ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

2022 TRAINING DELIVERY GUIDELINES

(V2, Feb 2022)

CONTENTS

[ACFE TRAINING DELIVERY TIMELINE 3](#_Toc81829258)

[ADULT, COMMUNITY AND FURTHER EDUCATION (ACFE) BOARD PROGRAM TRAINING DELIVERY 4](#_Toc81829259)

[Purpose of These GUIDELINES 4](#_Toc81829260)

[Purpose of government subsidised pre-accredited training 4](#_Toc81829261)

[ACFE Board Priorities for 2022 DELIVERY 5](#_Toc81829265)

[PRE-ACCREDITED QUALITY DEVELOpment and delivery 5](#_Toc81829267)

[role of the ACFE Board 6](#_Toc81829274)

[ROLE OF THE ACFE REGIONAL COUNCILS 7](#_Toc81829278)

[REGIONAL COUNCIL AREAS 7](#_Toc81829279)

[ROLE OF PROVIDERS 7](#_Toc81829280)

[Role of DEPARTMENT of Education and Training 8](#_Toc81829281)

[ELigibility Criteria 9](#_Toc81829282)

[LEARNER Eligibility Criteria 9](#_Toc81829283)

[PROVIDER Eligibility Criteria 10](#_Toc81829286)

[PROGRAMS AVAILABLE 11](#_Toc81829287)

[PROGRAM BACKGROUND 11](#_Toc81829288)

[HOW TO APPLY FOR ACFE TRAINING DELIVERY FUNDING 14](#_Toc81829292)

[INFORMATION SESSIONS and regional forums 14](#_Toc81829293)

[Completing and submitting the EXPRESSION OF INTEREST 15](#_Toc81829296)

[Notifications of Outcomes 17](#_Toc81829299)

[DELIVERY PLAN AND A-FRAME Assessment 17](#_Toc81829300)

[REPORTING AND PAYMENT DATES 19](#_Toc81829304)

[REPORTING GUIDELINES 19](#_Toc81829305)

[Payments 19](#_Toc81829306)

[SAMS2— SERVICE AGREEMENT 22](#_Toc81829314)

[recordkeeping 22](#_Toc81829315)

[Service Plan 22](#_Toc81829316)

[Service Plan Variations 22](#_Toc81829317)

[Subcontracting 22](#_Toc81829318)

[Work Experience 22](#_Toc81829319)

[Insurance 23](#_Toc81829320)

[COMPLIANCE 24](#_Toc81829321)

[Service Agreement Compliance Certificate (SACC) 24](#_Toc81829322)

[How to complete the SACC Form 24](#_Toc81829323)

[COMMUNICATION WITH PROVIDERS 25](#_Toc81829324)

[who do i contact if i need assistance 25](#_Toc81829325)

[BRANDING REQUIREMENTS 26](#_Toc81829326)

[Learn Local Brand guidelines 26](#_Toc81829327)

[Publicity and Acknowledgement Guidelines 26](#_Toc81829328)

[This acknowledgement must be made in: 26](#_Toc81829329)

[USEFUL LINKS 26](#_Toc81829330)

ACFE TRAINING DELIVERY TIMELINE

|  |  |  |
| --- | --- | --- |
| **Action** | | **Date** |
| 2022 Expression of Interest (EOI) open. For more information, see Learn Local [website](https://www.education.vic.gov.au/training/providers/learnlocal/Pages/preaccredited.aspx). | Open 7 September 2021  Close 7 October 2021 | |
| Download the ACFE 2022 Training Delivery Guidelines and the 2022 Delivery Plan. | From 7 September 2021 | |
| Attend an online information session: [register here](https://vdc.edu.au/professional-learning/?eventtemplate=132-webinar-acfe-board-2022-training-delivery-eoi-information-session) | 9 & 14 September 2021 | |
| Ensure your Business and Governance Status (BGS) is completed, signed and uploaded to the compliance tab in SAMS2. | 30 September 2021 | |
| Attend a regional forum in your area. Your regional office will send you an invitation closer to the date. | September- October 2021 | |
| Prepare and submit a proposed Delivery Plan and A-frames for all program streams in one email to: [training.participation@education.vic.gov.au](mailto:training.participation@education.vic.gov.au) | By 7 October 2021 | |
| You will receive an email acknowledging your submission within 2 working days | Within 2 days of submission | |
| Department staff review EOIs. | October-November 2021 | |
| Department advises providers of EOI outcomes. | End November 2021 | |
| Contracts will be uploaded in SAMS2 once all prerequisites are met, including BGS. | December 2021 | |
| Once contract requirements are finalised, first payment released. | Commences late January 2022 | |
| Contact your regional office for more information. | Anytime | |

# ADULT, COMMUNITY AND FURTHER EDUCATION (ACFE) BOARD PROGRAM TRAINING DELIVERY

## Purpose of These GUIDELINES

The information provided in these guidelines has been developed to assist Learn Local providers, AMES Australia and CAE in planning and implementing their delivery of ACFE program training in 2022.

## Purpose of government subsidised pre-accredited training

### Primary purpose

The primary purpose of pre-accredited 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. Core skills are defined in the [Ministerial Statement on the Future of Adult Community Education in Victoria 2020-25](https://www.education.vic.gov.au/training/providers/learnlocal/Pages/min-statement-adult-education.aspx) as language, literacy, numeracy, digital and employability skills.

Pre-accredited training addresses the needs of adults who have experienced barriers to education in the past and find it difficult to undertake accredited courses as their first step into vocational training, particularly those learners who have not achieved Year 12 or an equivalent qualification.

### Pre-accredited courses

Pre-accredited courses focus on creating pathways for learners to further education and training and to employment.

They are short modular courses:

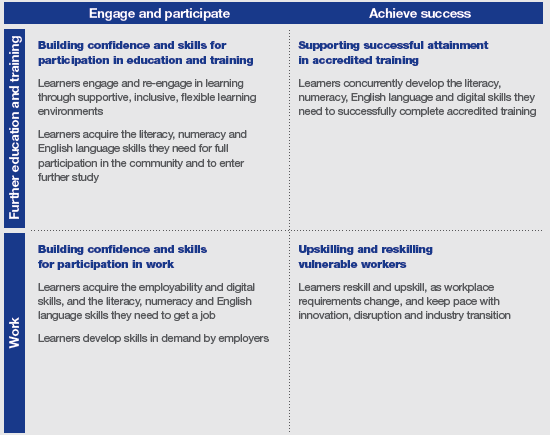
* + unique and separate from accredited training programs
  + with their own A-frames (Course and Session Plans) and objectives.

### Design principles

Courses are designed to be:

* flexible
* meet learners’ needs and support them to return to study
* improve their literacy and numeracy skills, qualification pathways, and broaden their employment options.

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)](https://www.vic.gov.au/sites/default/files/2020-12/Adult-Community-and-Further-Education-Board-Strategy-2020-25.pdf) as depicted in the table below:



## ACFE Board Priorities for 2022 DELIVERY

### ACFE Board training priorities

Pre-accredited courses reflect the Board’s strategic prioritiesoutlined in the [ACFE Board Strategy 2020-2025](https://www.education.vic.gov.au/about/research/pages/ace.aspx), and [Ministerial Statement on the Future of Adult Community Education in Victoria 2020-25](https://www.education.vic.gov.au/training/providers/learnlocal/Pages/min-statement-adult-education.aspx).

ACFE Board priorities:

* allocation of pre-accredited training funds, based on demographic data and the Board’s strategic objectives
* Design and delivery of Learn Local courses to people who have experienced educational disadvantage
* Tackling the digital skills divide.

The ACFE Board continues to monitor the impact of COVID-19 on ACFE funded programs and will continue to advise Learn Local providers of any program adjustments, as appropriate.

## PRE-ACCREDITED QUALITY DEVELOpment and delivery

### Pre-accredited Quality Framework

All pre-accredited courses must be designed in accordance with the Pre-accredited Quality Framework [(PQF)](https://www.education.vic.gov.au/training/providers/learnlocal/Pages/pqf.aspx), using the required tools and principles, to be eligible for funding.

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. It:

* assures stakeholders (including learners, the community, employers and the ACFE Board) that pre-accredited programs provide quality learning experiences
* is a quality improvement mechanism, that aims to improve outcomes for learners not ready to undertake an accredited course, but wishing to improve their skills to:
  + secure employment
  + access further study, and
  + build their capacity to engage and remain a part of a complex and fast-changing society.
* supports teachers and managers to plan, develop, teach and review pre-accredited courses.

### PQF components

The PQF comprises the following components, also accessed through the Learn Local website:

1. **A-frame**

* the central component of the PQF
* supports learner-centred training
* facilitates planning, delivering, and documenting of educational practices
* includes the **Course Plan** and the **Session Plan** - practical templates to plan pre-accredited courses
* contracted providers must use the A-frame to develop and deliver ACFE Board subsidised pre-accredited programs
* for new or substantially amended pre-accredited programs, subsidised by the ACFE Board, Course Plans and Session Plans must be provided to DET.

1. **Program evaluation** **/ moderation**

Through the ACFE Board’s quality framework, pre-accredited providers are required to undertake ongoing evaluation/moderation of their pre-accredited programs.

Evaluation/Moderation:

* is a collaborative peer appraisal process that promotes a shared understanding of what constitutes quality course design, delivery and outcomes for learners
* provides documented evidence to assure the ACFE Board that courses they subsidise are of high quality. All pre-accredited courses must be evaluated/moderated annually by providers.

### Resources

Providers are encouraged to use quality-assured and centrally developed curriculum and resources (see links below under the [PROGRAMS AVAILABLE](#_PROGRAMS_AVAILABLE) section).

### Measuring quality

The [Pre-accredited Learner Satisfaction Survey](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.vic.gov.au%2Freporting-and-surveys-learn-local-providers&data=04%7C01%7CAndrew.Kaighin%40education.vic.gov.au%7C86a8dcd374a04f76112b08d965cd33eb%7Cd96cb3371a8744cfb69b3cec334a4c1f%7C0%7C0%7C637652754274977574%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=6l8YgwqTfc2FjtIHzayc6K4dDzbcQxoUoOgYiWUxYPA%3D&reserved=0) provides program participant feedback on the quality of courses and delivery.

Other protocols for measuring quality may be implemented over the course of the year as directed by the ACFE Board.

## role of the ACFE Board

### Statutory body

The ACFE Board is a statutory authority under the *Education and Training Reform Act 2006*. Its role is to plan and promote adult learning, allocate resources, develop policies, and advise the Minister for Training and Skills on matters related to adult education in Victoria.

Through the ACFE 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.

### ACFE Board Strategy 2020-25

The [ACFE Board Strategy 2020-25](https://www.education.vic.gov.au/about/research/pages/ace.aspx) is a primary means to implement the Ministerial Statement on the Future of Adult Community Education in Victoria 2020-25.

The Strategy responds to trends and challenges in the Learn Local sector, including changes in learner needs, changing modes of skills acquisition, changes in place-based models, changes in industry and the nature of work, policy and regulatory changes at the State and Commonwealth Government levels, and changes in society more generally. Above all, it reflects the right of people to access core education and training.

### Allocation of resources

Within the context of a fixed budget, the ACFE Board aims to equitably distribute Government funds across the state to each of the eight Regional Council areas (Barwon South Western, Eastern Metropolitan, Gippsland, Grampians, Hume, Loddon Mallee, North Western Metropolitan, and Southern Metropolitan).

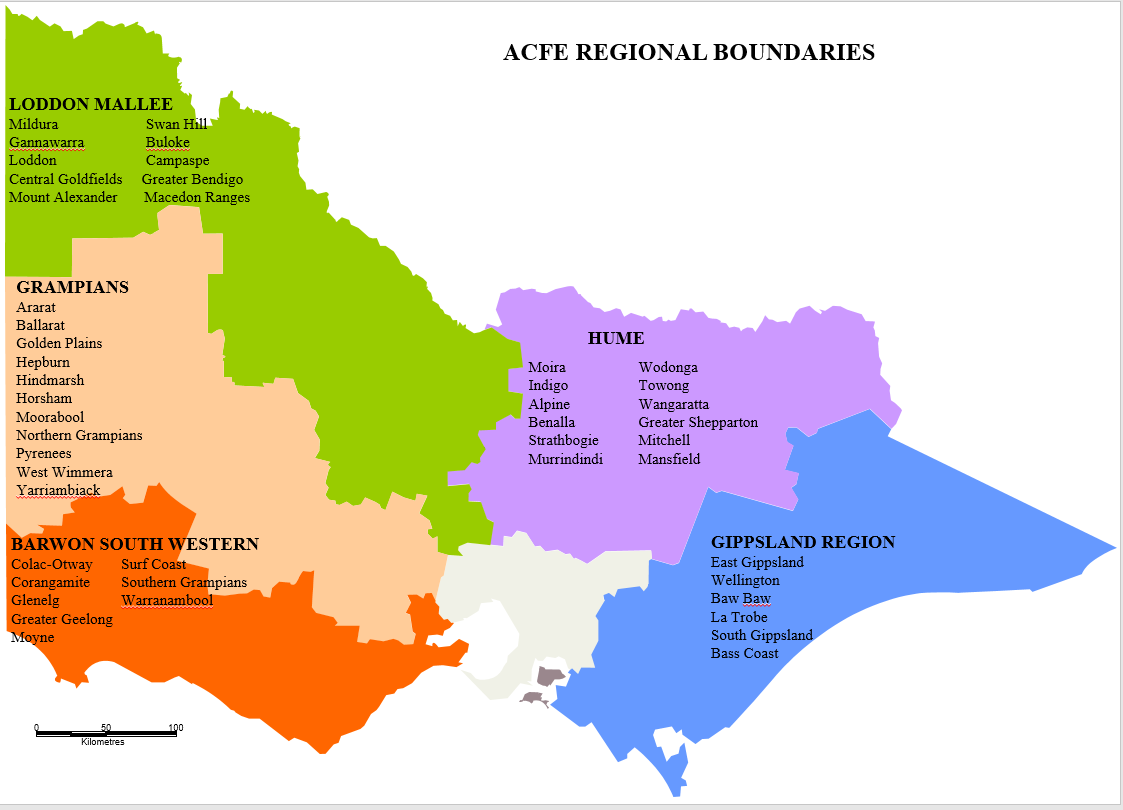
This distribution of resources is determined by a demographically driven formula based on the 2016 Census data, moderated by demonstrated demand and provider capacity to deliver.

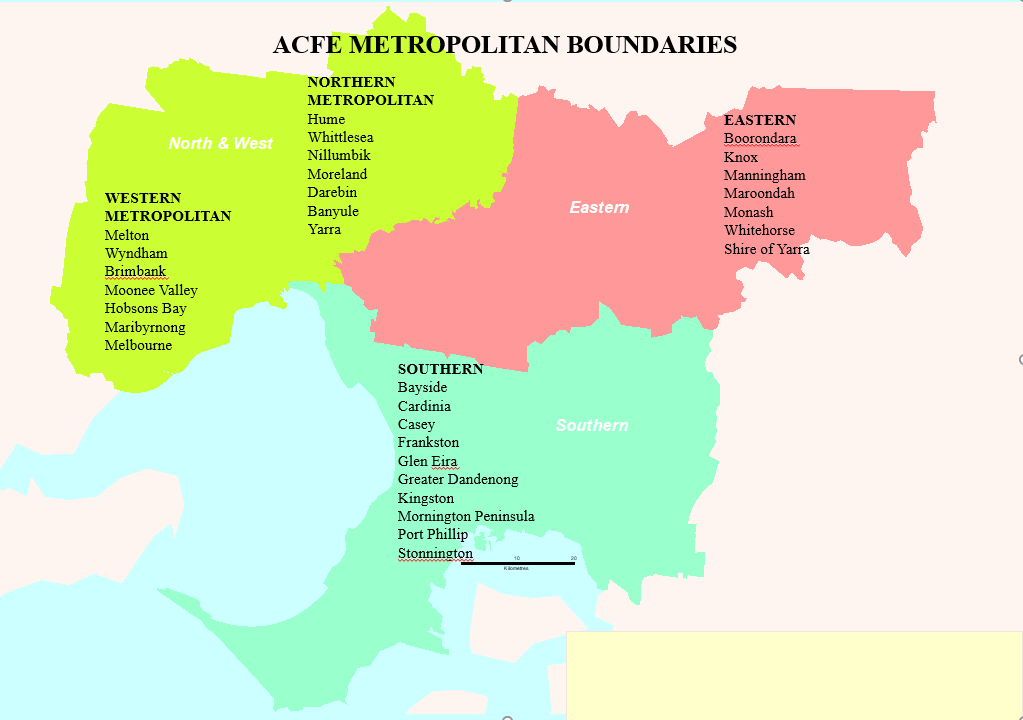
This formula includes weightings for the Regional Council area’s share of the Victorian working age population (people aged 15–69 who are not attending school) and the proportion of the Regional Council area population experiencing educational disadvantage.

## ROLE OF THE ACFE REGIONAL COUNCILS

The eight ACFE Regional Councils are established in line with the *Education and Training Reform Act 2006*. 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. They also contribute to state-wide planning and policy development.

## REGIONAL COUNCIL AREAS





## ROLE OF PROVIDERS

Learn Local providers are among Victoria’s most valuable community assets, improving the lives and prospects of many Victorians, and playing a positive role in strengthening local economies and communities.

The Learn Local sector is an essential part of Victoria’s post-compulsory education system. It plays four crucial roles in supporting learners to enter and succeed in further study and employment, as outlined in the [ACFE Board Strategy 2020-25](https://www.education.vic.gov.au/about/research/pages/ace.aspx)

## Role of DEPARTMENT of Education and Training

The Department of Education and Training (‘the Department’) in relation to this contract:

* manages the procurement of student contact hours, within the parameters set by the ACFE Board
* executes and monitors contracts with providers within the delegations set by the ACFE Board, and
* makes regular reports to the ACFE Board on progress towards targets set in contracts and on broader strategic priorities.

The Department manages the procurement process to determine training delivery at the Local Government Area (LGA) through a formal Expression of Interest (EOI) process. The Expression of Interest process is outlined in detail at [How to Apply for ACFE Training Delivery Funding](#_HOW_TO_APPLY) on page 14 of these guidelines.

# ELigibility Criteria

The ACFE Board provides funding to eligible Learn Local providers to deliver education and training programs to a broad range of Victorians who are above compulsory school age and who are seeking to gain the educational capacity and core skills they need for study, work and life.

## LEARNER Eligibility Criteria

To be eligible to enrol in ACFE Board funded pre-accredited training, learners must meet the following criteria:

|  |  | **ELIGIBILE** | **NOT ELIGIBLE** |
| --- | --- | --- | --- |
| **eligibile LEARNER** | 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). See referral form: 

|  |  | **ELIGIBILE** | **NOT ELIGIBLE** |
| --- | --- | --- | --- |
| **INeligibile LEARNER** | 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. |  | **🗶** |

### Learner Eligibility Assessment and Evidence

The Training provider must assess a learner’s eligibility against the requirements outlined in this section, including sighting, and retaining evidence of eligibility and completing Evidence of Eligibility and Student Declaration form.

More detailed information on learner eligibility and assessment process is provided on the [Learner Eligibility Assessment and Evidence Fact Sheet](https://www.vic.gov.au/sites/default/files/2021-12/ACFE%202022%20Fact%20Sheet%201%20-%20Learner%20Eligibility%20Assessment%20and%20Evidence.docx)

### Funding is contingent of accurate reporting

As noted in the *2022 Pre-Accredited Training Data Reporting Guidelines*, late or inaccurately reported data on student eligibility will result in delayed or withheld payments.

## PROVIDER Eligibility Criteria

To be eligible to receive government subsidised pre-accredited training delivery grant funding, providers must meet the following criteria:

* Registrations — Providersmust be registered with the ACFE Board or covered under the *Education and Training Reform Act 2006* (AMES & CAE). Registration does not guarantee funding.

For information on registration with the ACFE Board, see: [Become a registered Learn Local provider](https://www.education.vic.gov.au/training/providers/learnlocal/Pages/network.aspx) on the Learn Local website.

* Current BGS – Providers must have Business and Governance Status Assessment. Providers with Skills First Contract or who operate under the auspices of Local Government are exempt, however, they must obtain a BGS if the circumstances granting exemption change.

For more information about the BGS assessment process, see: [Business and governance status assessment](https://www.education.vic.gov.au/training/providers/learnlocal/Pages/network.aspx) on the Learn Local website.

* Comply with the data reporting requirements laid out in the *2022 Pre-Accredited Training Data Reporting Guidelines*.

If you wish to deliver pre-accredited training in 2022, but have not delivered in 2021, please contact your regional office as soon as possible. See: COMMUNICATION WITH PROVIDERS on page 25.

# PROGRAMS AVAILABLE

Learn Local providers are invited to request 2022 ACFE training delivery hours under the following program streams as applicable:

* + **Learner Engagement A-Frame Program (LEAP) -** funded from the ACFE LEAP Budget
  + **Digital Skills:** 
    - **Digital Literacy Essentials** and **Digital Skills for** **Employability -** funded from the Victorian Budget 2021-22
* **General Pre-accredited Training -** funded from the ACFE Pre-accredited Training Budget. All training delivery is subject to an approved Delivery Plan specifying delivery under each program stream.

**Note:**

Learn Local providers who have the capacity to deliver additional student contact hours to those previously allocated in 2021 for **Skills for Work and Study** may use the Skills for Work and Study A-frames and resources, as part of their General Pre-accredited offerings. In addition, providers who were not contracted for Skills for Work and Study in 2021 may also use these resources in their General Pre-accredited offerings.

see: [Learn Local Resources Hub](https://learnlocal.org.au/resources/) (Password: local).

## PROGRAM BACKGROUND

### Learner Engagement A-frame Program (LEAP)

Additional training delivery hours are available in 2022 for the LEAP program stream, on top of General Pre-accredited hours.

Purpose

* Short engagement courses which are a minimum of 5 SCH and no more than 19 SCH and are designed for learners not ready to undertake pre-accredited training.
* LEAP courses are designed to improve learner engagement with pre-accredited training. LEAP aims to provide flexible pathways to further education, training and employment, for learners who may find longer programs a barrier to participation.
* LEAP courses should target:
* disadvantaged and hard-to-reach learners
* learners with complex or multiple needs
* learners in thin markets and remote locations
* unemployed and vulnerable workers
* pathways to priority government initiatives.

Outcomes

* Improved outreach and engagement with adults facing barriers to participating in training.
* Delivery of high-quality engagement programs that enable pathways to further education and training or employment.
* Increased opportunities for participation in pre-accredited and accredited training, further education, and employment pathways by adults facing barriers to training.
* Promotion of greater flexibility in meeting the needs of learners facing barriers to participation.
* Opportunities for providers to strengthen connections to community-based outreach programs and employment support services funded through other agencies.

### Digital Skills:

**Digital Literacy Essentials** and **Digital Skills for Employability**

The Victorian Budget 2021-22 provides funding to tackle the digital skills divide facing educationally disadvantaged Victorians and support them in pathways to jobs. This is critical especially in the context of the COVID-19 pandemic which has dramatically accelerated Victoria’s adoption of and reliance on digital infrastructure, devices and capabilities.

Additional training delivery hours are available in 2022 for the Digital Literacy Essentials and Digital Skills for Employability program streams, on top of General Pre-accredited hours.

Centrally developed Curriculum and Resources

Quality-assured, centrally developed curriculum and resources have been developed within the Digital Skills program stream.

Providers are encouraged to use these quality-assured, centrally developed resources in 2022 in applying for student contact hours (SCH). Links to these resources are in **Table 1** below**.**

The resources are not mandated as a condition of SCH allocation. Providers are also able to adapt the centrally developed resources or use their own resources if this better meets the needs of learners.

### General Pre-accredited

Locally developed General Pre-accredited training courses must be consistent with the Pre-accredited Quality Framework on page 5.

General Pre-accredited training includeslocal language, literacy and numeracy, vocational and employability courses and can include central or adapted Skills for Work and Study courses.

Program categories as used for reporting in SVTS are described at [Delivery Plan - Program Categories](#_Completing_and_submitting) on p15:

Language

Literacy and Numeracy

Employability

Vocational

Note: 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**.**

**Please see information and links on the programs available at Table 1:**

**TABLE 1: ACFE 2022 PROGRAMS - SUMMARY**

|  |  |
| --- | --- |
|  | **Description and links** |
| **Learner Engagement**  **A-Frame Program (LEAP)** | LEAP includes short engagement programs designed for adult Victorians not ready to undertake general pre-accredited training.  See details on course length, quadrants (aligned to ACFE Strategy 2020-25), funding and reporting, resources and links at: |
| **Digital Skills**  **(2021-22 State Budget initiative)** | **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.  See details on course length, quadrants (aligned to ACFE Strategy 2020-25), funding and reporting, resources and links at: |
| **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.  See details on course length, quadrants (aligned to ACFE Strategy 2020-25), funding and reporting, resources and links at: |
| **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.  See details on course length, quadrants (aligned to ACFE Strategy 2020-25), funding and reporting, resources and links at: |

# 

# HOW TO APPLY FOR ACFE TRAINING DELIVERY FUNDING

## INFORMATION SESSIONS and regional forums

The Department in partnership with the VET Development Centre (VDC), is facilitating two online information sessions in September 2021.

The online information sessions will focus on priorities for 2022 LEAP, Digital Literacy for Adults and General Pre-accredited training delivery program streams. This will include information on the timelines associated with the EOI process.

There will be a separate information session on the centrally developed curricula and resources, with further details to be advised.

All Learn Local providers are encouraged to participate in an information session and attend a regional forum.

|  |  |  |
| --- | --- | --- |
| Information session | Date | Time |
| Information session 1 | Thursday, 9 September 2021 | 12.30pm – 1.30pm |
| Information session 2 | Tuesday, 14 September 2021 | 12.30pm – 1.30pm |
| Information session presentation | From Monday, 20 September 2021 | [Website](http://www.education.vic.gov.au/training/providers/learnlocal/Pages/preaccredited.aspx) |
| Regional forums | Throughout September-October 2021 | TBA by Regional Office |

### Information session registration

Please [register for one of the above general information sessions here](https://vdc.edu.au/professional-learning/?eventtemplate=132-webinar-acfe-board-2022-training-delivery-eoi-information-session).

Once registration is complete, you will be emailed a confirmation booking. Your session participation link will be emailed to you on the day of the session.

In order to participate effectively in the information session, please check that you have:

* your booking confirmation and participation link
* a strong internet connection
* headphones to hear the presentation
* [Google Chrome](https://support.google.com/chrome/answer/95346?hl=en), installed and ready for use as your web browser (Safari for MAC users) to view the information session.

If you are unable to participate in an information session, the presentation will be available on the [Learn Local website](https://www.education.vic.gov.au/training/providers/learnlocal/Pages/preaccredited.aspx) and the [Learn Local Facebook page](https://www.facebook.com/learnlocal/) from Wednesday, 30 September 2021.

### Regional forums

Regional forums will be scheduled throughout September-October 2021 to discuss the development of Delivery Plans. Invitations will be sent out by regional offices.

## Completing and submitting the EXPRESSION OF INTEREST

In submitting an Expression of Interest you will need to complete a Delivery Plan and submit A-frames as outlined below.

### Delivery Plan

The EOI process is conducted through the submission of a Delivery Plan. The Delivery Plan forms the basis for the Department to negotiate and approve the allocation of subsidised ACFE training delivery hours to providers, by LGA and course across the state.

Learn Local providers will notice some changes to the 2022 Delivery Plan. The 2022 Delivery Plan template includes some automated information such as: State Funding Source Codes and Course Codes to support consistent reporting. Learn Local providers can still nominate a local Course Name.

The Delivery Plan template includes forms with drop-down fields and free text fields to enter course details.

There is **one consolidated Delivery Plan template** for LEAP, Digital Skills program streams and General Pre-accredited courses.

More detailed information on the 2022 Delivery Plan will be uploaded to the Learn Local website.

Regional office staff are available if you need assistance with completing your Delivery Plan. Upcoming regional forums will include instruction on completing the Delivery Plan.

In completing the 2022 Delivery Plan you will be required to provide much of the same information as the 2021 Delivery Plan. The required information includes:

1. **Course modules** listed by Local Government Area (LGA), in order of your priority.
2. **Course Codes**, which must be developed for all ACFE training courses to facilitate effective reporting.

* Course codes will be automatically generated in the 2022 Delivery Plan template
* Course codes must be used consistent for Delivery Plans and reporting.
* Do not use a national or state recognised course for Delivery Plans or reporting.
* Codes are alphanumeric and up to 12 characters in length with no spaces.

1. **Program Categories for General Pre-accredited programs in 2022 are as follows:**

|  |  |
| --- | --- |
| *Category* | *Description* |
| Language (LAN)  Literacy and Numeracy (LLN) | includes courses focused on speaking, reading and writing English for learners who speak English as an additional language  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 (EMP)  Vocational (VOC) | includes courses focused on assisting learners to develop and improve their core and transferable skills to engage in the workplace  includes courses focused on assisting learners to develop their understanding and/or skills in a specific industry or employment sector |

**Note:** 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**.**

1. **Modes of delivery**

All proposed courses in 2022 must be delivered using one of the following modes of delivery:

* Face to Face
* Online classes
* Blended

Blended delivery is a mix of face to face and structured online classes, facilitated by a trainer.

Structured independent learning is permissible but should not exceed 10% of total course hours and must be detailed in the Course Plan.

For online delivery providers will need to ensure that:

* + - they have suitable technologies for this mode of delivery
    - tutors and students have access to the resources they need to engage in learning online, including equipment and software access
    - the students are capable and confident in undertaking online learning and are provided ongoing support
    - staff have sufficient skills to teach online
    - classes are directed or facilitated by a tutor
    - the provider ensures learners are regularly logging in, and participating in learning at scheduled times, in order to progress through the course
    - learners are aware of OH&S requirements.

1. **Course length**

In completing the course length field please note the parameters for each program stream.

**General Pre-accredited local courses** are short and modular in nature and are a minimum of 20 SCH and in general under 100 SCH. Course Plans over 100 SCH will be reviewed in detail by the Department regarding the educational necessity and justification for the course duration.

**LEAP local courses** are a minimum of 5 SCH and no more than 19 SCH.

**Digital Skills courses** using the centrally developed curriculum Digital Essentials 1 and Digital Essentials 2 are 30 SCH each. Further centrally developed curriculum will be available in the coming months. Providers may wish to submit their own locally designed digital literacy course of up to 60 SCH.

### A-frames

* + - Course Plans must be submitted for all modules along with your Delivery Plan. Your Course Plan must clearly outline the structure and delivery mode for all course hours.
    - All sections of the A-frame (including Course and Session Plans) should be completed and submitted if you are proposing to deliver a new or substantially amended course in 2022.
    - The latest evaluated/moderated version of Course and Session Plans should be submitted. Evaluated/moderated courses should include evidence of quality improvement. All pre-accredited courses must be evaluated/moderated annually by providers.
    - A-frame templates, including Course and Session Plans, are available on the [DET website](https://edugate.eduweb.vic.gov.au/edrms/collaboration/TAG/Program%20and%20Projects/Guidelines/Pre%20accredited%20Quality%20Framework%20and%20Aframe) at [Pre-accredited Quality Framework.](https://www.education.vic.gov.au/training/providers/learnlocal/Pages/pqf.aspx)

**Submit your EOI**

Submit your Delivery Plan and Course Plans (for existing courses) and/or full A-frame (for new or substantially amended courses) **by COB 7 October 2021** to [training.participation@education.vic.gov.au](mailto:training.participation@education.vic.gov.au). Submit applications for all program streams in one email.

**Note**: It is essential that your EOIs are submitted in one email to the training participation inbox, so that you receive a confirmation of your submission. If you do not receive confirmation within one week, please contact DET.

## Notifications of Outcomes

Once all contract prerequisites are completed, including the BGS, the 2022 Service Plan(s) for ACFE Training Delivery will be uploaded in SAMS2 in December 2021. Check and ensure that your organisation’s contact details and signatories are up to date in SAMS2.

**Note:** Your signatory will have a five day window to review the Service Plan, after which SAMS2 will automatically accept on behalf of your signatory. Your first milestone payment will be processed once all steps are complete. Note first-time Service Agreements require formal signatory acceptance via SAMS2.

## DELIVERY PLAN AND A-FRAME Assessment

### LEAP

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

* Clear engagement strategy and rationale for LEAP course duration.
* LEAP programs must clearly be 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

* 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

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 AND PAYMENT DATES

## REPORTING GUIDELINES

All government funded pre-accredited training delivery must be reported by 31 March, 31 May, 31 July and 30 September at a minimum. If possible, providers are encouraged to report their delivery monthly through the Learn Local provider’s Student Management System (SMS), to the Skills Victoria Training System (SVTS).

The [Victorian VET Student Statistical Data Collection Guidelines](https://www.education.vic.gov.au/training/providers/rto/Pages/datacollection.aspx) is the primary reference when reporting data to SVTS. Specific exceptions relating to agreed Service Agreement and Delivery Plan are detailed in the 2022 Pre-accredited Training Data Reporting Guidelines.

[Payment of government subsidies, loadings and concession rebates outlined in the next section is contingent and the accurate and timely reporting of data to the Department.](https://www.vic.gov.au/sites/default/files/2021-05/2021%20Pre-accredited%20Training%20Data%20Reporting%20Guidelines.docx) Data that is not successfully uploaded into SVTS will be deemed as training that has not been delivered.

## Payments

### Government subsidy

Consistent with 2021, the subsidy per Student Contact Hour (SCH) will remain at **$9.10 in 2022.**

Providers contracted for 2022 ACFE Training Delivery will have their payment released upon successful completion of the associated milestone in the applicable 2022 ACFE training Service Plan.

Once processed by SAMS2, payments will appear in the organisation’s bank account. Please note this could take at least five working days and may be more, depending on payment processing dates.

Payments may be delayed due to the Service Agreement or Service Plan being locked, for example for variations or changes (e.g. signatories, bank account changes, Service Plan and name changes).

It is expected that 100% of contracted student contact hours will be delivered.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Learner Engagement A-Frame Program (LEAP)  2022 Payment & Reporting Schedule | | | | |
| No. | Payment  Processing date | Payment percentage (%) | Cumulative payment percentage (%) | Requirement for release of payment |
| 1 | January/February | 50% | 50% | Contract execution |
| 2 | August | 50% | 100% | 50% enrolments reported by 31 July |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Digital Skills  General Pre-accredited  2022 Payment & Reporting Schedule | | | | |
| No. | Payment  Processing date | Payment percentage (%) | Cumulative payment percentage (%) | Requirement for release of payment |
| 1 | January/February | 35% | 35% | Contract execution |
| 2 | April | 25% | 60% | 25% enrolments reported by 31 March |
|  | May | 0 | 0 | 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 |

### Course Fees

Fees and charges for training and further education are set by the provider. A government subsidised course attracts the level of contribution set by the Minister for Training and Skills and is subject to other conditions set by the Minister. For further information see: [Course fees](https://www.education.vic.gov.au/training/providers/learnlocal/Pages/fees.aspx) on the Learn Local website.

### Regional loading

A 20% loading applies for regional pre-accredited training delivery. This is intended to increase regional participation in the context of the persistent challenge of achieving viable class sizes in regional areas (Appendix A).

The regional loading will be calculated by adding the $1.82 loading to the $9.10 base rate for each student contact hour. Regional training delivery will therefore be subsidised at the rate of $10.92 per student contact hour.

The first payment of the pre-accredited regional loading will be processed in May 2022 and will be based upon 2022 contracted delivery.

The payment will be calculated by multiplying the loading rate by 50% of the total 2022 contracted delivery hours.

Subsequent payments will be processed based on a reconciliation of 2022 training delivery data reported in SVTS for eligible delivery hours and paid in May 2023.

### Koorie loading

A 50% loading applies for Koorie learners in pre-accredited training. The loading aims to increase engagement of Koorie learners in pre-accredited training and support Koorie communities.

The 50% loading will be calculated by adding the $4.55 loading to the $9.10 base rate for each eligible learner. Each learner who identifies as Indigenous will therefore be subsidised at the rate of $13.65 per student contact hour.

A regional loading will still be applied in addition to the Koorie loading for reported pre-accredited training delivery in identified postcodes.

The first Koorie loading payment will be processed in May 2022 based on a census of Koorie learner enrolments reported in SVTS as at 31 March 2022.

A subsequent payment will be processed based on a census of Koorie learner enrolments reported in SVTS as at 30 September 2022, to capture any enrolled hours not paid in first census.

Learn Local providers should refer to the  [Victorian VET Student Statistical Data Collection Guidelines](https://www.education.vic.gov.au/training/providers/rto/Pages/datacollection.aspx) or information on the Indigenous Status Identifier, regarding learner self-identification.

### Fee concession arrangements for pre-accredited delivery

Some learners in pre-accredited programs are eligible for fee concessions. Providers will be reimbursed for a proportion of the revenue foregone by granting fee concessions to learners in government subsidised pre-accredited programs. Final SVTS data reports will be the source for calculating these payments. Ensure concessions are flagged appropriately when uploading your statistical data to SVTS in order to be considered for a reimbursement.

### Training Delivery Support Grant (TDSG)

The Training Delivery Support Grant (TDSG) provides funds to eligible providers to purchase resources or equipment that will support delivery of quality programs and services to learners facing barriers to participation and attainment in education and training.

A grant of **$5,500 (excluding GST)** will be paid to contracted providers that have a current contract with the ACFE Board to deliver government subsidised pre-accredited training in 2022. Providers must submit their 2022 Training Delivery Support Grant Purchase Plan to their Regional Manager for approval.

For more information, see: [Training Delivery Support Guidelines.](http://www.education.vic.gov.au/training/providers/learnlocal/Pages/preaccredited.aspx)

### RECONCILIATION OF FUNDING

Contracted providers are required to deliver to their SCH targets as outlined in their SAMS2 contract and approved Delivery Plan for 2022. The ACFE Board may give notice to the contracted provider to repay unacquitted funds as part of its analysis of reported data against the agreed Service Plan and approved Delivery Plan.

Providers should monitor the delivery and reporting of LEAP, Digital Skills and General Pre-accredited training regularly and put strategies in place to ensure that contract requirements are met. Where providers identify a possible under-delivery against their contract, they should contact their regional office immediately to discuss a mitigation strategy.

The Department may contact contacted providers where any issues are identified.

# 

# SAMS2— SERVICE AGREEMENT

The current ACFE Board Service Agreement cycle is aligned to the Department of Education and Training’s cycle which commenced 1 January 2020 and ends 30 June 2024.

Providers offered pre-accredited training delivery subsidies enter into an agreement with the ACFE Board. This agreement between the provider and the ACFE Board will be made via a Service Agreement in the SAMS2 system.

The Service Agreement:

* Outlines the general terms and conditions on which it is made. For more information, see: [Terms and Conditions of the Service Agreement](http://www.dhs.vic.gov.au/facs/bdb/fmu/service-agreement/3.-terms-and-conditions/3.0-overview-of-service-agreement-terms-and-conditions/3.0.1-terms-and-conditions-of-the-new-service-agreement).
* Establishes the principles guiding the relationship between the ACFE Board and the provider.
* Obtains the provider’s commitment to support government policies that have a bearing on the provision of adult, community and further education to Victorians.

More information about the Service Agreement is available on the [DFFH SAMS2 Funded Agency Channel (FAC)](http://www.dhs.vic.gov.au/funded-agency-channel/home).

## recordkeeping

Section 6 of the Service Agreement details the requirements for Organisations to keep full and accurate records for all services delivered under the Agreement.

## Service Plan

Service Plans listed in Schedule 1–3 of the Service Agreement group together like service activities specific to a program area and identify the Department/region/division/group providing funding and as negotiated annually on behalf of the ACFE Board.

Where a variation to a provider’s Delivery Plan is approved, should the variation include a change in total student contact hours, or to the distribution of hours by LGA, a Variation Agreement with a revised Service Plan will be issued through SAMS2.

## Service Plan Variations

Providers proposing to vary their contracted Delivery Plans must obtain prior approval 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 that the Chairperson (or approved financial delegate) of your organisation approves any variation prior to submitting a request. An email to the regional office from your approved delegate is sufficient.

## Subcontracting

Providers wishing to enter into a subcontracting arrangement for delivery of pre-accredited training must advise the Department prior to entering any such arrangement and comply with the terms and conditions listed in Clause 10— Assignment and Subcontracting of the Service Agreement.

## Work Experience

All government subsidised pre-accredited programs delivered must comply with the policy outlined in the [Pre-accredited Work Experience Guidelines](https://www.vic.gov.au/pre-accredited-work-experience-learn-local-providers)

These guidelines are based on current best practice in the sector. They support work experience, which is safe, easily administered, and valuable for learners, providers and industry and provides advice on legal and insurance coverage to safeguard learners, providers and host employers.

## Insurance

Under the Terms and Conditions of the Service Agreement contracted providers who deliver pre-accredited training must ensure they have appropriate insurance coverage for its operation and business risks with one or more of the following:

1. the Victorian Managed Insurance Authority or, if the Organisation is a Council, Liability Mutual Insurance
2. an insurer authorised under the *Insurance Act 1973* (Commonwealth)
3. An insurer approved in writing by the Authority.

Contracted providers must:

1. Provide the Authority with proof of the Organisation's insurance cover on request.
2. Maintain appropriate insurance coverage for the Term, and, if those policies are underwritten on a 'claims made' basis, for no less than six years after the completion of the Services.
3. Undertake periodic reviews to make sure the Organisation's operational and business risks are adequately insured, particularly in regard to public and products liability and professional indemnity risks.

# COMPLIANCE

## Service Agreement Compliance Certificate (SACC)

Providers funded by the ACFE Board are required to complete a Service Agreement Compliance Certification (SACC).

The SACC consists of a series of questions to be completed annually by the funded organisations, which certifies compliance with Service Agreement requirements. The questions relate to:

1. financial management - that the organisation has used funding as outlined in their Service Agreement, is financially viable, has prepared its financial reports and any audit reports and maintains an asset register
2. risk management - that risks are managed in accordance with the Australian/New Zealand Risk Management Standard
3. staff safety screening - that referee checks, police record checks and, if relevant, Working with Children Checks have been completed
4. privacy - that the organisation’s practices and systems are compliant with the *Privacy and Data Protection Act 2014* and the *Health Records Act 2001* to protect personal and health information
5. ACFE Board Business and Governance Status (BGS) - the organisation has submitted an up-to-date BGS assessment or is eligible for an exemption to the BGS requirement under the [Business and governance status assessment guidelines](https://www.education.vic.gov.au/training/providers/learnlocal/Pages/network.aspx).

By submitting a SACC form, organisations are making a commitment to the Authority that they have appropriate systems in place to comply with the relevant Service Agreement requirements.

## How to complete the SACC Form

The SACC notifications will be emailed to your organisation via SAMS2 and is due 90 days after the end of your organisation's reporting period. However, if your organisation's annual general meeting (AGM) is after the due date you can insert your organisation's AGM date in SAMS2 and the SACC due date will automatically update to seven days after the AGM.

Organisations should ensure the Contacts tab in SAMS2 is updated regularly to avoid delays in this process.

* The SACC will need to be completed in My Agency, the secure area of the [Funded Agency Channel (FAC) website](http://www.dhs.vic.gov.au/funded-agency-channel/home), where organisations update records and information regarding their funded services.
* Within My Agency, registered users will enter the Service Agreement Module (SAM) and be required to complete and submit their organisation's Service Agreement Compliance Certification (SACC).
* The SACC can be saved at any time, allowing for different areas of your organisation to individually complete different sections.
* Once completed, the SACC should be submitted by an authorised person, such as the Director, Chairperson, Chief Executive Officer, President, Principal or Treasurer.

Further information about how to complete the SACC Form is available on the [DFFH website](http://www.dhs.vic.gov.au/funded-agency-channel/search?mode=results&queries_normal_query=sacc).

# COMMUNICATION WITH PROVIDERS

The Department, on behalf of the ACFE Board, provides regular memos, information and advice to providers. See [Notifications](http://www.education.vic.gov.au/training/providers/learnlocal/Pages/communications.aspx): [Latest-news-learn-local-providers](https://www.vic.gov.au/latest-news-learn-local-providers?Redirect=1)

In addition, provider forums and information sessions are arranged at regular intervals to give the Department and providers the opportunity to meet and discuss issues, share experiences, knowledge and expertise. These can be face-to-face or electronically via forums and webinars.

Your regional office will provide further correspondence, information and support.

## who do i contact if i need assistance

All enquiries regarding the Pre-accredited Training Delivery procurement process should be directed to your regional office. Contracted providers delivering across multiple Department regions should contact the Regional Engagement Support Unit.

|  |  |  |
| --- | --- | --- |
| South Western Victoria Region (SWV) Barwon South Western, Grampians Regional Council Areas | | |
| Georgina Ryder, Manager SWV | 5215 5204 | [Georgina.Ryder@education.vic.gov.au](mailto:Georgina.Ryder@education.vic.gov.au) |
| David Harris, Senior Project Officer | 5215 5203 | David.Harris@education.vic.gov.au |
| Marcia Thomas, Senior Project Officer | 4113 7431 | [Marcia.Thomas@education.vic.gov.au](mailto:Marcia.Thomas@education.vic.gov.au) |
| Peter Mcnabb, Project Officer | 5215 5202 | [Peter.Mcnabb@education.vic.gov.au](mailto:Peter.Mcnabb@education.vic.gov.au) |
| South Eastern Victoria Region (SEV) Southern Metropolitan and Gippsland Regional Council Areas | | |
| Robyn Downie, Manager SEV | 8904 2580 | [Robyn.Downie@education.vic.gov.au](mailto:Robyn.Downie@education.vic.gov.au) |
| Jeremy Brewer, Senior Project Officer | 8904 2503 | [Jeremy.Brewer@education.vic.gov.au](mailto:Jeremy.Brewer@education.vic.gov.au) |
| Irene Desiatov, Project Officer | 8904 2433 | [Irene.Desiatov@education.vic.gov.au](mailto:Irene.Desiatov@education.vic.gov.au) |
| North Western Victoria Region (NWV) Loddon-Mallee and North Western Metropolitan Regional Council Areas | | |
| Kaye Callaghan, Manager NWV | 4433 7582 | [Kaye.Callaghan@education.vic.gov.au](mailto:Kaye.Callaghan@education.vic.gov.au) |
| Simon Flood, Senior Project Officer | 7022 0580 | [Simon.Flood@education.vic.gov.au](mailto:Simon.Flood@education.vic.gov.au) |
| Ash Prasad, Project Officer  Paul Frye, A/g Senior Project Officer | 4433 7671  4433 7681 | [Ashwini.Prasad@education.vic.gov.au](mailto:Ashwini.Prasad@education.vic.gov.au)  Paul.Frye@education.vic.gov.au |
| North Eastern Victoria Region (NEV) Eastern Metropolitan and Hume Regional Council Areas | | |
| Cathy Clark, A/g Manager NEV | 9084 8573 | [Catherine.Clark@education.vic.gov.au](mailto:Catherine.Clark@education.vic.gov.au) |
| Iwona Jonasz, Senior Project Officer | 7022 1804 | [Iwona.Jonasz@education.vic.gov.au](mailto:Iwona.Jonasz@education.vic.gov.au) |
| Janine Summers, Project Officer | 7022 1806 | [Janine.Summers@education.vic.gov.au](mailto:Janine.Summers@education.vic.gov.au) |
| Mandy Redfern, A/g Senior Project Officer | 70220419 | [Amanda.Redfern@education.vic.gov.au](mailto:Amanda.Redfern@education.vic.gov.au) |
| Regional Engagement Support Unit | | |
| Teresa Durka, Manager | 7022 1601 | [Teresa.Durka@education.vic.gov.au](mailto:Teresa.Durka@education.vic.gov.au) |
| Andrew Kaighin, Senior Project Officer | 7022 1598 | [Andrew.Kaighin@education.vic.gov.au](mailto:Andrew.Kaighin@education.vic.gov.au) |
| Anna Oxley, Project Officer | 7022 0164 | [Anna.Oxley@education.vic.gov.au](mailto:Anna.Oxley@education.vic.gov.au) |
| Jane Mancini, Senior Project Officer | 7022 5592 | [Jane.Mancini@education.vic.gov.au](mailto:Jane.Mancini@education.vic.gov.au) |
| Danny Forwood, Senior Policy Officer | 9651 3114 | [Danny.Forwood@education.vic.gov.au](mailto:Danny.Forwood@education.vic.gov.au) |

# BRANDING REQUIREMENTS

## Learn Local Brand guidelines

The [Learn Local Brand Guidelines](https://www.education.vic.gov.au/training/providers/learnlocal/Pages/brandtoolkit.aspx) is the official style guide for all visual aspects of the Learn Local brand. The guidelines contain the design specifications for each aspect of the brand identity as well as explanations and examples of key principles and typical applications.

## Publicity and Acknowledgement Guidelines

All providers are required to adhere to the [Victorian Government Acknowledgement and Publicity Guidelines](https://www.crimeprevention.vic.gov.au/acknowledgement-and-publicity-guidelines). If you have any questions in relation to these guidelines, please contact your regional office.

Under clause 4.16 of the Service Agreement, providers must acknowledge the funding support provided by the Victorian Government for the services funded.

## This acknowledgement must be made in:

* publications and publicity related to services funded – for example, websites, media releases, print and electronic documents and speeches/launches
* An organisation’s annual report.

No acknowledgement is required for general administrative notices or messages such as weekly newsletters relating to operational aspects of the business. These guidelines are focused on publications that directly relate to services funded by the Victorian Government.

By acknowledging this support, providers are informing the community about how public funding is spent.

For a copy of the current Acknowledgment and Publicity Guidelines for Victorian Government funding support, see: [Victorian Government Acknowledgement and Publicity Guidelines](https://www.crimeprevention.vic.gov.au/acknowledgement-and-publicity-guidelines).

# USEFUL LINKS

Registration and Business and Governance Status Assessment (BGS)

* [ACFE Board registration](http://www.education.vic.gov.au/training/providers/learnlocal/Pages/network.aspx)
* [Business and Governance Status Assessment (BGS)](http://www.education.vic.gov.au/training/providers/learnlocal/Pages/network.aspx)

Data Reporting

* [Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)](http://www.abs.gov.au/AUSSTATS/abs@.nsf/0/C9D51B20651E1666CA2572FE00208B29?opendocument)
* [Data collection](http://www.education.vic.gov.au/training/providers/rto/Pages/datacollection.aspx)
* [Skills Victoria Training System (SVTS)](http://www.education.vic.gov.au/svts)

Learn Local Resources

* [Victorian Government Acknowledgement and Publicity Guidelines](https://www.crimeprevention.vic.gov.au/acknowledgement-and-publicity-guidelines)
* [Curriculum resources](http://www.education.vic.gov.au/training/providers/learnlocal/Pages/curriculum.aspx)
* [Fire risk management](http://www.education.vic.gov.au/training/providers/learnlocal/Pages/firerisk.aspx)
* [Learn Local toolkit](https://www.education.vic.gov.au/training/providers/learnlocal/Pages/brandtoolkit.aspx)
* [Memos and communication](http://www.education.vic.gov.au/training/providers/learnlocal/Pages/memo.aspx)
* [Microsoft agreement](http://www.education.vic.gov.au/training/providers/learnlocal/Pages/microsoftagreement.aspx)
* [Pre-accredited Quality Framework](http://www.education.vic.gov.au/training/providers/learnlocal/Pages/pqf.aspx)
* [Victorian VET Student Statistical Collection Guidelines](http://www.education.vic.gov.au/training/providers/rto/Pages/datacollection.aspx)
* [Course fees](https://www.education.vic.gov.au/training/providers/learnlocal/Pages/fees.aspx)

**APPENDIX A - ACFE APPROVED REGIONAL LOADING POSTCODES**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Postcode** | | | | | | | | | |
| 3212 | 3271 | 3330 | 3413 | 3490 | 3564 | 3631 | 3699 | 3816 | 3890 |
| 3213 | 3272 | 3331 | 3414 | 3491 | 3565 | 3633 | 3700 | 3818 | 3891 |
| 3214 | 3273 | 3332 | 3415 | 3494 | 3566 | 3634 | 3701 | 3820 | 3892 |
| 3215 | 3274 | 3333 | 3418 | 3496 | 3567 | 3635 | 3704 | 3821 | 3893 |
| 3216 | 3275 | 3334 | 3419 | 3498 | 3568 | 3636 | 3705 | 3822 | 3895 |
| 3217 | 3276 | 3340 | 3420 | 3500 | 3570 | 3637 | 3707 | 3823 | 3896 |
| 3218 | 3277 | 3342 | 3423 | 3501 | 3571 | 3638 | 3708 | 3824 | 3898 |
| 3219 | 3278 | 3345 | 3424 | 3505 | 3572 | 3639 | 3709 | 3825 | 3900 |
| 3220 | 3279 | 3350 | 3431 | 3506 | 3573 | 3640 | 3711 | 3831 | 3902 |
| 3221 | 3280 | 3351 | 3434 | 3507 | 3575 | 3641 | 3712 | 3832 | 3903 |
| 3222 | 3281 | 3352 | 3435 | 3509 | 3576 | 3643 | 3713 | 3833 | 3904 |
| 3223 | 3282 | 3355 | 3437 | 3512 | 3579 | 3644 | 3714 | 3835 | 3909 |
| 3224 | 3283 | 3356 | 3438 | 3515 | 3580 | 3646 | 3715 | 3840 | 3921 |
| 3225 | 3284 | 3357 | 3440 | 3516 | 3581 | 3649 | 3717 | 3841 | 3922 |
| 3226 | 3285 | 3360 | 3442 | 3517 | 3583 | 3658 | 3718 | 3842 | 3923 |
| 3227 | 3286 | 3361 | 3444 | 3518 | 3584 | 3659 | 3719 | 3844 | 3925 |
| 3228 | 3287 | 3363 | 3446 | 3520 | 3585 | 3660 | 3720 | 3847 | 3945 |
| 3230 | 3289 | 3364 | 3447 | 3521 | 3586 | 3662 | 3722 | 3850 | 3946 |
| 3231 | 3292 | 3370 | 3448 | 3522 | 3588 | 3663 | 3723 | 3851 | 3950 |
| 3232 | 3293 | 3371 | 3450 | 3523 | 3589 | 3664 | 3724 | 3852 | 3951 |
| 3233 | 3294 | 3373 | 3451 | 3525 | 3590 | 3665 | 3725 | 3854 | 3953 |
| 3234 | 3300 | 3374 | 3453 | 3527 | 3591 | 3666 | 3726 | 3856 | 3954 |
| 3235 | 3301 | 3375 | 3458 | 3529 | 3594 | 3669 | 3727 | 3857 | 3956 |
| 3236 | 3302 | 3377 | 3460 | 3530 | 3595 | 3670 | 3728 | 3858 | 3957 |
| 3237 | 3303 | 3378 | 3461 | 3531 | 3596 | 3671 | 3730 | 3859 | 3958 |
| 3238 | 3304 | 3379 | 3462 | 3533 | 3597 | 3672 | 3732 | 3860 | 3959 |
| 3239 | 3305 | 3380 | 3463 | 3537 | 3599 | 3673 | 3733 | 3862 | 3960 |
| 3240 | 3309 | 3381 | 3464 | 3540 | 3607 | 3675 | 3735 | 3864 | 3962 |
| 3241 | 3310 | 3384 | 3465 | 3542 | 3608 | 3676 | 3736 | 3865 | 3964 |
| 3242 | 3311 | 3385 | 3467 | 3544 | 3610 | 3677 | 3737 | 3869 | 3965 |
| 3243 | 3312 | 3387 | 3468 | 3546 | 3612 | 3678 | 3738 | 3870 | 3966 |
| 3249 | 3314 | 3388 | 3469 | 3549 | 3614 | 3682 | 3739 | 3871 | 3967 |
| 3250 | 3315 | 3390 | 3472 | 3550 | 3616 | 3683 | 3740 | 3873 | 3971 |
| 3251 | 3317 | 3391 | 3475 | 3551 | 3617 | 3685 | 3741 | 3874 | 3979 |
| 3254 | 3318 | 3392 | 3477 | 3552 | 3618 | 3687 | 3744 | 3875 | 3984 |
| 3260 | 3319 | 3393 | 3478 | 3555 | 3619 | 3688 | 3746 | 3878 | 3987 |
| 3264 | 3321 | 3395 | 3480 | 3556 | 3620 | 3689 | 3747 | 3880 | 3988 |
| 3265 | 3322 | 3396 | 3482 | 3557 | 3621 | 3690 | 3749 | 3882 | 3990 |
| 3266 | 3323 | 3400 | 3483 | 3558 | 3622 | 3691 | 3756 | 3885 | 3991 |
| 3267 | 3324 | 3401 | 3485 | 3559 | 3623 | 3694 | 3758 | 3886 | 3992 |
| 3268 | 3325 | 3407 | 3487 | 3561 | 3624 | 3695 | 3763 | 3887 | 3995 |
| 3269 | 3328 | 3409 | 3488 | 3562 | 3629 | 3697 | 3764 | 3888 | 3996 |
| 3270 | 3329 | 3412 | 3489 | 3563 | 3630 | 3698 | 3779 | 3889 |  |