



# Guide to Setting up an Australian School-Based Traineeship for DES providers

**Ticket to Work resource**

[www.tickettowork.org.au](http://www.tickettowork.org.au)

**September 2018**



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## Note:

This document was compiled in September 2018 and every effort was made to ensure the information was accurate at the time of publishing.

This is a guide – you should check with relevant bodies especially as information and Government guidelines can change regularly.

Each State and Territory has different guidelines for School Based Traineeship and Apprenticeships and should be referred to with this document. Please note that DES providers may need to liaise with their DES Contract Manager and consult relevant guidelines to ensure they are meeting their requirements.

## Contact:

Feel free to get in touch if you want to discuss DES and SBAT, or information on Ticket to Work.

Any feedback on this resource is also welcome.

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## What is a School-based Traineeship or Apprenticeship?

A school-based apprenticeship or traineeship combines paid work, training and secondary schooling. As well as an industry recognised national qualification, you will gain credit towards your senior school certificate and vital work experience.

A school-based apprenticeship or traineeship allows Year 10, 11 and 12 secondary school students to start and/or complete their apprenticeship/traineeship whilst at school. Most school-based traineeships/apprenticeships are started in Year 11.

School-based traineeships or apprenticeships are successful vocational pathways with good long-term employment outcomes for students with disability (Barnett 2004; Australia Department of Education, Science and Training Enterprise and Career Education Foundation 2002; Hawkins & Rasheed 2016).<sup>1</sup>

Ticket to Work uses school-based traineeships as one of its key strategies in improving school to work transition as it ticks many of the boxes regarding effective school to work transition for students with disability (Wakeford & Waugh 2014<sup>2</sup>, Kohler 2016<sup>3</sup>) including:

- gaining a vocational qualification
- developing a mix of technical and generic employability skills
- getting paid workplace experience
- preparing students for the world of work
- completing their senior school studies
- engaging employers and supporting them to attract young employees into their business and industry
- students and their carers developing relationships with a number of mainstream and disability-specific services that they may draw upon for ongoing assistance post-school.

***'Consistently, the most prominent factors shown to be associated with successful post school employment outcomes are paid work experiences during the last years of secondary school and the completion of secondary school'***  
(Luecking 2009)

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<sup>1</sup> Barnett, Kate (2004) 'VET-ABILITY: The Capacity of the Australian VET System to be Inclusive for People with a Disability', Adelaide, NCVET

Hawkins, Andrew & Rasheed, Erum (2016) Ticket to Work pilot outcomes study, Sydney ARTD Australia Department of Education, Science and Training Enterprise and Career Education Foundation (2002), *Creating viable pathways to vocational education and employment for students with a disability: the ECEF Lighthouse Initiative: evaluation report*, Enterprise & Career Education Foundation, Sydney

<sup>2</sup> Wakeford, M. Waugh, F. (2014) Transitions to Employment of Australian Young People with Disability and the Ticket to Work Initiative' report, BGKLEEN Victoria

<sup>3</sup> Kohler, P. D., Gothberg, J. E., Fowler, C., and Coyle, J. (2016). Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs. Western Michigan University. Available at [www.transitionta.org](http://www.transitionta.org).



## DES and School-Based Traineeships/Apprenticeships

There is often confusion among DES providers regarding the DES [Eligible School Leavers \(ESL\) Guidelines](#) about what and how they can support school-based traineeships/apprenticeships. We have listed some of the common queries relating to the DES Guidelines and school-based traineeships/apprenticeships.

### Frequently asked questions from DES

#### 1. I can only register students in their final year of school.

DES can register a Year 11 student if they are looking to undertake a school-based traineeship/apprenticeship. The student needs to be a full time student and the traineeship or apprenticeship needs to be connected to the curriculum. It is important to note that this is the case with all school-based traineeships and apprenticeships, so should not be a barrier ([Eligible School Leavers \(ESL\) Guidelines](#)).

#### 2. Can I only work with students in special school as these are the students with 'significant disability'?

Over half the children at school with a profound or severe disability were attending mainstream classes. Of the 192,800 children with disability attending mainstream classes, 76,700 children (39.8%) had a profound or severe core-activity limitation<sup>4</sup>.

DES providers can work with students in all settings, as long as they meet the DES ESL eligibility criteria. It is important to note (though rare), some students attending special schools do not meet the definition of an ESL as they may be attending the school due to behavioural issues rather than having significant disability.

#### 3. To achieve a DES outcome I am required to place a person into 8 hours work each week, yet School based Apprenticeship/Traineeship work requirements are generally around 7 hours a week.

In most jurisdictions, the Australian Apprenticeship Support requirement for a School Based traineeship/apprenticeship student usually undertakes 13 hours a week of combined training and employment. Most school-based traineeships/apprenticeships are structured around 7 hours of employment and 6 hours of training per week.

The DES Outcome Guidelines requirement of 8 hours of employment a week is incompatible with state and territory school-based traineeship/Apprenticeship guidelines of 7 hours.

However, you are able to provide support by structuring the training on the job; generally this will mean the trainee will have 13 hours of employment.

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<sup>4</sup> Profiles of Disability, 2012 (cat.no. 4429.0), together with Disability, Australia, 2009(cat. no. 4446.0) and Disability, Ageing and Carers: Summary of Findings, Australia, 2009 (cat. no. 4430.0)



As over 80% of Ticket to Work participants have cognitive disability, we find that most Ticket to Work participants are more successful if the competency-based training is on the job and not in a classroom situation. This requires the employer to allow time for students to do their 'book work' to document their workplace learning in relation to each competency in the relevant qualification. We find that the DES is often required to support the trainee in this process. As a result, many Ticket to Work participants are doing 13 hours a week work (depending on State or Territory requirements).

Some trainees/apprentices may do extra hours in the holidays and weekend over the required hours to meet DES guidelines. Each State and Territory has their own requirements and it is important to be aware of these (see Appendix D for various State requirements). If you have any concerns in relation to Outcomes speak to your DSS Contract Manager.

**4. I cannot modify the school-based traineeship (the content of the qualification) to accommodate the job seeker's disability therefore according to the DES guidelines I cannot support a student with disability.**

Under [Eligible School Leavers \(ESL\) Guidelines](#), a DES Provider '*must obtain Documentary Evidence to show that the ASBAT has been modified to accommodate the job seeker's disability*'. Many DES providers think that this relates to changing the content of the relevant curriculum, it does not.

The Australian Skills Quality Authority (ASQA) regulates accredited vocational education and training. The inherent requirements of the course must be met, these are the fundamental parts of a course that must be met by all students in order for them to be deemed competent. Yet much can be done by the DES provider to ensure that a young person with disability is able to participate in school-based traineeship/apprenticeship. These modifications could include:

- Undertaking the school-based traineeship through Ticket to Work. Ticket to Work requires the DES provider to work with all relevant stakeholders including a Registered Training Organisation (RTO) through a person-centred planning process to determine what modification that individual requires to be successful.
- Disability confidence training and/or support to the RTO.
- Agreement with an RTO on the delivery of the training that addresses the person's disability. This can be documented in the Training Plan that the RTO is required to develop as part of the traineeship/apprenticeship.
- Tutorial and Mentor support through Disabled Australian Apprentice Wage Support (DAAWS).
- Undertaking training 'on the job' rather than in the classroom because the person with disability, e.g. intellectual disability, means they learn and retain information better through learning on the job rather than classroom training.
- We have had young people that receive a VET statement of attainment for partial completion of the training qualification rather than VET qualification in their school-



based traineeship/apprenticeship. This is often because their disability restricted them in gaining a full qualification.

- DES staff with a Certificate IV in Training and Assessment provided the on the job training support in agreement with the RTO.
- Check each State's requirement to ascertain whether there is support to modify learning experience. For example, in Queensland, there is a [Skills Disability Support](#) program which is a specialised support initiative to increase participation in, and outcomes from, accredited training for learners with disability.

Any action to ensure a young person with disability has been considered in setting up the traineeship should be documented in line with DES guidelines. Important to note that the RTO is required to [providing quality training and assessment services to students with disabilities](#)

### 5. How do I set up a School-based Traineeship or Apprenticeship, are they the same as other Traineeships/Apprenticeship

No, school-based traineeships differ in that they are required to:

- be integrated into the student's school-based learning program, study timetable and career plan
- be part of the students secondary school qualifications
- have a training contract and plan that are negotiated between the student, parent, school, employer and training provider

As school-based traineeships/apprenticeships merge school education, employment and vocational training, a number of stakeholders must be involved in the arrangement, the student, the employer, the parent/carer, the school, RTO, Australian Apprenticeship Support Network (AASN). If the young person has a disability we suggest the support of the DES provider. Additional State-based stakeholders include: State training services, education department regions, school teachers and staff and structured workplace learning program/school-based traineeship/ apprenticeship brokers.

*'The sheer number of School Based Traineeships/Apprenticeships stakeholders with key roles means that a clearly articulated strategy to implement and coordinate any School Based Traineeships/Apprenticeship arrangement or program is required'* (Wakeford and Waugh, 2010).

Traineeships/apprenticeships that are adequately coordinated and supported with relevant stakeholders, are likely to have a greater chance of succeeding. Therefore, the Ticket to Work model supports interagency collaboration to better prepare these young people for a positive post-school employment transition and to ensure that all the stakeholders are accountable.

A DES provider should spend time to develop trusting and clear working relationships with stakeholders to make sure the school-based traineeship/apprenticeship are successful. We suggest spending some time understanding potential partners and





determine ways to work together and formalise the relationship with a written agreement or Memorandum of Understanding (MoU).

**6. I want to commence a student in a school based traineeship they are on the Disability Support Pension (DSP) and their Job Capacity Assessments (JCA) showing a Future Work Capacity of 0-7 hours. Can they still be commence?**

Some students will be on the DSP, often applying at 15 years of age. As part of that process, they may have undertaken a Job Capacity Assessment (JCA) and have a JCA with a Future Work Capacity with Intervention of 0-7 hours.

Many of these young people that have been assessed with low future work capacity have been able to do a traineeship with the right supports through Ticket to Work.

If key stakeholders feel that the young person has the capacity to do a School based traineeship with DES support, we suggest the young person get reassessed.

These students cannot be commenced in DES without a new ESA/JCA showing a Future Work Capacity of 8 or more hours per week.

In Ticket to Work often the DES provider or other support person/organisation attend the ESA/JCA meeting and take documentation that demonstrates the young person's employability skills through activities such as work experience, assessment in school such as the R U Ready Student Profile. This documentation demonstrates that the DES provider has assessed the student's ability to participate in a School based traineeship.

More information about the assessments can be found on the [Department of Human Services](#) website.

**7. I keep getting different information about school-based traineeships and apprenticeships, for example what they are called, to how they operate.**

Each State and Territory has different rules and guidelines on school-based traineeships and apprenticeships as well as different names and abbreviations for them. Different Commonwealth Departments will also call them different names. Please find listed below the name, acronym and link to the relevant guide to assist in providing some clarity.

It is important to note that each State and Territory has different requirements on the minimum and (sometimes) maximum hours allowed to work as part of the school-based traineeships and apprenticeship see Appendix D. Each State and Territory may also have [different incentives](#) for employers and employees.





It is also important to note that the term Australian School-based Apprenticeship (ASBAT) refers to both apprenticeships and traineeships not just apprenticeships.

State	Acronym	Name	LINK to Guide or information
QLD	SAT	School-based apprenticeships and traineeships	<a href="http://apprenticeshipsinfo.qld.gov.au/school-based/">http://apprenticeshipsinfo.qld.gov.au/school-based/</a>
WA	SBA/T	School Based Apprenticeships and Traineeships	<a href="http://www.dtwd.wa.gov.au/employeesandstudents/school-students/Documents/VETIS-SBA-SBT-good-practice-guide.pdf">http://www.dtwd.wa.gov.au/employeesandstudents/school-students/Documents/VETIS-SBA-SBT-good-practice-guide.pdf</a>
NSW	SBAT	School-based apprenticeships and traineeships	<a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>
VIC	SBAT	School-based apprenticeships and traineeships	<a href="http://www.education.vic.gov.au/Documents/school/principals/curriculum/sbatguide.pdf">http://www.education.vic.gov.au/Documents/school/principals/curriculum/sbatguide.pdf</a>
NT	SBAT	School-based apprenticeship and traineeships	<a href="https://business.nt.gov.au/publications/policies/school-based-apprenticeships-and-traineeships-policy">https://business.nt.gov.au/publications/policies/school-based-apprenticeships-and-traineeships-policy</a>
ACT	ASBA	Australian School-based Apprenticeship	<a href="http://www.det.act.gov.au/_data/assets/pdf_file/0011/554546/ASBA-Schools-Guide.pdf">http://www.det.act.gov.au/_data/assets/pdf_file/0011/554546/ASBA-Schools-Guide.pdf</a>
TAS	ASBA	Australian School-based Apprenticeship	<a href="http://www.skills.tas.gov.au/_data/assets/pdf_file/0006/133953/School-based_guide_21_April_2016.pdf">http://www.skills.tas.gov.au/_data/assets/pdf_file/0006/133953/School-based_guide_21_April_2016.pdf</a>
SA	ASBA	Australian School-based Apprenticeship	There is no guide in South Australia (that we could find) but see here for information. <a href="http://www.skills.sa.gov.au/apprenticeships-traineeships/school-based-apprenticeships-and-traineeships/what-it-is">http://www.skills.sa.gov.au/apprenticeships-traineeships/school-based-apprenticeships-and-traineeships/what-it-is</a>
Australia	ASBA	Australian School-based Apprenticeship	Australian government – Department of Education and Training <a href="https://www.australianapprenticeships.gov.au/">https://www.australianapprenticeships.gov.au/</a>
Australia	ASBAT	Australian School-based Apprenticeship or Traineeship	Australian government – Department of Social Services <a href="https://www.dss.gov.au/sites/default/files/documents/08_2015/des-eligible-school-leavers-guidelines_0.docx">https://www.dss.gov.au/sites/default/files/documents/08_2015/des-eligible-school-leavers-guidelines_0.docx</a>



## **Suggested Step by Step Guide to setting up an ASBAT**

School-based traineeships can be complicated and time-consuming yet, once relationships have been developed with key stakeholders and there is a clear process and structures, they are very effective ways to get young people on their employment pathways.

The support from a good AASN is important and this guide will assist. Please feel free to use the expertise available from National Ticket to Work or other Ticket to Work networks and DES providers.

We find that young people stay in their traineeships/apprenticeships – with over 90% of Ticket to Work trainees are still in their traineeship or having completed their training. School-based traineeships are usually of two years duration.

Each Ticket to Work network is different in its approach to considering a place-based approach and the expertise of the Ticket to Work network as well as State and Territory rules.

### **Step 1 Engaging young people in school-based traineeship.**

Ideally, it is best to engage students while they are in Year 10, to support their preparation for a school-based traineeship/apprenticeship starting in year 11. Though a student (in most states) can start a traineeship/apprenticeship in year 10, 11, 12. Ticket to Work networks have different ways of attracting young people. Some networks run information sessions at schools through which the Ticket to Work partners deliver key information. Schools may recommend students who have an employment goal through their school-based pathway planning process. Some parents or young people contact Ticket to Work directly. Often networks use a combination of all mechanisms.

It is expected that the student(s) and guardian(s) will make an informed decision at this stage about whether Ticket to Work is suited to the young person's career aspirations, abilities and strengths.

### **Step 2 Application**

If a Ticket to Work School based apprenticeship/traineeship meets the goals and needs of a student, many networks will require students to apply and supply a resume. Often the school may support the student to apply and complete any paperwork. The formal process of applying and an interview with network members are in themselves developing important employability skills.

### **Step 3 Student Interview**

Usually all students who submit an application form are interviewed by a panel of Ticket to Work partners to learn about their career goals and experiences. The panel interview is usually conducted by three Ticket to Work partners including a school representative.

At this point, in collaboration, the partners determine the appropriate pathways, eligibility for DES under ESL and readiness for a school-based traineeship/apprenticeship.



Not all students referred or applying to Ticket to Work will suit or want a school-based apprenticeship or traineeship even though they are interested in employment. School-based traineeships require young people to juggle school, training and work – this can be difficult for any young person.

Important: Ticket to Work networks are able to support a young person's aspirations in different ways. For example, additional career development (school supports), after school job (NDIS supports), employability programs such as Passport to Employment (NDIS supports), work experience/work trial (various supports) and volunteer work.

It is important that this is viewed as a journey to employment that will be different for each student. Ticket to Work should be a positive experience and support an individualised approach.

If a school-based apprenticeship or traineeship is deemed appropriate, it is suggested students undertake work trials/work experience.

#### **Step 4 Work Experience/Work Trials**

Ideally, a DES provider would support a Year 10 student in a work trial before starting a school-based traineeship in Year 11. Though unfunded, we believe there is a strong business case for the DES to become involved at this stage (see [DES involvement in Ticket to Work](#)).

Work experience is extremely important for a student to determine if the industry/job is what they want to do within a school-based traineeship/apprenticeship.

We have found that the most determined career aspiration of a young person has been changed because of work experience. It is often the first taste of work and there are opportunities for much learning. Do not be put off if the first work experience is not successful. We often find multiple work experiences may be required before starting a school-based apprenticeship/traineeship. The safe environment of school offers the perfect opportunity to take some risks and try different things for a student with disability.

Work experience and work trials also provide the opportunity for an employer to meet a student and understand the requirements of a school-based traineeship/apprenticeships. During work experience, it is important that someone with appropriate expertise from the network is supporting the employer and the student. This is usually the DES provider.

#### **Step 5 Disability Employment Service (DES) Registration**

During this stage, the student and guardian will meet with a DES representative. They will then sign registration documents and will gain information about what support the DES can offer the student during their school based Traineeship and beyond. Upon completion of these forms, the student will become a registered DES client.

There seem to be two lines of thought from DES providers on when to sign up the young person. Some DES providers sign up a student wanting a school-based traineeship/apprenticeship as soon as they come into contact (must be in Year 11 or



above), while other DES providers sign the student up when the young person is ready to start their traineeship/apprenticeship.

## Step 6 Sourcing an RTO and Employer

Once you determine that a student is ready for a school-based traineeship/apprenticeship, it is important to work with your network to source an RTO and employer.

Most young people within Ticket to Work are studying a Certificate II school-based traineeship, yet sometimes there is no appropriate qualification at Certificate II level, so they may be doing a Certificate III level or Certificate IV. Some students will do a Certificate II school-based traineeship in Year 11 and then a Certificate III in Year 12.

Usually the network uses the RTO in the Ticket to Work network. However, if there is no RTO on the network that has the appropriate training on their scope of registration, you will need to contact other RTOs. It is important to ensure that the RTO is willing and able to work in partnership and understands disability and the modifications required. They may require disability confidence training and support from the DES provider.

When sourcing an employer, work trials or work experience is converted to a school-based traineeship/apprenticeship as the employer has already engaged with the young person.

While the whole network is involved in sourcing meaningful employment, often the DES is the organisation with the most expertise in this area.

Employers need clear support. We suggest a demand-led approach, looking at an employer's needs. We find school-based traineeships can be customised to meet both the employer and employee's needs with the capacity for job carving, making them perfect for young people with disability. We have a pro forma that gives the employer strength-based information regarding a participant while providing support in managing the individual, eg if a trainee shows signs of anxiety in the workplace, what techniques work for that individual?

When sourcing employment for a student it is important that the position meets the requirements of the DES guidelines see [DES Documentary Evidence for Claims and Payments](#).

Some examples of a non-payable outcome are:

- where a Participant is employed in a work crew, work area or enclave where the majority of the employees have disability.
- where the employment is "contrived employment", this is an artificial work opportunity for a Participant for the purpose, or with the effect of, maximising payments to the DES provider.
- warehousing traineeship arrangements where the majority of people working in the warehouse are participants in government programs, including Group Training Organisations (GTO), DES, Job Services Australia, Work for the Dole and School Based Apprenticeships and Traineeships.



See [Outcomes Supporting Document](#)

## Step 7 Determine what employment incentives and support are available and required.

We find that school-based traineeships/apprenticeships through Ticket to Work are a perfect way to engage employers:

1. Employers receive appropriate support from a range of experts and professionals involved with the Ticket to Work network
2. it is not a huge economic commitment
3. employers can engage with some enthusiastic workers that support the productivity of their business
4. it is a time specific commitment (usually two years), yet many do continue to employ the young person post school

Following a Ticket to Work evaluation, 94% of employers stated they would recommend that other employers get involved in Ticket to Work and offer opportunities to young people with disability (Wakeford & Waugh 2014).

There is a range of funding and financial incentives and eligibility may be different depending on which State or Territory you are operating in so it is important to check information.

It is also important to note that if you receive one incentive it can make you ineligible for another. So it is important that you work out the different scenarios and communicate this to the employer, the potential trainee and their family. In Appendix A, we outline two different employment incentives scenarios.

There may be a temptation to reduce the time of the school-based traineeship to maximise the financial benefits to the employer (particularly if the legal employer is a Labour Hire Company or a Group Training Organisation). We suggest you liaise with the individual young person and the host/employer to determine what is best for them. As over 80% of Ticket to Work participants have cognitive disability, we believe that the full two years allows the individual to gain the most out of a school-based apprenticeship or traineeship.

Here is a snapshot of what may be available:

- Standard incentives for school-based traineeship of around \$4,000
- Payroll Tax rebates
- Workers' Compensation/WorkCover exemption
- Assist in the employment of person with a disability. [Disabled Australian Apprentice Wage Support \(DAAWS\)](#)
- Work-related modifications and services to support the trainee to do their job through [The Employment Assistance Fund \(EAF\)](#)
- If the legal employer is a Group Training Company (GTO), there is an additional subsidy.



See here the summary of the Australian Apprenticeships/Traineeships Incentives Program Summary:

<https://www.australianapprenticeships.gov.au/publications/summary-australian-government-australian-apprenticeships-incentives-programme>

And for State and Territory incentive information:

[www.apprenticeshipsupport.com.au/Employers/Incentives-and-Funding](http://www.apprenticeshipsupport.com.au/Employers/Incentives-and-Funding)

And the guidelines for Australian apprenticeship/traineeship incentives:

<https://www.australianapprenticeships.gov.au/publications/australian-apprenticeships-incentives-programme-%E2%80%93-guidelines>

### **Step 8 School Based Traineeship/ Apprenticeships 'sign-up' takes place**

At this stage in the lead up to the student commencing a school-based traineeship/ apprenticeships, the following steps are taken:

- The employer and student (parent/guardian) sign the Training Contract
- The training contract is registered with the AASN
- The RTO prepares the training plan with the employer (ensuring any modification/support required is documented)
- The employer, RTO, and student agree to a training plan and sign it
- The school is the final party to sign the training plan prior to the student being enrolled with the training provider
- The training plan is sent to the AASN to register the school-based traineeship/apprenticeship
- The school records the school-based traineeship or apprenticeship and VET in their State system for assessment
- If applying for Disabled Australian Apprenticeship Wage Support (DAAWS) funding, it is suggested that the paperwork is completed before sign up as this reduces sign up time.

Note: the training plan and training contract are two different documents.

The training plan and contract will outline the qualification the student will be undertaking as well as the number of hours they will work per week, their hourly rate, etc. During this sign-up stage, it is essential that the student brings along with them his/her:

- Tax file number
- Bank account details
- Personal information ( home address, emergency contacts, phone number)
- Health Care and/or Pensioner Concession Card (if relevant)
- Previous qualifications (if relevant)





This process can take up to two hours as there is a large amount of paperwork that needs to be completed. This process can be quite overwhelming for an employer and student, so being well-prepared and having a lead person to assist in directing the meeting can be helpful. We suggest they you have as much possible completed before the meeting.

### Step 9 Ongoing support

Ticket to Work has found it is vital to have a clear process of ongoing support. As previously stated, the number of stakeholders involved in school-based traineeships/apprenticeships requires a plan and an agreement to stick to the plan by stakeholders. Many Ticket to Work networks meet regularly to discuss students and their school-based traineeships, others have Google groups or other cloud-based communication mechanisms to ensure all the key stakeholders are accountable and informed.

## Applying for DAAWS incentives

Disabled Australian Apprentice Wage Support (DAAWS) is an Australian Government incentive payable to an employer who employs an Australian Apprentice who satisfies the disability eligibility criteria outlined in the Australian Apprenticeship Incentives Programme.

There are the following claim forms need to be completed when applying. The Australian Apprenticeship Support Network should have the form and support completion:

- 1288- Application for an Australian Apprentice with a disability
- 608- Occupational Assessment for an Australian Apprentice with a disability, **or**
- 608a Evidence of completion of a Job Capacity Assessment for an Australian Apprentice with disability.

Note: The 608a form can be completed by the Disability Employment Service provider.

Tip: Do not to use correction fluid, or pencil when completing the forms.

## Appendix A: Example of wage subsidy.

There are two types of incentives an Employer can apply for:

- General Employer Incentives **or**
- Disabled Australian Apprenticeship Wage Support (DAAWS) Employer Incentives.

You cannot apply for both– it is either/or. When setting up a school-based traineeship/apprenticeship, you will need to decide case by case on how to proceed?





Often the length of time of the traineeship will determine which type of incentives are more beneficial.

Below are the same scenario with different employer incentives to show difference; they are examples only and confirmation of incentives and wages should be completed with your AASN.

### Scenario One: General Employer Incentives

This scenario is the General Employer Incentives, not using DAAWS employer incentives. It should be noted that a RTO is still able to apply for DAAWS payments (Tutorial Assistance and/or Mentor/Interpreter Assistance) even though the employer is not using DAAWS Incentives.

Ben is about to start a traineeship. He is just starting Year 11 at a Special School. His employer is Bunnings Warehouse and Ben is completing a Certificate II in Retail. The table below is an example of Employer Incentives that Bunnings could receive and the wages paid.

	Wage	Employer subsidy
Wages for trainee working 13 hours a week doing Certificate II in retail under the <a href="#">General Retail Industry award 2010 see schedule D</a>	\$7.952 <sup>5</sup> x 13hrs=\$103.376	
Wage subsidy provided by the DES provider after 13 weeks of employment		\$1500
Commencement fee – nominated equity group (disability)		\$1250
Commencement fee for SBAT		\$750
<b>Over 2 years (104 weeks)</b>	<b>\$10,751.104</b>	<b>\$3500</b>
Retention Incentive- if employer continues to employ a trainee 12 weeks after they finish school		\$750

Note: [Superannuation](#) is usually not paid as the trainee is under 18 years old and not working over 30 hours in a week.

### Scenario Two

This scenario uses DAAWS employment incentives so unable to utilise General employer incentives.

<sup>5</sup>The modern award section D.5.2 (f) (iii) states when the approved training is solely undertaken on the job or partly on the job and off the job you can minus 20% off each ordinary hour- for example \$9.94-20%=\$7.95 per hour [National Training Wage schedule D](#), sited October 2016  
[http://awardviewer.fwo.gov.au/award/show/MA000004#P1308\\_113511](http://awardviewer.fwo.gov.au/award/show/MA000004#P1308_113511)



Ben is currently in Year 11 at a Special School, has started work at Bunnings Warehouse and is completing a Certificate II in Retail. The table below is an example of DAAWS that Bunnings could receive.

	Wage	Employer subsidy
Wages for trainee working 13 hours a week doing Certificate II in retail under the <a href="#">General Retail Industry award 2010 see schedule D</a>	\$7.95 <sup>6</sup> x 13hrs=\$103.376	
DAAWS employer incentive		\$3750 over 104 weeks (approx. \$36 a week working 13 hours )
<b>Over 2 years (104 weeks)</b>	<b>\$10,751.104</b>	<b>\$3750</b>

Note: [Superannuation](#) is usually not paid as the trainee is under 18 years old and not working over 30 hours in a week.

#### Cost of Employing School based trainee

	Hourly rate	Weekly rate	Whole Traineeship (104 weeks)
<b>Scenario 1</b>	\$5.36	\$69.72	\$7,251.00
<b>Scenario 2</b>	\$5.17	\$67.31	\$7,001.10

Note in Scenario 1 Employers can get Retention Incentive if they continue to employ a trainee 12 weeks after they finish school, this is not included in the costs above.

#### Important to note:

Important to note that an Australian Apprentice will not be eligible to attract DAAWS where:

- they are a NSW Trainee Apprentice; or
- they are participating in a Supported Wage/ System Arrangement

<sup>6</sup> The modern award section D.5.2 (f) (iii) states when the approved training is solely undertaken on the job or partly on the job and off the job you can minus 20% off each ordinary hour- for example \$9.94-20%=\$7.95 per hour [National Training Wage schedule D](#), sited October 2016 [http://awardviewer.fwo.gov.au/award/show/MA000004#P1308\\_113511](http://awardviewer.fwo.gov.au/award/show/MA000004#P1308_113511)



- their employer is receiving any other form of Australian Government or State Government wage subsidy or equivalent assistance for the Australian Apprentice.<sup>7</sup>

The tables are examples only.

The tables do not include all possible employment expenses.

The tables do not show the incentives when using a Group Training Organisation

The table do not look at training funding

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<sup>7</sup> [Australian Apprenticeships Incentives Programme Guidelines](#), effective 1 July 2015 pg 75, sited October 2016



## Appendix B Definitions

### Australian Apprenticeship Support Network (AASN)

The AASN provides advice on support services tailored to the needs of employers and apprentices throughout the apprenticeship lifecycle – from pre-commencement to completion – through:

- Universal services for all employers and apprenticeships, providing essential administrative support, payment processing and regular contact
- Targeted services for employers and individuals assessed as needing additional support to complete the apprenticeship.<sup>8</sup>

### Group Training Organisations (GTO)

A GTO is an organisation that employs Australian Apprentices or trainees under a training contract and places them with host employers. The GTO undertakes the employer responsibilities for the quality and continuity of the Australian Apprentices' employment and training including payment of Australian Apprentices' wages. The GTO also manages the additional care and support necessary to achieve the successful completion of the training contract.<sup>9</sup>

To find a GTO in your area refer to the Australian Apprenticeships website:  
<https://www.australianapprenticeships.gov.au/gto-listing>

### Labour Hire Companies

Labour Hire Companies have similar arrangements to a GTO in that they are the employer under the training contract and then place the trainee with the host employer. See guide for more information: <https://www.fairwork.gov.au/ArticleDocuments/723/On-hire-employees-services-workplace-obligations.pdf.aspx>

### Registered Training Organisation (RTO)

An RTO is an organisation that is registered by the appropriate registering body to deliver training, conduct assessments and issue nationally recognised qualifications in accordance with the VET Quality Framework.

### Disabled Australian Apprentice Wage Support (DAAWS)

This initiative provides wage support as an alternative to employer incentives to employers who provide Australian apprenticeships to people with disabilities.<sup>10</sup>

The RTO delivering the off-the-job training to an Australian Apprentice with disability who satisfies the DAAWS eligibility may claim financial assistance on the following basis:

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<sup>8</sup> <https://www.australianapprenticeships.gov.au/node/541> sited October 2016

<sup>9</sup> [Australian Apprenticeships Incentives Programme Guidelines](#), effective 1 July 2015 pg 6, sited October 2016

<sup>10</sup> Australian Apprenticeships Incentives Programme Guidelines, effective 1 July 2015 pg 85, sited October 2016



- for tutorial services for the Australian apprentice at \$38.50 an hour (inclusive of GST), up to a maximum of \$5,500 a year (inclusive of GST). The number of hours of tutorial services provided each week must not exceed the total number of hours of off-the-job training. Tutorial hours must be additional to the off-the-job training hours.
- for mentor or interpreter services for the Australian apprentice at \$38.50 an hour (inclusive of GST), up to a maximum of \$5,500 a year (inclusive of GST). The combined number of hours of mentor and interpreter services provided each week must not exceed the total number of hours that the Australian Apprentice spends in off-the-job training.

For more information on Disabled Australian Apprenticeship Wage Support refer to page 85 of the [Australian Apprenticeships Incentive Programme Guidelines](#)

### **Skills Disability Support**

The Queensland government developed a plan for providing greater access to, participation in and outcomes from vocational education and training (VET) for people with disability.

This includes Skills Disability Support which provides supports so learners can receive flexible training support to assist learners with disability to gain nationally recognised skills and qualifications. See [here for more information](#).



## Appendix C Example of a Ticket to Works Process and Checklist

Here is an example of process that a Ticket to Work network has developed.

### Step 1: Marketing and information

No.	Activity	Detail	Partners	Ticket to Work Documents
1	Ticket to Work marketing	<ul style="list-style-type: none"> <li>Marketing of Ticket to Work to students, parents and employers</li> <li>Marketing via school and partner websites (Ticket to Work description and marketing collateral downloads)</li> <li>Marketing via other networks (in person or through marketing collateral)</li> </ul>	<ul style="list-style-type: none"> <li>All partners</li> </ul>	<ul style="list-style-type: none"> <li>Ticket to Work description</li> <li>Hard-copy brochure</li> <li>Soft-copy brochure</li> </ul>
2	Student/Parent Information Sessions	<ul style="list-style-type: none"> <li>Partnership member/s attend information session and outline Ticket to Work</li> <li>Ticket to Work application given out</li> </ul>	May include: <ul style="list-style-type: none"> <li>School</li> <li>LLEN</li> <li>NDCO</li> <li>DES</li> <li>Youth Transition organisation</li> </ul>	<ul style="list-style-type: none"> <li>Brochure</li> <li>Powerpoint presentation</li> <li>Ticket to Work application</li> </ul>

### Step 2: School Liaison with Student and Parent

No.	Activity	Detail	Partners	Documents
3	Liaison with student and parent	<ul style="list-style-type: none"> <li>Student and/or parent expresses interest in SBAT pathway</li> <li>School outlines general SBAT information and process</li> <li>Requests student and parent to consider an SBAT pathway</li> </ul>	<ul style="list-style-type: none"> <li>School staff</li> <li>Student</li> <li>Parent or guardian</li> </ul>	<ul style="list-style-type: none"> <li>Program description</li> <li>Hard-copy brochure</li> </ul>
4	Student and parent expresses interest in SBAT pathway	<ul style="list-style-type: none"> <li>Student and parent liaises with school to advise whether they would like to commence SBAT process</li> <li>Students hand back Ticket to Work application</li> <li>School assesses level of interest and requests permission to commence formal SBAT interest process</li> <li>Outlines that commencing process does not guarantee an SBAT</li> </ul>	<ul style="list-style-type: none"> <li>School</li> <li>Student</li> <li>Parent or guardian</li> </ul>	<ul style="list-style-type: none"> <li>Ticket To Work application</li> </ul>



### Step 3: School Interview

No.	Activity	Detail	Partners	Documents
5	Interview with student and parent	<ul style="list-style-type: none"> <li>• School conducts interview with student</li> <li>• Interview assesses:               <ul style="list-style-type: none"> <li>• Career goals</li> <li>• Industry interest and knowledge</li> <li>• Personal interests</li> <li>• Level of SBAT commitment (eg willingness to participate in work placement)</li> </ul> </li> <li>• School reinforces SBAT model and advises that if assessed as suitable for an SBAT by the school, student information will be passed on to the regional Disability Employment Service (DES) who will conduct an interview</li> <li>• School may wish to liaise with Ticket to Work partner to make this judgement</li> </ul>	<ul style="list-style-type: none"> <li>• School career coordinator (or related staff member)</li> <li>• Student</li> <li>• Parent or guardian</li> </ul>	
6	School liaises with Disability Employment Service, LLEN or NDCO	<ul style="list-style-type: none"> <li>• If the student is assessed as suitable, the interview assessment is passed onto regional Disability Employment Service (DES)</li> <li>• Ticket to Work application is handed to DES, LLEN or NDCO</li> </ul>	<ul style="list-style-type: none"> <li>• School career coordinator (or related staff member)</li> <li>• DES</li> </ul>	<ul style="list-style-type: none"> <li>• Ticket To work application</li> </ul>

### Step 4: Disability Employment Service (DES) Interview

No.	Activity	Detail	Partners	Documents
7	Interview with student and teacher	<ul style="list-style-type: none"> <li>• DES, LLEN and NDCO conduct interview with student and teacher</li> <li>• Interview assesses:               <ul style="list-style-type: none"> <li>• Understanding of SBAT rights and responsibilities</li> <li>• Willingness to participate in work placement</li> <li>• Career goals</li> <li>• Industry interest and knowledge</li> <li>• Personal interests</li> <li>• Level of SBAT commitment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• DES staff</li> <li>• LLEN staff</li> <li>• NDCO</li> <li>• Student</li> <li>• teacher</li> </ul>	<ul style="list-style-type: none"> <li>• interview assessment criteria form</li> </ul>





		<ul style="list-style-type: none"> <li>• DES reinforces SBAT model and advises that if assessed as suitable for an SBAT, the DES will work with Ticket to Work partners to source a suitable employer (unless the parent has a contact)</li> </ul>		
8	Assessment	<ul style="list-style-type: none"> <li>• DES, NDCO and LLEN reviews interview and assesses whether student is suitable for SBAT at that time</li> <li>• DES advises school of the interview outcome</li> <li>• School advises student and parent of the outcome</li> </ul>	<ul style="list-style-type: none"> <li>• DES, LLEN, NDCO</li> <li>• Student</li> <li>• teacher</li> </ul>	

### Step 5: SBAT Employment Sourcing

No.	Activity	Detail	Partners	Documents
9	Source work experience	<ul style="list-style-type: none"> <li>• source work experience for student</li> <li>• Work experience found, school to complete work experience paper work</li> <li>• DES to provide case worker to assist during work experience</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation that sourced work experience</li> <li>• school</li> </ul>	<ul style="list-style-type: none"> <li>• work experience paper work</li> <li>• strength based information on student for Employer</li> </ul>
10	Discussion about SBAT	<ul style="list-style-type: none"> <li>• DES discuss possible SBAT with work experience placement</li> <li>• If no SBAT then WLC continues sourcing work experience placement</li> <li>• DES commences employment search</li> </ul>	<ul style="list-style-type: none"> <li>• DES</li> </ul>	
11	Employer liaison	<ul style="list-style-type: none"> <li>• DES liaises with potential employer/s</li> <li>• DES arranges student and employer interview as required</li> <li>• DES acts as intermediary between school and potential employer re work times/days</li> </ul>	<ul style="list-style-type: none"> <li>• DES</li> <li>• Potential employer</li> <li>• School</li> <li>• Student</li> <li>• Parent/guardian</li> </ul>	
12	Work placement/work trial	<ul style="list-style-type: none"> <li>• DES arranges work placement/work experience (as required) with employer</li> </ul>	<ul style="list-style-type: none"> <li>• DES</li> <li>• Potential employer</li> <li>• Student</li> <li>• Parent/guardian</li> </ul>	<ul style="list-style-type: none"> <li>• Work experience paper organised by school</li> </ul>
13	SBAT employment	<ul style="list-style-type: none"> <li>• If work placement trial is successful</li> </ul>	<ul style="list-style-type: none"> <li>• DES</li> <li>• RTO</li> </ul>	<ul style="list-style-type: none"> <li>• DES paperwork</li> <li>• School letter</li> <li>• ASC paperwork</li> </ul>



		<ul style="list-style-type: none"><li>• Vocational Training is arranged with RTO</li><li>• DES and Apprenticeship Support Centre arrange signing of paperwork to initiate DAAWS funding, student training plan and student wage arrangements etc</li></ul>	<ul style="list-style-type: none"><li>• Apprenticeship Support centre</li><li>• School</li><li>• Student</li><li>• Parent/guardian</li></ul>	<ul style="list-style-type: none"><li>• RTO paperwork</li></ul>
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## Appendix D State-based information on hour in the job

Each State and Territory has different requirements about the minimum and (sometimes) maximum hours allowed in the workplace as part of school-based traineeships and apprenticeships.

State	Requirements	Guides
Vic	<p>Where the training program is fully workplace based, the following minimum requirements apply:            The minimum hours of employment are 13 hours per week.            The minimum 13 hours in employment and training may be averaged over a period of one, two or four weeks.            Structured training/learning activities requirements:</p> <ul style="list-style-type: none"> <li>• Minimum one half hour per week averaged over a two month cycle for Certificate II</li> </ul> <p>Minimum of one hours per week averaged over a four week cycle for Certificate III</p>	<p><a href="http://www.vrqa.vic.gov.au/Documents/ATMinhrspolicy.doc">http://www.vrqa.vic.gov.au/Documents/ATMinhrspolicy.doc</a></p> <p><a href="#">School Based Traineeship and Apprenticeship in Victoria</a></p>
QLD	<p>It is expected that an employer should provide 7.5 hours per week which may be averaged over a three month period. Over the period of a year, the employer must provide the equivalent of 375 hours (50 days) of paid employment.</p> <p>Note: in Queensland there is Skills Disability Support assisting with inclusive practices around learning needs. Eligibility criteria applies.</p>	<p><a href="https://training.qld.gov.au/site/docs-data/Documents/policies/apprenticeship/declaration-policy.pdf">https://training.qld.gov.au/site/docs-data/Documents/policies/apprenticeship/declaration-policy.pdf</a></p> <p><a href="https://training.qld.gov.au/providers/inclusive/disability/support">https://training.qld.gov.au/providers/inclusive/disability/support</a></p>
ACT	<p>Complete a minimum of 11 hours per week and a maximum of 20 hours per week towards their Australian Apprenticeship if undertaking a Certificate II qualification, this includes eight hours of work and three hours per week of structured training.</p> <p>Complete a minimum of 15 hours per week and a maximum of 20 hours per week towards their Australian Apprenticeship if undertaking a certificate III qualification, this includes 12 hours of work and three hours per week of structured training.</p>	<p><a href="http://www.education.act.gov.au/data/assets/pdf_file/0011/554546/ASBA-Schools-Guide.pdf">http://www.education.act.gov.au/data/assets/pdf_file/0011/554546/ASBA-Schools-Guide.pdf</a></p>



NT	School-based apprentices and trainees must undertake a minimum of 48 days per year of paid work from the date of commencement of the school-based apprenticeship or traineeship.	<a href="https://business.nt.gov.au/publications/policies/school-based-apprenticeships-and-traineeships-policy">https://business.nt.gov.au/publications/policies/school-based-apprenticeships-and-traineeships-policy</a>
NSW	School based trainees are required to: <ul style="list-style-type: none"> <li>enter into a training contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days (or as specified in the relevant VTO), of paid employment by 31 December of the HSC year</li> <li>enroll in and successfully complete a minimum Certificate II AQF qualification as specified in the VTO</li> <li>undertake the on-the-job training requirements of a minimum of 100 days concurrently with the formal training requirements</li> </ul>	<a href="https://www.training.nsw.gov.au/forms_documents/apprenticeships_traineeships/qa_for_sbat.pdf">https://www.training.nsw.gov.au/forms_documents/apprenticeships_traineeships/qa_for_sbat.pdf</a>  <a href="http://www.sbatinnsw.info/documents/2016/SBAT-Guidelines-2016-Final.pdf">http://www.sbatinnsw.info/documents/2016/SBAT-Guidelines-2016-Final.pdf</a>
SA	School based traineeships may be averaged over 3 months and the minimum requirement is 7.5 hours per week.	<a href="http://www.skills.sa.gov.au/DesktopModules/Bring2mind/DMX/Download.aspx?Command=Core_Download&amp;EntryId=1574&amp;PortalId=6&amp;TabId=1936">http://www.skills.sa.gov.au/DesktopModules/Bring2mind/DMX/Download.aspx?Command=Core_Download&amp;EntryId=1574&amp;PortalId=6&amp;TabId=1936</a>
Tas	The paid employment component to be completed is a minimum of 7.5 hours per week and maximum of 15 hours per week during school terms.  The student must be undertaking a minimum total of 600 hours and no more than 800 hours annually of combined off-the-job education and training.	<a href="http://www.skills.tas.gov.au/data/assets/pdf_file/0006/133953/School-based_guide_21_April_2016.pdf">http://www.skills.tas.gov.au/data/assets/pdf_file/0006/133953/School-based_guide_21_April_2016.pdf</a>
WA	Under a SBA/T, SBA/Ts will be employed: <ul style="list-style-type: none"> <li>a minimum of one equivalent full-time working day per week</li> <li>with averaging of this time over three month periods, making allowance for study, leave and holidays</li> </ul>	<a href="http://www.dtwd.wa.gov.au/dtwcorporatetinfo/policiesandguidelines/Documents/School%20Based%20Apprenticeship%20and%20Traineeship%20Policy%20V4.0%282%29%20cover%20final.pdf">http://www.dtwd.wa.gov.au/dtwcorporatetinfo/policiesandguidelines/Documents/School%20Based%20Apprenticeship%20and%20Traineeship%20Policy%20V4.0%282%29%20cover%20final.pdf</a>  <a href="#">Amendments to the above guidelines</a>