ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

2024 TRAINING DELIVERY GUIDELINES

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ACFE TRAINING DELIVERY TIMELINE

|  |  |  |
| --- | --- | --- |
| **Action** | | **Date** |
| 2024 Expression of Interest (EOI) for contracting of hours open. For more information, see Learn Local [website](https://www.vic.gov.au/pre-accredited-training-and-programs). | Open 28 August 2023  Close 15 September 2023 | |
| ACFE 2024 Training Delivery Guidelines and the 2024 Delivery Plan available. | From 28 August 2023 | |
| Attend an online information session: [register here](https://vdc.edu.au/professional-learning/?eventtemplate=628-acfe-board-2024-training-delivery-eoi-information-session) | 31 August or 5 September 2023 | |
| Attend a regional forum in your area. Your regional office will send you an invitation closer to the date. | September 2023 | |
| Prepare and submit your Expression of Interest for 2024 ACFE training delivery funding, using the Delivery Plan, to: [training.participation@education.vic.gov.au](mailto:training.participation@education.vic.gov.au) | By 15 September 2023 | |
| 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 2023 | |
| Department advises providers of outcomes for training delivery hours EOI. | Late October 2023 | |
| Learn Local providers continue to refine proposed modules (courses) on Delivery Plan worksheet(s) within allocated training delivery hours. | Late November 2023 | |
| Ensure your current Business and Governance Status (BGS) is completed, signed, and uploaded to the Compliance tab in SAMS2. | By December 2023 if on a financial year, or by June 2024 if on a calendar year. | |
| Contracts will be uploaded in SAMS2 once all prerequisites are met, including BGS. | December 2023 | |
| Once contract requirements are finalised, first payment released. | February 2024 | |
| Learn Local providers can apply under the open variation round in 2024 for delivery of additional or varied hours which may include delivery of PQF+ under the Stronger by Design model for providers who have completed the professional development. | Through 2024 delivery year | |
| 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 2024.

## 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/sites/default/files/2020-12/Future-ACE-2020-25-Ministerial-Statement.pdf) as language, literacy, numeracy, employability and digital skills (LLNED).

Through the Board, the Victorian Government provides funding to adult community education providers for delivery of education and training programs to a broad range of Victorians who are above compulsory school age and who are seeking to enhance their educational capacity and core skills.

### Pre-accredited modules (courses)

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

They are short modules:

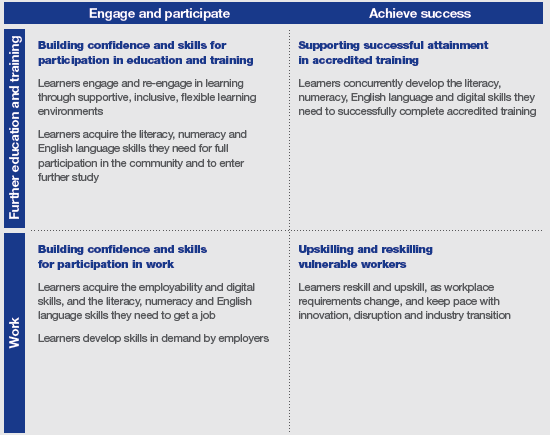
* + unique and separate from accredited training programs
  + with their own A-frames (Module and Session Plans) and objectives.

### Design principles

Modules are designed to be:

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

Contracted providers are expected to deliver pre-accredited modules aligned to one or more of the four objectives 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 2024 DELIVERY

### ACFE Board training priorities

Pre-accredited modules reflect the Board’s strategic prioritiesoutlined in the [ACFE Board Strategy 2020-2025](https://www.vic.gov.au/sites/default/files/2020-12/Adult-Community-and-Further-Education-Board-Strategy-2020-25.pdf), and [Ministerial Statement on the Future of Adult Community Education in Victoria 2020-25](https://www.vic.gov.au/sites/default/files/2020-12/Future-ACE-2020-25-Ministerial-Statement.pdf).

ACFE Board priorities:

* allocation of pre-accredited training funds, based on demographic data and the Board’s strategic objectives
* Design and delivery of pre-accredited modules to people who have experienced educational disadvantage.

## PRE-ACCREDITED QUALITY FRAMEWORK (PQF)

The [PQF](https://www.vic.gov.au/pre-accredited-quality-framework), launched in 2013, is the ACFE Board’s quality framework for planning, developing, delivering and reviewing funded pre-accredited programs. The PQF provides guidance on quality practices and processes for all pre-accredited provision and forms part of the ACFE Board’s funding agreement with Learn Local providers.

The PQF 2013 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.

See the [PQF](https://www.vic.gov.au/pre-accredited-quality-framework) for details of the PQF 2013 components.

Learn Local provider developed pre-accredited modules

To be eligible for funding, Learn Local providers seeking to develop or adapt a pre-accredited module must ensure they are designed and delivered in accordance with the PQF.

These include:

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

Centrally developed pre-accredited modules

Centrally developed modules comprise a mix of Learn Local provider developed, ACFE Board-Learn Local provider co-designed and privately developed curriculum products that have been purchased by the ACFE Board and made available to all Learn Local providers. These modules align with the Pre-accredited Quality Framework (PQF) and have been subject to a centralised quality assurance process (see links below under the [PROGRAMS AVAILABLE](#_PROGRAMS_AVAILABLE) section).

Learn Local providers should review and use or adapt the centrally developed resources on the [Learn Local website](https://learnlocal.org.au/resources/) or [Learn Local Secure Portal](https://www.vic.gov.au/learn-local-secure-portal) as a first consideration when planning their EOI responses. This will minimise duplication of resources and increase utilisation of quality assured A-frames where available. Regional teams will review this during the assessment of Delivery Plans.

**Introduction of PQF+ through the Stronger by Design model**

The [PQF](https://www.vic.gov.au/pre-accredited-quality-framework) 2013 is being updated as part of the development of new guidelines and resources to support the ACFE Board’s new pre-accredited model - Stronger by Design. The updated quality framework is known as ‘PQF+’. The Stronger by Design model has been piloted by some Learn Local providers through 2022-23.

While PQF+ and the Stronger by Design model are being piloted, the current [PQF](https://www.vic.gov.au/pre-accredited-quality-framework) 2013 continues to serve as the principal source of guidance on quality pre-accredited provision practices for Learn Local providers.

Implementation of PQF+ and the Stronger by Design model will take place incrementally over the coming years to allow sufficient preparation time for all Learn Local providers to transition. Regular progress updates will start being communicated to Learn Local providers over coming months, with plenty of opportunities for input and feedback. Learn Local providers will be fully supported to transition to PQF+ and the Stronger by Design model by building their skills and capabilities to adopt the new tools and processes, including through new professional development modules.

It is expected that from 2025, in line with the move to PQF+ and the Stronger by Design model, Learn Local providers will only be creating new modules through PQF+.

More information about PQF+ and the Stronger by Design model is at **Appendix 1**.

## 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/sites/default/files/2020-12/Adult-Community-and-Further-Education-Board-Strategy-2020-25.pdf) 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

There are fixed, limited funding resources for pre-accredited training delivery. 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 current Census data, moderated by demonstrated demand and provider capacity to deliver.

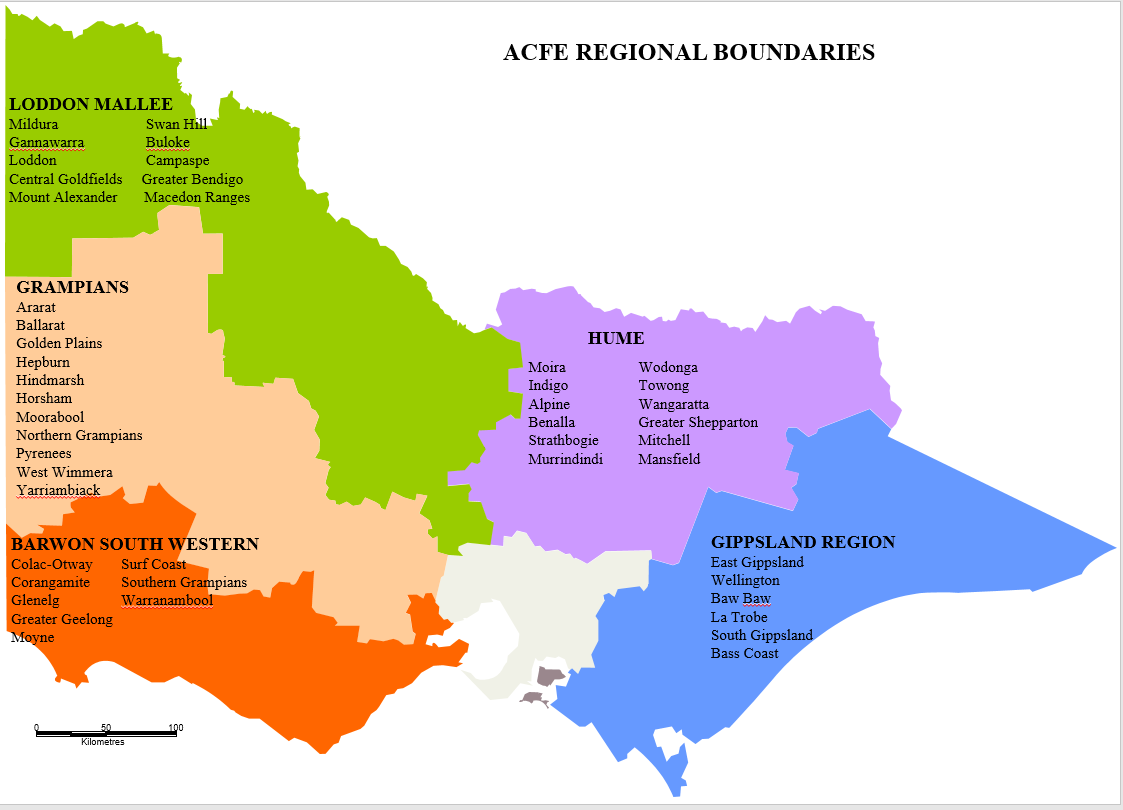
The resource allocation model has been updated to reflect 2021 Census data and entails redistribution of some resources amongst regions. This may mean that allocations shift over time according to need backed by data. However, every attempt will be made to do this in a sensitive way.

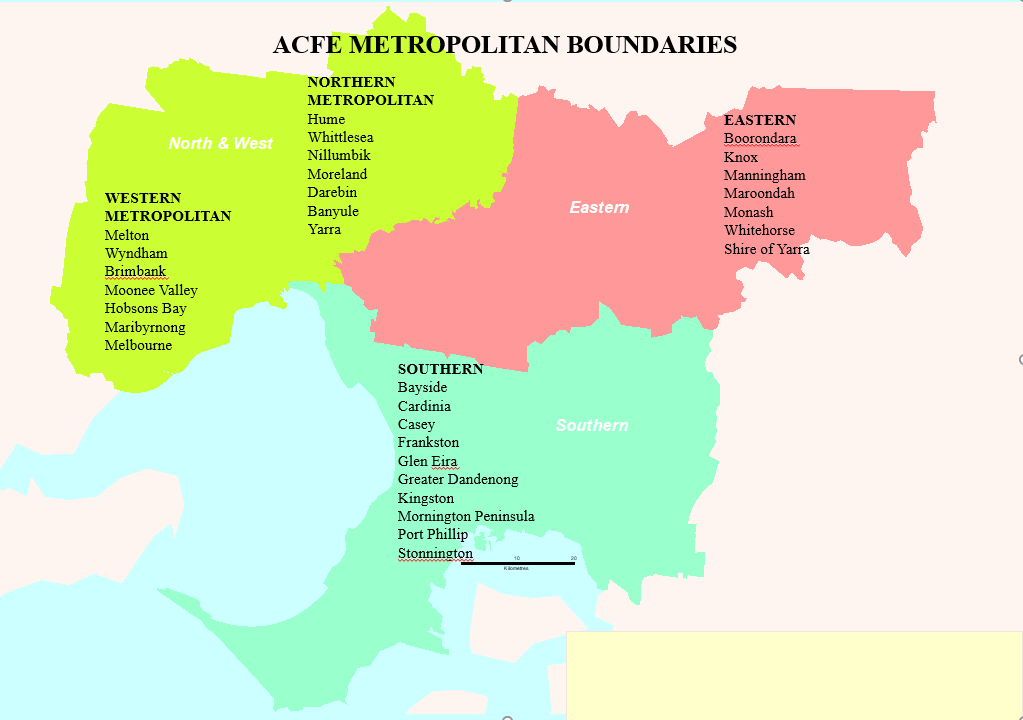
This formula includes weightings for the Regional Council area’s share of the Victorian working age population (people aged 15–69 who are not in school education) and who have not achieved a Certificate III or greater education) and the proportion of the Regional Council area population experiencing 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 ACFE DIVISION AS PART OF TRAINING, SKILLS AND HIGHER EDUCATION, WITHIN DEPARTMENT of JOBS, SKILLS, INDUSTRY AND REGIONS

The ACFE Division, as part of Training, Skills and Higher Education, within the Department of Jobs, Skills, Industry and Regions (‘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 under the [Asylum Seeker VET program](https://www.vic.gov.au/asylum-seeker-vet-program) |  |  |
| **** |  |
| **** |  |
| **** |  |
| **** |  |
| **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. See [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). | **** |  |

|  |  | **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. |  | **🗶** |
| Learn Local provider paid staff are regarded as Fee for Service enrolments. |  | **🗶** |

### 

### 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, on the current process.

## 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).
* 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).

* Comply with the data reporting requirements laid out in the *2024 Pre-Accredited Training Data Reporting Guidelines*.

If you wish to deliver pre-accredited training in 2024, but have not delivered in 2023, 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 2024 ACFE training delivery hours under the following training delivery **program streams**:

* **General Pre-accredited Training -** funded from the ACFE Pre-accredited Training Budget.
  + - **Language**
    - **Literacy**
    - **Numeracy**
    - **Employability**
    - **Engagement (5-15 hours)**
  + **Additional Digital and Employability Places -** funded from the Victorian Budget 2023-24**.**
    - **Digital Literacy Essentials**
    - **Employability with a Digital Component**

Within the Delivery Plan, Learn Local providers should choose the program category that primarily fits the focus of the module.

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.

**Engagement program category**

Engagement modules are included as a program category within General Pre-accredited training delivery for 2024. The Engagement program category includes modules of 5-15 hours length, with a focus on engagement that leads to further pre-accredited training.

**Update to Pre-Accredited Program Categories**

Learn Local providers should note that ‘Vocational’ has been discontinued as a specified program category for pre-accredited training. This brings ACFE program categories into alignment with the definition of ‘core skills’ contained in the [Ministerial Statement on the Future of Adult Community Education in Victoria 2020-25](https://www.vic.gov.au/sites/default/files/2020-12/Future-ACE-2020-25-Ministerial-Statement.pdf) which include Language, Literacy, Numeracy, Employability and Digital skills.

Existing pre-accredited modules that Learn Local providers have been delivering under the ’Vocational’ program category will need to focus on and be categorised as at least one of Language, Literacy, Numeracy, Employability and Digital core skills, in order to be approved for contracting in 2024.

Please note that pre-accredited modules can still be contextualised to an occupation, industry or career pathway or outcome. These remain important destinations for pre-accredited learners who lack the necessary underpinning core skills to get or keep a job or to transition to a new industry. It is essential that the primary focus of a pre-accredited module is on core skills rather than technical skills training. The latter is principally the domain of accredited training.

## PROGRAM BACKGROUND

### General Pre-accredited

General Pre-accredited training includescentrally and locally developed curriculum, for delivery through the Language, Literacy, Numeracy, Employability and Engagement program categories.

Locally developed General Pre-accredited training modules must be consistent with the [Pre-accredited Quality Framework](#_PRE-ACCREDITED_QUALITY_FRAMEWORK_1) on page 5.

### Additional Digital and Employability Places (Victorian State Budget 2023-24)

The Victorian Budget 2023-24 provides funding over two years, to address the skills knowledge base required to ensure thousands of pre-accredited learners have the digital literacy and employability skills they need to improve their employment prospects.

Digital Literacy Essentials and Employability with a Digital Component

Training delivery hours are available in 2024 as part of the first year of the *Additional Digital and Employability Pre-accredited Places* Budget initiative. This will include centrally and locally developed curriculum, for delivery through the Digital Literacy Essentials and Employability with a Digital Component training delivery program categories.

**ACFE 2024 PROGRAMS - SUMMARY**

|  |  |
| --- | --- |
|  | **Description and links** |
| **See details on module length, quadrants (aligned to ACFE Strategy 2020-25), funding and reporting, resources and links at Attachment 1 2024 ACFE Training Program Table** | |
| **General Pre-accredited training** | **General Pre-accredited Training**  Pre-accredited training provides opportunities for adult Victorians to gain the educational capacity and core skills they need for study, work and life. |
| **Additional Digital and Employability Places**  **(2023-24 State Budget initiative)** | **Digital Literacy Essentials**  Digital literacy modules that provide adult Victorians with the entry-level digital skills required to make basic use of digital devices and online applications. |
| **Employability with a Digital Component**  Modules that provide adult Victorians with core employability skills training which embed a digital component. |

# 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 and September 2023.

The online information sessions will focus on priorities for 2024 General Pre-accredited and Additional Digital and Employability Places 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 | Thursday, 31 August 2023 | 12.30pm – 1.30pm |
| Information session 2 | Tuesday, 5 September 2023 | 12.30pm – 1.30pm |
| Information session presentation | From Monday, 11 September 2023 | [Website](https://www.vic.gov.au/pre-accredited-training-and-programs) |
| Regional forums | Throughout September 2023 | TBA by Regional Office |

### Information session registration

Please [register for one of the above information sessions here.](https://vdc.edu.au/professional-learning/?eventtemplate=628-acfe-board-2024-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) and the [Learn Local Facebook page](https://www.facebook.com/learnlocal/) from Monday, 11 September 2023.

### Regional forums

Regional forums will be scheduled throughout September 2023 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 for 2024 will streamline the information required for contracting purposes. As in 2023, this will enable Learn Local providers to continue amending Delivery Plans at the individual module level, within their contracted allocation of Student Contact Hours (SCH).

The 2024 Delivery Plan EOI template will be sent to Learn Local providers on **28 August 2023** and uploaded to the [Learn Local sector webpage (Pre-accredited Training Programs)](https://www.vic.gov.au/pre-accredited-training-and-programs).

The Delivery Plan EOI must be submitted by **COB 15 September 2023** to [training.participation@education.vic.gov.au](mailto:training.participation@education.vic.gov.au)

Learn Local providers need to complete a draft Delivery Plan EOI indicating the requested total number of SCH for each funding stream (General Pre-accredited and Additional Digital and Employability Places) 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, 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.

Learn Local providers may apply for delivery of PQF+ modules under Stronger by Design in 2024, through adjustments to their Delivery Plan and on completion of Stronger by Design professional development.

For assistance in completing the 2024 Delivery Plan template, Regional Office staff are available if required, and upcoming regional forums will include instruction.

### Delivery Plan Template

The 2024 Delivery Plan template is similar in format to the 2023 Delivery Plan template. It enables Learn Local providers 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 2024 Delivery Plan EOI | A quick guide to completing the template. For more detailed information please refer to the *2024 ACFE Training Delivery Guidelines* (this document). |
| **Tab 2** – 2024 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 provider 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** – 2024 General Pre-accredited Delivery Plan Worksheet | The worksheet for all modules to be delivered under the General Pre-accredited funding stream (ACE) in 2024. |
| **Tab 4** – 2024 Additional Digital and Employability Delivery Plan Worksheet | The worksheet for all modules to be delivered under Additional Digital and Employability Places funding stream (AC2) in 2024. |

**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 Additional Digital and Employability (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, PQF+ – New, PQF+-Existing | Menu | If the module:  – has not been offered before 2024 and has not been developed through PQF+, select ‘New’  – has been offered before 2024, and has not been developed through PQF+, select ‘Existing'  – is being mapped to PQF+, select ‘PQF+ ‘New'  – has previously been developed through the PQF+ pilot, select ‘PQF+ Existing'. |
| 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 Plan has been finalised for this module, select ‘Yes’. If there is no Module Plan or it is incomplete, select ‘No’. |
| Module code and name | Text | For centrally developed Modules, you must use the designated Module Code and Module Name. For 2024, you will nominate your own Module Code and Module Name for locally developed or centrally adapted 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: A literacy module titled 3 Steps to Literacy would have a module code of 24LIT3STEPS i.e. [year] 2024, [program category] literacy, [local name] 3 Steps to Literacy.  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 an engagement module (5-15 hours) in General Pre-accredited also falls under one of the other categories, select Engagement. |
| Mode of delivery | Menu | All proposed modules in 2024 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 module hours and must be detailed in the Module Plan.  For online delivery, Learn Local 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 module * 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** and **Additional Digital and Employability Places** 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 module duration. |
| 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 Additional Digital and Employability modules in 2024**

|  |  |
| --- | --- |
| Category and abbreviation\* | Description |
| **General Pre-accredited** | |
| Language (LAN) | Pre-accredited ‘Language’ programs build the English language skills of learners for whom English is not their first language. This category includes embedded approaches where relevant and meaningful language skills are developed in different contexts such as vocational contexts. |
| Literacy (LIT) | Pre-accredited literacy programs support learners to understand, evaluate, use and engage with everyday written texts. This category includes embedded approaches where relevant and meaningful literacy skills are developed in different contexts such as vocational contexts, e.g. Skills for Work and Study. |
| Numeracy (NUM) | Pre-accredited numeracy programs support learners to use, apply, interpret and communicate mathematical information in real life situations. This category includes embedded approaches where relevant and meaningful numeracy skills are developed in different contexts such as vocational contexts. |
| Employability (EMP) | Pre-accredited employability programs develop generic skills that are important for gaining employment, progressing within a workplace, engaging in study and/or participating in daily life. These skills are defined as self-management, learning, teamwork, problem-solving, planning and organising and initiative and enterprise. |
| Engagement (ENG) | Short General Pre-accredited modules of 5-15 hours in length. These will focus on engagement with pathways to further pre-accredited training. |
| \*Abbreviation (in brackets) is to be used as part of locally generated module code | |
| **Category and abbreviation\*** | **Description** |
| **Additional Digital and Employability** | |
| 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. |
| Employability with a Digital Component (EDC) | Modules with a specific focus on employability, providing adult Victorians with core employability skills training which embed a digital component. |
| \*Abbreviation (in brackets) is to be used as part of locally generated module code | |

**Submitting your EOI**

Submit your Delivery Plan **by COB 15 September 2023** 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 Outcome**

Learn Local providers will be notified of the outcome of their EOI submission by late October 2023.

**SAMS2 Contracting**

Once all contract prerequisites are completed, including the BGS, the 2024 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 and Session Plans (for locally developed modules or adapted central modules) can be submitted with the Delivery Plan EOI or separately by **Thursday** **30 November 2023**.

* + - You are not required to submit an A-frame for proposed delivery of centrally developed modules.
    - Module Plans and Session Plans must be submitted for all locally developed modules or amended central modules. This includes both new and existing modules. Your Module Plan must clearly outline the structure and delivery mode for all module hours.
    - 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 [Learn Local sector 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).

## 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 30 November 2023.

**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 2013 and/or PQF+

* alignment to the ACFE Board Strategy 2020-25
* quality of Module Plans and Session Plans, if not using centralised resources
* alignment to PQF+ requirements, for local modules being delivered under the Stronger by Design model
* 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.

### Additional Digital and Employability Places

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 Additional Digital and Employability Places 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 2013 and/or PQF+

* alignment to the ACFE Board Strategy 2020-25
* quality of Module Plans and Session Plans, if not using centralised resources
* alignment to PQF+ requirements, for local modules being delivered under the Stronger by Design model
* evidence that the proposed module is aligned to one or more of the roles specified in the ACFE Board Strategy 2020-25
* the module will either deliver
  + general digital literacy skills or
  + employability skills with a digital focus
* 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, 30 September and 15 November 2024 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 2024 Pre-accredited Training Data Reporting Guidelines.

Where providers experience difficulty in meeting SVTS reporting requirements, it is imperative that they log an enquiry in the SVTS system as a matter of urgency, for appropriate action.

[2024 Pre-accredited Training Data Reporting Guidelines](https://www.vic.gov.au/pre-accredited-training-and-programs).

## Payments

### Government subsidy

The subsidy per Student Contact Hour (SCH) is **$9.35.**

Providers contracted for 2024 ACFE Training Delivery will have their payment released upon successful completion of the associated milestone in the applicable 2024 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| General Pre-accredited and Additional Digital and Employability Places  2024 Payment & Reporting Schedule | | | | |
| No. | Payment  Processing date | Payment percentage (%) | Cumulative payment percentage (%) | Requirement for release of payment |
| 1 | February | 35% | 35% | Contract execution |
| 2 | April | 25% | 60% | 25% enrolments reported by 31 March |
| 3 | Non-payment milestone | 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 |
| 6 | Non-payment milestone | 0% | 0% | Non-financial data check report by 15 November |

### Module (Course) Fees

Fees and charges for training and further education are set by the provider. A government subsidised module 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) 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 2).

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 and paid in the first semester of 2024. The second payment will be processed based on a reconciliation of 2024 training delivery data reported in SVTS for eligible delivery hours and will be paid in May 2025.

### 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 and paid in the first semester of 2024. The subsequent payment will be processed and paid in the first semester of 2025.

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 reconciled data 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 2024. Providers must submit their 2024 Training Delivery Support Grant Purchase Plan to their Regional Manager for approval.

For more information, see: [Training Delivery Support Guidelines](https://www.vic.gov.au/pre-accredited-training-and-programs).

### Reconciliation of Funding

Contracted providers are required to deliver to their SCH targets as outlined in their SAMS2 contract and approved Delivery Plan for 2024. The ACFE Board may require contracted providers to repay unacquitted funds as part of the annual reconciliation of reported data against the program contract and approved Delivery Plan.

Providers are required to monitor the delivery and reporting of General Pre-accredited and Additional Digital and Employability Places 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 Department of Families, Fairness and Housing (DFFH) manage the Service Agreement Management System (SAMS2) on behalf of the Victorian Government.

Learn Local providers offered a pre-accredited training delivery grant enter into a Service Agreement in SAMS2.

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)](https://fac.dffh.vic.gov.au).

## 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 2 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.

The Service Plan is based on the approved Delivery Plan. Providers proposing to vary their contracted Delivery Plans must obtain prior approval from the Department before making any changes and commencing delivery.

A variation to the Delivery Plan that includes changes to training delivery program stream and payments, can only be requested during a formal variation window. Advice on variation windows will be provided during the year.

Where a variation to a provider’s Delivery Plan is approved, should the variation include a change in total student contact hours by program stream, a Variation to the Agreement will be made through SAMS2.

Please ensure that the approved financial delegate of your organisation approves any variation prior to submitting a request, via email to [training.participation@education.vic.gov.au](mailto:training.participation@education.vic.gov.au)

## Subcontracting / OUTSOURCING

As per ACFE Board procurement policy, Learn Local providers 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 provider, this will be identified by the Department or brought to the attention of the Department by the Learn Local provider, who will determine options for the ACFE Board’s 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 seven 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 (Vic)*, the *Health Records Act 2001* and the *Privacy Act 1988 (Cth)* to protect personal and health information.
5. Occupational Health and Safety – that the health and welfare of the staff employed are protected by organisation’s policies and practices in accordance with the *Occupational Health and Safety Act 2004* requirements.
6. 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/sites/default/files/2023-06/Business-and-Governance-Status-%28BGS%29-Guidelines-May-2023.docx).

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 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 SAMS2 Funded Agency Channel (FAC)](https://fac.dffh.vic.gov.au/how-complete-service-agreement-compliance-certification).

# 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)

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@ecodev.vic.gov.au](mailto:Georgina.Ryder@ecodev.vic.gov.au) |
| David Harris, Senior Project Officer | 5215 5203 | [David.J.Harris@ecodev.vic.gov.au](mailto:David.J.Harris@ecodev.vic.gov.au) |
| Tamsin Rossiter, Senior Project Officer | 4245 9171 | [Tamsin.Rossiter@ecodev.vic.gov.au](mailto:Tamsin.Rossiter@ecodev.vic.gov.au) |
| Peter Mcnabb, Project Officer | 5215 5202 | [Peter.Mcnabb@ecodev.vic.gov.au](mailto:Peter.Mcnabb@ecodev.vic.gov.au) |
| South Eastern Victoria Region (SEV) Southern Metropolitan and Gippsland Regional Council Areas | | |
| Jeremy Brewer, Manager SEV | 8904 2503 | [Jeremy.Brewer@ecodev.vic.gov.au](mailto:Jeremy.Brewer@ecodev.vic.gov.au) |
| Iwona Jonasz, Senior Project Officer | 7022 1804 | [Iwona.Jonasz@ecodev.vic.gov.au](mailto:Iwona.Jonasz@ecodev.vic.gov.au) |
| Claudine Evans, Senior Project Officer | 8904 2574 | [Claudine.Evans@ecodev.vic.gov.au](mailto:Claudine.Evans@ecodev.vic.gov.au) |
| Irene Desiatov, Project Officer | 8904 2433 | [Irene.Desiatov@ecodev.vic.gov.au](mailto:Irene.Desiatov@ecodev.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@ecodev.vic.gov.au](mailto:Kaye.Callaghan@ecodev.vic.gov.au) |
| Simon Flood, Senior Project Officer | 7022 0580 | [Simon.Flood@ecodev.vic.gov.au](mailto:Simon.Flood@ecodev.vic.gov.au) |
| Paul Frye, Senior Project Officer | 4433 7645 | Paul.Frye@ecodev.vic.gov.au |
| Fiona Hurle, Project Officer | 4433 7667 | [Fiona.Hurle@ecodev.vic.gov.au](mailto:Fiona.Hurle@ecodev.vic.gov.au) |
| North Eastern Victoria Region (NEV) Eastern Metropolitan and Hume Regional Council Areas | | |
| Cathy Clark, Manager NEV | 9084 8573 | [Catherine.Clark@ecodev.vic.gov.au](mailto:Catherine.Clark@ecodev.vic.gov.au) |
| Daniella Mayer, Senior Project Officer | 7505 4363 | [Daniella.Mayer@ecodev.vic.gov.au](mailto:Daniella.Mayer@ecodev.vic.gov.au) |
| Kieren Pascoe, Project Officer | 9057 4531 | [Kieren.Pascoe@ecodev.vic.gov.au](mailto:Kieren.Pascoe@ecodev.vic.gov.au) |
| ACFE Sector Engagement and Support Unit | | |
| Teresa Durka, Manager | 7022 1601 | [Teresa.Durka@ecodev.vic.gov.au](mailto:Teresa.Durka@ecodev.vic.gov.au) |
| Andrew Kaighin, Senior Project Officer | 7022 1598 | [Andrew.Kaighin@ecodev.vic.gov.au](mailto:Andrew.Kaighin@ecodev.vic.gov.au) |
| Jane Mancini, Senior Project Officer | 7022 5592 | Jane.Mancini@ecodev.vic.gov.au |
| Anna Oxley, Project Officer | 7022 0164 | [Anna.Oxley@ecodev.vic.gov.au](mailto:Anna.Oxley@ecodev.vic.gov.au) |
| Neisa Fattah, Project Support Officer | 8688 7804 | [Neisa.Fattah@ecodev.vic.gov.au](mailto:Neisa.Fattah@ecodev.vic.gov.au) |

# BRANDING REQUIREMENTS

## Learn Local Brand guidelines

The [Learn Local brand toolkit](https://www.vic.gov.au/learn-local-brand-toolkit) 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.vic.gov.au/learn-local-brand-guidelines/funding-acknowledgement-requirements). 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)
* [Business and Governance Status Assessment (BGS)](https://www.vic.gov.au/sites/default/files/2023-06/Business-and-Governance-Status-%28BGS%29-Guidelines-May-2023.docx)

Data Reporting

* [Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)](https://www.ncver.edu.au/rto-hub/avetmiss-support-for-rtos)

* [Data collection](https://www.vic.gov.au/training-data-collection)
* [Victorian VET Student Statistical Collection Guidelines](https://www.education.vic.gov.au/Documents/training/providers/rto/Victorian_VET_Student_Statistical_Collection_Guidelines_2023_v1.0.pdf)
* [Skills Victoria Training System (SVTS)](https://www.vic.gov.au/access-skills-victoria-training-system)

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)
* [Learn Local toolkit](https://www.vic.gov.au/learn-local-brand-toolkit)
* [Memos and communication](https://www.vic.gov.au/general-memos-department-education-training)
* [Software support](https://www.vic.gov.au/software-support-pre-accredited-training)
* [Pre-accredited Quality Framework](https://www.vic.gov.au/pre-accredited-quality-framework)
* [Course fees and subsidies](https://www.vic.gov.au/pre-accredited-course-fees-and-subsidies)
* [Pre-accredited training and programs](https://www.vic.gov.au/pre-accredited-training-and-programs)

## APPENDIX 1 - INTRODUCTION OF PQF+ THROUGH THE STRONGER BY DESIGN MODEL

The Pre-accredited Quality Framework (PQF) has been reviewed and is currently being updated to PQF+ through the implementation of the ACFE Board’s new pre-accredited model - Stronger by Design.

This work was initiated by the ACFE Board in response to the objectives outlined in the Ministerial Statement on Adult Community Education 2020-25. Extensive research, consultation and co-design with Learn Local providers has been undertaken to identify enhancements that build on the learner-centred practices that are already a feature of pre-accredited provision. It has also provided an opportunity to update the PQF, which has set out quality principles and guidelines for Learn Local providers since 2013.

**Key features of the Stronger by Design model include**:

* Better targeting of delivery by clarifying what pre-accredited training is, and who would most benefit from accessing it.
* Identifying learners’ individual core skills needs to ensure they undertake modules that build on their current language, literacy, numeracy, employability and digital capabilities.
* Developing a new engagement module designed to provide learners (and teachers) more time to identify core skills needs and learning goals, connect to wrap-around supports and build confidence.
* Learners enrol in programs matched to their needs that clearly outline the core skills that will be developed and the activities that will help learners demonstrate what they have achieved.
* Learn Local providers are encouraged to customise and/or contextualise central PQF+ modules in order to respond flexibly to local needs and continue to support pathways to a variety of destinations such as jobs, careers, and accredited courses.
* Reducing the burden of curriculum development by growing the number of quality-assured, centralised modules that will be reviewed and updated with sector input. Core skills content and activities are already embedded in these modules, so providers can focus on tailoring programs to particular learners or pathways.
* Access to new and updated PQF+ tools, guidelines, checklists and resources, along with new Stronger by Design professional development that builds on the Adult Literacy and Numeracy Practitioner’s Program (ALNPP).

**Timelines:**

* Twenty-two Learn Local providers are participating in the development and piloting of the updated model over 2022-23. This has included professional development, mapping an existing module to PQF+ and delivery to learners using the Stronger by Design model.
* Further work on the development and testing of the Stronger by Design model is proceeding based on feedback from Learn Local providers and an interim evaluation of the pilots.
* Professional development for PQF+ and the Stronger by Design model is being designed and expected to be available to Learn Local providers early in 2024.
* Implementation of PQF+ and the Stronger by Design model will take place incrementally over the coming years to allow sufficient preparation time for all Learn Local providers to transition. Regular progress updates will start being communicated to Learn Local providers over coming months, with plenty of opportunities for input and feedback. Learn Local providers will be fully supported to transition to PQF+ and the Stronger by Design model to build their skills and capabilities to adopt the new tools and processes.

**PQF+ and Stronger by Design model arrangements for the 2024 EOI process**

**Context**

* Support for Learn Local providers to transition to the new Stronger by Design model will include access to a suite of new professional development modules prior to Learn Local providers delivering pre-accredited training under the new model.
* PQF+ modules will be placed onto the Learn Local Secure Portal and Learn Local website once they have been quality assured. These comprise all modules developed by Learn Local providers during the pilot, plus existing central modules mapped to PQF+.
* New or mapped PQF+ modules will be clearly identified on both the Secure Portal and Learn Local website. PQF+ modules include Learner Plans and Sessions Plans and also indicate which core skills are included and at what level. Session Plans are more comprehensive and include outcomes learners should expect to achieve by participating in the program.

1. **For Learn Local providers that did NOT participate in the 2022-23 Stronger by Design Pilots:**

There is minimal change for you in the 2024 EOI process.

As in previous years, Learn Local providers may incorporate quality assured modules from the [Learn Local website](https://learnlocal.org.au/resources/) (under Resources) or the Learn Local Secure Portal in their delivery planning for 2024. This includes new PQF+ modules developed by Learn Local providers that participated in the 2022-23 pilot projects as well as existing central modules that have been mapped to PQF+ Module Plan and Session Plan templates.

These providers will not be expected to implement the Stronger by Design model at this stage, as they will be gaining access to new professional development modules (based on the ALNPP) to ensure they have a thorough understanding of the model and associated tools and guidelines.

This is to allow Learn Local providers time to transition and become accustomed to elements of PQF+. Over time, all Learn Local providers will transition to delivery using PQF+ through the Stronger by Design model. Please contact your Regional Office to discuss the best timeframe for your organisation to complete the required Stronger by Design professional development program.

Providers that complete the professional development can immediately deliver under the Stronger by Design model and may request to vary their Delivery Plan to suit. Through the ongoing variation process in 2024, allocation of hours will be preferenced for PQF+ modules under the Stronger by Design model.

NOTE: Modules on the Learn Local Secure Portal or Learn Local website that are *not* designated ‘Stronger by Design’ can continue to be incorporated into your 2024 Delivery Plans as in previous years.

1. **For Learn Local providers that DID participate in the 2022-23 Stronger by Design Pilots**:

These 22 providers have already participated in initial professional development and have mapped and delivered PQF+ modules as part of the Stronger by Design pilots.

These Learn Local providers are leaders in the transition process and are expected to nominate PQF+ modules in their 2024 Delivery Plans (their own PQF+ modules and/or those developed by other pilot participants).

Learn Local providers will need to ensure that PQF+ modules are **clearly designated** in their Delivery Plans to ensure they are appropriately considered in the assessment process.

As part of the 2024 EOI process, allocation of hours will be preferenced for PQF+ modules under the Stronger by Design model.

## APPENDIX 2 - 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 |  |