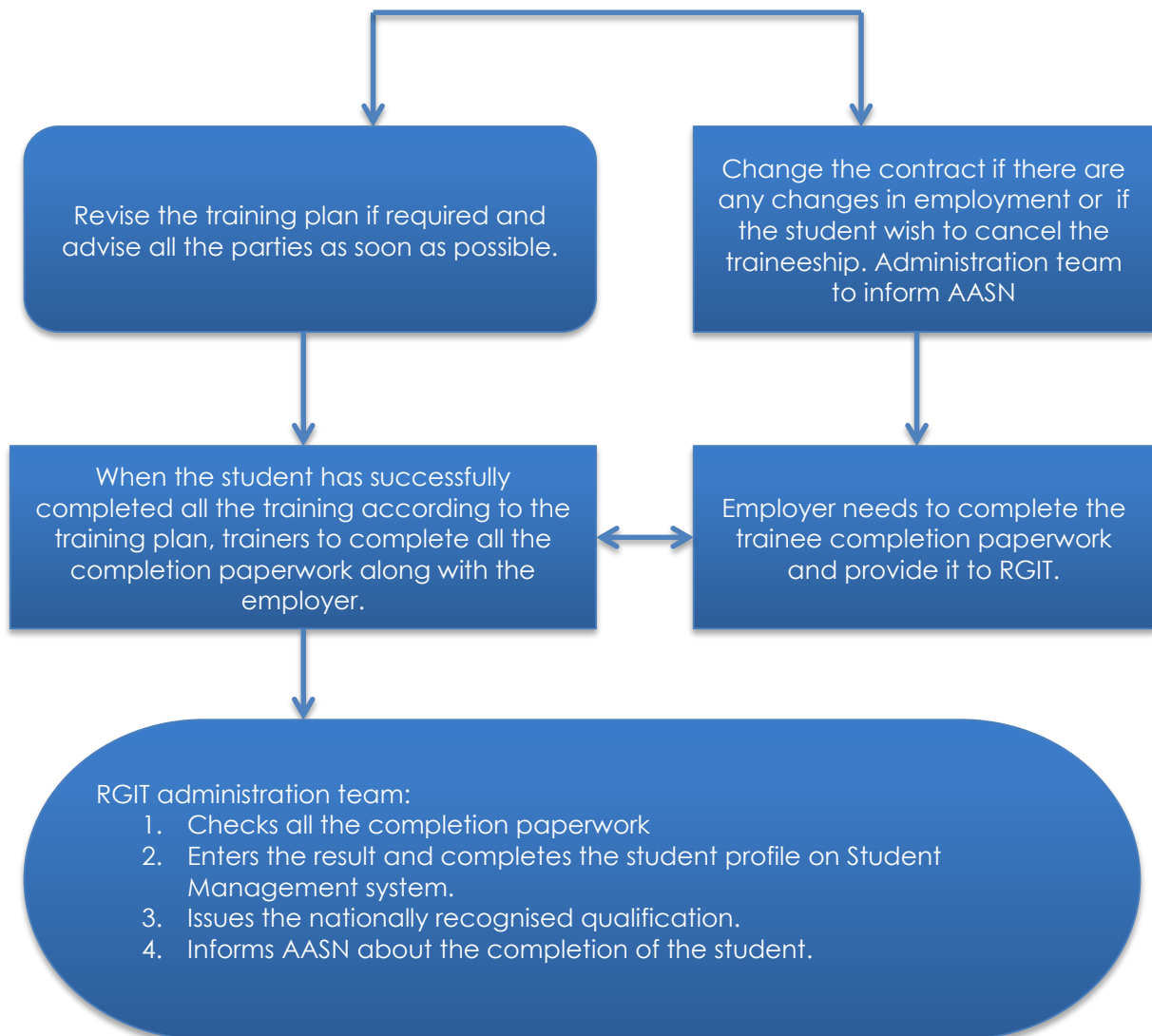
School Based Apprenticeship and Traineeship Policy and Procedure



School Based Apprenticeship and Traineeship Policy and Procedure



School Based Apprenticeship and Traineeship Policy and Procedure



School Based Apprenticeship and Traineeship Policy and Procedure

7. Associated Documents and References

- Training Plan
- Enrolment Policy
- Roles and Responsibilities of Employer document
- Training log
- Guidelines for Apprenticeship and Traineeship
- SBAT Handbook
- School Based Apprenticeship and Traineeship (SBATs) in Victoria: Guide to establish and deliver SBATs, including stakeholder's roles and responsibilities