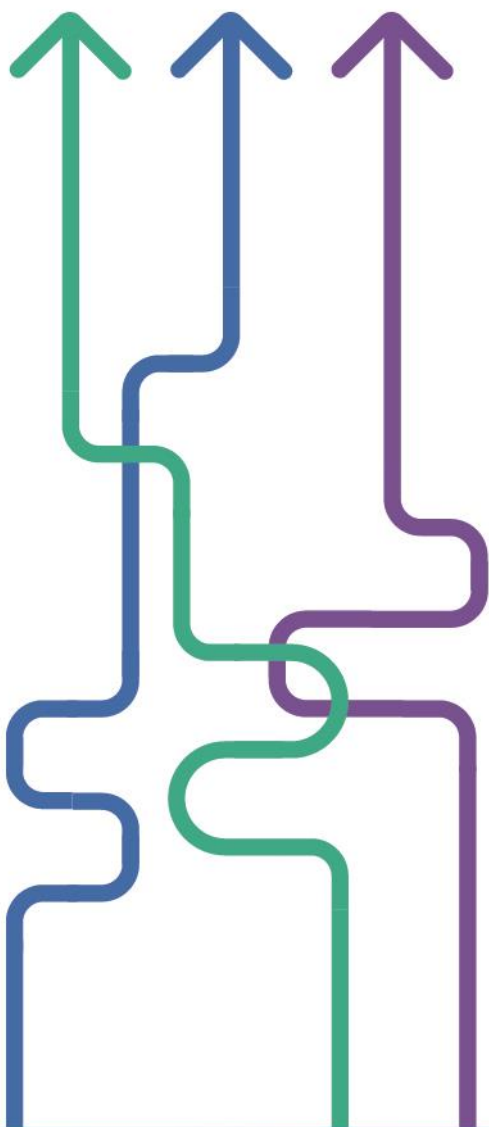


Student Pathways

Your **career**
Your **pathway**
Your **choice**



Best advice series:

Apprenticeships and Traineeships for School Students



Table of Contents

Best advice series:	1
Apprenticeships and Traineeships for School Students	1
Overview	3
Scope	3
What are apprenticeships and traineeships for school students?	4
Eligibility	5
School endorsement	5
Post-school	7
Steps to commencing a school-based apprenticeship or traineeship	7
1. Find a school-based apprenticeship or traineeship opportunity	8
2. Connect to an apprenticeship or traineeship organisation	9
3. Commence the sign-up process	10
4. Manage the student's learning program	11
5. Pastoral care and mentoring	12
Roles and responsibilities	12
Definitions	15
Tools and resources	16
Related legislation	16

Record history

Published: February 2023

Revision record

Version: BAS003 V3.2

Approved by: Executive Director, Student Pathways and Careers

Approved: February 2023

Amendment(s): Minor

Overview

Young South Australians deserve the best employment and education outcomes when they leave school. Achieving these outcomes begins with providing world-class education in our schools, ensuring every student completes their South Australian Certificate of Education (SACE) and is supported to explore the world of work so that they understand the career options and study pathways available to them.

The government is committed to providing quality vocational education and training (VET) for school students to ensure that every South Australian young person leaves school with the best chance of a successful and meaningful post-school transition to further study, training or employment.

Schools play a critical role in preparing students for this transition. Schools must provide quality career education, offer opportunities to engage with industry and support all students to better understand the pathways leading to employment or education outcomes.

Students wishing to pursue VET should be supported into a Flexible Industry Pathway qualification or Stackable VET. These courses have been identified as appropriate for school students and will be delivered by quality training providers.

A series of best advice documents are available on the [Student Pathways and Careers intranet page](#), along with a host of information, tools and resources.

For further information or assistance about student pathways and careers or VET for school students, please email education.pathways@sa.gov.au or phone (08) 8226 0284.

Scope

This document has been developed to support government schools with secondary enrolments in facilitating school-based apprenticeships and traineeships.

What are apprenticeships and traineeships for school students?

A school-based apprenticeship or traineeship allows students in years 10, 11, 12 or 13 to combine their South Australian Certificate of Education (SACE), VET learning, and paid employment.

In most cases, the apprenticeship or traineeship will form part of a Flexible Industry Pathway (FIP) – an industry endorsed pathway to employment. For more information on FIPs refer to the Best advice series: VET for School Students, available on the [Student Pathways and Careers intranet page](#).

Apprenticeships and traineeships combine paid employment with formal training toward a nationally accredited qualification, delivered by a Nominated Training Organisation (NTO).

Formal study and work hours are balanced between the needs of the student, the employer, and the school.

Apprenticeships and traineeships for school students have 2 phases

Year 10 to 11 (phase 1): Students commence a school-based apprenticeship or traineeship, generally for 1-3 days per week, to allow time to also complete compulsory SACE subjects.

Year 12 (phase 2): Greater flexibility for students to continue their school-based apprenticeship or traineeship up to 5 days per week, while also completing compulsory SACE subjects.

Required hours and options for flexibility

In both stages, students must commit a minimum of 7.5 hours per week of training and employment. These hours may be averaged over a 3-month period to create flexibility and suit the circumstances of the student, school, and employer.

A school-based apprenticeship or traineeship may look different for each student. For example:

- If a student has completed all their compulsory SACE subjects and will earn enough credits from their apprenticeship or traineeship to complete their SACE, they may work up to 5 days per week. In this case, the student would continue to be enrolled with the school, which would provide mentoring and support to the student, relating to their VET studies and work, if required.
- A student may work up to 4 days per week and attend school 1 day per week to complete their compulsory SACE subjects. Once these subjects are complete, the student can work full time.
- A student may attend school for a condensed amount of time over 2 to 6 weeks to complete their compulsory SACE subjects. Once these subjects are complete, the student can work full time.
- A student may attend work 1 week and school the next, on a rotating weekly basis until all compulsory SACE subjects are complete. Once these subjects are complete, the student can work full time.

Other flexible arrangements may be negotiated if it supports the student to complete SACE and commence their pathway as a school-based apprentice or trainee.

The chosen arrangement must be agreed to in advance by all parties to the training contract and must not impact on the student's schooling.

Eligibility

To participate in a school-based apprenticeship or traineeship, the student must be enrolled in year 10, 11, 12, or 13 and must be undertaking SACE or an equivalent secondary school qualification.

School endorsement

The Australian and South Australian governments have responsibilities within the apprenticeship and traineeship system, and both require schools to demonstrate their endorsement for any students commencing a school-based apprenticeship or traineeship.

Discussion regarding course fees and incidentals

It is essential that schools discuss key aspects of a student's proposed school-based apprenticeship with a parent/guardian, or the student if they are over the age of 18 or have 'independent' status.

Before completing the [School Pre-endorsement of an Australian School-based Apprenticeship Form \(Form 1285\)](#) and the [School Enrolled Students VET Referral form](#), schools should:

- know the correct course code, course name, nominal hours the student requires from the course for SACE attainment, amount of training blocks, training days, units to be covered, assessments, and anything else the school deems necessary
- confirm with the training provider any course fees and incidentals, including breakdown of costs per term/semester/school year
- confirm with the employer what percentage of fees they are paying, or whether they intend to reimburse a student later
- discuss, document, and confirm that the parent/guardian/student is fully informed and agrees to the course, choice of provider, any payment and/or cost-sharing arrangement with the school, the VETRO process, and how the student can access additional learner support if required.

A record of discussion reflecting the points above should be kept in the relevant student's file. This is available with the [apprenticeships and traineeships checklist for schools on EDi](#). This document can be used for future reference and evidence of agreement between the school and parent/guardian/student on the course, qualification, fees, and school expectations. This record can also be used to support the completion of Form 1285 and the School Student Referral to VET form.

School pre-endorsement of an Australian School-based Apprenticeship (Form 1285)

[Form 1285](#) is required by the Australian Government. It collects information about the apprenticeship or traineeship and enables the sharing of all required information in relation to the student, parent/guardian, employer, and Apprenticeship Network Provider (ANP), also referred to as AASN

(Australian Apprenticeship Support Network). It also demonstrates to all stakeholders that the school has endorsed the school-based training contract as an integral part of the student's school curriculum and confirms that the student is an eligible participant.

This form must be completed by the school in a timely manner and requires information from the student, parent/guardian, employer and school. The school then needs to send the completed form to the student, parent/guardian, ANP and employer. Any delay in completing this form will impact the student's ability to be signed up as a school-based apprentice/trainee.

Once the ANP receives [Form 1285](#), they manage the process where all relevant parties (the student, parent/guardian and employer) sign the training contract.

Schools should maintain communication with all parties throughout the process.

Complete the VET Referral form

After Form 1285 has been submitted and processed by the Australian Government, the school will need to notify the NTO that a student is going to undertake a school-based apprenticeship or traineeship.

The school must refer a student to the NTO by completing Part A of the [School Enrolled Students VET Referral form](#). Once submitted, Part B will be completed by the NTO and Part C by the parent/guardian/student. The completion of this form will commence the VETRO process and open the flow of communication between the school and the NTO.

An [Instructional Guide](#) has been developed to support schools, training providers, and parents/guardians complete their respective sections of the form.

At the end of the form that schools need to complete, there is checklist which includes 2 mandatory items regarding fees. By completing the Record of Discussion schools should be able to easily check off these 2 items.

The 2 items ask a school to confirm that it has discussed and agreed on cost-sharing arrangements with a parent/guardian and that it acknowledges the training provider will invoice the referring school for confirmed course and incidental fees if the student is accepted into the course.

Prior to ticking these boxes, a school will need to:

- confirm with the training provider whether the employer is choosing to pay all the fees, pay some fees or whether the employer intends to reimburse the student later
- confirm with the training provider what fees the school will be charged if the employer is not paying all the fees **OR**
- confirm with the training provider that the invoice will be sent to the employer if they have agreed to pay all the fees and not the school
- discuss with the parent/guardian/student the information provided by the training provider on any fees the school will be invoiced for, and any cost-sharing arrangements between the school and the parents/student.

By completing these actions, a school is able to tick the checkboxes on both statements to confirm what fees, if any, they will be invoiced for by the training provider, and that they have discussed fees and any cost-sharing arrangements relating to these fees with the parent/guardian/student.

Training plan

The training plan is required by Skills SA – the state government regulator. The NTO delivering the training will prepare a training plan and training delivery schedule for endorsement by the school. The training plan includes details of the qualification and units of competence to be delivered. As part of this process, NTOs will conduct the VET Readiness Orientation (VETRO), which is an Upfront Assessment of Need (UAN) designed for school students.

The training delivery schedule outlines when the identified units will be delivered and if delivery will occur on-the-job, off-the-job or as a mix of both. The NTO should maintain communication with all parties throughout this process. Schools are encouraged to stimulate contact if required.

By signing the training plan, the school principal or delegate has endorsed the school-based training contract as an integral part of the student's SACE completion pathway and confirms that the student is in year 10, 11,12 or 13 and undertaking SACE.

While schools are encouraged to support students to commence an apprenticeship or traineeship if it is in the student's best interests, there may be occasions where a school may decide to withhold their support. Reasons may include that the school considers the arrangement to be inappropriate for the student, or that it does not provide a genuine school-based learning opportunity. If the school withholds their support, it may be appropriate for the other parties to instead consider a part-time training contract outside of school instead.

Post-school

Once the student has completed their schooling, the school needs to communicate this to the employer and the ANP.

Parties can then apply to Traineeship and Apprenticeship Services (TAS) to vary their training contract either directly or through their ANP to full-time or part-time. There may be circumstances where other arrangements are agreed by the parties and approved by Skills SA.

If it is in the student's best interest to stay connected with the school for pastoral care and mentoring after they complete the required schoolwork, this can be negotiated on a case-by-case basis between the student, employer and school. Once the training contract is converted to a full-time or part-time contract, all supports, including LLN (Language, Literacy and Numeracy) support, become the responsibility of the NTO and employer.

Steps to commencing a school-based apprenticeship or traineeship

This section outlines the steps for the school, student, parent/guardian, employer, NTO and ANP to ensure the school-based apprenticeship or traineeship can be entered into and all parties understand their roles and responsibilities – including LLN and LSS (Learner Support Services) support.

The process is also outlined in [apprenticeships and traineeships for school students on EDi](#) with steps and a checklist to support schools.

1. Find a school-based apprenticeship or traineeship opportunity

There are many ways a student could connect with a school-based apprenticeship or traineeship. The following table shows common scenarios and how the school may support the process.

Scenario	Action
<p>1. A student wants to find an apprenticeship or traineeship but does not have a vacancy to apply for or a connection to an employer.</p>	<p>The student, with support from the school representative, will:</p> <ul style="list-style-type: none"> • search for opportunities (see ‘Connect to an apprenticeship or traineeship organisation’ below) • undertake work placement in the field of interest • contact ANPs and/or Group Training Organisations (GTO) to seek support • actively seek a school-based apprenticeship or traineeship through local and state-wide connections. <p><i>If an opportunity is identified, see scenario 3.</i></p>
<p>2. A student wants to apply for an advertised apprenticeship or traineeship vacancy.</p>	<p>The student, with support from the school representative, will:</p> <ul style="list-style-type: none"> • undertake work placement in the field of interest • employers advertise school-based apprenticeships and traineeships on the Student Pathways website • develop a CV that is current and relevant to the industry (the CV Builder on the Student Pathways website can help students to develop a CV) • develop a cover letter that addresses the requests in the advertised vacancy • contact the employer and apply for the vacancy. <p><i>If an opportunity is identified, see scenario 3.</i></p>
<p>3. A student has been offered an apprenticeship or traineeship by an employer.</p>	<p>The school representative will:</p> <ul style="list-style-type: none"> • ensure the student has undertaken career exploration, which may include work placement, and that the opportunity supports the student’s career pathway • contact the employer to confirm the apprenticeship or traineeship has been offered to the student • complete the Form 1285 as soon as possible: <ul style="list-style-type: none"> ○ ask the student to complete the student section ○ ask the parent/guardian (if the student is under 18) to complete the parent/guardian section ○ ask the employer to complete the employer section ○ send the completed Form 1285 to the ANP of the employer’s choice. <p>If the employer requires support or further information about apprenticeships or traineeships, they can be referred to the ANP of their choice.</p>

2. Connect to an apprenticeship or traineeship organisation

If a student does not have an advertised vacancy to apply for, or an existing connection with an employer, one of the following resources can help students and schools to find a suitable school-based apprenticeship or traineeship opportunity. Additionally, the student will be connected to an organisation such as an ANP once they are signed on with an employer.

Student Pathways website

The [Student Pathways website](#) supports students to explore their VET pathway options, connect with industry and employers and build a portfolio of achievements to support them to transition successfully from school to employment or further education. Students can [connect with employers](#) to find school-based apprenticeships and traineeships aligned to Flexible Industry Pathways.

Australian Apprenticeship Pathways

Australian Apprenticeship Pathways supports students to work through the process of finding a school-based apprenticeship or traineeship. Their website has useful resources for schools and students to access including:

- For students: [Steps to an Australian School-based Apprenticeship](#)
- For schools: [Australian Apprenticeships and Traineeships Information Service \(AATis\) Schools Guide](#)

The Australian Apprenticeship Support Network (AASN)

The AASN is a national network of seven ANPs delivering apprenticeship support services via field officers and sites across metropolitan and regional areas.

ANPs are contracted to deliver end-to-end and streamlined services for employers, apprentices/trainees and students to access high-quality apprenticeships and traineeships.

There are two ANPs contracted to deliver services across South Australia: [MAS Experience](#) and [MEGT](#).

Note: Out of region providers may occasionally operate within South Australia at the discretion of the Australian Government.

ANP services detailed

ANPs deliver multiple services to employers and individuals throughout the apprenticeship lifecycle, with a focus on increasing successful completions.

The level of support is tailored to the individual circumstance and needs. Support is also provided to employers based on their knowledge and experience in the apprenticeship system and other factors, such as risk. Services include gateway services, universal services, and in-training support.

Group Training Organisations (GTOs)

GTOs employ apprentices and trainees and place them with host employers. Their goal is to create more employment opportunities for apprentices and trainees, provide for continuity of employment and training through to completion, and improve the quality and range of training available to apprentices and trainees. Students can refer to the [Group Training Directory](#) to identify apprenticeship and traineeship opportunities.

3. Commence the sign-up process

Only commence this step once the school-based apprenticeship or traineeship has been offered to the student, parent/guardian consent has been received, and the school has endorsed the school-based training contract as an integral part of the student's school curriculum, as per Form 1285. It is vital that all parties fully understand their obligations and sign the training contract itself in mutual agreement.

Connect with the ANP

Provide a copy of the completed Form 1285 to the employer's nominated ANP, the employer and the parent/guardian, keeping a copy on the student's file. Once received by the ANP, they will begin the sign-up process. Parties may wish to enquire with the ANP regarding incentive payments. The ANP can facilitate this discussion on their behalf with Skills SA upon commencement of a training contract.

Check the value of the apprenticeship or traineeship in the SACE

The school will need to refer to the SACE VET recognition register to check how many SACE credits the nationally recognised qualification will attract.

To do this, the school will need to know the qualification code and title which the student will be undertaking as part of their apprenticeship or traineeship.

- To check the qualification name and course code visit www.training.gov.au/
- To check the nominal hours value, visit the [Victorian Purchasing Guide](#)
- To check the recognition of the VET in the SACE visit [SACE VET recognition register](#).

Include the apprenticeship or traineeship in the SACE pattern

As the school has endorsed the school-based training contract as an integral part of the student's curriculum, the school must review the student's SACE pattern and develop a documented plan that includes the anticipated credits gained from the apprenticeship or traineeship.

A copy of the training plan and training delivery schedule must be provided to the parent/guardian and a copy retained in the student's file.

Probationary periods

All apprenticeships and traineeships include a probationary period, which provides an opportunity for the parties to assess their compatibility and to determine the trainee or apprentice's suitability for the vocation. Either party may withdraw from the contract during this period, by providing written notice to the other party or parties. The employer must notify the department in writing within 7 days of either party withdrawing. All parties to the training contract can under the *South Australian Skills Act*, apply to TAS for an extended probationary period

Term of contract	Length of probationary period
Up to and including 24 months	60 days
More than 24 months	90 days

4. Manage the student's learning program

To ensure students are supported to manage the demands of their apprenticeship or traineeship it is vital that the school manages and monitors all elements of the student's learning program.

Enrolment

Students undertaking a school-based apprenticeship or traineeship should receive appropriate recognition and support in all elements of their pathways, regardless to how many hours they physically attend school.

VET, paid employment, SACE subjects, pastoral care and mentoring are all essential elements for a student undertaking an apprenticeship or traineeship. The recognition of the learning and support required is reflected in the full-time equivalent (FTE) enrolment status.

If the combined workload of the apprenticeship or traineeship plus SACE subjects (regardless of year level) make up the minimum number of scheduled hours for that year level, then the student is counted as full-time (1.0 FTE). This should be recorded on the school's systems (including EDSAS and the learner management system).

Timetabling

Effective timetabling is an important part of supporting a student to be successful in their chosen pathway. Schools should communicate with the student, parent/guardian and employer to negotiate a timetable which maximises outcomes for the student and employer.

The timetable should reflect all learning the student will undertake including VET, paid employment, SACE subjects and pastoral care and mentoring, and should be recorded on the school's systems (including EDSAS and the learner management system).

Resulting

At the end of each term or semester, the NTO should provide the student's VET results to the school, which must enter them on EDSAS and Schools Online. NTOs should maintain regular communication

with the school throughout the apprenticeship or traineeship. If the NTO does not maintain contact, it is encouraged that the school stimulates contact.

5. Pastoral care and mentoring

A student undertaking an apprenticeship or traineeship will spend considerable time external to the school, working and undertaking their vocational training. For these students, the school’s support structures are critical. For many young people, the first year of an apprenticeship or traineeship can be the most challenging, with many not transitioning to the second year.

Mentoring is equally critical to support a student’s successful transition from their final year of school to ongoing employment as an apprentice or trainee.

Schools are required to support students while they are enrolled at school, to help them reach their personal and career objectives by following the [Best Advice Series: VET for school students](#).

Roles and responsibilities

Role	Responsibility
Student	<ul style="list-style-type: none"> • Choose a vocation (qualification or career) they would like to pursue as a school-based apprentice or trainee and take steps to find a suitable opportunity. • Once they have an offer for an apprenticeship or traineeship, complete the student section of Form 1285. • Register for, or supply, their Unique Student Identifier (USI) for inclusion on Form 1285. • Work in partnership with the school, employer and NTO to complete the SACE as planned and agreed. • While employed through a school-based training contract, they must attend work, school and vocational training as agreed in their contract.
Parent/Guardian	<ul style="list-style-type: none"> • Support the student to choose a vocation (qualification or career) they would like to learn as a school-based apprentice or trainee and take steps to find a suitable opportunity. • Give consent for the student (if under 18) to take part in a school-based apprenticeship or traineeship, by completing the parent/guardian section of Form 1285, the training contract, the training plan, the VETRO referral form, the enrolment form, and participant agreement form. • Support the student to succeed in paid employment, schoolwork, and vocational training commitments.
School	<ul style="list-style-type: none"> • Support the student to choose a vocation (qualification or career) they would like to learn as a school-based apprentice or trainee and take steps to find a suitable opportunity. • Ensure that Form 1285 is completed by all parties, signed by principal/delegate and submitted to the ANP in a timely manner. Ensure a hard or soft copy is provided to the student’s parent/guardian and employer. Keep a copy for the student’s file. • Secure a written quote from the NTO on any course fees and incidentals, including breakdown of costs per term/semester/school year.

	<ul style="list-style-type: none"> • Confirm invoicing arrangements with the NTO. • Discuss and confirm with a parent/guardian/student the information provided by the training provider on any fees the school will be invoiced for, and any cost-sharing arrangements between the school and the parent/guardian/student. • Confirm and document discussions with a parent/guardian/student the course code, course name, nominal hours the student requires from the course for SACE attainment, amount of training blocks, training days, units to be covered, assessments, and anything else the school deems necessary. Keep a copy for the student's file. Complete the school student referral for VET form. • Make sure the training plan is signed by principal/delegate, then return it to the NTO conducting the student's training. • Fill out the SACE Completion Planner and give a copy to the parent/guardian. Keep a copy in the student's file. • Ask the NTO for a copy of the training delivery schedule. • Record the apprenticeship or traineeship on EDSAS and the school's learner management system. • Negotiate a flexible timetable so the student can manage schoolwork, paid employment, and vocational training. • Support the student with pastoral care and mentoring to make sure they can manage their paid employment, schoolwork, and vocational training commitments. • Get a copy of the student's records of results from the NTO at the end of each semester and input their results to the Schools Online system. <p>If schools need advice and support, contact education.pathways@sa.gov.au.</p>
<p>Australian Apprenticeship Support Networks Apprenticeship network provider (ANP)</p>	<ul style="list-style-type: none"> • Action Form 1285 in a timely manner once the school has completed and submitted it. • Act as a targeted gateway service for the student and employer. Give pre-commencement advice to find the right fit using testing, streaming and matching. • Give all parties information about apprenticeships or traineeships, including obligations, financial incentives, and anything else they need to know. • Support employers to complete the New Employer Registration form. • Manage the end-to-end training contract sign-up process. • Monitor the student's progress throughout the training contact, as required. • Give targeted in-training support tailored to individuals throughout the process, or after sign-up to mitigate the risk of a student not completing the training contract or SACE. • Communicate with the school if any concerns arise.
<p>Group training organisation (GTO)</p>	<ul style="list-style-type: none"> • Employ an apprentice or trainee then host them to an employer. • Work in partnership with the employer to provide all human resource requirements for the apprentice or trainee. • They are the legal employer and have the same responsibility as an employer, as detailed below.
<p>Employer</p>	<ul style="list-style-type: none"> • Employ a student for a minimum of 7.5 hours per week (when averaged across 3 months). • Identify which ANP provider will be used to arrange sign-up for the training contract.

	<ul style="list-style-type: none"> • Identify which NTO will be used to deliver accredited training. • Along with the student and parent/guardian, agree to a legally binding training contract (if the student is over 18, their parent/guardian does not need to co-sign). • In consultation with the NTO, monitor and release the student to attend required vocational training. • Provide on-the-job training relevant to the training plan as mutually agreed to in the training contract. • In partnership with the school and NTO, support and monitor the student's progress at paid employment, school and vocational training as agreed. • Pay appropriate wages and entitlements under the relevant Award. • Communicate with the school if any concerns arise. <p>If employers need advice and support, contact education.pathways@sa.gov.au.</p>
Nominated Training Organisation (NTO)	<ul style="list-style-type: none"> • Negotiate the training plan with all parties to the training contract. • Screen the student for suitability for the course/training - VETRO. • Refer students to LSS if required/eligible. • Agree to an appropriate (signed) training plan with the student and their employer. • Give a copy of the training plan to the school for the principal/delegate to sign and return. • Give a copy of the training delivery schedule to all parties. • Deliver accredited training and assessment as required by the agreed training plan. • Inform the student's employer and school about attendance at vocational training. • Inform the student's employer and school about any concerns for the wellbeing or academic achievement of the student. Work with all parties to help support the student. • Supply a copy of the student's records of results to all parties by the end of each semester. • Issue a completed qualification statement on successful completion of the student's training and assessment requirements.
South Australian Skills Commission	<ul style="list-style-type: none"> • The South Australian Skills Commission (SASC) provides services to apprentices and trainees, employers and training providers, responding to complaints, advocating and mediating disputes, to resolve matters relating to training contracts. SASC can be contacted on 1800 006 488 or via email at skillscommission@sa.gov.au.
Skilling SA	<ul style="list-style-type: none"> • Skills SA is the state training authority for VET in South Australia and regulates the apprenticeship and traineeship system. <p>Skills SA provides information and support for apprenticeships and traineeships and processes all paperwork such as variations, registrations, and approvals of training contracts. Skills SA can be contacted on 1800 673 097 on weekdays from 8.30am to 5.30pm.</p>

Definitions

Apprenticeship: an arrangement that involves employment and training towards a nationally accredited qualification for a traditional trade such as carpentry, plumbing, cooking or hairdressing. Apprenticeships are generally completed in 3 to 4 years with a 90-day probation period. On completion of the apprenticeship, the apprentice receives a trade certificate.

Traineeship: an arrangement that involves employment and training towards a nationally accredited qualification for a broader range of occupations, eg business, community health, childcare, financial services and IT. Traineeships are generally completed in 1 to 2 years with a 60-day probation period. On completion, the trainee receives a completion certificate.

School-based training contract: apprenticeship or traineeship for school students that combines schooling at the senior secondary level (years 10, 11, 12 and 12+) with training and employment through a part-time training contract with an employer.

SACE (South Australian Certificate of Education): South Australia's internationally recognised secondary school qualification documenting skills, knowledge, and personal capabilities.

Schools Online: the SACE Board's system for schools to record their student enrolments and results. Schools can use it to check class lists and assessment groups, update student enrolments, upload student work for moderation, and submit student results.

EDSAS: the Department for Education's system that schools use to manage student data.

Learner Management System: the school's software application used for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs.

Qualification documentation: NTOs are required to produce certified documentation of testamurs, statements of attainment and records of results. The AQF defines a testamur as 'an official certification document that confirms that a qualification has been awarded to an individual'. A learner who has completed all of the required units of competency or modules (as specified in the training package qualification or accredited course) is entitled to receive both a testamur and a record of results. A statement of attainment should only be issued upon a student's exit from a training program, whether the student has completed the full program or not. It should not be issued as an interim progress statement to a student who is continuing the same qualification or course.

Apprenticeship Network Providers (ANP): helps employers sign up an apprentice or trainee then manage incentives and administration and assist with post-recruitment support; sometimes referred to as AASN (Australian Apprenticeship Support Network).

School Pre-endorsement of an Australian School-based Apprenticeship (Form 1285): required by the Australian Government to show the school has endorsed the school-based training contract as an integral part of the student's curriculum, confirming student eligibility.

Training contract: a legally binding document agreed between an employer and an apprentice or trainee (the student), with details of the appointed NTO. It is integral that all parties to the training contract sign the training contract itself in mutual agreement. Parties include the employer,

apprentice/trainee, parent/guardian and school principal or delegate.

Training plan: shows the units of competencies that the apprentice or trainee (the student) will do as part of their training contract. The student's training plan must be signed by the school principal.

Training delivery schedule: provided by the NTO, including the student's training requirements and dates of attendance at workshops as part of their contract of training.

Pastoral care and mentoring: regular contact, monitoring and intervention with the student while they are enrolled at school completing their school-based contract of training.

Group Training Organisations (GTOs): employs an apprentice or trainee (the student) and hosts them with an employer. The GTO is considered the legal employer and has the same responsibilities.

Upfront Assessment of Need (UAN): is an upfront assessment process designed to help students have the best chance of success in their qualification of choice.

VET Readiness Orientation (VETRO): is an upfront assessment, induction and orientation to VET, carried out by an NTO. VETRO has been developed as the entry point into a full qualification to ensure school students are ready to commence their training and to identify any support that a student may need.

Tools and resources

[School-based apprenticeship and traineeship – checklist for schools](#)

Apprenticeships and traineeships for school students – a guide for employer fact sheet

Apprenticeships and traineeships for school students – a guide students and parents fact sheet

[Instructional Guide on the School Student VET Referral Online Form](#)

[School Enrolled Students VET Referral Form](#)

[Subsidised Training List \(skills.sa.gov.au\)](http://skills.sa.gov.au)

Related legislation

[Education and Children's Services Act 2019](#)

[South Australian Skills Act \(SAS Act\)](#)

[Fair Work Act 2009](#)