ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

EXPRESSION OF INTEREST PROCESS

FOR 2022 ACFE BOARD TRAINING DELIVERY

September 2021

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Traditional Owners of the land on which we are meeting. We pay our respects to their Elders, past, present and emerging and the Aboriginal Elders of other communities who may be here today.

You can use the interactive map in this link to locate and acknowledge the Formally Recognised Traditional Owners of the land you are on:

https://achris.vic.gov.au/weave/wca.html

WHAT WILL BE COVERED IN TODAY'S SESSION

1

- Overview
- Roles and Priorities
- Purpose of ACFE Training Delivery

2

- How to apply - EOI process and timelines

3

- Program streams
  - LEAP
  - Digital Skills
  - General Pre-accredited

4

- Reporting and payments
- Resources and supports

5

- Next Steps and Further Opportunities

OVERVIEW

STRATEGIC CONTEXT

The Learn Local sector plays a vital role in changing the lives of Victorians each year by supporting learners to achieve their goals.

The Learn Local courses that you all deliver every day, make a real difference in people's lives. We know how hard you and your teams work to ensure each and every learner has an opportunity to achieve their goals.

There is a wealth of great examples on the Learn Local social media channels:

Learn Local website (for learners): www.learnlocal.org.au

Twitter: www.twitter.com/learnlocal

YouTube: www.youtube.com/learnlocal

The delivery of ACFE Board-funded training programs is a core component of this work. This EOI begins the planning and allocation process for ACFE training delivery in 2022.

CENTRAL RESOURCES

In addition to your local courses, centralised training resources and other supports are being developed. Some of these resources are available now – like digital literacy courses, pathways into further study and work, and industry contextualised training. More resources will come on-line in the coming months.

These can be used as is (wholly or components) or customised to meet local community needs. We encourage you to look at these resources as well as your own, when planning your EOI responses.

Details and links are in the Program Table (Attachment 1), which accompanies the 2022 ACFE Training Delivery Guidelines. Both of these are on the Learn Local resources hub: https://learnlocal.org.au/resources/

COVID-19

- In the current challenging environment, the work of the Learn Local sector is more important than ever. Each one of you have an opportunity to help your local community recover from the ongoing impact of COVID-19.
- Thank you for responding to the recent pulse survey. It provides a valuable insight into the issues and challenges you are experiencing right now. The ACFE Board has heard your concerns and is actively considering options and we will advise you further as soon as possible.
- The ACFE Board is very aware that the work involved in transitioning to and from online classes and keeping your learners engaged through a range of other methods, depending on the COVID restrictions, presents challenges for some Learn Locals. But your efforts in doing so mean that more learners can continue to be engaged in training.
- Finally on this issue – please keep in mind the potential need for flexibility when planning your training delivery in 2022, given the ongoing challenges COVID could present.

ACFE TRAINING DELIVERY ROLES AND PRIORITIES

ACFE BOARD AND REGIONAL COUNCIL ROLES

ACFE Board

The role of the ACFE Board is to plan and promote adult learning, allocate resources, develop policies, and advise the Minister for Training and Skills and Higher Education on matters related to adult education in Victoria.

Through the Board, the Victorian Government provides funding to Learn Local providers, AMES Australia and the CAE, to deliver education and training programs to a broad range of Victorians over compulsory school-leaving age, with a special focus on people who have had limited prior access to education.

Regional Councils

Using their different expertise and local knowledge about adult education, Regional Councils advise the ACFE Board on the needs of adult education across their region and contribute to state-wide planning and policy development.

2022 ACFE TRAINING DELIVERY PRIORITIES

ACFE Board Strategy 2020-25

Pre-accredited programs must reflect the **Board's strategic priorities** outlined in the ACFE Board Strategy 2020-25.

The Strategy is a primary means to implement the Ministerial Statement on the Future of Adult Community Education in Victoria 2020-25.

The ACFE Board has identified people who have experienced educational disadvantage as a priority in the design and delivery of pre-accredited programs.

Digital Skills

Through the Victorian Budget 2021-22, the Government has identified **digital skills** as a priority, to tackle the digital skills divide facing educationally disadvantaged Victorians.

Training delivery hours are available in this EOI for the delivery of digital skills courses, in addition to General Pre-accredited hours.

KEY ROLES FOR ACFE TRAINING

Contracted providers are expected to deliver pre-accredited courses aligned to one or more of the four roles outlined in the ACFE Board Strategy 2020-25 (p8):

OFFICIAL

PURPOSE OF ACFE TRAINING DELIVERY

ACFE TRAINING DELIVERY

The primary purpose of pre-accredited education and training is to provide opportunities for adult learners in Victoria to gain the educational capacity and core skills they need for study, work and life.

Pre-accredited education and training addresses the particular needs of adults who have experienced barriers to education in the past.

Pre-accredited training programs focus on creating pathways for learners to further education and training or a pathway to employment.

Programs are designed to be flexible, meet learners' needs and support them to return to study, improve their literacy and numeracy skills, their qualification pathways and broaden their employment options.

THE PRE-ACCREDITED QUALITY FRAMEWORK

All courses on your Delivery Plan must meet the requirements of the Pre-accredited Quality Framework (PQF).

The PQF is a system of interrelated processes that ensure quality and continuous improvement in the cycle of planning, developing, implementing and reviewing pre- accredited courses.

The PQF supports teachers and managers to plan, develop, teach and review pre-accredited courses.

Key components of the PQF

A-frame	Pre-accredited **course planning** resource
Evaluation	Includes the processes and documentation for **moderation and verification**

ACFE TRAINING DELIVERY EXPRESSION OF INTEREST PROCESS AND TIMELINE

VICTORIA State Government | Education and Training

PROVIDER ELIGIBILITY

To be eligible to receive funding for government subsidised pre-accredited training, providers **must have:**

- **ACFEB Registration**
  AMES Australia and CAE are covered under the *Education and Training Reform Act 2006*.
- **Current Business and Governance Status (BGS)** or
  Have a current Skills First contract to deliver government subsidised accredited training.
- **SAMS2 Registration**
- **An AVETMISS-compliant Student Management System**
- **Trained Staff** to use your SMS and SVTS
- **Delivery Plan and A-frames** aligned with the ACFEB Strategy 2020-25

LEARNER ELIGIBILITY

		ELIGIBILE	NOT ELIGIBLE
ELIGIBLE LEARNERS	Australian Citizen	✓	
	Holder of an Australian permanent visa	✓	
	New Zealand citizen	✓	
	AND: Principal place of residence is in Victoria	✓	
	17 and over and not enrolled at school	✓	
	Under 17 and not enrolled at school with exemption	✓	
	OR:		
	Asylum seekers holding valid BVE, TPV or SHEV visa, that have been referred by Jobs Victoria Mentoring Service providers to pre-accredited pre-employment programs.*	✓	

* Safe Haven Enterprise Visa (SHEV), Temporary Protection Visa (TPV), Bridging Visa class E (BVE).

		ELIGIBILE	NOT ELIGIBLE
INELIGIBLE LEARNERS	Students without documented evidence that they meet the criteria listed in the previous table.		✘
	A prisoner held at a prison, within the meaning of the *Corrections Act 1986.*		✘
	Detained under the *Mental Health Act 1986*; or the *Crimes (Mental Impairment and Unfitness to be Tried) Act 1997* or the *Sentencing Act 1991* at the Thomas Embling Hospital.		✘
	Detained (other than on weekend detention) under the *Children, Youth and Families Act 2005* or the *Sentencing Act 1991* or who is held on remand in the Malmsbury Juvenile Justice Centre or Parkville Youth Residential Centre.		✘
	Non-citizenship/permanent residents and Asylum seekers not listed in the previous table.		✘

PROCUREMENT BY EXPRESSION OF INTEREST

Registered Learn Local providers and AMES Australia and CAE, who have a current BGS or a *Skills First* contract, are **invited to submit an Expression of Interest (EOI)** for their proposed ACFE training delivery by LGA.

All responses to this EOI must meet the ACFE training delivery guidelines which require a proposed **Delivery Plan with associated A-frames** that **meet ACFE Board priorities** and **quality standards** for ACFE training delivery.

Your proposed Delivery Plan will be considered for its alignment with the **ACFE Board Strategy 2020-25**, the intent, content and **quality** of proposed courses and the **demand** for training in each LGA.

The ACFE Board has allocated student contact hours for General Pre-accredited Training, across the 8 ACFE regional areas under a fixed annual budget.

HOW TO APPLY FOR ACFE PROGRAM TRAINING DELIVERY FUNDING

EOI OPENED 7 SEPTEMBER AND CLOSES ON 7 OCTOBER 2021

1. Download and read the **ACFE 2022 Training Delivery Guidelines**
2. Download the **ACFE 2022 Delivery Plan template**
3. Complete the **2022 ACFE Delivery Plan** by LGA. Please ensure you list your modules in order of priority.
4. Prepare a full A-frame including Course Plans and Session Plans for new or substantially amended pre-accredited modules. Ensure you have a Course Plan for existing modules. Note Session Plans are not required for LEAP courses.
5. Submit your EOI including Delivery Plan and A-frames by **COB 7 October 2021** via email to: training.participation@education.vic.gov.au

Note: You must submit **ONE email** which includes the Delivery Plan and if applicable, A-frames for all programs you are applying for.

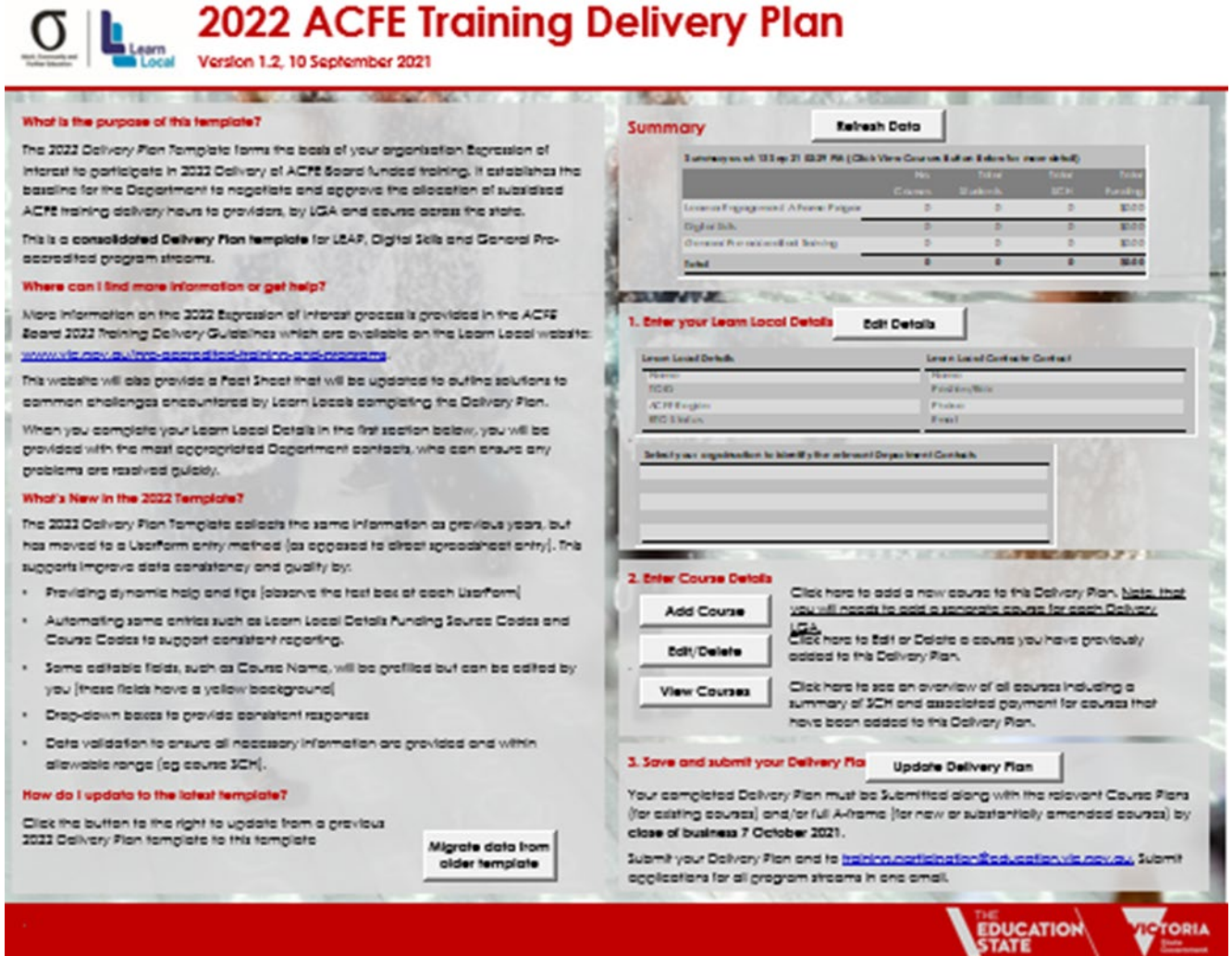
DELIVERY PLAN

What's new in the 2022 Delivery Plan Template?

- The 2022 Delivery Plan looks different from previous versions, but collects the same information as in previous years.
- It uses data forms to enter information, rather than a direct spreadsheet entry to help streamline the information entry, and support improved data consistency and quality by providing:
  - providing dynamic help and tips (see the text box in each data form)
  - automating some entries such as Learn Local Details, Funding Source Codes and Course Codes to support consistent reporting.
  - pre-filling some fields such as Course Name, which you can also edit
  - drop-down boxes to provide consistent responses
  - data validation to ensure all necessary information is provided and within the allowable range (eg course SCH).
- The 2022 Delivery Plan is also one consolidated Delivery Plan for all program streams: LEAP, Digital Skills and General Pre-accredited training.

ACFE TRAINING DELIVERY PLAN - EXAMPLE

Program Streams
Learner Engagement A-frame Program (LEAP)
Digital Skills
General Pre-accredited Training



DELIVERY PLAN ASSISTANCE

Where can I find more information or get help?

- More information on the 2022 Delivery Plan template will be provided at the Regional Forums that are being prepared for September and October 2021.

- There will also be further information and updates available on the http://www.vic.gov.au/pre-accredited-training-and-programs website including:
  - A Factsheet providing an overview to the Delivery Plan and solutions to common questions
  - The latest version of the 2022 Delivery Plan Template.

- When you complete your Learn Local Details in the template, you will be provided with the most appropriated Department contacts, who can ensure any problems are resolved quickly. A list of all Department contacts is also provided at the end of the Factsheet.

LEARNER ENGAGEMENT A-FRAME PROGRAM (LEAP)

VICTORIA State Government | Education and Training

LEARNER ENGAGEMENT A-FRAME PROGRAM (LEAP) - OVERVIEW

The primary purpose of LEAP is to improve engagement with learners who may find the duration of pre-accredited courses (20 hours or longer) a barrier to participation, and to provide flexible pathways for them.

LEAP is a distinct and separate program from pre-accredited training delivery, in its particular focus on engagement.

LEAP is a small, targeted initiative, to assist providers to engage the most hard-to-reach learners.

Keep in mind the need for flexibility and strategies for engagement given the context of COVID-19 and experience of LEAP in 2021. Encourage engagement as pathway to pre-accredited courses.

HOW TO APPLY FOR LEAP FUNDING

1. Only providers who have **applied for a 2022 General Pre-accredited and/or Digital Skills allocation can apply** for the Learner Engagement A-frame Program (LEAP).
2. Read the LEAP section in the **2022 ACFE Program Delivery Guidelines and c**onsider if LEAP is appropriate for your 2022 delivery.
3. LEAP courses are minimum of **5 hours** and no more than **19 hours in duration**.
4. There is a **maximum** LEAP allocation, which is 10% of your General Pre-accredited SCH allocation, or 200 SCH if your pre-accredited allocation is up to 2,000 SCH.
5. Complete the **ACFE 2022 Delivery Plan** by LGA and **Course Plans, by selecting the LEAP program stream.** Session Plans are not required.
6. **What's new:** LEAP payments are 50% up front after execution of contract and 50% upon reporting 50% of enrolments by 31 July.
7. Submit your application in **ONE email** with your Pre-accredited Training application and Digital Skills (if applicable) by **COB 7 October 2021** via email to: training.participation@education.vic.gov.au

LEAP ASSESSMENT CRITERIA

All LEAP proposals will be subject to the following assessment criteria:

- Clear **engagement** strategy and rationale for LEAP course duration
- LEAP programs are **clearly distinguished from pre-accredited programs**
- Proposed courses which are **15 SCH or longer will be assessed as exceptions** and will require a clear rationale for the course length, aligned to the LEAP purpose
- Program aims must demonstrate improved learning outcomes for learners as outlined in the LEAP outcomes.
- Programs specify how **learners will be linked to pathways to further education and training or employment.**

DIGITAL SKILLS

DIGITAL SKILLS

Funding through the Victorian Budget 2021-22 provides additional training places in 2022 under the tackling the digital skills divide initiative.

These additional places include 2 components:

Digital Literacy Essentials

Digital literacy courses that provide adult Victorians with the entry-level digital skills required to make basic use of digital devices and online applications. This includes the centrally developed courses **Digital Essentials Level 1** and **Digital Essentials Level 2**, as well as provider-developed A-frames and resources.

Digital Skills for Employability

Digital literacy courses with a specific focus on employability, providing adult Victorians with core employability skills training which embed a digital component.

Note: providers are encouraged to use the centrally developed resources in 2022 (either in whole or components) or customised to meet local community needs. https://learnlocal.org.au/resources/de/

DIGITAL SKILLS

Assessment Criteria

- alignment to the ACFE Board Strategy 2020-25
- quality of Course Plans and Session Plans, if not using centralised resources
- clear evidence that the proposed course aligns to one or more of the four key roles of providers in meeting the needs of learners
- the course will either deliver
    - general digital literacy skills, or
    - digital skills for employability
- the course is targeted at the needs of educationally disadvantaged adults
- evidence of course evaluation/moderation if not using a centralised resource
- relevance of the proposed course to the Local Government Area (LGA) including local community needs and regional area priorities
- the provider's history of delivery to contract
- capacity of the provider to meet delivery and reporting standards.

GENERAL PRE-ACCREDITED TRAINING

GENERAL PRE-ACCREDITED TRAINING

General pre-accredited training provides opportunities for adult Victorians to gain the educational capacity and core skills they need for study, work and life.

Locally developed General Pre-accredited training courses must be consistent with the Pre-accredited Quality Framework. You can also use and adapt central Skills for Work and Study courses.

General Pre-accredited training includes the following program categories.

Language	includes courses focused on speaking, reading and writing English for learners who speak English as an additional language
Literacy and Numeracy	includes courses focused on reading and writing everyday texts, including digital texts and/or using maths in everyday life, either localised or Skills for Work and Study
Employability	includes courses focused on assisting learners to develop and improve their core and transferable skills to engage in the workplace
Vocational	includes courses focused on assisting learners to develop their understanding and/or skills in a specific industry or employment sector

<u>Note</u>: The Digital Literacy program category will not be used for General Pre-accredited in 2022 as it will be delivered under the Digital Skills program funding stream.

GENERAL PRE-ACCREDITED TRAINING

Assessment criteria

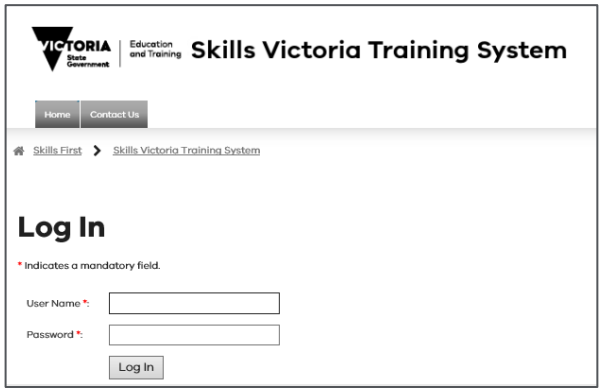
All Delivery Plans and A–frames will be subject to the following assessment criteria:

- alignment to the ACFE Board Strategy 2020-25
- quality of Course Plans and Session Plans
- clear evidence that the proposed course aims to lead to further education, training or employment
- evidence that the proposed course is aligned to one or more of the roles specified in the ACFE Board Strategy 2020-25
- the course is targeted at the needs of educationally disadvantaged adults
- evidence of course evaluation/moderation
- relevance of the proposed course to the Local Government Area (LGA) including local community needs and regional area priorities
- the provider's history of delivery to contract
- capacity of the provider to meet delivery and reporting standards.

Note: Skills for Work and Study courses should use the provided Course Plans and Session Plans which cover these criteria.*

REPORTING

REPORTING – ACFE TRAINING DELIVERY (SVTS)



Note there are separate Reporting Guidelines for all 2022 ACFE Board funded training delivery, which will be on the DET website.

It is your responsibility to accurately report the delivery of ACFE training programs, in accordance with the agreed Delivery Plan.

Accurate reporting is essential to assist the ACFE Board in understanding and responding to community need for pre-accredited training delivery.

PAYMENTS AND REPORTING SCHEDULE

- **The SCH subsidy rate** will remain **at $9.10** in 2022.
- **The Training Delivery Support Grant** will be **$5,500**.
- **LEAP will have 2 equal payments of 50% in 2022** (aligned to payment 1 and 3 milestone dates).
- **Fee Concessions -** The ACFE Board will reimburse providers for a proportion of the revenue foregone by granting fee concessions to learners in pre-accredited courses, based on reported data in SVTS.
- **Regional Loading** – 20 per cent loading on regional delivery paid in two instalments: in May 2022 based on contracted allocations, and in 2023 based on end-of-year 2022 SVTS reported data.
- **Koorie loading**: a 50 per cent loading on delivery will be paid in May and October 2022, based on SVTS reported data.

2022 Payment & Reporting Schedule				
Payment no.	Payment Processing date	Payment percentage (%)	Cumulative payment percentage (%)	Requirement for release of payment
1	January	35%	35%	Contract execution
2	April	25%	60%	25% enrolments reported by 31 March
	N/A	N/A	N/A	Non-financial progress report by 31 May
3	August	20%	80%	55% enrolments reported by 31 July
4	October	20%	100%	75% enrolments reported by 30 September

NEXT STEPS AND FURTHER OPPORTUNITIES

PROGRAM CONTRACT EXTENSION

Literacy, Numeracy and Employability Initiative programs

As per the Memo of 31 August 2021, the Skills for Work and Study pilots, Pathways to TAFE and Learn Local TAFE Support programs contracted in 2021 will be extended to December 2022.

Providers are encouraged to consider the centrally developed Skills for Work and Study resources in preparing General Pre-accredited offerings.

See the 2022 ACFE Training Delivery Guidelines and Program Table for further details. You can also refer queries to your Regional Office.

FURTHER OPPORTUNITIES

- Expressions of Interest for the **Just in Time** initiative are now open. The **Just in Time** initiative contributes to the cost of finalising an emerging industry partnership project.
- Details are available in the **Memo and EOI** on the Learn Local website.

- There will be opportunities in the near future for Learn Locals to participate in developing case studies in the **Learn Local@Work** project.

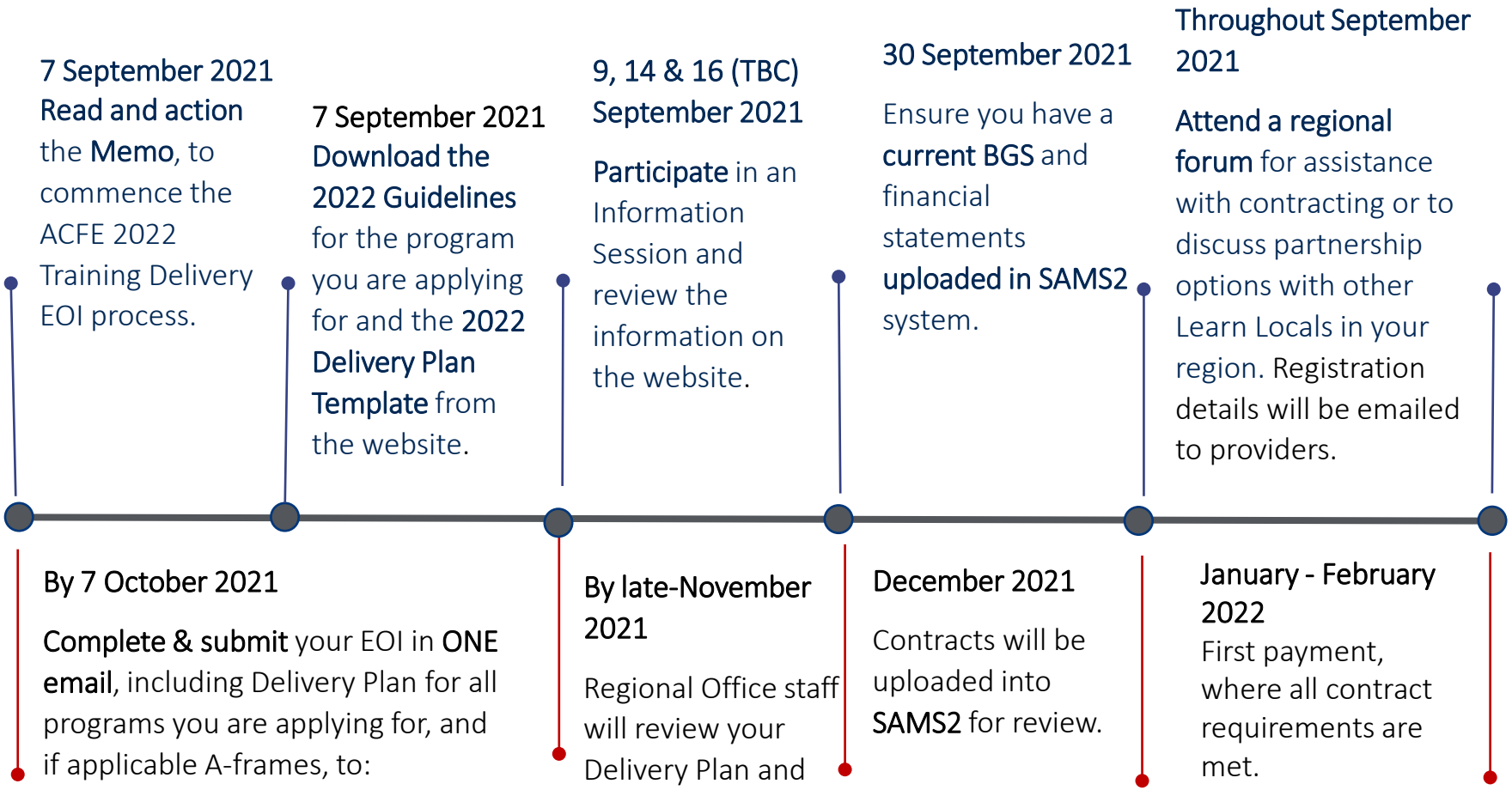
- A new project will be developing products and resources to support **Digital Skills for Employability** – more information on this initiative will be available shortly.

Any other upcoming opportunities will be advised.

REGIONAL FORUMS

- To help you in developing your Delivery Plans, a number of **forums** focussing on **contracting workshops** will be scheduled across regions following these information sessions.
- Regional staff will be available at the forums to provide advice and support on how to complete your delivery plans.
- Regional Forums will be held in **September 2021.**
- You are encouraged to attend, particularly if you have any questions about the new Delivery Plan.
- **Please contact your Regional Office for further information.**

TIMELINES & NEXT STEPS



NOTIFICATIONS OF OUTCOMES

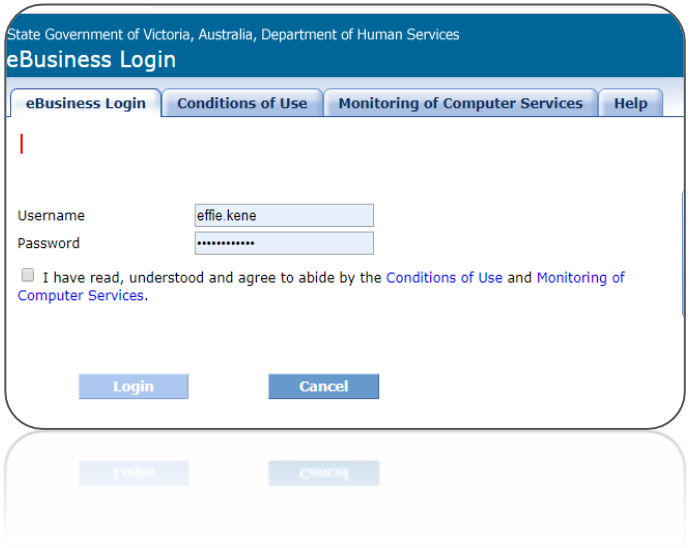
Notifications and Outcomes

- Providers will be formally **notified via email** regarding assessment of their Delivery Plan and associated A-frames, and the approved funding outcome.
- Contracts will be uploaded into SAMS2 for review in December 2021.
- Check and ensure that your organisation's **contact details** and **signatories** are up to date in SAMS2.

CONTRACTING & SUBCONTRACTING (SAMS2)

SAMS2 - SERVICE AGREEMENT

Providers are contracted **via a Service Agreement in SAMS2.**



SERVICE PLAN

Service Plans are listed within the Service Agreement. LEAP, Digital Skills and General Pre-accredited Training Delivery will be listed as separate Service Plans.

SUBCONTRACTING

Providers wishing to enter into a **subcontracting arrangement** to deliver pre-accredited training, **must inform the Department in writing** and comply with the terms and conditions listed in *Clause 10 Assignment and Subcontracting* of the Service Agreement.

CONTRACT VARIATIONS

VARIATIONS TO DELIVERY PLANS

- Approval must be obtained for all variations to **contracted Delivery Plans by the Department** before making any changes and commencing delivery.
- A variation to the Delivery Plan that includes changes to LGA targets or payments, can only be requested during a formal variation window. Advice on variation windows will be provided during the year.
- Please ensure the Chairperson (or approved delegate) of your organisation approves any variation prior to submitting a request.

CHECK LIST

Important EOI details to check:

- Current BGS and financial statements completed and uploaded in SAMS2 by 30 September 2021.
- Providers with a 3 year registration will need to confirm re-registration for 2022.
- Contact details and signatory up to date in the Delivery Plan and in SAMS2.
- Ensure Delivery Plan and A-frames for all program streams are submitted in ONE email to **training.participation@education.vic.gov.au**
- Following EOI submission, ensure you receive an acknowledgement of your EOI application.
- Ensure you have agreed on an approved Delivery Plan by late November, if not please contact your Regional Office.

THANK YOU

We'll review your questions from the chat, and provide a Frequently Asked Questions document on the Learn Local website, along with these slides.