

Guide to Setting up an Australian School-based Apprenticeship/ Traineeship for students with disability



Brotherhood
of St Laurence

Ticket to Work Resource

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Purpose

This guide has been developed for organisations and schools that are supporting students with disability commence an Australian School-based Apprenticeship and Traineeship (ASbATs).

What is Ticket to Work

Every young person has the right to seek employment. The Ticket to Work mission is to ensure that all students with disability are prepared and have opportunities to exercise that right. Ticket to Work takes a collaborative approach to improve employment outcomes for student with disability. Ticket to Work was established in response to poor and falling school to work transitions for young Australians with disability, with the knowledge that unsuccessful transition from school holds lifelong economic and social implications for the individual, their families and our society. Ticket to Work has a strong focus on informing evidence based practice and policy change, in order to create systemic change.

Note

This guide was updated in October 2022 and every effort has been made to ensure the information is 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 Apprenticeship and Traineeship and should be referred to with this document.

Acknowledgment of Country

The Brotherhood of St Laurence acknowledges the Traditional Custodians of the land and waterways on which our organisation operates. We pay our respects to Aboriginal and Torres Strait Islander Elders past, present and emerging.

What is a School-based Apprenticeship/Traineeship?

A School-based Apprenticeship/Traineeship (ASbAT) combines paid work, training and secondary schooling. It also provides students with an industry recognised national qualification. A student will gain credits towards their senior school certificate and vital work experience.

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

School-based Apprenticeship/Traineeships are a successful vocational pathway 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).¹²

Ticket to Work uses ASbATs 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 2014³, Kohler 2016⁴) 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 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)

Setting up a School-based Apprenticeship/Traineeship

When first setting up an ASbATs it can feel complicated and time-consuming, the support from the school and a [Australian Apprenticeship Support Network \(AASN\)](#) is important to help explain the process and what information and documentation is required. Once relationships have been developed with key stakeholders and there is a clear process and structures, an ASbATs is an effective way to support a young person on their employment pathway.

Each Ticket to Work network has a different approach, drawing upon varied expertise and State and Territory rules when considering a place-based approach. They can also be made up of different organisations for example: DES providers, schools, registered training organisations or NDIS providers. The process outlined below can be adapted

and changed to suit your network. We also have an example process and checklist from a Ticket to Work network that can be found [here](#).

Engaging students in a school-based apprenticeship/traineeship

Ideally, it is best to engage a young person while they are in Year 10, to support their preparation for a ASbATs starting in year 11. A young person may approach their school/parents directly or the school may already have ASbAT information they provide to students as part of their process. Although a young person (in most states) can start a ASbATs in year 10, 11, or 12. It is critical that they engage with career development activities to discover their vocational aspirations, abilities and strengths. Getting a good match between the employer and the young person is key. The [Australian Apprenticeships Pathways](#) website contains useful information that can help a young person explore apprenticeship pathways.

Determine eligibility

Ticket to Work network partners may choose to meet students first to learn more about their career goals, aspirations, experiences and what supports may be required in the workplace.

At this point, in collaboration, the network partners determine the appropriate pathways, readiness for an ASbATs and eligibility for DES under the Eligible School Leaver (ESL) guidelines. An ASbATs is a combination of attending school, work and completing training related to their work. This can require some juggling and negotiating from both the student, family and school. All student's circumstances are different and sometimes an ASbATs may not be the right option for a student to start their employment journey. Work experience or an after-school job are some other options that could be explored.

Important: Ticket to Work networks are able to support a student's aspirations in different ways. For example, additional career development (school supports), after school job (NDIS supports), customised 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.

It is suggested students undertake work trials/work experience as mechanism to ensure the match between the student and the employer is right and to assist the student in making informed career decisions.

Work Experience/Work Trials

Ideally, a student would be supported in Year 10 to complete lots of work exposure, work exploration, and work experience, before they start an ASbATs in Year 11.

Research suggests that work experience is extremely important for students with disability to determine what industry/jobs they are interested in.

We have found that the most determined career aspiration of a young person has been changed because of work experience. It is often a student's first taste of work and opportunities for them to learn. Do not be put off if the first work experience is not typically 'successful'. There is success built into knowing what a student does not enjoy doing as much as what they enjoy doing. We often find multiple work experiences may be required before starting an ASbATs. The structured 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 an ASbATs. During work experience, it is important that someone with appropriate expertise from the network is supporting both the employer and the student. A student may learn better visually rather than from verbal instructions. Photos can be taken of all the tasks they are required to complete to support them learn.

An employer may need support in breaking down tasks or looking within their business at duties a student can do that they may not have previously thought about. An example is shredding documents. This task is important for a business but often at times people get too busy to stand at the shredder feeding documents through and making sure staples are taken out. A student could come in once or twice a week and complete this task, this will support the rest of the team to carry on with other work.

Sourcing a Registered Training Organisation (RTO) and Employer

Once you determine that a student is ready for a ASbATs, it is important to work with your network to source an RTO and employer.

Many students within Ticket to Work start with a Certificate II ASbATs, yet sometimes there is no appropriate qualification at Certificate II level, so they may take on a Certificate III level or Certificate IV. Some students will complete a Certificate II ASbATs and then go onto a Certificate III. Explore what level is appropriate for that individual and what supports can be put in place so they are successful.

The Ticket to Work network may already have an RTO or AASN staff member sitting on the network that could already have established relationships with employers and other RTO's. Not all RTO providers offer all certificate qualifications that are available and may not be best suited for the student, so you may need to contact other RTOs that deliver the qualification needed. It is important to ensure that the RTO is willing and able to work in a partnership approach, they may need to be supported to ensure they can

support a student with disability and be able (and willing) to provide any modifications required.

While the whole network is involved in sourcing meaningful employment, often the DES or the AASN is the organisation with the most expertise in this area and can drive the process.

When sourcing an employer look at past work trials or work experience which can be converted to an ASbATs as the employer has already engaged with the student. The employer may need support to ensure they have confidence to take on someone with disability and have specific information on the individual student to ensure the right supports. We have a pro forma that gives the employer strength-based information regarding the student while providing support in managing the individual, e.g. If a trainee experiences anxiety in the workplace, what works to support them. [Employer briefing form](#).

Employers need clear support. We suggest a demand-led approach, looking at an employer's needs. We find ASbATs can be customised to meet both the employer and employee's needs. For more information on a demand-led approach see our [Ticket to Work paper page 11](#).

When a student is supported by a DES provider, it is important that the position meets the requirements of the DES guidelines. Placements that are considered Non-Payable Outcomes may be genuine employment positions that provide valuable work experience for a Participant but under the DES guidelines a provider is not able to make a claim for an outcome. See: [Outcome's guidelines/non payable outcomes page 37](#)

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 Apprenticeship and Traineeship. See [Outcome's guidelines \(non-payable outcomes page 37\)](#).

Employment Supports

There are employment support options that are available for a young person when looking for Apprenticeship/traineeship.

1. 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.

They will:

- help you find an employer and registered training organization
- provide training contract for you and your employer to sign
- support you to access Trade Support Loans and any other eligible payments
- provide advice and support during your apprenticeship/traineeship

Search for a AASN provider [here](#)

2. Disability Service Provider

A DES provider can support a student during their ASbATs and provide ongoing support after their ASbATs is finished. There seems to be two lines of thought from DES providers on when to sign up a student. Some DES providers sign up a student wanting an ASbATs as soon as they come into contact (must be in Year 11 or above), while other DES providers sign the student up when the student is ready to start their traineeship/apprenticeship. Many DES providers we work with in Ticket to Work networks support the students through work experience (unfunded) in year 10 and then convert successful Work experience into a ASbAT in Year 11 when they can claim funding. You can find a local DES provider [here](#).

3. 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.⁵

To find a GTO in your area refer to the Australian Apprenticeships website [here](#).

4. Registered Training Organisation (RTO)

All Australian Apprentices complete training through a Registered Training Organisation (RTO). RTO's deliver and assess nationally recognised job training for Australian Apprentices. An RTO could be a TAFE, school or a private training provider.

The RTO works with employers and apprentices/trainees to:

- develop the training plan
- deliver off-the-job training
- support the employer in delivering on-the-job training
- approve and issue the qualification upon successful completion of the apprenticeship or traineeship

To find a Registered Training Organisation refer to the training website [here](#)

5. 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.⁶

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:

- 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 137 of the [Australian Apprenticeships Incentive Programme Guidelines](#)

6. National Disability Insurance Scheme

National Disability Insurance Scheme (NDIS) has a key role in helping a young person think about work and set goals so they can start their employment journey. The NDIS funds reasonable and necessary employment supports in relation to a person with disability's life goals, which can be used in a wide range of workplaces. Generally, these supports are greater than what may be reasonably provided by an employer or with DES support. Participants can use their funding for frequent and ongoing on the job employment supports and can

use these supports in any workplace they choose for example, private enterprise, Australian Disability Enterprise (ADE), public sector or self-employment.

[For more information see the NDIS website here](#)

7. **Employment Assistance Fund**

There can be times when a workplace may need modifications for a student so they can perform a particular job. There is funding through the Australian Government Employment Assistance Fund (EAF) to cover the costs of making workplace changes. For example: this could be modifications, buying equipment like screen readers and disability awareness training for staff.

For more information see the [Job Access website](#).

8. **Job Access**

Job access is the national hub for workplaces and employment information for people with disability, employers and service providers. Their website brings together information and resources to support employment. There is online support for both employers and job seekers.

For more information see the [Job Access website](#).

9. **State specific initiatives**

Some States may have state specific initiatives to support a student in a ASbATs.

-In Victoria Head Start is the School Based Apprenticeship and Traineeship program that supports secondary School students to succeed whilst they study and work towards a career. In Victoria there is also Apprenticeship Support Officers (ASOs) that help apprentices and employers get the most out of the apprenticeship system. See more information about the [Head Start Program](#) and to contact an [ASO](#) in your area.

-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.

For more information see Queensland Government website [here](#)

Engaging Employers

We find that School-based Apprenticeship/Traineeships through Ticket to Work network are an effective way to engage employers:

1. Employers receive appropriate support from a range of experts and professionals involved with the Ticket to Work network
2. Employers can engage with some enthusiastic workers that support the productivity of their business
3. 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 student with disability (Wakeford & Waugh 2014).

Determine what employment incentives and support are available and required

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

The Australian Government is making a move to double the incentives payments for eligible employers that are commenced on or after 1st of July 2019. The incentives will be paid to eligible employers and apprentices that are identified as a skills shortage occupation. [See here for more information](#)

It is also important to note that if you receive one incentive it can make you ineligible for another. So, it's key that you work out the different scenarios and communicate this to the employer, the potential trainee and their family. There may be a temptation to reduce the time of the ASbATs from 2 years to 1 year, so you can 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 employer to determine what is best for them.

As over 80% of Ticket to Work participants have an intellectual disability, our research indicates that the full two years allows the individual to gain the most out of a school-based apprenticeship or traineeship (Wakeford & Waugh 2014).

Here is a snapshot of what employment incentives may be available:

- [Guidelines for Australian apprenticeship/traineeship incentives](#)
- [Standard incentives for school-based traineeship](#)
- [State and Territory incentive information](#)
- [National Skills Needs List](#)
- Payroll Tax rebates
- [Trade Support Loans](#)
- Workers' Compensation/Work Cover exemption
- [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.

Example of wage subsidy

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

- 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 is 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: Employer Incentives

This scenario is the Employer Incentives, not using DAAWS employer incentives. It should be noted that an 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 General Retail Industry award 2020 see schedule D	$\$11.84^7 \times 13\text{hrs} = \153.92^8	
Wage subsidy provided by the DES provider after 13 weeks of employment (GST exclusive)		\$1500
Commencement fee – nominated equity group (disability)		\$1250
Commencement fee for SBAT		\$750
Over 2 years (104 weeks)	\$16,010.80	\$3500

Total cost to an employer for 104 weeks		\$12,510.80
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 Employer Incentives.

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 General Retail Industry award 2010 see schedule D	\$11.84 ⁹ x 13hrs=\$153.92 ¹⁰	
DAAWS employer incentive		\$3750 over 104 weeks (approx. \$36 a week working 13 hours)
Over 2 years (104 weeks)	\$16,010.80	\$3750
Total cost to an employer for 104 weeks		\$12,260.80

Note: Superannuation is usually not paid as the trainee is under 18 years old and not working more than 30 hours in a week. For more information [see here](#).

Important to note:

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

- they are an NSW Trainee Apprentice; or
- they are participating in a Supported Wage/ System Arrangement
- their employer is receiving any other form of Australian Government or State Government wage subsidy or equivalent assistance for the Australian Apprentice.¹¹

The tables above 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 does not look at training funding

[See the Australian Apprenticeship Incentives Program Summary for more information](#)

School Based Apprenticeship/Traineeship 'sign-up' takes place with an Australian Apprenticeship support network

In the lead up to the student commencing a ASbATs, here's an example of the steps taken:

- The employer, student and 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 ASbATs
- The school records the ASbATs 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.

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 between one 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 you have as much as possible completed prior to the meeting.

Ongoing support

Ticket to Work has found it is vital to have a clear process of ongoing support. With multiple stakeholders involved in supporting the ASbATs it requires an agreement between all parties and a plan of action to follow. Many Ticket to Work networks will have a lead organisation or person that will set up regular meetings to discuss the students' progress and to ensure the employer is receiving the right support. Some

networks use Google Groups or other cloud-based communication mechanisms to ensure all the key stakeholders are accountable and informed of each student.

It is also important to ensure that there is a signed privacy agreement with the student and parent. There are many stakeholders involved in the support of that student and they all need to be aware of what the student is comfortable in sharing. The student also needs to be aware who will have access to their personal information. If a DES provider is involved they will have a privacy agreement that can be used or one can be developed by the network.

DES providers offer ongoing support after 26 weeks of employment, even after the ASbATs has been completed. This support can be weekly, fortnightly or on a need's basis. For more information [see ongoing support guidelines page 9](#).

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.

Below are the following claim forms that need to be completed when applying. The Australian Apprenticeship Support Network will have these forms and should provide support in completing them:

- 1288- Application for an Australian Apprentice with a disability
- 608- Occupational Assessment for an Australian Apprentice with a disability, **or**
- 608a If a student has had a Job Capacity Assessment or Employment Services Assessment completed from Centerlink than a DES provider can complete this form and instead of completing a 608 form. [Examples of a 608 & 608a](#) can be found here.

The application process in applying for DAAWS can be quite a lengthy one and can require a medical assessment to determine eligibility for DAAWS. The 608 form needs to be completed by either a doctor, specialist or psychologist. The form will need to include **BOTH** on the job and off the job supports in the assessment form. If the student does not require support on the job than they will not be eligible for DAAWS; so it is important to make a long enough appointment with the doctor completing the form so all the support requirements can be discussed, and the form can be completed properly. Often doctors do not realise the support needed with off the job components and training and this has led to many students missing out of receiving DAAWS funding. Working with the Ticket to Work network including school on what support required to be successful before attending medical appointment will be helpful.

Support from a AASN or someone that has completed the DAAWS process before would be helpful.

DES and School-Based Apprenticeship/Traineeships

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 ASbATs.

Frequently asked questions

1. How do I set up a School based Apprenticeship/Traineeship, are they the same as other Apprenticeship/Traineeships?

No, ASbATs 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 student's secondary school qualifications
- have a training contract and plan that are negotiated between the student, parent, school, employer and training provider

As ASbATs 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).

Apprenticeships/Traineeships 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 students for a positive post-school employment transition and to ensure that all the stakeholders are accountable.

A 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).

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

“DES Providers are also permitted to Directly Register and Commence eligible school students in Year 11 (or earlier if the student will not be undertaking Year 12), where the

student is participating in or intends to participate in an ASBAT” The student needs to be a full time student and the apprenticeship or traineeship needs to be connected to the curriculum. It is important to note that this is the case with all ASbATs, so should not be a barrier ([Eligible School Leavers \(ESL\) Guidelines page 5](#)).

3. Can I only work with students in special school as these are the students with ‘significant disability’?

DES providers can work with students in all settings, as long as they meet the DES ESL eligibility criteria.

4. 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.

States and Territories have different employment and education requirements for a ASbATs that need to be met. See Appendix B for a list.

In Victoria the minimum number of employment and training hours is 13 weeks per week which is made up of 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 ASbATs guidelines of 7 hours. In Victoria for example the ASbATs can be fully workplace-based training, where the minimum hours of employment are 13hours per week. If a trainee is completing a Certificate II and a fully workplace-based training, then the student must be withdrawn from the routine of work duties for a minimum of half an hour. [See the VRQA website](#) for more information and see Appendix B for other state information

As over 80% of Ticket to Work participants have an intellectual 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).

5. I cannot modify the School based Apprenticeship/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 page 9](#), a DES Provider ‘*must obtain Documentary Evidence to show that the ASbATs has been modified to accommodate the job seeker’s disability’ either by the delivery method to accommodate the student and/or the student was eligible for DAAWS*. As noted below there are many ways to ensure the ASbATs is modified.

The Australian Skills Quality Authority (ASQA) regulates accredited vocational education and training. The inherent requirements of the course must be meet, 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.

Examples could include:

- Undertaking the ASbATs though Ticket to Work. The [Eligible School Leavers \(ESL\) Guidelines page 5](#) states that “*DES Providers are encouraged to work in partnership with schools, state and territory funded vocational training organisations and local Ticket to Work networks, to facilitate placements in ASBATs and support students in both work and study* (Australian Government DES ESL guidelines V 1.3, 29 November 2021)
- Ticket to Work recommends a DES provider 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. [See Job Access for more information.](#)
- Disability confidence training and/or support to the RTO. See [Job Access.](#)
- Agreement with an RTO on the delivery of the training that addresses the student’s disability. This can be documented in the Training Plan that the RTO is required to develop as part of the apprenticeship/traineeships.
- Tutorial and Mentor support through Disabled Australian Apprentice Wage Support (DAAWS). For more information see [here](#)
- Undertaking training ‘on the job’ rather than in the classroom. Research suggests that people with intellectual disability learn and retain information better through learning ‘on the job’ rather than via group classroom training.
- We have had student that receive a VET statement of attainment for partial completion of the training qualification rather than VET qualification in their school-based traineeship/apprenticeship. It may take them longer to complete the qualification (and can complete post school) or their disability restricted them in gaining a full qualification and reasonable adjustment cannot be meet.
- DES staff with a Certificate IV in Training and Assessment provided the on the job training support in agreement with the RTO.
- A student completing a business admin qualification is inherently required to be able to answer the phone. This does not mean they have to pick up the phone with their hands. There are assistive technology devices that will allow a person to still be able to carry out the required tasks.
- Check each State’s requirement to ascertain whether there is support to modify the 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 student 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 [provide quality training and assessment services to students with disabilities](#)

6. I want to commence a student in a School based Apprenticeship/Traineeship (but 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 commenced?

Some students will be receiving the Disability Support Pension, often applying at 15 years of age. As part of that process, they may have undertaken a Job Capacity Assessment (JCA) or an Employment Services Assessment (ESAt) and have a Future Work Capacity with Intervention of 0-7 hours.

Many students 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 student has the capacity to do a ASbATs with DES support, we suggest requesting for a reassessment.

Students cannot be commenced in DES without a new ESAt/JCA showing a Future Work Capacity of 8 or more hours per week. Some students that receive the DSP worry if they start working they will lose their DSP. This can cause students and their families to not want to have a reassessment to change their Future Work Capacity. It is important that they understand that the benefits of earning an income and developing their skills is explained. If a student is working less than 30 hours per week than their DSP will not be suspended or cancelled. For more information about working and the DSP see the [Services Australia website](#) or Inclusion Australia [easy read information](#).

In Ticket to Work often the young person will have a support person/organisation attend the ESAt/JCA meeting and take documentation that demonstrates the student's employability skills through activities such as work experience, assessment in school such as the R U Ready Student Profile. This documentation demonstrates the student's ability to participate in a ASbATs. More information about the assessments can be found on the [Department of Human Services](#) website.

Note that NDIS participant may be able to use NDIS funds; under finding and keeping a job funding if their future work capacity is under 8 hours. If young person or their family (on their behalf) are self-managing their NDIS package they can fund a DES provider or other organisation without being an NDIS registered provider.

7. I keep getting different information about School based Apprenticeship/Traineeships, for example what they are called, to how they operate.

Each State and Territory has different rules and guidelines on ASbATs 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 ASbATs see Appendix B. Each State and Territory may also have [different incentives](#) for employers and employees.

Moderate Intellectual Disability Payment

Moderate Intellectual Disability Payment (MIDP) is available to eligible job seekers that are assessed with a moderate intellectual disability and that are participating in Disability Employment Services (DES). To be eligible for the MIDP the job seeker must either have:

- an assessed Intelligence Quotient (IQ) of 60 or less, or
- have been classified by a registered psychologist, using a recognised assessment tool, as having moderate intellectual disability

If the job seeker does not have a assessed IQ of 60 or below there is other evidence that may be presented- see the [MIDP guidelines](#)

The MIDP is an additional payment a DES provider can claim when a job seeker reaches their 4-, 13-, 26- and 52-week full outcomes and by working on average at least 15 hours per week. To get to the 15 hours the training undertaking can be 'on the job' rather than in the classroom. Research suggests that people with intellectual disability learn and retain information better through learning 'on the job' rather than via group classroom training. A student with intellectual disability when completing a ASbATs may require more support on the job due to disability, first job, completing school, training qualification and employment. The additional funding provided through MIDP can assist the DES provider to be able to provide the extra support.

Case studies

DES- Ryan story

Ryan is in Year 11 and thinking about a career in hospitality, but it wasn't until after he completed work experience at a local café that he decided this was the career for him. Ryan asked his parents and teachers how he could continue to attend school but also start working at a café.

Ryan's school was part of a local Ticket to Work network and the network discussed what options were available to support Ryan in his career goals. Ryan has a mild intellectual disability and has been diagnosed with Autism, so he requires some additional support to achieve his goals.

Ryan first registered with a DES provider from the network who supported him in creating his resume and to get to know Ryan more around what support may be required in the workplace. The DES provider went out and spoke to the café Ryan had completed his work experience with to see if they would take him on for a ASbATs and offered weekly support while he learned the tasks.

With the help of his DES provider Ryan started a ASbATs working 13hours per week and enrolled in a Certificate II in Hospitality. Ryan completed his written training sometimes at school or in the workplace.

The employer and Registered Training Organisation applied for DAAWS wage support so they could provide additional support to Ryan. Ryan started out washing dishes but was keen to move onto other tasks like chopping food and working at front of house. Ryan's employment consultant would come out weekly to support Ryan and take photos of how food should be chopped so Ryan could go home and practice. The Ticket to Work network would meet and discuss how Ryan is going and if needed get ideas from the other members on ways to support Ryan progress through to eventually work front of house.

When Ryan was asked about his experience completing an ASbAT he said "I did my traineeship in a cafe. I used to just want to be a barista but now I've seen other parts in hospitality, and I want to do that sort of work."

NDIS- Carla's story

Carla is in Year 10 and interested in finding a job but was unsure on what she wanted to do. Carla meets with her school's career coordinator and Carla had work experience in 2 different industries, the school provided an education support work to assist her. Carla and her family felt that she needed more work experience to increase her skills, confidence and help determine the area that she wanted to work in. The school was unable to provide further work experience for Carla.

Carla has an NDIS plan which included 'Finding and Keeping a Job' employment supports. As Carla is in Year 10, she is not eligible for DES support. Through her NDIS plan she had an employment coach; they were able to find and provide on the job support for additional work experience. After a year of trying out different work experiences Carla decided that she wanted to do a School Based Traineeship in a clothing store. Carla was now in Year 11 and her job coach spoke to one of the clothes stores that Carla has completed her work experience at. They were excited to offer Carla a traineeship in a Certificate II in Retail.

The school contacted the apprenticeship network who supported the school and Carla's parents to complete all the relevant paperwork and connected them to a training provider to deliver the certificate II in retail. The employer and Training provider also applied for DAAWS payments for additional support. Carla used her NDIS funding to support her at work with job customisation and intermittent support with work tasks. As the support Carla required was related to her disability and the support helped her understand and break down new tasks the NDIS were able to fund the support.

Contact:

Feel free to get in touch if you want to discuss ASbATs or information on Ticket to Work. Any feedback on this resource is also welcome.

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Operational Support Officer

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Appendix A: Useful Resources

We have listed some resources below that you may find useful.

- [Steps to an Australian School-Based Apprenticeship](#)
- [Australian Apprenticeship Pathways website](#)
- [Steps to approaching employers](#)
- [Job Pathways Charts](#) examples of potential career pathways that can begin with an Australian Apprenticeship
- [Australian Apprenticeship Resources for Students](#)
- [Apprenticeship Central- School Based Traineeship Vacancies](#)
- [National Careers Institute- Your Career what's next for you?](#) Information Kit
- [My way employability](#) Based on six years of research, myWAY Employability is a smart web platform that helps autistic student to take control of their future. Unlike other career planning services, myWAY Employability has been designed for and with the autistic community.
- [My Big Tomorrow](#) My Big Tomorrow is a resource designed to help young Australians realise bigger life choices.
- [My Future](#)- National Career Information Services

Appendix B: State-based information

Each State and Territory has different requirements about the minimum and (sometimes) maximum hours allowed in the workplace as part of School based Apprenticeship/Traineeship.

It is also important to note that the term ASbATs refers to both apprenticeships and traineeships not just apprenticeships.

State	Acronym	Requirements	Links, Guides or other information
Vic	SbAT	<p>Where the training program is fully workplace based, the following minimum requirements apply:</p> <p>The minimum hours of employment are 13 hours per week.</p> <p>The minimum 13 hours in employment and training may be averaged over a period of one, two or four weeks.</p> <p>Structured training/learning activities requirements:</p> <ul style="list-style-type: none"> Minimum one half hour per week averaged over a two month cycle for Certificate II <p>Minimum of one hours per week averaged over a four week cycle for Certificate III</p>	<p>http://www.vrqa.vic.gov.au/Documents/ATMinhrspolicy.doc</p> <p>School Based Traineeship and Apprenticeship in Victoria</p> <p>http://www.education.vic.gov.au/Documents/school/principals/curriculum/sbatguide.pdf</p>
QLD	SAT	<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>https://training.qld.gov.au/site/docs-data/Documents/policies/apprenticeship/declaration-policy.pdf</p> <p>https://training.qld.gov.au/provider/s/inclusive/disability/support</p> <p>https://desbt.qld.gov.au/training/apprentices/sats</p>
ACT	ASbA	<p>A Certificate II qualification requires a minimum of 8 hours (equivalent to one day) in the workplace and a minimum of 3 hours off the job training per week.</p> <p>A Certificate III qualification requires a minimum of 12 hours in the workplace and a minimum of 3 hours off the job training per week.</p>	<p>Australian School-based Apprenticeships (ASbA) - Education (act.gov.au)</p>
NT	SbAT	<p>The nominal duration of a school based apprenticeship and traineeship qualification will be prescribed by the department in accordance with current approval processes. Information regarding the nominal duration for each qualification is available on the NT apprenticeship and traineeship database.</p>	<p>https://business.nt.gov.au/publications/policies/school-based-apprenticeships-and-traineeships-policy</p> <p>NT database</p>
NSW	SbAT	<p>-The nominal term for a school based traineeship is generally two (2) years. The minimum term from commencement may be 18 months but only if it is determined that this time allows the student to</p>	<p>School-based apprenticeships and traineeships (nsw.gov.au)</p>

		<p>adequately complete the requirements of the Training Contract. School based traineeships have a default completion date of 31 December of the HSC year, however, students may apply for early or competency based completion</p> <p>-Apprenticeships that are normally undertaken full-time over four (4) years are available as school based apprenticeships over a five (5) year nominal term. School based apprentices complete the requirements equivalent to Stage 1 of the full-time apprenticeship on a part-time basis. School based apprentices must not proceed past Stage 1 of their formal training for the school based component of their apprenticeship</p>	
SA	ASbA	<p>School based traineeship- Attend school part of the week, do hands-on training in the workplace and some formal off-job learning through your training provider.</p> <p>ASbA in SA you will need to complete a school pre endorsement form</p> <p>Skilling SA 2022 program:</p> <ul style="list-style-type: none"> • Public school students entering year 11 • Employed 1 day per week (7.5hr) and trained on the job in a public school or preschool • Certificate III qualification 	<p>https://www.sa.gov.au/topics/education-and-learning/vocational-education-and-training/australian-school-based-apprenticeships</p> <p>SA.GOV.AU - School based apprenticeships (www.sa.gov.au)</p> <p>Skilling SA 2022 program</p>
Tas	ASbA	<p>The paid employment component to be completed is a minimum of 7.5 hours per week in the workplace. This can be done two days at work in school time or after school hours and on the weekend</p>	<p>https://www.skills.tas.gov.au/apprenticeships-and-traineeships/accordion/what-is-a-school-based-apprenticeship-or-traineeship</p>
WA	SbAT	<p>A school-based apprentice or trainee (SbAT) must do at least 7.5 hours per week of paid work with the employer who is named on their training contract. The minimum hours requirements apply throughout the full term of the SbAT arrangement, including during school holiday periods. The hours can be averaged over six months. The minimum hours requirements mean that a SbAT must do at least 195 hours of paid work every six months</p>	<p>https://www.dtwd.wa.gov.au/apprenticeship-office</p>
AUS	ASbATs	<p>Australian government</p>	<p>https://www.australianapprenticeship.gov.au/school-based-apprenticeships</p>

Endnote

¹ Disability, Ageing and Carers: Summary of Findings, Australia, 2009 (cat. no. 4430.0)

² Barnett, Kate (2004) 'VET-ABILITY: The Capacity of the Australian VET System to be Inclusive for People with a Disability', Adelaide, NCVET

³ Wakeford, M. Waugh, F. (2014) 'Transitions to Employment of Australian Student with Disability and the Ticket to Work Initiative' report, BGKLEEN Victoria

⁴ 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.

⁵ [Australian Apprenticeship- Group Training Organisations](#), sited May 2022

⁶ Australian Apprenticeships Incentives Programme Guidelines, effective 28 October 2022, sited April 2022

⁷ The hourly rate is based on a 1st year trainee who has not completed Year 12 as per the [general retail Industry award 2020](#) B.4.6 wages- sited April 2022.

⁸ D.4 of the modern award states- Where an apprentice is a full-time school student, the time spent in off-the-job training, for which the apprentice must be paid, is 25% of the actual hours worked each week on-the-job. The wages paid for time spent in training may be averaged over the semester or year.

⁹ The hourly rate is based on a 1st year trainee who has not completed Year 12 as per the [general retail Industry award 2020](#) B.4.6 wages- sited April 2022.

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¹¹ [Australian Apprenticeships Incentives Programme Guidelines](#), effective 28 October 2020, sited April 2022