ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

2023 TRAINING DELIVERY GUIDELINES

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ACFE TRAINING DELIVERY TIMELINE

|  |  |  |
| --- | --- | --- |
| **Action** | | **Date** |
| 2023 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 29 August 2022  Close 16 September 2022 | |
| ACFE 2023 Training Delivery Guidelines and the 2023 Delivery Plan available. | From 29 August 2022 | |
| Attend an online information session: [register here](https://vdc.edu.au/professional-learning/?eventtemplate=291-acfe-board-2023-training-delivery-eoi-information-session) | 30 August or 7 September 2022 | |
| Ensure your Business and Governance Status (BGS) is completed, signed and uploaded to the compliance tab in SAMS2. | 30 September 2022 | |
| Attend a regional forum in your area. Your regional office will send you an invitation closer to the date. | September 2022 | |
| Prepare and submit your Expression of Interest for 2023 ACFE training delivery funding, using the Delivery Plan, to: [training.participation@education.vic.gov.au](mailto:training.participation@education.vic.gov.au) | By 16 September 2022 | |
| You will receive an email acknowledging your submission within 2 working days. | Within 2 days of submission | |
| Department staff review EOI for training delivery hours. | September - October 2022 | |
| Department advises providers of EOI outcomes. | Late October 2022 | |
| Learn Local providers continue to refine proposed modules (courses) on Delivery Plan worksheet(s) within allocated training delivery hours. | End November 2022 | |
| Contracts will be uploaded in SAMS2 once all prerequisites are met, including BGS. | December 2022 | |
| Once contract requirements are finalised, first payment released. | Commences late January 2023 | |
| 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 the CAE in planning and implementing their delivery of ACFE program training in 2023.

## 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.vic.gov.au/strategic-directions-adult-community-and-further-education-board?Redirect=1) 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 modules (courses)

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

They are short modules (courses):

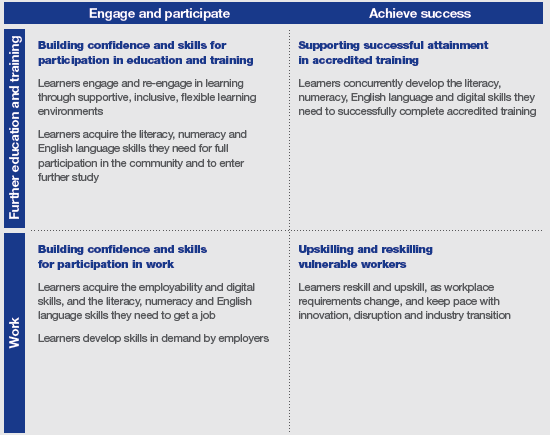
* + unique and separate from accredited training programs
  + with their own A-frames (Module and Session Plans) and objectives.

### Design principles

Modules (courses) are designed to be:

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

Contracted providers are expected to deliver pre-accredited modules (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 2023 DELIVERY

### ACFE Board training priorities

Pre-accredited courses reflect the Board’s strategic prioritiesoutlined in the [ACFE Board Strategy 2020-2025](https://www.vic.gov.au/publications-and-research-adult-community-and-further-education-board?Redirect=1), and [Ministerial Statement on the Future of Adult Community Education in Victoria 2020-25](https://www.vic.gov.au/strategic-directions-adult-community-and-further-education-board?Redirect=1).

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 any impact of COVID-19 on ACFE funded programs and will advise Learn Local providers of any necessary adjustments, as appropriate.

## PRE-ACCREDITED QUALITY DEVELOpment and delivery

### Pre-accredited Quality Framework

Centrally developed modules (courses) have been created to align with the Pre-accredited Quality Framework (PQF) requirements and have been subject to a centralised quality assurance process. Providers are encouraged to use these quality-assured and centrally developed curriculum and resources (see links below under the [PROGRAMS AVAILABLE](#_PROGRAMS_AVAILABLE) section).

In addition to the centrally developed modules, pre-accredited modules must be designed and delivered in accordance with the [PQF](https://www.vic.gov.au/pre-accredited-quality-framework?Redirect=1) using the required tools and principles to be eligible for funding. These include:

* modified centrally developed modules (more than 30% change is a new locally developed module)
* new locally developed modules
* existing locally developed modules.

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 modules. It:

* assures stakeholders (including learners, the community, employers and the ACFE Board) that pre-accredited modules 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 modules.

### 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 **Module (Course) Plan** and the **Session Plan** - practical templates to plan pre-accredited modules
* 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, Module (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 module 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 modules must be evaluated/moderated annually by providers.

### 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=05%7C01%7CAndrew.Kaighin%40education.vic.gov.au%7C03296be5de6b4d2d445f08da80030436%7Cd96cb3371a8744cfb69b3cec334a4c1f%7C0%7C0%7C637963047750782890%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=3EyI7oZYaE%2FCNOg2JCCxqbcaLNWkW9cQqLZd9zKQx6A%3D&reserved=0) provides program participant feedback on the quality of modules 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.vic.gov.au/publications-and-research-adult-community-and-further-education-board?Redirect=1) 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).

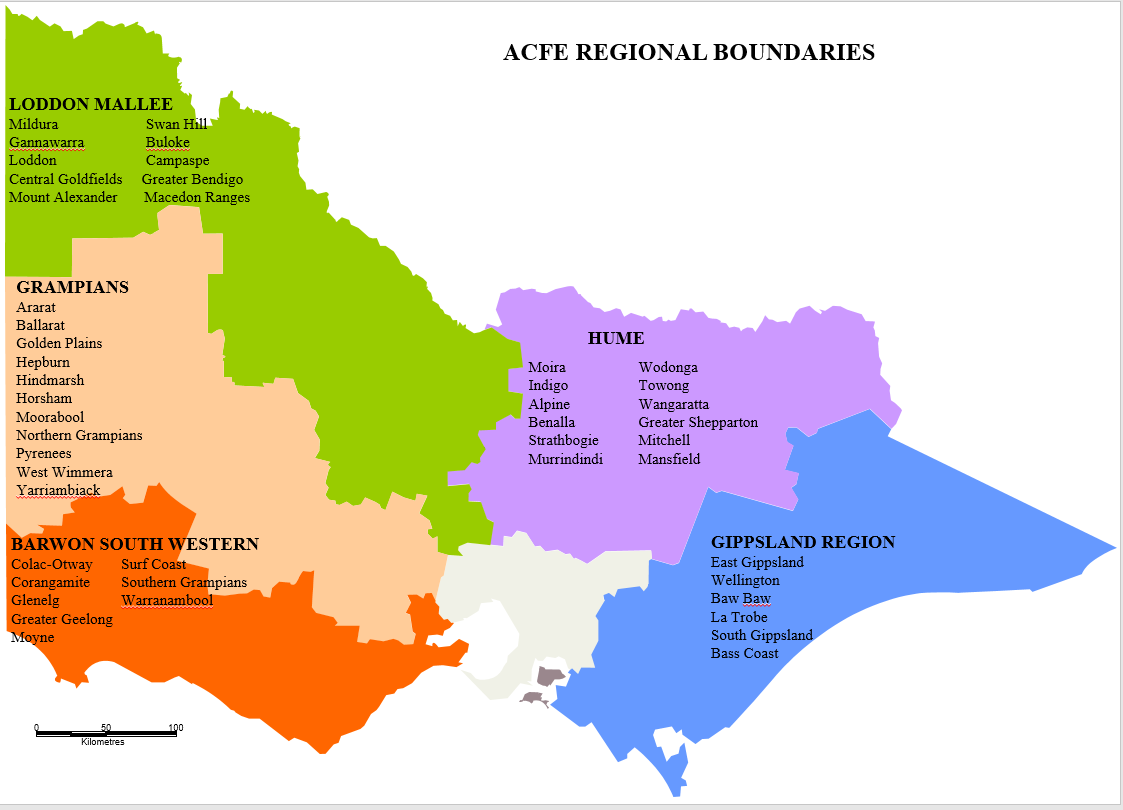
This distribution of resources is determined by a demographically driven formula based on the Census data, moderated by demonstrated demand and provider capacity to deliver.

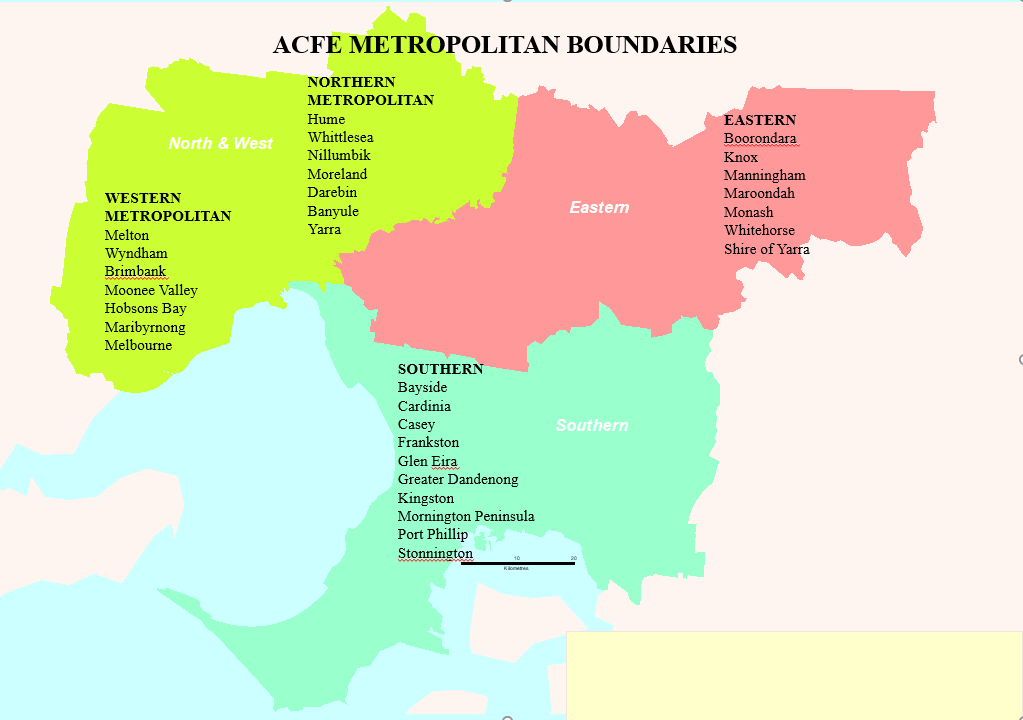
This formula includes weightings for the Regional Council area’s share of the Victorian working age population (people aged 15–69 who are not attending school) and the proportion of the Regional Council area population experiencing educational disadvantage.

## 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 and advocate on behalf of the ACFE sector.

## 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 (page 8)](https://www.vic.gov.au/sites/default/files/2020-12/Adult-Community-and-Further-Education-Board-Strategy-2020-25.pdf).

## 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) and program stream, 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 13 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** | **Citizenship / permanent residency**   * Australian Citizen or * Holder of an Australian permanent visa * New Zealand citizen * Asylum seekers holding valid visa that confers eligibility for Skills First training |  |  |
| **** |  |
| **** |  |
| **** |  |
| **** |  |
| **AND:**  **Meets age requirement**   * 17 and over and not enrolled at school * Under 17 and not enrolled at school with exemption |  |  |
| **** |  |
| **** |  |
| **If documentation unavailable**   * Where no documentation confirming citizenship and/or age can be produced, an authorised delegate of the training provider can grant eligibility on *face value*, via interview. | **** |  |

|  |  | **ELIGIBILE** | **NOT ELIGIBLE** |
| --- | --- | --- | --- |
| **INeligibile LEARNER** | 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/non-permanent residents and asylum seekers not listed in the previous table. |  | **🗶** |

### 

### Learner Eligibility Assessment and Evidence

The Learn Local provider must assess a learner’s eligibility against the requirements outlined in this section, including sighting evidence and completing the **Eligibility and Student Declaration Form** at Attachment 1 in the [Learner Eligibility Assessment and Evidence Fact Sheet](https://content.vic.gov.au/sites/default/files/2023-01/ACFE-2023-Fact-Sheet-Learner-Eligibility-Assessment-and-Evidence.docx). Please refer to the Fact Sheet for further details as the requirements are different to previous years.

**Funding is contingent on accurate reporting**

As noted in the *2023 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 on the Learn Local website](https://www.vic.gov.au/become-registered-learn-local-provider?Redirect=1).

* Current BGS – Providers must have a Business and Governance Status Assessment. Providers with a 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 on the Learn Local website](https://www.vic.gov.au/become-registered-learn-local-provider?Redirect=1).

* Comply with the data reporting requirements laid out in the *2023 Pre-Accredited Training Data Reporting Guidelines*.

If you wish to deliver pre-accredited training in 2023, but have not delivered in 2022, please contact your regional office as soon as possible. See: COMMUNICATION WITH PROVIDERS on page 27.

# PROGRAMS AVAILABLE

Learn Local providers are invited to request 2023 ACFE training delivery hours under the following training delivery program streams:

* + **Digital Skills -** funded from the Victorian Budget 2021-22**.**
    - **Digital Literacy Essentials**
    - **Digital Skills for** **Employability**
    - **Short modules**
* **General Pre-accredited Training -** funded from the ACFE Pre-accredited Training Budget.
  + - **Language**
    - **Literacy and Numeracy**
    - **Employability**
    - **Vocational**
    - **Short modules**

All training delivery is subject to an approved Delivery Plan including module delivery schedule with accompanying A-frames specifying delivery under each training delivery program stream.

## PROGRAM BACKGROUND

### Digital Skills (*Tackling the Digital Skills Divide*, year 2)

The Victorian Budget 2021-22 provides funding over two years, to tackle the digital skills divide facing educationally disadvantaged Victorians and supports 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.

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

Training delivery hours are available in 2023 as part of the second year of the *Tackling the Digital Skills Divide* Budget initiative. As in 2022, this will include centrally and locally developed curriculum, for delivery through the Digital Literacy Essentials and Digital Skills for Employability training delivery program categories.

### General Pre-accredited

Locally developed General Pre-accredited training courses must be consistent with the [Pre-accredited Quality Framework](#_Pre-accredited_Quality_Framework) on page 5.

General Pre-accredited training includeslocal language, literacy and numeracy, vocational, employability and short modules (courses).

Replacement of LEAP with a short module program category within General Pre-accredited and Digital Skills training

To support greater flexibility for Learn Local providers in training delivery in 2023, the ACFE Board has approved the replacement of the current Learner Engagement A-frame Program (LEAP) with an additional ‘short module’ program category within General Pre-accredited and Digital Skills training delivery for 2023. This will also streamline administration and reporting requirements for Learn Locals.

The short module program category includes modules with a focus on engagement as well as short, sharp digital, vocational and employability skills, including ‘bolt-on’ modules that can be appended to other pre-accredited modules.

Centrally developed Curriculum and Resources

Quality-assured, centrally developed curriculum and resources have been developed within the Digital Skills and General Pre-accredited program streams.

Providers are encouraged to use these quality-assured, centrally developed resources in 2023 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.

Note: All digital training delivery needs to be included in the Digital Skills training delivery program stream, including short modules with a digital skills focus.

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

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

|  |  |
| --- | --- |
|  | **Description and links** |
| **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**  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 August-September 2022.

The online information sessions will focus on priorities for 2023 Digital Skills and General Pre-accredited training delivery program streams. This will include information on the timelines associated with the EOI process.

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

|  |  |  |
| --- | --- | --- |
| Information session | Date | Time |
| Information session 1 | Tuesday, 30 August 2022 | 12.30pm – 1.30pm |
| Information session 2 | Wednesday, 7 September 2022 | 12.30pm – 1.30pm |
| Information session presentation | From Thursday, 8 September 2022 | [Website](http://www.education.vic.gov.au/training/providers/learnlocal/Pages/preaccredited.aspx) |
| Regional forums | Throughout September 2022 | TBA by Regional Office |

### Information session registration

Please [register for one of the above information sessions here.](https://vdc.edu.au/professional-learning/?eventtemplate=291-acfe-board-2023-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.vic.gov.au/pre-accredited-training-and-programs?Redirect=1) and the [Learn Local Facebook page](https://www.facebook.com/learnlocal/) from Thursday, 8 September 2022.

### Regional forums

Regional forums will be scheduled throughout September 2022 to discuss the development of Delivery Plans. Invitations will be sent out by regional offices.

## Completing and submitting the EXPRESSION OF INTEREST

**Expression of Interest process**

The Expression of Interest (EOI) process has been streamlined for 2023 by reducing the information required for contracting purposes and enabling Learn Locals to continue amending Delivery Plans at the individual module (course) level, within their contracted allocation of Student Contact Hours (SCH).

The 2023 Delivery Plan EOI template will be sent to Learn Local providers on **29 August 2022** and uploaded to the Learn Local website.

The Delivery Plan EOI must be submitted by the closing date of **16 September 2022**.

This requires Learn Locals to complete a draft Delivery Plan EOI indicating the requested total number of SCH for each funding stream (General Pre-accredited and Digital Skills) by LGA. These figures will be automatically generated on the Summary tab as you complete the two worksheets. You can continue to fine tune the module details on your Delivery Plan worksheets, within the bounds of the total SCH that you have submitted.

Once the SCH has been approved and a contract uploaded in SAMS2, you will be sent an update of your Delivery Plan with the final SCH entered at the top of each worksheet. As you continue to adjust your Delivery Plan throughout the year, the table at the top right of each worksheet will show any difference between the contracted SCH/funding and the worksheet SCH/funding, as a guide.

For assistance in completing the 2023 Delivery Plan template, Regional Office staff are available if required, and upcoming regional forums will include instruction.

### Delivery Plan Template

The 2023 Delivery Plan template has been simplified based on Learn Local feedback. It enables Learn Locals to manually input and amend module (course) information, but still includes some automated features.

The template, which is an Excel workbook, has four visible tabs:

|  |  |
| --- | --- |
| **Tab 1** – Guide to completing the 2023 Delivery Plan EOI | A quick guide to completing the template. For more detailed information please refer to the *2023 ACFE Training Delivery Guidelines* (this document). |
| **Tab 2** – 2023 Delivery Plan Summary | Calculates and summarises the SCH/funding data from the two Delivery Plan worksheets by training delivery program stream and LGA.  **The only section of the summary tab to be completed by the Learn Local is the table for organisation/contact details and version information (yellow boxes).**  The remaining tables will summarise contract information by LGA and program stream for Department reference and review. |
| **Tab 3** – 2023 General Pre-accredited Delivery Plan Worksheet | The worksheet for all modules (courses) to be delivered under the General Pre-accredited funding stream (ACE) in 2023. |
| **Tab 4** – 2023 Digital Skills Delivery Plan Worksheet | The worksheet for all modules (courses) to be delivered under the Digital Skills funding Stream (AC2) in 2023. |

The two Delivery Plan worksheets (tabs 3 and 4) are similar in format to the 2021 Delivery Plan template, but with the following changes:

* Three columns have been removed:
  + Course Plan Overview/A-frame
  + Has this A-frame been moderated?
  + Learning Outcome including pathways.
* Two columns have been added:
  + Source of module (course) – Centrally developed; Adapted centrally developed; Locally developed
  + Module (course) plan developed – Y/N.
* Columns have been updated to provide more clarity:
  + Training partnership – this column was previously a free text field, including both delivery site and partnership information. It is now used to record partnership information only with a drop-down menu of options, including ‘no partnership’
  + Site details were removed as this information is recorded on the Course Plan and SMS
  + New/Existing module – the drop-down menu has two clear options – New, Existing.
* Where possible, free text columns have been changed to drop-down menus to enable better analysis of the information, when required.

These changes are designed to simplify the Delivery Plan by removing information that is already available in the Module (Course) Plan and generally not required for determining required SCH/funding.

The Delivery Plan Worksheet template includes drop-down menus and free text fields to enter module details.

**Please note**: The term ‘module’ is now used to describe a course. This change has been made to ensure better alignment with associated system and frameworks e.g., SVTS, PQF, etc.

**The following information is required for General Pre-accredited (tab 3) and Digital Skills (tab 4) modules**

| Field/column heading | Completion method | Information required |
| --- | --- | --- |
| LGA of module delivery | Menu | Select the LGA from where the module will be delivered. |
| New/existing module | Menu | If the module has been offered prior to 2023, select ‘existing’, otherwise select ‘new’. |
| Source of module | Menu | If the module is:   * entirely centrally developed, select ‘Centrally developed' * adapted by up to 30% from a centrally developed version to suit local need, select 'Adapted centrally developed' * entirely locally developed, select 'Locally developed'. |
| Module plan developed | Menu | If a Module (Course) Plan has been finalised for this module, select ‘Yes’. If there is no Module (Course) plan or it is incomplete, select ‘No’. |
| Module code and name | Text | For 2023, you will nominate your own Module (Course) Code and Module Name for locally developed or centrally adapted modules or use the designated Module Code and Module Name for centrally developed modules.  The module code should be alphanumeric and no more than 12 characters in length with no spaces. It should start with the year of delivery, followed by the abbreviated Program Category (refer to table below) and abbreviated module name.  For example: An employability module titled 3 Steps to Employment would have a module code of 23EMP3STEPS i.e. [year] 2023, [program category] employability, [local name] 3 Steps to Employment.  Module codes must be consistent for Delivery Plans and reporting, i.e. the code that is used in the Delivery Plan must also be used when entering enrolment information for that module in your Student Management System (SMS).  Do not use a national or state recognised accredited module code. |
| Program category | Menu | Select the most appropriate Program Category for your module. Refer to page 17 of these Guidelines for further information, if needed. Where a short module (5-15 hours) in General Pre-accredited or Digital Skills also falls under one of the other categories, select Short Module. |
| Mode of delivery | Menu | All proposed modules in 2023 must be delivered using one of the following modes of delivery – Face-to-Face, Online or Blended. Select the appropriate mode of delivery from these three options.  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 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. |
| Training partnership | Menu | If the module is being delivered through a partnership with another organisation, select the most appropriate option from the list, otherwise select ‘No partnership’. Where there is more than one training partner, select the option that is the most prominent partner. |
| Terms of delivery | Menu | Select the terms that your module will be delivered from the options provided |
| Module SCH | Text | Enter the total number of student contact hours for your module.  In completing this field, please note the parameters for each training delivery program stream.  **General Pre-accredited** local modules are short and modular in nature and are a minimum of 20 SCH and in general under 100 SCH. Module Plans over 100 SCH will be reviewed in detail by the Department regarding the educational necessity and justification for the course duration.  In 2023, a new program category of Short Modules has been introduced to replace and expand on LEAP. It should be used for modules of a minimum of 5 SCH and no more than 15 SCH.  **Digital Skills** modules using the centrally developed curriculum Digital Essentials 1 and Digital Essentials are 30 SCH each. Within the Digital Skills for Employability program category, the centrally developed curriculum Digital Skills for Jobseekers modules are 10 SCH each and the centrally developed Digital Skills for the Workplace modules are either 10 SCH or 20 SCH each (see details in the Program Table). Providers can also submit their own locally designed digital literacy module of up to 60 SCH. |
| Total students | Text | Enter the number of students that your module can accommodate. |
| Total SCH | Auto | No entry required. |
| Total payment | Auto | No entry required. |

**Program Categories for General Pre-accredited and Digital Skills modules in 2023**

|  |  |
| --- | --- |
| Category and abbreviation\* | Description |
| **General Pre-accredited** | |
| Language (LAN) | Modules focused on speaking, reading and writing English for learners who speak English as an additional language |
| Literacy and Numeracy (LLN) | Modules 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) | Modules focused on assisting learners to develop and improve their core and transferable skills to engage in the workplace |
| Vocational (VOC) | Modules focused on assisting learners to develop their understanding and/or skills in a specific industry or employment sector |
| Short Modules (SHM) | Short General Pre-accredited modules of 5-15 hours in length. These may focus on engagement or on digital, vocational and employability |
| **Digital Skills** | |
| Digital Literacy Essentials (DLE) | Modules that provide adult Victorians with the entry-level digital skills required to make basic use of digital devices and online applications |
| Digital Skills for Employability (DSE) | Modules with a specific focus on employability, providing adult Victorians with core employability skills training which embed a digital component |
| Short Modules (DSM) | Short Digital Skills modules of 5-15 hours in length |
| \*Abbreviation (in brackets) is to be used as part of locally generated module code | |

**Submitting your EOI**

Submit your Delivery Plan **by COB 16 September 2022** to [training.participation@education.vic.gov.au](mailto:training.participation@education.vic.gov.au).

**Note**: It is essential that your EOI is sent by email to this address so that you receive a confirmation of your submission. If you do not receive confirmation within one week, please contact your Regional Office.

**Notification of Outcomes**

Learn Local providers will be notified of the outcome of their EOI submission by late October 2022.

**SAMS2 Contracting**

Once all contract prerequisites are completed, including the BGS, the 2023 Service Plan(s) for ACFE Training Delivery will be uploaded in SAMS2. 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.

## FINALISATION OF A-FRAMES

In line with the streamlined process, Module Plans (for existing modules) and/or full A-frame (for new or substantially amended modules) can be submitted with the Delivery Plan EOI or separately by **Tuesday, 15 November 2022**.

* + - You are not required to submit an A-frame for proposed delivery of centrally developed modules.
    - Module (Course) Plans must be submitted for all locally developed modules or amended central modules. Your Module Plan must clearly outline the structure and delivery mode for all module hours.
    - All sections of the A-frame (including Module and Session Plans) should be completed and submitted if you are proposing to deliver a new or substantially amended module in 2023.
    - The latest evaluated/moderated version of Module and Session Plans should be submitted. Evaluated/moderated modules should include evidence of quality improvement. All pre-accredited modules must be evaluated/moderated annually by providers.
    - A-frame templates, including Module 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.vic.gov.au/pre-accredited-quality-framework?Redirect=1).

## DELIVERY PLAN AND A-FRAME Assessment CRITERIA

Assessment criteria includes both the allocation of hours and assessment of module delivery.

Allocation of hours by LGA and training delivery program stream will be assessed by a moderation panel.

Individual module delivery in the Delivery Plan Worksheet and corresponding A-frame will be assessed by your region. Modules need to be finalised by 15 November 2022.

### Digital Skills

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

1. Allocation of hours by LGA and training delivery program stream, against Provision Plan

* reflects Digital Skills initiative strategic priorities and implementation strategy
* equitable allocation of resources across the state according to learner demand
* relevance of the proposed module 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.

1. Assessment of module delivery, against strategic priorities and PQF

* alignment to the ACFE Board Strategy 2020-25
* quality of Module Plans and Session Plans, if not using centralised resources
* clear evidence that the proposed module aligns to one or more of the four key roles of providers in meeting the needs of learners
* the module 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 centralised resources.

### General Pre-accredited

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

1. Allocation of hours by LGA and training delivery program stream, against Provision Plan

* equitable allocation of resources across the state according to learner demand
* relevance of the proposed module 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.

1. Assessment of module delivery, against strategic priorities and PQF

* alignment to the ACFE Board Strategy 2020-25
* quality of Module Plans and Session Plans, if not using centralised resources
* clear evidence that the proposed module aims to lead to further education, training or employment
* evidence that the proposed module is aligned to one or more of the roles specified in the ACFE Board Strategy 2020-25
* the module is targeted at the needs of educationally disadvantaged adults
* evidence of module evaluation/moderation, if not using centralised resources.

# 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 2023 at a minimum. 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), to support accurate advice to the ACFE Board and strategic analysis of training delivery.

Learn Local providers need to report training delivery in SVTS by each milestone due date. Reporting is required against each milestone, even if no additional enrolment data is being uploaded. Where no additional training has been delivered since the last milestone date, a “nil” report must be submitted. Where Learn Local providers do not report training delivery by the milestone due dates, the Department will follow up via the regional offices to assist you to meet requirements. Providers are reminded that meeting milestone reporting dates is a requirement of their contract and is essential to enable the Department and the ACFE Board to effectively monitor training delivery.

[Payment of government subsidies, loadings and concession rebates outlined in the next section is contingent on 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.

The [Victorian VET Student Statistical Data Collection Guidelines](https://www.vic.gov.au/training-data-collection) is the primary reference when reporting data to SVTS. Specific exceptions relating to agreed Service Agreement and Delivery Plan are detailed in the 2023 Pre-accredited Training Data Reporting Guidelines.

[2023 Pre-accredited Training Data Reporting Guidelines](https://www.vic.gov.au/pre-accredited-training-and-programs?Redirect=1).

## Payments

### Government subsidy

The subsidy per Student Contact Hour (SCH) has been increased to **$9.35** effective from **2023.**

Providers contracted for 2023 ACFE Training Delivery will have their payment released upon successful completion of the associated milestone in the applicable 2023 ACFE training Service Plan.

Once processed in SAMS2, payments will appear in the organisation’s bank account. Please note this could take at least five to ten 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 to provider details (e.g. signatories, bank account changes, Service Plan and name changes).

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Digital Skills and General Pre-accredited  2023 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 |
| 3 | May | 0% | 0% | Non-financial progress report by 31 May |
| 4 | August | 20% | 80% | 55% enrolments reported by 31 July |
| 5 | 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.vic.gov.au/pre-accredited-course-fees-and-subsidies?Redirect=1) on the Learn Local website.

### Regional loading

A 20 per cent 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 is calculated on student contact hours delivered, based on the base subsidy rate for the year of delivery.

The first payment of the pre-accredited regional loading will be processed in May 2023 and will be based upon 2023 contracted delivery.

The payment will be calculated by multiplying the loading rate by 50% of the total 2023 contracted delivery hours.

Subsequent payments will be processed based on a reconciliation of 2023 training delivery data reported in SVTS for eligible delivery hours and will be paid in May 2024.

### Koorie loading

A 50 per cent 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 Koorie loading is calculated on student contact hours delivered to learners who identify as Indigenous, based on the base subsidy rate for the year of delivery.

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 2023 based on a census of Koorie learner enrolments reported in SVTS as at 31 March 2023.

A subsequent payment will be processed based on a census of Koorie learner enrolments reported in SVTS as at 15 January 2024, 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.vic.gov.au/training-data-collection) 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 2023. Providers must submit their 2023 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 2023. 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 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 contracted 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 Schedules 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 training delivery program stream and/or LGA targets and 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, via email to the training.participation inbox.

## Subcontracting / OUTSOURCING

As per ACFE Board procurement policy, Learn Locals who are contracted to deliver training in a given year must not outsource this training to another organisation. Where there is an identified local pre-accredited training need that cannot be serviced by a contracted Learn Local, this will be identified by DET or brought to the attention of DET by the Learn Local, who will determine options for ACFE Board consideration. Alternative delivery arrangements or models will be offered to learners to meet provision needs.

## 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. It 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.vic.gov.au/become-registered-learn-local-provider?Redirect=1).

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 notification 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 ACFE Sector Engagement and Support Unit.

|  |  |  |
| --- | --- | --- |
| South Western Victoria Region (SWV) Barwon South Western, Grampians, western half of North Western Metropolitan 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](mailto: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 | | |
| Jeremy Brewer, Acting Manager SEV | 8904 2503 | [Jeremy.Brewer@education.vic.gov.au](mailto:Jeremy.Brewer@education.vic.gov.au) |
| Iwona Jonasz, Senior Project Officer | 7022 1804 | [Iwona.Jonasz@education.vic.gov.au](mailto:Iwona.Jonasz@education.vic.gov.au) |
| Claudine Evans, Senior Project Officer | 8904 2574 | [Claudine.Evans@education.vic.gov.au](mailto:Claudine.Evans@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 northern half of 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) |
| Steven Carroll, Senior Project Officer | 4433 7662 | [Steven.Carroll@education.vic.gov.au](mailto:Steven.Carroll@education.vic.gov.au) |
| Ash Prasad, Project Officer | 4433 7671 | [Ashwini.Prasad@education.vic.gov.au](mailto:Ashwini.Prasad@education.vic.gov.au) |
| North Eastern Victoria Region (NEV) Eastern Metropolitan and Hume Regional Council Areas | | |
| Cathy Clark, Manager NEV | 9084 8573 | [Catherine.Clark@education.vic.gov.au](mailto:Catherine.Clark@education.vic.gov.au) |
| Mandy Redfern, Senior Project Officer | 7022 0419 | [Amanda.Redfern@education.vic.gov.au](mailto:Amanda.Redfern@education.vic.gov.au) |
| Janine Summers, Project Officer | 7022 1806 | [Janine.Summers@education.vic.gov.au](mailto:Janine.Summers@education.vic.gov.au) |
| ACFE Sector Engagement and 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) |
| Neisa Fattah, Project Support Officer | 8688 7804 | [Neisa.Fattah@education.vic.gov.au](mailto:Neisa.Fattah@education.vic.gov.au) |

# BRANDING REQUIREMENTS

## Learn Local Brand guidelines

The [Learn Local brand toolkit](https://www.vic.gov.au/learn-local-brand-toolkit?Redirect=1) is the official style guide for all visual aspects of the Learn Local brand. The toolkit 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](https://www.vic.gov.au/become-registered-learn-local-provider?Redirect=1)
* [Business and Governance Status Assessment (BGS)](https://www.vic.gov.au/become-registered-learn-local-provider?Redirect=1)

Data Reporting

* [Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)](https://www.abs.gov.au/AUSSTATS/abs@.nsf/0/C9D51B20651E1666CA2572FE00208B29?opendocument)

* [Data collection](https://www.vic.gov.au/training-data-collection)
* [Skills Victoria Training System (SVTS)](https://www.education.vic.gov.au/svts)

Learn Local Resources

* [Victorian Government Acknowledgement and Publicity Guidelines](https://fac.dffh.vic.gov.au/acknowledgement-and-publicity-guidelines-victorian-government-funding-support)
* [Curriculum resources](https://www.vic.gov.au/accredited-curriculum-resources?Redirect=1)
* [Learn Local toolkit](https://www.vic.gov.au/learn-local-brand-toolkit?Redirect=1)
* [Memos and communication](https://www.vic.gov.au/general-memos-department-education-training)
* [Software support](https://www.vic.gov.au/microsoft-software-agreement-learn-local-providers)
* [Pre-accredited Quality Framework](https://www.vic.gov.au/pre-accredited-quality-framework?Redirect=1)
* [Victorian VET Student Statistical Collection Guidelines](https://www.vic.gov.au/training-data-collection)
* [Course fees](https://www.vic.gov.au/pre-accredited-course-fees-and-subsidies?Redirect=1)

**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 |  |