



**ACT**  
Government

Education

# Choose your path

## ASbA Guide for Schools

real skills for  
real careers



## Choose Your Path: ASbA Guide For Schools

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We acknowledge the Traditional Custodians of the ACT, the Ngunnawal people. We acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

**“Work-based learning and classroom-based learning should not be seen as separate activities. They should be treated as part of a complete package: classroom learning complements and adds to learning in the workplace; learning at the workplace complements and adds to learning in the classroom.”**

*Improving work-based learning in schools. OECD (2019)*

# ASbA Guide

The Australian School-based Apprenticeship Guide for Schools (ASbA Guide for Schools) has been written to support ACT Public Schools ASbA coordinators in assisting school students to gain and successfully complete an Australian School-based Apprenticeship (ASbA). The ASbA Guide for Schools complements the ACT Quality Framework, which underpins the delivery of funded vocational education and training (VET) in the ACT. This guide should be read in conjunction with the National Code of Good Practice for Australian Apprenticeships and ACT Requirements for Apprenticeship Network Providers. This guide relates to ACT ASbAs only, not NSW School-based Apprentices and Trainees (SBAT).

## What is an ASbA?

ASbAs are part of the national Australian Apprenticeships system. ASbAs combine paid work with structured off-the-job training, to support a student to achieve a nationally recognised qualification, whilst continuing their school education.

The [ACT Qualifications Register](#) lists ASbA approved qualifications, Certificate I to Diploma level, and the RTOs approved to deliver these qualifications in the ACT.

Skills Canberra is responsible for the management of all Australian Apprenticeship Training Contracts (training contracts) in the ACT. Skills Canberra publishes information relating to the ACT requirements of Registered Training Organisations (RTOs) and Apprenticeship Network Providers.

Schools support Australian School-based Apprentices (ASbAs) to experience success at their workplace, with their training and in school education.





# STUDENT INFORMATION

# Student Criteria

To be eligible for an ASbA, a student must be an Australian citizen, permanent resident, New Zealand passport holder resident for more than 6 months, or hold an eligible visa.

An ASbA must also:

- > be at least 15 years-of-age
- > be enrolled in a school under legislation that covers ACT education
- > be employed by a business on a part-time basis (casual employees cannot undertake an ASbA in the ACT)
- > undertake a qualification confirmed as an ASbA pathway on the ACT Qualifications Register.
- > combine work and on- or off-the-job training with an employer and an approved RTO throughout the year, including school holidays
- > meet the minimum and not work over the maximum total work AND training hours required for their relevant qualification level. These employment and training hours may be averaged over three months.
  - Certificate II – 11-20 hours per week
  - Certificate III – 15-20 hours per week
- > unless otherwise stipulated in the relevant industry award, 20% of the total hours per week should be applied to all structured learning.
- > during school holidays, ASbAs may work up to full-time hours as per the award

# Student Obligations

With support from family and the school community, students develop career plans during high school and college. If considering an ASbA as part of their pathway plan, students are encouraged to attend a career guidance interview with a qualified career practitioner.

Prior to the commencement of a subsequent ASbA, students must first speak with the career practitioner and ASbA coordinator to ensure that the additional qualification aligns with the student's school learning and career path.

Upon completion or partial completion of a certificate qualification, students engaged in an ASbA training contract may consider progressing to the next level of qualification whilst still attending college. All ASbAs must consult with their ASbA coordinator and seek principal endorsement. Please note that principal endorsement is required for all ASbA training contracts regardless of Certificate level.

It is recommended that Year 11 and 12 students not enroll in the same or similar learning at school as their ASbA training package. Duplication of curriculum content will result in units not counting toward their ACT Senior Secondary Certificate. In high school, students may duplicate units. For example, a student training in a Certificate III in Hospitality as part of their ASbA, may enroll in Food Technology at high school and may participate in a hospitality Vocational Learning Option managed by the ACT Education Directorate.

Schools should also be aware that some RTOs recommend ASbA students accumulate a specific number of hours in the workplace in a given year before they are permitted to progress to the second year of off-the-job learning. This can often be the case in the construction industry.

Students are also required to have the necessary literacy, language, numeracy and digital literacy skills to assure learning success on and off-the-job.

# Role and responsibility of students



## Do Pathways Plan

- > complete their Pathways Plan and share modules with school staff
- > investigate whether their preferred career has an ASbA approved pathway
- > notify their ASbA coordinator of their proposed plan to gain an ASbA
- > have a career conversation, explain the career decision making process and develop a plan

## Finding an employer

- > find an employer willing to employ them in an ASbA approved pathway.
- > They may seek assistance from:
  - their school
  - family/friends
  - ANPs
  - GTOs
  - direct contact with employers
  - their existing employer
- > understand their rights and responsibilities as an employee



A person wearing camouflage pants is using a yellow DeWalt power drill to drill into a brick wall. The drill is yellow and black, with a silver drill bit. The person's hands are visible, holding the drill. The background is a brick wall with red and grey bricks. The text "SCHOOL INFORMATION" is overlaid on the bottom left of the image.

# SCHOOL INFORMATION



# Student readiness

Student ASbA readiness<sup>1</sup> is described as being able to with little or no outside help, acquire, maintain and complete an ASbA, participate in school education, engage in off-the-job training and manage transitions as needed. Discussions with students regarding their readiness to engage in an ASbA need to be rigorous and involve one or more of the following; parents, carers, career practitioners and ASbA Coordinator.

Students, parents/guardians and school career practitioners have the responsibility to openly discuss a student's ASbA readiness. The student, school and parents/guardians may consider developing a plan to build a student's capability should this be required. These conversations may influence the development of an Individual Learning Plan (ILP).

Encouraging students to use career self-assessment tools such as myfuture's [My career profile](#), AAPathways [Find my career work type quiz](#) and Job Outlook's [career quiz](#) allows them to gain an insight into whether their proposed ASbA pathway matches their career interests.

Students are also required to demonstrate literacy, language, numeracy (LLN) and digital literacy competency so that they are able to meet the demands of on-the-job work requirements and off-the-job training. ASbA Coordinators, with assistance from career practitioners, may look at a student's learning achievement at school and ask students to complete a relevant [Australian Apprenticeship Pathways](#) general industry based literacy and numeracy quiz to assess LLN capability.

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<sup>1</sup> ASbA readiness assessment has been adapted from the Canadian [Employment Readiness Model](#).



*A career really is a journey and everything can change. VET and university have their own appeals but at the end of the day it's all about who you are and who you want to be. Its fluid and forever changing and you've just got to do what is right for you.*

- Blake Frantz  
Australian School-based Apprentice  
ACT Education Directorate, 2019-2020





# For School Administration

## AVETARS - Online Application Process

The ACT Vocational Education and Training Administration Records System (AVETARS) is the online application used by Skills Canberra to manage vocational education and training initiatives, including ASbAs in the ACT.

School principals and their delegates:

- > use AVETARS to endorse a student commencing an ASbA
- > lodge and approve relevant variations to the training contract between the employer and student
- > view what qualifications are on offer, if they are available as an ASbA pathway, and the RTOs that deliver them, on the ACT Qualifications Register
- > view data of ASbA training contracts
- > maintain AVETARS user information

A step-by-step guide on how to use AVETARS is available on the [Skills Canberra](#) website.

## Principal ASbA endorsement

ASbAs will not be approved until they have received an endorsement from the school principal or their delegate through the electronic endorsement process on AVETARS. After receiving an email to the school's notification email address, the principal or delegate is responsible for accepting or rejecting an ASbA endorsement. If considering rejecting an endorsement, the school principal or nominated delegate must contact Skills Canberra after discussing with the student and parent/guardian as this may impact the employment status of the student.

# For Career Practitioners

## Finishing year 12 as an ASbA

If the student wishes to continue training to complete their qualification, they will need to convert the ASbA into a full-time or part-time Australian Apprenticeship and confirm that they are no longer attending school through their AVETARS student portal. If the college is the RTO, the employer will need to find another RTO to complete the training for the qualification.

If a student does not wish to continue with the qualification and training contract after completing their ACT Year 12 Certificate, the training contract must be cancelled on AVETARS.



# For ASbA Coordinators

## Monitoring attendance



### Stage 1

Designated school staff must monitor and record ASbA attendance at the on-the-job work and off-the-job training. This needs to include:

- > accurately recording attendance on the school's electronic attendance system
- > communicating the procedure for reporting ASbA attendance at work, off-the-job training and holiday or weekend work to student, employer and RTO
- > requesting documentation to evidence ASbA attendance, such as payroll records, log books, ASbA journal, training journal or RTO attendance records

### Stage 2

School staff need to be aware of the ASbA mode of training delivery, which may be:

- > fully off-the-job by an RTO
  - > distance learning and remote e-learning by an RTO
- > fully on-the-job by the RTO
  - > a blend of training by the RTO/employer
  - > employer-guided workplace e-learning.

### Stage 3

Designated school staff must provide ASbA support through:

- > engaging with the employer, scheduled on a semester and when required
- > monitoring ASbA well-being on-the-job
- > building school-industry partnerships through onsite visits
  - > confirming attendance procedures
- > providing school staff with information about ASbA work routines, conditions and on-the-job training
  - > setting up procedures with an RTO to monitor work attendance and training off-the-job

## Variations to an ASbA training contract

A training contract is a legally binding document. Different parties/stakeholders to the training contract are allowed to lodge variations to the training contract and are also required to approve particular variations.

For ASbAs under the age of 18, parent/guardian approval of the variation must be confirmed. There are 23 training contract variations available in AVETARS, and schools can lodge 9. These are:

- > Change Australian Apprentice Name
- > Change school details
- > Extend a training contract
- > Change of disability status
- > Change of Australian School-based Apprentice status
- > Update previous qualifications
- > Change qualification
- > Suspend a training contract
- > Cancel a training contract

A number of details can be changed as part of each of the variations. The AVETARS User Manual can be found at [Skills Canberra Forms and Publications](#).





## Assessment and reporting

ASbAs involve learning off-the-job and applied learning in the workplace, and schools are responsible for the assessment and reporting of all student learning.

### College Reporting

In colleges an ASbA is assessed and reported upon using the ACT Board of Senior Secondary Studies (BSSS) E course classification. The maximum contribution ASbAs can make to the ACT Senior Secondary Certificate is 8 standard units as per BSSS policy. Units are awarded according to the qualification level and number of documented hours an ASbA completes on-the-job at work and off-the-job at training each semester and are awarded in multiples of 0.5 standard units. E course points are awarded through the submission of an External Vocational Studies Application form to BSSS. This process applies specifically for identified E courses, however the ASbA process is somewhat different. For ASbAs, points are awarded once formal documentation, including evidence of attendance (hours) is provided by the student. Once the evidence of attendance is provided to the school by the student, formal enrolment into an ASbA class occurs and the student appears on the ACS system (BSSS ACT Certification System database).

## Transitioning from High School to College as an ASbA

As part of the ASbA's transition process, high schools are required to inform colleges of ASbA students transitioning to year 11. The college career practitioner is required to meet with the transitioning ASbA student to personalise the transition process, lodge a variation to change a contract through AVETARS and modify the ASbA's Individual Learning Plan to suit the college context.

### Professional Learning Community

It is recommended that staff who have a school responsibility to support ASbA students attend ASbA professional learning events and the Transition Network Group meetings.

### Schools as RTOs

A school that is an ASbA's RTO has additional responsibilities. These responsibilities include the development and implementation of a training plan and are briefly outlined in the Role and Responsibilities of RTOs section of this document.



# ROLES AND RESPONSIBILITIES

# Parents/ Guardians

## 1 Pre-ASbA

- > Confirm that qualification of interest is available as an ASbA pathway in the ACT via the ACT Qualifications Register
- > access reliable, accurate and up-to-date career information to support their child's decision making
- > discuss workplace safety, self-management and skills required for ASbA success with their child
- > assist their child to find suitable work experience opportunities in the related ASbA field of interest
- > assist their child to find a suitable employer
- > acknowledge and support the completion of school education, including the ACT Senior Secondary Certificate
- > speak to the ASbA Coordinator or Career Practitioner at your school to discuss how they will accommodate the ASbA around their child's studies and any other support available.

## 2 ASbA Signup

- > recognise the implications, including legal implications of a child under 18 years-of-age signing a training contract where the parent/guardian signature is required
- > understand that an ASbA is paid employment, and with that comes responsibility
- > understand there will be changes in their child's school attendance patterns, workloads responsibilities and commitments
- > parent/guardian signatures must be obtained for all Australian Apprentices under 18 years-of-age at the time of signing the training contract
- > parent/guardian must be present at all ACT training contract sign-ups when the Australian Apprentice is under the age of 18
- > parent/guardian must keep all information up-to-date

## 3 During ASbA

- > support their child's progress throughout the duration of the ASbA and assist with any challenges that might arise
- > ensure their child understands that participation in an ASbA training contract includes working during school holidays unless other arrangements are agreed upon by stakeholders
- > communicate any concerns with the school
- > parent/guardian must keep all information up-to-date
- > contact [skills@act.gov.au](mailto:skills@act.gov.au) with their contact information for Skills Canberra to retain on the student record when the Training Contract is lodged (this is not a requirement however).

## 4 Post ASbA

- > organise career conversation for their child post-ASbA
- > communicate outcome of ASbA with employer and school
- > continue fostering further career planning discussion
- > celebrate success

# Employers

## ① Pre-ASbA

- > gain an understanding of ASbAs and how they are part of the Australian Apprenticeship program
- > provide the student with an opportunity to complete a work placement prior to any ASbA sign up or commitment
- > meet with parent/guardian and a representative from the school before committing to signing up an ASbA
- > contact the Apprenticeship Network Provider (ANP) to discuss their intention to employ an ASbA and arrange a training contract sign-up date
- > gain an understanding of what is required in the workplace to provide appropriate supervision, facilities and on-the-job experiences
- > ensure that nominated supervisor has appropriate qualifications or experience
- > Contact the ACT Wage Entitlement Information Service or the FairWork Ombudsman to understand your obligations as an employer of an Australian Apprentice under the age of 18.

## ② ASbA Signup

- > provide a safe on-the-job training environment for the ASbA, including workplace supervision, mentoring and support
- > follow WorkSafe ACT Guidance Note – Supervision of Australian Apprentices
- > deliver a comprehensive induction to the workplace
- > adhere to the [National Code of Good Practice for Australian Apprenticeships](#)
- > meet the normal legislative requirements of an employer
- > ensure an ASbA knows their rights and responsibilities
- > support structured training through an RTO



### 3 During ASbA

- > Ensure that minimum supervision requirements are upheld throughout the duration of on-the-job activities in the workplace
- > monitor work and training hours of the ASbA, ensuring they meet the minimum and maximum requirements of the training contract. If the student and employer wish to engage in additional hours, approval needs to be sought from Skills Canberra
- > ANP provides targeted services for employers and individuals assessed as needing additional support to complete the Australian Apprenticeship. ANP targeted services include mentoring to assist Australian Apprentices and employers who are experiencing issues or difficulties and may be at-risk of not completing the Australian Apprenticeship arrangement
- > provide regular feedback to the student regarding their work and learning progress
- > contact the parent/guardian, school or ANP if they have any concerns
- > complete all relevant paperwork including feedback forms to schools
- > pay the ASbA at current award training rates and provide accurate pay slips. For information regarding awards visit the Fair Work Ombudsman website at: <http://www.fairwork.gov.au/awards/pages/default.aspx>. Information for ASbA pay and entitlements can be found at [Wage and Entitlement Information Service \(WEIS\) Apprentice Wage Entitlements](#).

### > 4 Post ASbA

- > organise a post ASbA interview to discuss outcomes
- > communicate outcome of ASbA with parent/guardian and school - celebrate success
- > continue fostering and further develop your ASbA program



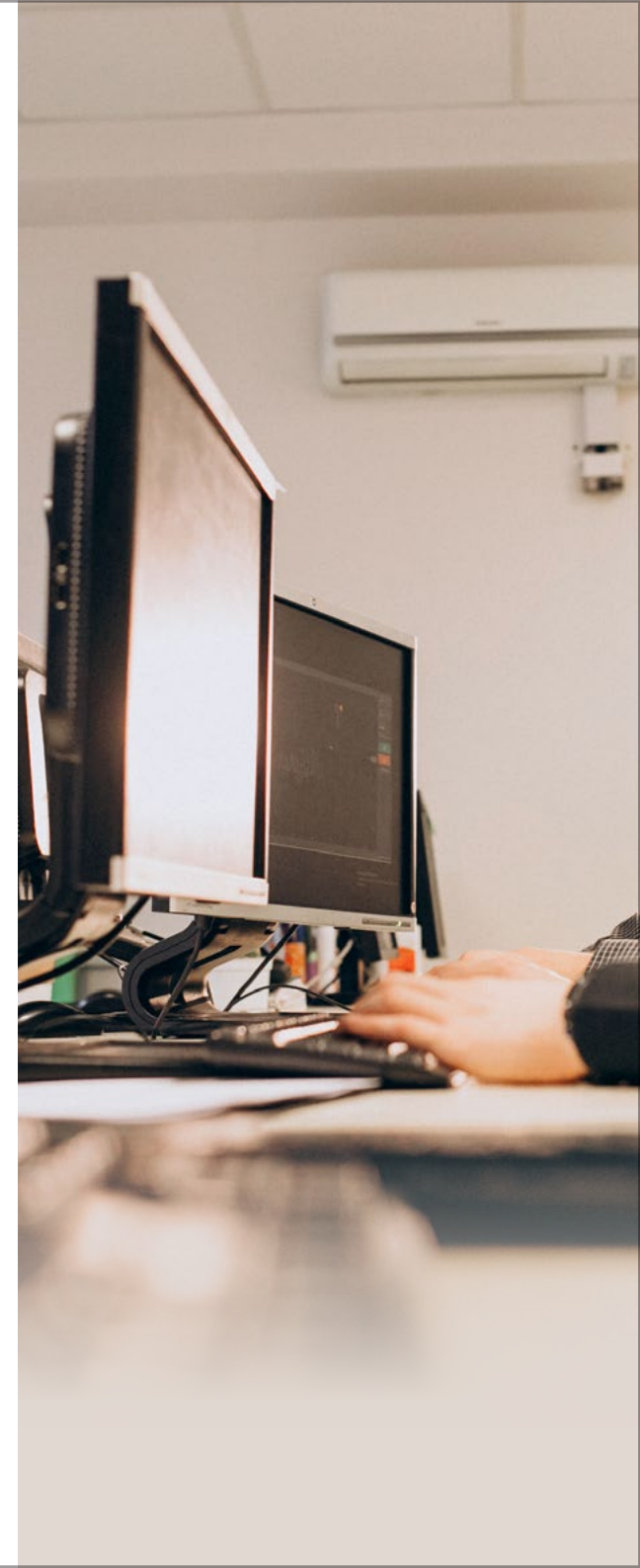
# For Schools

## ① Pre-ASbA

- > assess the suitability of the preferred ASbA pathway and student's readiness for their preferred career pathway
- > provide career conversation with student and refer to career practitioner if required
- > discuss the obligation to school education and ASbA work and training
- > discuss how hours will be managed to meet both school and ASbA commitments
- > inform the school principal and staff of the student's ASbA proposed pathway
- > ensure the student and parent/guardian understands that participation in an ASbA may include working during school holidays and changes to school education
- > provide work place learning opportunities for a student who is interested in an ASbA pathway, to consolidate and confirm area of interest

## ② ASbA Signup

- > contact and liaise with the ANP
- > ensure all parties attend ASbA signup; parent/guardian, student, employer
- > Ensure student has the following when attending ASbA signup: Tax file number, bank account number, primary identification (birth certificate, passport, student ID) and USI (Unique Student Identifier)
- > Endorse the ASbAs Training Contract as soon as possible when notified through AVETARS. The student may be at a disadvantage if Principal Endorsement is delayed





### 3 During ASbA

- > liaise with the ASbA's ANP
- > request a copy of the ASbA training plan from the student's RTO for school records
- > liaise with the employer regarding work scheduling and implement a process whereby attendance at the workplace is documented accurately and communicated to relevant school staff
- > liaise with RTO/Group Training Organisation (GTO), where applicable, regarding qualification delivery/ training mode and method of confirming attendance
- > assist students, parents/guardians and employers to resolve issues as they arise. Any issues that cannot be resolved, contact the ASbA's ANP in the first instance and if the student is still at risk of cancelling contact Skills Canberra
- > assess and report on ASbA learning progress using the school's reporting processes (if required)
- > monitor the student's Individual Learning Plan manage the student's school learning, including adjusting the ASbA's timetable, subject selection and organising additional tutorial support where necessary
- > store all records of attendance and learning according to the Education Directorate's record management policy and procedures
- > lodge a training contract variation via AVETARS portal when necessary
- > notify Skills Canberra immediately via email at [skills@act.gov.au](mailto:skills@act.gov.au) if problems arise in relation to the training contract
- > access AVETARS regularly to note any changes to an ASbA's training contract

### 4 Post ASbA

- > contact the RTO regarding the issuing of the ASbA's qualification or Statement of Attainment
- > Finalise acknowledgment of the ASbA on the ACT Senior Secondary Certificate with the appropriate number of units
- > celebrate student success

# Apprenticeship Network Providers (ANP)

Apprenticeship Network Providers (ANPs) are contracted by the Australian Government to provide a free service to employers, schools and prospective ASbAs to assist them with signing up into a training contract. An approved training contract is a legally binding document between the employer, the ASbA and their parent/guardian if the ASbA is under 18 years-of-age at the time of sign-up. The training contract protects the interest of both parties and outlines their obligations. As a part of the training contract, the employer together with the ASbA may agree to use the attending college as the RTO to deliver the structured training for the ASbA. If the school is chosen to be the RTO, the ANP ensures the RTO is listed as an approved provider on the ACT Qualifications Register.

ACT ANP:

- > before signing up an ASbA, the ANP must send an email to notify the students' school within 7 days of initial contact with the employer, student and/or parent/guardian

- > the form of the email must include:
  - students full name
  - date of birth
  - qualification code and name including the level
  - date initial contact was made with the ANP
  - employer trading name
  - ANP contact details
- > provide assistance to employers, Australian Apprentices and RTOs throughout the duration of the Australian Apprenticeship
- > market and promote Australian Apprenticeships in the ACT
- > administer Australian Government incentive payments to employers and benefits to eligible Australian Apprentices
- > establish effective relationships with GTOs, RTOs, schools and community organisations to support uptake of ASbAs.
- > provide assistance and support to employers, ASbAs and RTOs throughout the duration of the ASbA, through contact and visits
- > provide guidance on how to fill out the training contract. Once signed by the parties, the ANP will lodge the training contract for approval
- > explain employer incentive payments and lodge claims for employers
- > contact the school to inform them of potential new ASbA opportunities
- > MUST sign the training contract within 28 days of commencement.

More information on ANP responsibilities can be found in the [ACT Standards Compliance Guide for Australian Apprenticeships](#) and [ACT requirements for Apprenticeship Network Providers](#).

There is one Apprenticeship Network Provider contracted by the Australian Government to deliver services in the ACT.

## Sarina Russo

Address: 15 Wiluna Street,  
Fyshwick ACT 2609

Website: [www.sarinarusso.com](http://www.sarinarusso.com)

Telephone: 13 15 59

Email: [apprenticeships@sarinarusso.com.au](mailto:apprenticeships@sarinarusso.com.au)



# Registered Training Organisations (RTOs)

As part of the training contract the employer, together with the ASbA, decide on an approved RTO to deliver the structured training for the ASbA student. AVETARS lists ASbA qualifications and the RTOs approved to deliver each qualification in the ACT. RTOs are encouraged to consult with the school regarding preferred ASbA work days, training attendance and learning progress.

RTOs:

- > develop the training plan in consultation with the ASbA, parent/guardian and employer
- > provide training and assessment in accordance with this training plan
- > ensure that the employer and ASbA are updated on progress against the training plan
- > notify the employer, ASbA and Skills Canberra regarding any issues that may affect successful completion of the training contract
- > explain and offer Recognition of Prior Learning (RPL) and credit transfer to the ASbA
- > ensure that in developing the training plan the workplace requirements are taken into consideration and the employer and ASbA understand the relationship between work tasks to be performed and the units of competency to be achieved

- > identify in the training plan any units of competency that are required to be delivered fully in the workplace, who will deliver the training and how these are to be monitored and assessed
- > conduct initial skills assessment
- > the training provider must advise Skills Canberra, employers, ASbAs, the parent/ guardian and school, of any issues related to training that may reduce the likelihood of a successful outcome, including non-attendance at formal training
- > charge tuition fees
- > issue the qualification certificate or Statement of Attainment

An RTO is registered by the national regulator, the Australian Skills Quality Authority (ASQA) to deliver VET services. RTOs must adhere to the [Standards for Registered Training Organisations \(RTOs\) 2015](#).

Only RTOs that can demonstrate high quality training provision in accordance with the ACT Quality Framework are approved to deliver government subsidised training in the ACT.

# Group Training Organisations (GTOs)

GTOs employ apprentices and trainees under a training contract and place them with host employers. They undertake the employer responsibilities for the quality and continuity of the apprentices' and trainees' employment and training. They also manage the additional care and support necessary to facilitate the successful completion of the training contract. All ACT employers that seek to identify as a GTO must be registered in the ACT.

GTOs are an employer and therefore must:

- > implement consistent and good quality ASbA recruitment processes to ensure that students are suitable for placement with a host employer
- > ensure the host employer adheres to the [National Code of Good Practice for Australian Apprenticeships](#)
- > monitor award conditions and pay rates, and adhere to the National Standards for Group Training Organisations
- > take responsibility for all paperwork connected with wages, allowances, superannuation, workers' compensation, sick/holiday pay and other employee entitlements
- > act as a consultant and trouble-shooter throughout the period of employment and training
- > manage the additional care and support necessary to achieve the successful completion of the apprenticeship or traineeship.

You can find GTOs operating in the ACT through the GTO National Register, at [www.australianapprenticeships.gov.au/search-gto](http://www.australianapprenticeships.gov.au/search-gto).

# Education Support Office (ESO)

The Careers and Transitions section in the Education Support Office provides support to all ACT Public Schools to ensure students, parents and employers understand the ASbA landscape in the ACT. This includes supporting conducting career assessments and developing career action plans.

The VET section supports those schools who wish to explore and investigate the implementation of ASbA pathways. Those schools that wish to implement ASbA pathway options can ask for support from the Education Support Office in relation to:

- > implementation support
- > industry links
- > student preparation and support
- > labour market analysis and data collection
- > linking schools with industry partners

# Skills Canberra

Skills Canberra is responsible and accountable for the provision of strategic advice and overall management of vocational education and training (VET) in the ACT. Skills Canberra manages ACT and funding from the Australian Government directed to VET programs for a variety of initiatives addressing skills development for entry level and existing workers, as well as adult community education. Skills Canberra gathers advice from research and industry stakeholders to predict industry trends and identify future training requirements in response to the demand and requirements of industry and the community.

The Field Officer Program carries out a number of functions to support the Australian Apprenticeship system in the ACT, these functions include:

- > educate and assist employers and Australian Apprentices to understand their roles and responsibilities
- > increase awareness of and uptake of VET
- > determine if support or action is needed to support completion of the apprenticeship/ traineeship and if so, refer stakeholders to relevant supports
- > establish effective engagement channels with stakeholders

# ASbA directory

Schools communicate with a number of organisations to ensure ASbAs progress smoothly. Key sections of ACT government and the education community tasked with supporting school staff are:

## Education Support Office (ESO)

**[vetforss@act.gov.au](mailto:vetforss@act.gov.au)**

- > school careers markets and liaison with VET ambassadors for presentations
- > ASbA educational material
- > navigation of the ASbA and VET landscape within the ACT
- > ASbA processes and procedures
- > general ASbA enquiries

## Transitions and Careers (Education Directorate)

**[careers@act.gov.au](mailto:careers@act.gov.au)**

- > career guidance and pathways planning
- > WEX & InPlace

## ACT Board of Senior Secondary Studies (BSSS)

**[bsss.enquiries@act.gov.au](mailto:bsss.enquiries@act.gov.au)**

- > college certification of ASbA qualifications

## Skills Canberra

**[skills@act.gov.au](mailto:skills@act.gov.au)**

- > employer requirements and obligations
- > training contract requirements, management and variations
- > ACT Qualifications Register
- > RTO governance
- > manages disputes or grievances about the management or operation of training under ACT funded training initiatives, including Australian Apprenticeships.



## Canberra Institute of Technology (CIT)

**[CITSchoolsEngagement@cit.edu.au](mailto:CITSchoolsEngagement@cit.edu.au)**

- > existing or new course enrolments into new and existing CIT programs
- > student support or concerns
- > requests for careers markets, campus tours
- > a central point of contact for schools, parents/guardians and students who aren't sure who to go to within the departments at CIT

## Sarina Russo

**[apprenticeship@sarinarusso.com.au](mailto:apprenticeship@sarinarusso.com.au)**

- > essential administrative support
- > payment processing
- > regular contact
- > targeted services for individuals who need extra support to complete their apprenticeship

