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|  | **2023 ACFE Pre-accredited Training** **FREQUENTLY ASKED QUESTIONS** |
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***This factsheet is an adjunct to the 2023 ACFE Training Delivery Guidelines.***

# Learn Local Registration

**Can an organisation apply for registration as a Learn Local, at present**

The ACFE Board is responsible for assessing and approving the suitability of an organisation for registration as a Learn Local according to its policy and agreed process, which is administered by the Department of Education and Training. Registration with the ACFE Board does not guarantee funding.

Instructions on how to apply to become a registered Learn Local can be found [here.](https://www.vic.gov.au/become-registered-learn-local-provider)

At present applications are only being considered where there is demonstrated local demand combined with a gap in provision capacity or capability in that locality.

ACFE Regional Managers will assess whether there are any opportunities to meet gaps in provision in a given locality and may approach an existing Learn Local to address this or encourage a prospective Learn Local to apply for registration, where existing providers cannot meet the need.

Where SCHs cannot be deliver the Department conducts a process during which providers can return SCHs for reallocation. Once this approved, it must be reflected in the Delivery Plan to ensure appropriate tracking of performance and accurate payments.

# Business and Governance Status (BGS)

**When is the BGS due, and must I submit a BGS in order to be contracted?**

Submission of a Business Governance Status (BGS) is one of the processes used to assess an organisation’s suitability to enter into a contract with the ACFE Board for pre-accredited training delivery.

All providers, other than *Skills First* providers (who are required to meet comparable requirements through the *Skills First* contracting process) are required to have a current and satisfactory BGS to be contracted.

Where a provider completes the process but does not meet BGS requirements, a panel is convened to assess whether contracting can still take place, but this is usually granted only in instances where the risk is deemed low.

Learn Local providers who are operating on a financial year (other than those who have a *current Skills First* contract) need to submit a satisfactory BGS by 30 September each year.

The BGS is a prerequisite for contracting for the following ACFE training delivery year.

Confirmation of contracts and release of payments are subject to meeting this BGS requirement. If submission of the BGS is delayed, we will proceed with the EOI process and allocation, however, finalisation of contracts and release of payments will not take place until the BGS has been finalised.

# Learner Eligibility

**Is there a guide about learner eligibility?**

The updated learner eligibility table is on page 9 of the [ACFE 2023 Training Delivery Guidelines](https://www.vic.gov.au/sites/default/files/2022-08/2023_ACFE_Training_Delivery_Guidelines_FINAL_260822.docx).

Further details on assessing learner eligibility and evidence requirements are available in [Fact Sheet 1, Learner Eligibility Assessment and Evidence.](https://www.vic.gov.au/sites/default/files/2022-04/ACFE%202022%20Fact%20Sheet%201%20-%20Learner%20Eligibility%20Assessment%20and%20Evidence%20%28v1.1%29%20%286%29.docx)

**Are there age restrictions for pre-accredited learners**

Learners are defined as Victorians over compulsory school leaving age who are eligible to enrol in government subsidised pre-accredited training by meeting eligibility criteria outlined in the [Pre-accredited Training Delivery Guidelines](https://www.vic.gov.au/pre-accredited-training-and-programs), which are updated and published each year.

In the context of the ACFE Board’s fixed budget for training delivery, providers should prioritise training for delivery for potential learners who need this most in gaining the necessary skills to participate in work, study and life.

# ACFE Training Delivery Planning

**Can I apply for, and deliver across a number of Local Government Areas**

Other than the designated State-wide providers, preference will be given to local providers who have the capacity and capability to deliver appropriate pre-accredited training in their local communities aligned to the specific need. This applies regardless of the mode of delivery. For instance, any online or blended delivery in any LGA needs to be negotiated with the department and approved via the Delivery Plan prior to commencement of training. An assessment of the potential impact on other regions or providers will form the basis of the approval process.

Where there is a requirement for a specialist program, or there is a lack of capacity and capability for general delivery in a locality, providers are encouraged to apply for student contact hours to meet this demand.

**What are the options for mode of delivery**

Modes of delivery include face to face, online and 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 student contact hours and must be detailed in the Module (Course) Plan.

For online delivery Learn Locals 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.

**What changes can I make to my Delivery Plan once my contract is in place**

The primary intent of a Delivery Plan is to meet identified needs of learners in a given locality. If this changes during the contracted year and does not involve a change in overall student contact hours (SCHs), LGA and funding, this can be negotiated with the respective ACFE Regional Manager. For example, where a new training need emerges existing SCHs can be moved within general pre-accredited, amongst the sub-categories of literacy, numeracy, employability, vocational or short courses.

Existing SCHs can be moved between training categories of high priority but not the inverse. For example, in 2022 Digital Skills training was deemed high priority and providers were allowed to move SCHs from general pre-accredited to the digital skills training category. However, moving SCHs from digital skills to the general pre-accredited training category was not supported.

Where a change to a Delivery Plan will involve a change to the LGA, this will need to be done through formal Expression of Interest processes which are conducted by the Department of Education and Training throughout the year. The Chairperson (or approved delegate) of the provider must approve this variation prior to submitting a request.

Where a change to a Delivery Plan will involve an increase in the number of SCHs, this will also need to be done through formal Expression of Interest processes as above.

Where SCHs cannot be deliver the Department conducts a process during which providers can return SCHs for reallocation. Once this approved, it must be reflected in the Delivery Plan to ensure appropriate tracking of performance and accurate payments.

# Short Modules

**Is the LEAP program continuing in 2023**

The Learner Engagement A-frame Program (LEAP) is not a separate program stream in 2023. LEAP has been transformed and expanded into a Short Module program category within the General Pre-accredited and Digital Skills program streams.

This will support greater flexibility for Learn Local providers in training delivery in 2023. The Short Module program category includes modules with a focus on engagement as well as short, sharp digital, vocational and employability skills. Short Modules can be appended to other pre-accredited modules, to support training pathways for learners.

**What is the module length for Short Modules**

Short Modules are 5-15 student contact hours (SCHs) in length. Learn Local providers should have a clear rationale for choosing short modules of 5-15 SCHs or else pre-accredited modules of 20 or more SCHs in length.

Modules of 16-19 SCHs will not be funded. This is to ensure there is a clear distinction between short courses and pre-accredited programs.

# Centrally developed curriculum and resources

**Where can I access centrally developed curriculum and resources**

There are currently curriculum and resources, including A-frame module plans and session plans, for 31 centrally developed modules.

* Digital Essentials (2 modules)
* Digital Skills for Jobseekers (4 modules)
* Digital Skills for the Workplace (7 modules)
* Pathways to TAFE (11 modules)
* Industry contextualised Skills for Work and Study training (7 modules).

These are accessible via:

* [Learn Local Secure Portal | Victorian Government (www.vic.gov.au)](https://www.vic.gov.au/learn-local-secure-portal) Access to the Learn Local Secure Portal is by arrangement with the Department of Education and Training.
* [Learn Local / resources](https://learnlocal.org.au/resources) The centrally developed curriculum and resources are also on the Learn Local website.

**Can I adjust centrally developed curriculum without formal approval**

If the provider chooses to use the centrally developed curriculum as is, then it must be recorded in SVTS with the designated course code. If the provider choses to adjust the centrally developed curriculum in any way beyond the usual adjustments for the learner group, then it is deemed a new local course and must be approved as part of the delivery plan. These significant changes include increasing, reducing or changing content or length. It would then be recorded in SVTS with a 'new' code as it is deemed a new course.

# The contracting of Student Contact Hours

**I’ve returned student contact hours, what does this mean for future contracting years**

Returning pre-accredited student contact hours (SCHs) as a ‘one off’ with good rationale that enables those SCHs to be redistributed in a timely manner (preferably within the same region), will not necessarily result in an imposed reduction in available SCHs for the provider in future contracting years.

However, where the provider is contracted over a number of years for SCH delivery targets that are not met in those years, funds will be recouped and may result in a reduction in the number of SCHs on offer in future contracting years. As each provider may exhibit different circumstances leading to this, the Department of Education and Training assesses the contributing factors on a case-by-case basis.

If provider capacity and learner demand increase, the provider is welcome and encouraged to apply for an increase in SCHs, if they are available.

It is important to note that the number of available SCHs for distribution to providers is fixed and the Department is responsible for ensuring the best use of resources, including in instances where SCH are not being utilised.

**I applied and successfully delivered additional hours, will I be able to access the same level of hours in future years**

This is dependent on the source of those additional student contact hours (SCHs).

Where the source of additional SCHs is a time limited State Government budget initiative, these SCHs will only be available for the specific purpose, and term, of the initiative.

Where the source of additional SCHs is for a reallocation of returned SCHs, the ongoing availability of these SCHs will depend on the circumstances of their original return.

Providers should note the recurrent ACFE Board budget for training delivery is fixed.

# Reporting Guidelines

**Are the 2023 Reporting Guidelines available?**

The [2023 ACFE Pre-accredited Training Data Reporting Guidelines](https://www.vic.gov.au/pre-accredited-training-and-programs) are on the Learn Local website.

**Why do I need to provide timely training delivery data**

Accurate reporting of pre-accredited delivery is important for timely and efficient execution of contracted providers’ service agreement payments. It must be submitted regularly, and at a minimum be fully up to date at the specified milestone dates outlined in the [Pre-accredited Training Delivery Guidelines](https://www.vic.gov.au/pre-accredited-training-and-programs) in order for providers to receive payment.

Also, accurate reporting enables efficient planning, monitoring and evaluation of ACFE Board strategies, to improve employment and social opportunities for educationally disadvantaged Victorians.