Guidelines for Training Priority Projects in South Australia

Effective February 2022

1. Introduction

The South Australian Government invests in the state's vocational education and training (VET) system to skill South Australia's workforce for today and the future.

VET plays a critical role in equipping South Australians with the skills, qualifications and technical expertise required by industry to drive economic participation and productivity in a modern economy.

Training Priority Projects (TPP) are part of a suite of training and skills development initiatives supporting South Australians, state-wide, to skill and reskill through:

- courses[1] listed on the Subsidised Training List (STL), incorporating the Training Priority List and Subsidised Traineeship and Apprenticeship List

- strategically developing the training market and VET sector capability through the Building Capability Program

- building strong foundation skills and pathways from community-based delivery such as Adult Community Education (ACE) to VET, and

- micro-credentials endorsed by the South Australian Skills Commission (SASC), though endorsement does not guarantee funding support.

2. Projects Intent

TPP supports innovative approaches to skilling and workforce development to drive productivity improvements and engagement through skills for sectors, regions, communities and to develop, test and pilot training products.

Designed to complement existing approaches, TPP enables training providers, education providers and community-based organisations to work with regional, sector or industry level partners to address unmet or regionally specific and emerging skilling needs.

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[1] For the purposes of this document courses refer to nationally accredited courses, skill sets, skill clusters, accredited local skill sets, and endorsed micro-credentials.

TPP are tailored, locally developed responses, involving workforce planning, accredited training, non-accredited training, project management, and the provision of relevant services or additional supports for participants. With its strong emphasis on responding to unmet skills needs, delivering speed to market and connecting to opportunities to develop, test and pilot state- specific training products including the demand for volume training solutions, TPP will focus on practical solutions to meeting the skill needs of industries and participants across South Australia.

TPP is not designed to be an ongoing or long term solution to delivering repeated training and skills development. Projects are intended to ultimately lead to supporting training and skills demand through system-based purchasing such as the STL.

In 2021-22, TPP focuses on five streams to prepare and develop a skilled workforce and drive economic growth. Specific details of each stream are provided in the attached Appendices.

3. Project Examples

The project proposals are expected to:

- reflect TPP intent

- meet the general and specific project criteria for each stream.

TPP promotes innovative, customised and bespoke projects that are informed by quality practice and based on evidence. The following examples of previous project proposals are provided as a guide to the types of opportunities that can be considered.

Stream 1: Workforce – respond to workforce development needs across a sector, supply chain or industry cluster

Examples:

- Identifying skills and workforce development needs of employers/industry within a region

- Conducting a feasibility study to work with local industry and education stakeholders within a region to develop a workforce blueprint to support future jobs

- Identifying the competencies (i.e. skills, knowledge and behaviours) that are either in surplus or deficiency among South Australian employers in a region.

Stream 2: Regions – providers working with regional organisations or sectors to address workforce needs

Example:

- Delivering a local project which is supported by employers and industry which addresses barriers in a region (e.g. significant shortages of work-ready people to take up entry level positions in the region).

Stream 3: Pathways – creating successful pathways to training and employment for people facing barriers to gaining a qualification

Examples:

- Training young South Australians (unemployed, or out of the workforce for more than 12 months) in identified skills, where participants may transition into employment as a result

- Providing an entry level pathway opportunity for participants looking to enter into an industry through industry partnerships and the provision an induction and training program.

Stream 4: Adult Community Education Pathways - creating pre-entry community- based pathways for people to build and improve their foundation skills to successfully transition to VET courses, apprenticeships, traineeships, higher education and employment

Examples:

- Delivering a project which targets people wanting to participate in learning and further training but who face social and economic barriers to formal participation (e.g. maths for work, computer literacy and English language courses)

- Pre employment pathways courses aimed at providing opportunities for participants facing barriers to employment and long-term unemployed participants.

In addition to these four streams, the Department for Education (DfE) may commission projects under Stream 5: Strategic where these activities align to approved priorities relating to its strategic (training) market development objectives.

4. Project Elements

4.1 Training Scope

TPP will consider support for any course, skill set on the National Register, micro- credentials endorsed by the SASC, and training in a community education setting, provided the course fits with the project's objectives and demonstrated needs of the participants.

Participants will be required to complete the Upfront Assessment of Need (UAN) process to demonstrate suitability for the course, including any pre-requisites, and agree to accepting any additional supports identified as needed to ensure a successful training outcome.

Where a course is listed as a managed course[2] on the STL, the training places allocated to a project will be in addition to the number of places offered under the managed courses arrangement. Additionally, any course conditions under the STL will apply.

Where an industry body or community-based organisation is not a registered training organisation (RTO), it will be required to partner with a DfE approved RTO to deliver accredited training. Community-based organisations may need to engage multiple approved RTOs to deliver accredited training as a single RTO may not have the Australian Skills Quality Authority (ASQA) scope to deliver different vocationally focused projects, e.g. construction and community services require specific training delivery expertise.

Occasionally, DfE will use TPP to test demand and delivery approaches for courses it may consider for addition to the STL in the future.

4.2 Micro-credentials

The following forms of micro-credentials can be considered as part of a TPP application:

- nationally accredited skill sets

- accredited short courses

- skill clusters or local skill sets to meet specific industry or individual needs

- non-accredited training supported by industry to meet specific industry, organisational or individual needs.

4.3 Non-accredited Training

Non-accredited training can be supported by TPP funding in all streams and can be built into the project design.

4.4 Industry Exposure

Projects are required to include industry engagement where opportunities for work placement, work experience or industry visits are a key element of contextualised delivery.

Work placement and experience improves workplace readiness and strengthens connection between vocational learning and employment. It also provides participants with an understanding of the work environment and an opportunity to apply their learning in a real work context.

Where a work placement is not possible, opportunities for exposure to employer expectations and workplace culture, for example through workplace site visits or employer led workshops, should be factored into project design.

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[2] Managed Courses refers to courses where RTO course allocations are applicable.

4.5 Upfront Assessment of Need (UAN)

The UAN applies to all TPP training delivery. Participants will be required to complete the UAN process to demonstrate suitability for the course, including any pre-requisites, and agree to accepting any additional supports identified as needed to ensure a successful training outcome.

Project submissions will not be accepted from Funded Activities Agreement (FAA) holders that are not UAN compliant. Further information about the UAN is available on the provider website: https://providers.skills.sa.gov.au/Deliver/Upfront-Assessment-of-Need

Participating RTOs or community-based organisations cannot subcontract their enrolment obligations, including the UAN, to a third party. Accredited training cannot be subcontracted outside the provisions in the FAA. RTOs and community-based organisations must be compliant with this contractual obligation to be eligible to apply for a project.

The UAN process has been adapted for the community-based learning environment and applies to both accredited and non-accredited training projects. In 2021-22 the department has implemented the ACE UAN process for piloting and testing, with full implementation from the 2022-23 financial year.

4.6 Supporting Complex Individual Needs and Providing Transition Support

Participants with complex needs in RTO delivered TPP accredited training (skill sets, skill clusters and short form training) are eligible to access Learner Support Services (LSS). Non-accredited training will not attract LSS support.

LSS provides case management support to assist participants to address complex needs, such as living, learning and transition

issues that impact on retention, completion, and transition to employment. Assistance includes in-training support to complement an RTOs own support service, and an additional 12 weeks of transition support following course completion.

Regardless of project design and delivery approach, or internal business capability, RTOs must have an LSS agreement in place with an LSS provider to support eligible participants during training and after course completion. Information about LSS, transition support and contact details for providers are included in the LSS fact sheet and on the website at: https://providers.skills.sa.gov.au/Deliver/Learner-support-services

ACE participants with complex needs are eligible to access mentoring supports through their community-based provider. Mentoring through a community-based provider seeks to support participants experiencing living, learning and transition issues that impact on retention, completion and the transition to further training or employment.

4.7 What Cannot Be Funded

The following cannot be funded through TPP:

- projects and activities that require ongoing investment from the South Australian Government

- student course fee contributions

- activities that duplicate existing State or Commonwealth services or supports

- projects that do not demonstrate partnerships with industry

- community education led projects that do not partner with RTOs to deliver accredited training (this applies to Stream 4 projects only)

- project activity undertaken before a contract is executed

- preparation of project applications

- purchasing assets/capital equipment, e.g., IT equipment, systems or applications, buildings or vehicles

- wage subsidies for participants

- school enrolled students.

DfE reserves the right to make exemptions to the above in the context of approved priorities relating to its strategic (training) market development objectives.

5. General Information

5.1 Provider Eligibility

Training Priority Projects are for non-government RTOs, education providers[3] and community- based organisations contracted by DfE to deliver training under a Funded Activities Agreement (FAA). Interested parties should contact a DfE consultant on 1800 673 097 to discuss FAA requirements.

To be eligible to apply for a TTP a proponent must be:

- a non-government RTO with an FAA with the Minister for Education, Training and Skills

- education providers and community-based organisations with training as the primary focus of their business. These organisations will be awarded an FAA if their TPP application is successful

  OR

- the owner of an endorsed SASC micro-credential

  AND

- have a current Australian Business Number (ABN)

- has applied for an FAA with DfE or holds a current FAA with DfE

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[3] An education provider is an organisation that provides education as a main or secondary function. It can be a public or private education institution including an RTO approved by ASQA, a higher education provider, or a community organisation or a registered private business that delivers training.

- have, or be willing to obtain, a service agreement with an LSS provider as a requirement of the UAN

- be compliant with the delivery and reporting of the UAN process, and the ACE UAN process (for Stream 4 Adult Community Education Pathways)

- have the course to be delivered on their ASQA scope.

An education provider can apply for a TPP and receive funding for project management, micro-credentials, and short form training. Where the project incorporates accredited training, an education provider must partner with an RTO for delivery of accredited training.

Proponents can partner with TAFE SA for the delivery of accredited training. These activities will be funded through TAFE SA's existing funding arrangements. The partnership arrangement with TAFE SA including the scope of project delivery must be endorsed by the authorised TAFE SA Executive prior to submitting an application to DfE.

Submissions from consortia will be well regarded, and will be required to provide evidence of the applicant and partner commitment to deliver combined elements of the project. DfE reserves the right to make exemptions to the above in the context of approved priorities relating to its strategic training market development objectives.

5.2 Student Eligibility and Entitlement

Unless otherwise stated in an appendix, access to a course funded through TPP will be determined by the same eligibility and entitlement rules that apply to STL courses, as outlined at 'eligibility explained'. Access to exemptions under special circumstance provisions will also apply.

In line with DfE policy, secondary school students are not eligible to participate in TPP projects, including where the course is identified on the STL as approved for access by school enrolled students.

5.3 Project Outcomes

All project streams aim to support skill development and should therefore focus on filling contracted training places, ensuring successful course completions and achieving participant pathway outcomes.

Specific outcomes for each stream are outlined in the relevant appendix. Outcomes will be negotiated by DfE on a project-by-project basis and must be reported as part of the final report. Achievement of outcomes will impact on an applicant's performance history for subsequent applications – refer to *Assessment Process and Criteria.*

5.4 Course Subsidy and Payment

Successful applicants will be offered an annexure to their existing FAA that outlines the payment structure and agreed project milestones.

Commencement of allocated training places must occur within the contractual timeframe. Refer to the appendices for further details.

Take-up of training places will be monitored under TPP and DfE will contact providers regularly as part of its ongoing 2021-22 budget management strategy. To maximise training investment opportunities, DfE reserves the right to redistribute training places not used after the specified enrolment end date under

the conditions of the agreement.

5.5 Project Payments and Reporting Requirements

Reporting is a key requirement of funding for all projects and includes providing any workforce training needs analysis to DfE.

Payment for project activities will be made against agreed key milestones, with payment percentage being negotiated during contract development. Payment for accredited training is paid at the unit of competency level in line with South Australian Vocational Education and Training Fee Framework[4] published by DfE.

6. Assessment Process and Criteria

Applications will be assessed as they are submitted. Generally, applicants will be notified of assessment outcomes within four weeks of lodgement. This timeframe is a guide only and is subject to change if further information is required from the applicant to support assessment.

The key areas of assessment criteria are:

- provider eligibility (described in section 5.1 above)

- provider past performance

- project design

- value for money.

6.1 Past Performance

Past performance will be considered where an applicant has received funding from the department in the past three financial years. It encompasses contract compliance and achievement of contracted outcomes. For applicants with no performance history, the department will take a risk management approach, which may involve supporting a smaller scale project in the first instance.

6.2 Project Design

This criterion assesses the design of the project in meeting the training needs of a sector, region and/or workforce. The following specific criteria will be considered in assessing project design:

- evidence of partnerships, collaboration with industry and key stakeholders in the development, design, and implementation of this project

- evidence of co-investment by participating organisations or other industry partners

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[4] The DfE subsidy calculator allows you to estimate the subsidy for accredited training units of competency is accessible via the course search function at https://providers.skills.sa.gov.au/Get-Started/Subsidised-Training-List

- any proposed micro-credential included in the project meets an industry recognised skill gap and does not duplicate an existing national unit of competency, skill set or qualification

- any accredited training is to be delivered by an RTO with an FAA.

Projects should incorporate an element of work placement or work experience or industry engagement and exposure for participants.

6.3 Value for Money

Assessment will consider the value for money of each application, including project complexity, student needs, industry needs and regional delivery. Cost comparisons with other available funding and with similar funded projects are used to assess this criterion. Factors such as public value and the existence of a healthy fee for service market will also be considered.

7. How to Apply

Eligible applicants can apply at https://providers.skills.sa.gov.au/Apply/Accredited- training/Training-Priority-Projects

Applicants are strongly encouraged to discuss their proposal with a DfE Consultant prior to applying by contacting the Skills Infoline on **1800 673 097**.

Applications will remain open throughout the financial year and are subject to a contestable assessment process and available places and budget.

8. Further Assistance

Call the Skills Infoline on 1800 673 097

Email: skills@sa.gov.au

Visit: www.providers.skills.sa.gov.au

APPENDIX 1

Stream 1: Workforce

1.1 Overview

Workforce TPP offer flexible, responsive opportunities to applicants to address upskilling or retention, attraction, and development of workforces at an industry, sector, or regional level in response to skill need, technological, regulatory, structural, or economic change.

Workforce projects aim to assist sectors to undertake a workforce development approach to understand and address their skill development needs. This can involve workforce planning to determine skill needs, skill gaps and/or identify strategies to address upskilling, reskilling or emerging skill needs, including the need for new training products.

Projects will typically involve a high quality, professionally led process that is directly linked to recommended training delivery responses—specifically including accredited courses, incorporating skill sets, to meet identified needs.

A project may identify the need for:

- targeted training to address existing or emerging skill or knowledge gaps in the workforce

- higher level skills for existing workers to develop technical expertise or progress to supervisory or leadership roles, or other roles within their sector, creating replacement demand

- specific skills in one or more roles within their sector that have been identified as a current or emerging gap

- new training products co-developed by the sector to address skills in emerging practices or technologies, or in response to economic, environmental, or legislative change

- workplace language, literacy and numeracy or digital skills among their existing workforce.

In instances where the specific training requirements are not known at application stage, projects will be assessed and delivered in two stages. Refer section 1.7 for detailed information on a Staged Applications.

1.2 Project Design

This criterion ensures that projects support direct training responses to identified workforce needs, enabling evidenced planning and skills development opportunities.

The following criteria will be considered in assessing project design:

- evidence of the specific skills needs of the region, sector or consortia, or methodology for identifying and building the skills required is outlined as part of the project design

- evidence of partnerships, collaboration with industry and key stakeholders in the development, design, and implementation of this project

- evidence of co-investment by participating organisations or other industry partners

- demonstrates how the project will support the nominated sector and participants to address skill needs through a consolidated training response, recruit, retain or upskill workers and deliver business, training or employment outcomes as outlined in the Guidelines.

1.3 Training and Enrolment

As described in 5.4 of the Guidelines commencement of allocated training places must occur within the contractual timeframe. For Stream 1 projects there is a no new student enrolment date of 14 June 2022.

1.4 Project Outcomes

Project outcomes may include:

- development of a workforce plan to support skilled training delivery

- advice on existing and emerging skill needs mapped to accredited courses and units

- creation of new employment opportunities

- additional hours or pay for existing workers

- business outcomes, such as growth in sales, new markets or new products and services, increases in productivity or workforce

1.5 Staged Applications

1.5.1 Stage 1

Workforce analysis
This stage involves identifying skill needs and producing a workforce plan or other comparable document that clearly outlines the training needed and recommended response. The response must identify relevant accredited courses and a rationale for the response.

Addressing training need
Workforce training needs are most likely able to be met through a combination of support from DfE.

For example, to meet a workforce need, training responses could include:

- industry entry level courses for new entrants and unqualified existing workers from the STL

- supervisory technical courses for emerging leaders drawn from the STL

- targeted technical skills deepening and broadening to drive innovation through Diploma level courses

- courses (national skill sets) supported by a Stage 2 TPP

- co-designing a state-specific course (qualification, skill set, cluster, or micro- credential) through Building Capability Projects to develop a quality assured training product linked to accredited pathways.

Where accredited training needs cannot be met through the existing suite of DfE training initiatives, projects may progress to stage two.

1.5.2 Stage 2

Workforce training
These projects implement the findings of Stage 1 projects, or previously developed workforce plans. Approval for Stage 2 TPP is dependent on assessment of the project application, the successful completion of Stage 1 (or an equivalent workforce plan) **and** the outcomes of the workforce analysis provided to DfE.

These projects are tailored, locally developed training responses and include non- accredited and accredited training, and project management to address the skills and training needs of the workforce. This includes:

- the need to upskill existing workers due to technological change or environmental challenges
- the need to address identified skill gaps in a workforce or sector
- niche skill needs related to the industry profile that are not available on the STL.

Where skill needs could be supported by a state-specific skill cluster, eligible RTOs will be supported to access funding through the Building Capability Projects to develop and test an appropriate response.

1.5.3 Project funds for a staged application

Project funding may be sought to support each stage of the application process.

Stage 1
working with employers and industry sectors to identify their current capability and capacity, future skills need, and current skills gaps

- undertaking skills audits of the existing workforce to help identify skills gaps
- developing a sector workforce plan
- coordinating workforce planning processes
- project administration, reporting, management
- developing a Stage 2 Implementation Plan
- delivering in new geographical locations, or implementing new or innovative delivery methods to support regional or remote learners
- travel related expenses for learners to access face to face services out of the workplace
- additional goods and services such as training related personal protective equipment for learners
- other.

Stage 2

- implementing the Stage 1 sector workforce plan
- coordinating diverse training delivery across a broad region(s) or group of organisations where the project involves a supply chain

- recruiting and selecting suitable participants if new worker supply requires accredited training identified in the workforce plan.

1.6 Additional Expectations

Where workforce planning is part of project design, applicants will need to partner with a qualified workforce planning practitioner.

Co-investment is expected from participating organisations and/or industry partners for Stream one projects.

Learning from TPP will provide an important, evidenced-based mechanism to inform the DfE purchase and investment planning process.

APPENDIX 2

Stream 2: Regions

2.1 Overview

Regional TPPs are tailored, locally developed training responses involving non- accredited, accredited training, and project management to deliver a range of additional services that address regional[5] skills or workforce needs. Projects can support micro-credentials and regionally relevant courses, accredited training and non-accredited training, not available on the STL as part of the continuum of services supporting participants. TPP responds to the unique skill requirements of regional areas based on their industry profile or the availability of education providers in the area.

Regional skill needs that may be supported by this stream include:

- the need to upskill existing workers due to technological change or environmental challenges
- the need to address identified skill gaps in a regional workforce or sector
- niche skill needs related to the industry profile of the region that are not available on the STL
- the need for unique delivery strategies for people living in regional or remote communities.

Where skill needs could be supported by a state-specific skill cluster, eligible RTOs will be supported to access funding through the Building Capability Projects to develop and test an appropriate response.

2.2 Project Design

The following criteria will be considered in assessing project design:

- evidence that a regional need exists and that the qualification/skills set identified cannot be met through the STL
- evidence of collaboration with industry and key regional stakeholders in the design of the project
- description of how the project will build the capacity of regional partners and deliver skill benefits for the region, businesses, or individuals.

This criterion ensures projects respond to an identified skill need in a non- metropolitan regional location.

2.3 Training and Enrolment

As outlined in 5.4 of the Guidelines, training must be within the contractual timeframe for the allocated training places. For Stream 2 projects there is a no new student enrolment date of 14 June 2022.

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[5] For TPP, regional is defined as all non-metropolitan areas of South Australia.

2.4 Project Outcomes

Project outcomes may include:

- detailed information about regional skill needs and skills in demand

- transitions to further VET or higher education, employment, or self- employment

- employment, self-employment, and the creation of new employment opportunities

- upskilling for existing workforce, including additional hours or pay for existing workers

- business outcomes, such as growth in sales, new markets or new products and services, increases in productivity

- course completions

- other negotiated outcomes, dependent on the nature of the project.

2.5 Project Activities

Project funds can be sought for:

1. professional project planning and performance monitoring to support documentation of the model and evidence-based outcomes

2. liaising and coordinating with employers and other project partners, including coordinating the delivery of contextualised training services

3. delivering in new geographical locations, or implementing new or innovative delivery methods to support regional or remote learners

4. travel-related expenses for learners to access face to face services out of the workplace

5. additional goods or services, such as workplace mentoring or training-related personal protective equipment for learners.

APPENDIX 3

Stream 3: Pathways

3.1 Overview

This stream supports engagement and ongoing connection with targeted learners through innovative delivery methods, additional support, and community partnerships. Successful projects will inform systemic approaches to delivering high quality, responsive training to a range of learners that is sustainable, scalable, reflects value for money and is able to be replicated at volume.

Project outcomes target qualification completion, industry-relevant work placements and a supported transition to higher level study or employment on project completion.

Funding in addition to the training subsidy will be available for education providers to implement successful strategies to engage and maintain student participation in VET to support qualification completion and transition to higher level VET or employment.

3.2 Project Design

Pathway projects should consider fit-for-purpose strategies for a specific target group, and the needs and objectives of individual learners. Training and delivery strategies should reflect evidence-based strategies. Micro-credentials can be considered as part of the continuum of services supporting participants.

Applicants will also be expected to demonstrate partnerships with employers, industry and key organisations that support promotion to, and recruitment of, targeted learners and appropriate service support during training. This capacity could be demonstrated through:

- flexible delivery options (for example, co-locating training with other community services)

- dedicated staff to support and meet learner needs

- adopting a learner-centred, responsive, and flexible approach to meeting the needs of individuals and their communities

- integrating (not duplicating) available community support services to support sustainability

- building relationships with employers to help learners gain work experience in their individual areas

- mentoring or targeted group support to promote qualification completion.

3.3 Considerations for Pathway Projects

3.3.1 Pathway project components

Projects must include:

- an activity plan that includes a training delivery[6] approach and identifies the

- accredited and non-accredited training

- individually customised student-centred transition plans based on a 'warm' referral principle for at-risk learners to transition to further training and employment, and

- appropriate industry visits, engagement, and placement for participants.

3.3.2 Additional pathway project components

Applications may include up to five units of competency in addition to the core course, skill set, skills cluster that can be delivered to augment learner preparation such as study skills, preparing for work, resilience and expectations, and communication. This may include units from the Foundation Skills (FSK) Training Package that address skills other than literacy and numeracy or a relevant micro- credential.

Projects that target collaboration with local partners or community-based organisations for the referral of participants will be very highly regarded. Applicants may wish to partner with one or more ACE providers to deliver a project.

Successful applicants will be required to report on project outcomes and provide documentation of the model delivery strategies and any customised training delivery.

Stream 3 projects must implement the upfront assessment of need process for accredited courses and seek a minimum student course fee contribution.

3.4 Training and Enrolment

As outlined in 5.4 of the Guidelines, training must be within the contractual timeframe for the allocated training places. In Stream 3 there is a no new student enrolment date of 14 June 2022.

3.5 Participant Eligibility

Stream 3 projects must assist South Australians who are:

- not enrolled in school

  OR

- not in the labour force

  OR

- an early school leaver

  OR

- without non-school qualifications at Certificate III or above

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[6] Training delivery includes a combination of full courses, skill sets, skill clusters, micro-credentials that assist participants to plan and achieve a successful learning and training pathway.

OR

- transitioning from adult and community education (ACE) or foundation skill course pathways

OR

- unemployed or people at risk of unemployment[7]

OR

- people facing complex disadvantage.

Projects targeting sustainable delivery approaches that integrate quality training with appropriate connections to community-based support organisations and learning supports for a higher volume of learners will be highly regarded.

3.6 Project Outcomes

Project outcomes may include:

- transitions to further VET or higher education courses
- employment or self-employment.

3.7 Project Activities

Project management funds can be sought for:

- developing student-centred transition plans
- coordinating activities to recruit, select, retain, and support project participants
- coordinating and delivering project elements (not including the delivery of training identified in the project)
- coordinating and supporting industry visits and information sessions and preparing participants for work and employers to host workplace experiences
- workplace mentoring to support retention
- additional goods or services or personal protective equipment for participants if required.

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[7] Risk of unemployment may include but not limited to organisational changes that result in casualisation of the workforce, redundancies, etc.

APPENDIX 4

Stream 4: Adult Community Education Pathways

Adult Community Education (ACE) Pathways invites community-based organisations with an FAA to develop projects targeting:

- Level 1 non-accredited foundation skills training

    OR

- Level 2 blended foundation skills non-accredited/ accredited vocationally focused training.

ACE Pathways supports engagement and ongoing connection through innovative community-based delivery approaches which building pathways that support people to seamlessly transition from ACE to VET.

This investment is designed to capitalise on the foundation skills delivery expertise within ACE and position the sector strategically to develop new and existing pathways that clearly and measurably respond to need and move people forward on their learning journey. These projects will enhance collaboration between community education providers, the VET system, and employers.

4.1 Overview

Successful projects will inform systemic approaches to delivering responsive training to a range of cohorts. Projects that integrate community-based focused training with sustainable delivery approaches, are scalable, and support services for learners will be highly regarded.

4.2 Project Types

Project submissions are invited across Level 1 and Level 2 projects.

Level 1 projects

Delivered by community-based organisations in a community setting, Level 1 projects target:

- non-accredited skills development built from the existing list of Foundation Skills (FSK) Training Package units as a framework for activities that improve language literacy, numeracy, and digital literacy capabilities (Attachment A)
- jobseekers to acquire the skills and build resilience needed to transition to VET or employment
- existing workers seeking to improve their foundation skills in a community based setting.

Level 2 projects

Must demonstrate partnerships between community-based organisations and other partners including RTOs, education providers, employers, industry sector organisations or peak industry partners to deliver projects targeting:

- foundation skills activity based around a vocational pathway (i.e., the outcome is a student enrolment in VET or employment)

- combining accredited and non-accredited training activity

- accredited activity that include units from vocational courses relevant to the project[8]

- connections to Skilling South Australia, JobTrainer, or other project opportunities in other TPP streams

- employer-driven projects for existing workers to support productivity improvements through workplace literacy and numeracy

- FSK delivery in community or institutional setting or workplace (or combinations).

Applicants can apply for both Level 1 and Level 2 projects. Multiple submissions across each level can be considered.

DfE will also consider project applications from consortia that consolidate local partnership opportunities as a response to ACE Pathway projects.

4.3 Project Design

This criterion ensures the project is appropriate for learners and will deliver completion and transition outcomes.

The following specific criteria will be considered in assessing project design:

- Level 1 Projects are delivered by community-based organisations

- Level 2 Projects are to be delivered through partnerships: community-based organisations, education providers and industry/employers, and any accredited training is delivered by an RTO.

And that the project:

- supports one or more of the targeted groups outlined in the Guidelines

- evidences the applicant's capacity, capability, knowledge, and skills, to deliver progressive and flexible community-based learning and training to targeted and diverse groups of learners

- includes a sufficient range of partnerships to deliver the project, enable participant referral processes, and maintain support services throughout the project

- demonstrates that project delivery methods and settings are suited to the needs of the targeted learners

- incorporates proven successful strategies to maintain the target group's participation in training and to make successful transitions to VET, further learning, or employment

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[8] Accredited units must be delivered by an RTO with applicable courses on scope as there will be no ACE auspice arrangements in 2021-22.

- builds connections with employers and industry to assist participants to navigate the work environment and, where relevant, practice new skills through work visits or simulated environment, work experience, and with assistance, plan their transition to further study or employment.

4.4 Considerations for ACE Pathway Projects

4.4.1 Project components

Projects must include:

- an activity plan that outlines the delivery approach and identifies the

- accredited and non-accredited training from the Foundation Skills (FSK) Training Package (refer to Attachment A)

- the ACE UAN for all prospective learners must be undertaken prior to commencement and at completion of any training

- accredited course delivery **must be delivered by an RTO with the course on scope in partnership with the community-based organisation**

- individually customised student-centred transition plans based on a 'warm' referral principle for learners to transition to further training and employment

- industry visits, employer engagement or student work placement where appropriate.

4.4.2 Needs of target groups

Projects should consider fit-for-purpose strategies for a specific target group i.e., existing workers or learners below ACSF level 1[9], and the needs and objectives of individual learners. The ACE-UAN process will identify appropriate supports to assist participants successfully complete projects and transition to further education, training, and employment. Successful applicants will be required to provide evidence of the applicability of the delivery strategies to the target group and report on outcomes during the project.

Projects that target participation from complementary activity such as Department for Human Services initiatives to support the transition of individuals to community- centred projects will be highly regarded.

4.4.3 Accredited and non-accredited training

Level 1 and Level 2 projects are to be built around foundation skills development and vocationally focused curriculum and will consider:

- identified accredited units of competency from the Foundation Skills (FSK) Training Package (Attachment A)

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[9] ACSF – Australian Core Skills Framework level 1

- fit for purpose units of competency that can be delivered to supplement learner preparedness, including study skills, preparing for work, building resilience, and communication

- combinations of accredited and non-accredited micro-credentials.

4.5 Training and Enrolment

As stated in 5.4 of the Guidelines, training must be within the contractual timeframe for the allocated training places. The no new enrolment date for ACE Pathway projects is 6 May 2022.

4.6 Participant Eligibility

ACE Pathway projects must assist South Australians:

- aged 17 years or over and not enrolled in school

    OR

- early school leavers with or without non-school qualifications*

    OR

- an Australian resident, or if not an Australian resident, have an eligible visa (please visit http://www.skills.sa.gov.au/training-learning/check-your- eligibility/eligibility-explained)

    OR

- participants transitioning from other South Australian Government funded initiatives

    OR

- existing employees needing to upskill their foundation skills

    OR

- identifying as Aboriginal or Torres Strait Islander, young people under 25 years, mature age (45 years and over), from a culturally and linguistically diverse background, people with a disability, women returning to work or women seeking to enter non-traditional occupations.

Early school leavers are those who leave secondary school without finishing year 12. Non-school qualifications are any qualifications outside of high school up to and including Certificate III level qualifications.

4.7 Project Outcomes

Project outcomes may include:

- improvement in participant foundation skills

- transition from a Level 1 to a Level 2 Project

- enrolment in a VET course

- supports a VET course completion

- employment or self-employment

- transition to VET or higher education

- transition to a Skilling South Australia initiative

- transition to a project in another TPP Stream.

4.8 Project Activities

Project activity funding will be based on the design and duration of the project and may include exposure to a range of delivery sites, specialised supports that assist participants to remain in training and successfully transition to further learning and employment opportunities. Flexibility of projects that meet student needs will be highly regarded. DfE will consider the cost effectiveness, value for money and sustainability for all projects. Where a learner is undertaking a cluster of units or non- accredited learning the cost should not be more than an accredited course nor take as long to complete.

Funding in addition to the training subsidy will be available for community-based organisations to implement successful strategies to engage and maintain student participation in ACE Pathway projects that support the measurable development of foundation skills and transition to further training or employment.

Project funds can be sought for:

- implementing the ACE UAN for community education

- developing student-centred transition plans

- coordinating activities to recruit, select, retain, and support project participants

- coordinating and delivering project elements (not including the delivery of training identified in the project)

- liaising with participants, employers, industry, and other project partners

- coordinating and supporting industry visits and information sessions and preparing participants for work opportunities and selecting vocational pathways

- working with employers to engage and upskill existing workers

- additional goods or services such as training and personal protective equipment for participants, and

- workplace mentoring to support retention of participants if required

- provision of student support services

- travel related expenses for learners to access face to face services out of the workplace.

Note: project activity funds are separate to training delivery funds. Funding will be provided for non-accredited and accredited training based on the activity plan.

4.9 Project Partnerships

Community-based organisations will be expected to demonstrate partnerships with key organisations that support promotion to, and recruitment of targeted learners and appropriate service supports during training.

Community-based organisations will be required to partner with RTOs to deliver accredited training, and they may have more than one RTO appointed to deliver the vocationally focused training requirements for the range of project/s, i.e., specific expertise may be required for a construction project and a community services project.

Partnerships may be demonstrated through:

- referral of people living with disability who are not eligible to access support services through the NDIS from relevant agencies

- referrals for foundation skills support for people not eligible for Australian Government support

- referrals from RTOs for eligible participants not yet ready for VET

- partnering with employers, industry sectors or supply chains to support workforces facing recognised literacy and numeracy challenges

- flexible delivery options (for example, co-locating training with other community-centred services, education providers)

- dedicated and appropriately skilled staff to support and meet learner needs

- adopting a learner-centred, responsive, and flexible approach to meeting the needs of individuals and their communities

- building relationships with employers to help participants understand the world of work and where possible, work and industry visits

- mentoring or targeted group support to promote skill cluster and unit of competency completion

- submitting consortium applications.

APPENDIX 5

Stream 5: Strategic

5.1 Overview

In addition to submission-based applications, DfE may commission discrete projects through an expression of interest process allowing eligible DfE contracted providers[10] to apply to deliver once-off projects targeting strategic objectives.

Projects may include activities supporting strategic areas of market development, economic priorities or piloting and development of new approaches, services, and products such as locally developed courses, sector wide initiatives and micro- credentials.

5.2 Project Design

The specification and transparent assessment criteria for these projects will be determined on a case-by-case basis and released with the market invitation to express interest in delivering project services. The scope of projects may include targeted applications from consortia.

5.3 Training and Enrolment

As described in 5.4 of the Guidelines where Stream 5 projects include training delivery it must commence within the contractual timeframe for the allocated training places. Where relevant, projects in Stream 5 may apply a no new student enrolment date of 14 June 2022.

Stream 5 projects incorporating the development of a product, approach or pilot model will generally be required to deliver purchased outcomes by 30 June 2022.

5.4 Project Outcomes

DfE will negotiate outcomes on a project-by-project basis. These outcomes must be reported as part of the final report and reflect delivery of purchased services and or products.

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[10] This includes those in the process of obtaining an FAA assessment.

ATTACHMENT A

Australian Core Skills Framework Foundation Skills Training Package 2019

Unit codes and in most cases unit title has changed. Where Unit of Competency are 'superseded and equivalent' training organisations must ensure resources for training and assessment are updated for each unit.

In all cases the application of the unit includes additional information and the Performance criteria and subsequently the Performance Evidence and Knowledge evidence requirements have changed also.

Australian Core Skills Framework Level 1		
FSK Foundation Skills 2013 TP	**FSK Foundation Skills TP 2020**	
Unit Code Unit Name Level 1	**Unit Code Unit Name**	**E Equivalent NE Non-Equivalent**
FSKDIG01 Use digital technology for basic workplace tasks	FSKDIG001 - Use digital technology for short and basic workplace tasks	E
FSKLRG02 Identify strategies to respond to basic workplace problems	FSKLRG002 - Identify strategies to respond to short and simple workplace problems	E
FSKLRG03 Use basic strategies for career planning	FSKLRG003 - Use short and simple strategies for career planning	E
FSKNUM03 Use whole numbers and money up to one thousand for work	FSKNUM003 - Use whole numbers and halves for work	E
FSKNUM04 Locate, compare, and use highly familiar measurements for work	FSKNUM004 - Use basic and familiar metric measurements for work	E
FSKNUM05 Identify and use some common 2D shapes for work	FSKNUM005 - Use familiar 2D shapes for work	E
FSKNUM06 Use highly familiar maps and diagrams for work	FSKNUM006 - Use simple and highly familiar spatial information for work	E
FSKNUM07 Locate specific information in highly familiar tables, graphs, and charts for work	SKNUM007 - Use simple data for work	E
FSKOCM02 Engage in basic spoken exchanges at work	FSKOCM002 - Engage in short and simple spoken exchanges at work	E
FSKRDG02 Read and respond to basic workplace signs and symbols	FSKRDG002 - Read and respond to short and simple workplace signs and symbols	E
FSKRDG03 Read and respond to basic workplace instructions FSKRDG04 Read and respond to basic workplace information	*Both units are superseded by and equivalent to* FSKRDG004 - Read and respond to short and simple workplace information	E

FSKWTG02 Write basic workplace formatted texts	FSKWTG002 - Write short and simple workplace formatted texts	E
FSKWTG03 Write basic workplace information	FSKWTG003 - Write short and simple workplace information	E
FSKOCM02 Engage in basic spoken exchanges at work	FSKOCM002 - Engage in short and simple spoken exchanges at work	E
Australian Core Skills Framework Level 2		
FSKRDG05 Read and respond to simple workplace procedures	FSKRDG005 - Read and respond to simple and familiar workplace procedures	E
FSKRDG06 Read and respond to simple informal workplace texts	FSKRDG006 - Read and respond to simple informal workplace texts	E
FSKDIG02 Use digital technology for simple workplace tasks	FSKDIG002 - Use digital technology for routine and simple workplace tasks	E
FSKLRG05 Use strategies to plan simple workplace tasks	FSKLRG005 - Use strategies to plan simple workplace tasks	E
FSKLRG06 Participate in work placement	FSKLRG006 - Participate in work placement	E
FSKLRG07 Use strategies to identify job opportunities	FSKLRG007 - Use strategies to identify job opportunities	E
FSKLRG08 Use simple strategies for work-related learning	FSKLRG008 - Use simple strategies for work-related learning	E
FSKNUM08 Identify and use whole numbers and simple fractions, decimals, and percentages for work	FSKNUM008 - Use whole numbers and simple fractions, decimals, and percentages for work	E
FSKNUM09 Identify, measure, and estimate familiar quantities for work	FSKNUM009 - Use familiar and simple metric measurements for work	E
FSKNUM10 Identify and describe common 2D and some 3D shapes for work	FSKNUM010 - Use common shapes for work	E
FSKNUM11 Read and use familiar maps, plans and diagrams for work	FSKNUM011 - Use familiar and simple spatial information for work	E
FSKNUM12 Identify and interpret information in familiar tables, graphs, and charts for work	FSKNUM012 - Use familiar and simple data for work	E
FSKNUM13 Construct simple tables and graphs for work using familiar data	FSKNUM013 - Construct simple tables and graphs for work	E
FSKOCM03 Participate in simple spoken interactions at work	FSKOCM003 - Participate in familiar spoken interactions at work	E
FSKWTG04 Write simple informal workplace texts FSKWTG06 Write simple workplace information	*Both units are superseded by and equivalent to* FSKWTG006 - Write simple workplace information	E
FSKWTG05 Complete simple workplace formatted texts	FSKWTG005 - Write simple workplace formatted texts	E
Total: 38 units	**Total: 36 units**	