Subsidised Training List

Guidelines for Training Priority Projects in South Australia

Released early May 2021
Effective 1 July 2021

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), formerly Training Priority List projects, 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
- new National Skills Sets and Local Skill Sets through JobTrainer
- new traineeship and apprenticeship courses and projects through Skilling South Australia
- strategically developing the training market and VET sector's capability through the Building Capability Program
- building strong foundation skills and pathways from community-based delivery such as Adult Community Education (ACE) through to VET, and
- the South Australian Endorsed Micro-credentials Pilot.

New Opportunities through Training Priority Projects in 2021

The Department for Innovation and Skills (DIS) has amended the Training Priority Projects Guidelines to accommodate the following:

- A new project stream: Adult Community Education Pathways to support community education as a key pathway for the development and delivery of short form training in projects.
- Enable community-based organisations with a Funded Activities Agreement (FAA) to develop and submit projects targeting:
  - o Level 1 non-accredited foundation skills training

---

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

OR

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

- The delivery of projects in streams 1, 2, and 3, that allows a combination of short form training and micro-credentials that enables the immediate upskilling of existing employees, provides employment opportunities for new entrants, and assists students to make successful transitions to further training, VET and employment.
- Enable [2]education providers to apply and receive funding for project management, micro-credentials and short form training. Where the project delivers accredited training, an education provider must partner with an RTO for delivery of accredited training.

2. About Training Priority Projects

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

Designed to complement existing approaches, TPP enables 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.

TPP are tailored, locally developed responses, involving workforce planning, accredited training, non-accredited training and project management to provide 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 state-specific training products, TPP will focus on practical solutions to meeting the skill needs of industries and participants across South Australia.

3. Training Priority Project streams

In 2021-22, TPP will focus on five streams to prepare and develop a skilled workforce and drive economic growth.

Stream 1: Workforce

Support to respond to workforce development needs across a sector, supply chain, or industry cluster.

Stream 2: Regions

Providers working with regional organisations or sectors to address workforce needs.

---

[2] 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.

Stream 3: Pathways

Creating successful pathways to training and employment for people facing barriers to gaining a qualification.

Identify and develop improved pathways for people without qualifications or employment, to assist them to achieve training success through tailored support and community partnerships.

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.

Adult Community Education Pathways support community education pathways for the development and delivery of foundation skills (accredited and non-accredited) and vocationally focused training responses.

Stream 5: Strategic

Projects commissioned by DIS to support strategic workforce level objectives.
DIS may invite providers to:

- address retention and attraction issues, and upskill or develop workforces at an industry, sector, or regional level in response to existing or emerging skills needs, structural or economic change
- develop, deliver and test stand-alone micro-credential projects that cannot be accommodated in streams 1, 2 and 3
- review the customised ACE Upfront Assessment of Need (UAN) 'like' short form tool and its potential application for students enrolled in micro-credential training projects.

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 South Australian Training and Skills Commission, and the piloted Community Education Local Skill Set, provided the course fits with the project's objectives and the needs of students.

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.

Where a course is also listed as a managed course[3] on the Subsidised Training List (STL), the training places allocated to a TPP will be in addition to the number of places offered under

---

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

the managed courses arrangement. Additionally, any applicable course conditions under STL will need to be met.

Where an industry body or community-based organisation is not a registered training organisation (RTO), they will be required to partner with an approved Registered Training Organisation to deliver accredited training. Community-based organisations may need to engage multiple approved RTOs to deliver the vocationally focused 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.

4.2 Micro-credentials

In 2021-22, 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 that is industry supported to meet specific industry or individual needs.

4.3 Non-accredited training

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

4.4. Industry exposure

Where relevant, opportunities for work placement, work experience or industry visits are a key element of contextualised delivery. For TPP Stream 3: Pathway Projects, work placement is a requirement of 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.

4.5. Upfront assessment of need (UAN)

The UAN applies to all TPP training delivery. RTOs and community-based organisations must be compliant with this contractual obligation to be eligible to apply for a project.

Submissions will not be accepted from FAA holders that are not UAN compliant. Further information about the UAN is available on the South Australian Skills Gateway training provider website.

Participating RTOs or community-based organisations cannot subcontract their enrolment obligations, including the UAN, to a third party, nor can accredited training be subcontracted outside provisions in the FAA.

The ACE UAN process is aligned to the DIS UAN methodology. The ACE UAN process is being adapted for the community-based learning environment and will apply to both accredited and non-accredited training projects. The Department will implement the ACE UAN process in 2021-22 (piloting and testing) with full implementation in the 2022-23 financial year. The table provides an overview of the ACE UAN process.

2020-21	2021-22	2022-23
Developing the approach	**Piloting and testing implementation**	**Full implementation**
• What does it look like? • Developing elements to try • Introducing elements operationally, seeking feedback • Adjustments and rebuilding elements as necessary	• Requiring elements operationally in TPP to test broadly, with ongoing feedback • Further adjustments and refining	• Required UAN approach implemented for all ACE projects • Continuous improvement and evaluation

Students will be required to complete the UAN process to demonstrate suitability for the course, including any prerequisites, and agree to accepting any additional supports identified as needed to ensure a successful training outcome.

4.6. Supporting complex individual needs and providing transition support

Students 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 supports.

Adult Community Education students with complex needs in Stream 4 projects are eligible to access mentoring supports through their community-based provider.

LSS provides case management support to assist students 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 RTO's own support services, and an additional 12 weeks' 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 students during training and after course completion.

Information about LSS, transition support and contact details for providers are included in the LSS fact sheet.

4.7. What cannot be funded
- Projects and activities that require ongoing investment from the South Australian Government
- Student course fee contributions

- 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, buildings, or vehicles
- Wage subsidies for students
- Employer incentives to host work placements

5. General Information

5.1. Eligible applicants

Training Priority Projects are for non-government registered training organisations (RTOs), education providers and community- based organisations contracted by the Department for Innovation and Skills (DIS) to deliver training under a Funded Activities Agreement (FAA).

Registered Training Organisations (RTOs) and Education Providers
To be eligible to apply for TPP, a proponent must be:

- A non-government RTO
  OR
- the owner of the Training and Skills Commission endorsed micro-credential
  AND
- have a current Australian Business Number (ABN)
- has applied for an FAA with DIS or holds a current FAA with DIS
- 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
- must also 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 should be endorsed by the authorised TAFE SA delegate.

Submissions from consortia will be required to provide evidence of the applicant and partner commitment to deliver combined elements of the project.

Community-based organisations
To be eligible to apply for TPP **community-based organisations** must:

- hold a current FAA with the Department for Innovation and Skills
- be compliant with the delivery and reporting of the ACE UAN process

- consortia submissions will require evidence of the proponent and partner/s commitment to deliver combined elements of the project.

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 departmental policy, secondary school students are not eligible to participate in TPP qualifications, 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 DIS 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 of Applications*.

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 Appendices for further details.

Take-up of training places will be monitored under TPP and DIS will contact providers regularly as part of its ongoing 2021-22 budget management strategy.

To maximise training investment opportunities, DIS 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

Payment for project activities will be made against negotiated key milestones. The payment percentage will be negotiated during contract development. All payment for subsidised training is made at the unit of competency level in line with the DIS Subsidy Framework.

6. Assessment Process and Criteria

Applications will be assessed as they are submitted. Generally, applicants will be notified of assessment outcomes within three 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, DIS 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.
- 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 must be delivered by an RTO with an FAA.

A DIS Consultant can provide information and assist with the co-design of TPP applications. Projects should incorporate an element of work placement or work experience or industry engagement and exposure, where relevant.

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/Apply-to-deliver-a-TPP

Applicants are strongly encouraged to discuss their proposal with a DIS 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 Department for Innovation and Skills Infoline
1800 673 097
Email: skills@sa.gov.au
Visit: 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.

An industry sector or supply chain 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 specific criteria will be considered in assessing project design:

- evidence of the specific skills needs of the 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 Supporting complex individual needs and providing transition support

Students with complex needs in TPP[4] are eligible to access Learner Support Services (LSS). Non-accredited training and short form training will not attract LSS supports.

LSS provides case management support to help students address complex needs, such as living, learning and transition issues that impact on retention, completion and transition to employment. This includes in-training support to complement an education provider's own support services, and an additional 12 weeks' transition support following qualification 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 students during training and after course completion.

Information about LSS, transition support and contact details for providers are included in the LSS fact sheet.

1.5 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.

1.6 Project payments and reporting requirements

Reporting is a key requirement of funding for all projects and includes providing any workforce training needs analysis to the Department for Innovation and Skills (DIS).

Payment for project activities will be made against agreed key milestones.

---

[4] Stream 4 projects are supported through ACE

Payment for accredited training is paid at the unit of competency level in line with South Australian Vocational Education and Training Fee Framework[5] published by DIS.

1.7 Staged applications

1.7.1 Stage one

Workforce analysis

This stage involves identifying skill needs and producing a workforce plan or other comparable document that clearly outlines the training need and recommended response.

The response must identify relevant accredited courses and a rationale for the response.

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

Addressing training need

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

For example, to meet a workforce need, training responses could include:
- industry entry level courses for new entrants and unqualified existing workers from the Subsidised Training List (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 two 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.

1.7.2 Stage two

Workforce training

Approval for stage two TPP is dependent on assessment of the project application *and* the successful completion of stage one *and* the outcomes of the workforce analysis provided to DIS.

1.7.3 Project funds for a staged application

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

Stage one
- working with employers and industry sectors to identify their current capability and capacity, future skills needs, and current skills gaps

---

[5] a subsidy calculator which 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

- undertaking skills audits of the existing workforce to help identify skills gaps
- developing a sector workforce plan
- coordinating workforce planning processes.

Stage two
- implementing the stage one 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.

1.8 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 DIS 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[6] skills or workforce needs. Projects can support regionally relevant courses (accredited training and non-accredited training) not available on the STL. Micro-credentials can be considered as part of the continuum of services supporting students.

This flexibility recognises the unique skill requirements of regional areas based on their industry profile or the availability of education providers in the area. Evidence of this demand must be provided in the project application.

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 which 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 Registered Training Organisations will be supported to access funding through the Building Capability Projects to develop and test an appropriate response.

2.2 Project design

The following specific 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
- describes 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.

---

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

2.4 Supporting complex individual needs and providing transition support

Students with complex needs in TPP are eligible to access Learner Support Services (LSS). LSS provides case management support to help students address complex needs, such as living, learning and transition issues that impact on retention, completion and transition to employment. This includes in-training support to complement a training provider's own support services, and an additional 12 weeks' transition support following qualification completion.

Regardless of their TPP design and delivery approach, education providers must have an LSS agreement in place with an LSS provider to support eligible students during training and after course completion. This is a requirement of the UAN.

Information about LSS, transition support and contact details for providers are included in the LSS fact sheet.

2.5 Project outcomes

- detailed information about regional skill needs and skills in demand.
- other negotiated outcomes, dependent on the nature of the project.
- outcomes will also include components listed for stream 1.

2.6 Project payments and reporting requirements

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

Payment for project activities will be made against agreed key milestones.

Payment for accredited training is paid at the unit of competency level in line with South Australian Vocational Education and Training Fee Framework[7] published by DIS.

2.7 Project Activities

Project funds can be sought for:
- professional project planning and performance monitoring to support documentation of the model and evidence-based outcomes
- liaising and coordinating with employers and other project partners, including coordinating the delivery of contextualised training services
- 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 or services, such as workplace mentoring or training-related personal protective equipment for learners.

---

[7] a subsidy calculator which 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

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 vocational education and training (VET) to support qualification completion and transition to higher level VET or employment.

3.2 Project design

Pathway projects must include [8]training delivery, and individually customised student-centred transition plans based on a 'warm' referral principle to the next step in the student's pathway and an industry-relevant work placement for students.

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 students.

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.

---

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

3.3 Considerations for Pathway Projects

3.3.1 Pathway project components

Projects must include:

- an activity plan that outlines the delivery 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 students.

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

- unemployed or people at [9]risk of unemployment
  AND
  people with complex disadvantaged

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 Supporting individual needs and providing transition support

Participants experiencing living, learning, and transition issues that impact on retention, completion and career transition to further training and employment will be eligible to access additional mentoring supports throughout the project. The RTO or education provider leading the project will be required to identify those delivery partners and the budget allocation to support participants access those services.

3.7 Project outcomes

Project outcomes may include

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

3.8 Project payments and reporting requirements

Reporting is a key requirement of funding for all projects. Payment for project activities will be made against agreed key milestones.

Payment for accredited training is paid at the unit of competency level in line with South Australian Vocational Education and Training Fee Framework[10] published by DIS.

3.9 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)
- liaising with students, employers, industry and other project partners
- coordinating and supporting industry visits and information sessions and preparing students for work and employers to host substantive workplace experiences
- workplace mentoring to support retention
- additional goods or services or personal protective equipment for students if required.

---

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

[10] a subsidy calculator which 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

APPENDIX 4

Stream 4: Adult Community Education Pathways

Adult Community Education Pathways invites community-based organisations, with a Funded Activities Agreement (FAA) to develop projects targeting:

o Level 1 non-accredited foundation skills training
   OR
o Level 2 blended foundation skills non-accredited/ accredited vocationally focused training.

Adult Community Education Pathways supports engagement and ongoing connection through innovative community-based delivery approaches which building pathways that support people to seamlessly transition from ACE to vocational education and training (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.

It is important that the foundation skills delivery purchased by DIS in community-based and non-institutional settings enhances collaboration between community education providers, the VET system and employers.

4.1 Overview
Stream 4: and additional support and local community partnerships. 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 projects
Delivered by community-based organisations, in a community setting, projects targeting:
- 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 non-institutionally.

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 includes units from vocational courses relevant to the project[11]
- connections to Skilling South Australia projects, 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.

DIS will also consider project applications from consortia that consolidate local partnership opportunities as a response to stream 4 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:
  - submissions are delivered by community-based organisations.
- Level 2 Projects:
  - submissions are delivered through partnerships: community-based organisations, education providers and industry/employers
  - accredited training is delivered by a registered training organisation (RTO).

Project design:
  - 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

---

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

- o incorporates proven successful strategies to maintain the target group's participation in training and to make successful transitions to VET, further learning, or employment.
- o 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
- o 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 in stream 4 projects which must be undertaken prior to commencement 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[12], and the needs and objectives of individual learners. The ACE-UAN process will identify appropriate supports to assist students successfully complete stream 4 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 lifecycle of 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 Training Package (Attachment A)
- fit for purpose units of competency that can be delivered to supplement learner preparedness, including study skills, preparing for work, building resilience, and communication

---

[12] ACSF – Australian Core Skills Framework level 1

- 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. In Stream 4 there is a no new student enrolment date of 6 May 2022.

4.6 Participant Eligibility

Stream 4 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#Eligible visas)
  OR
- students transitioning from other South Australian government funded initiatives
  OR
- existing employees needing to upskill their foundation skills
  AND
- are 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

4.7 Supporting complex individual needs and providing transition support

Learners with complex needs in Stream 4 projects are eligible to access mentoring supports through their community-based provider. Wherever possible, the provider is required to identify appropriate partner contributions to support the mentoring of participants.

Like the LSS process for VET students, mentoring through a community-based provider will seek to support students experiencing living, learning and transition issues that impact on retention, completion and transition to further training and employment.

4.8 Project outcomes
- observed measured 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
- enrolment in a Skilling South Australia project, Job Trainer funded VET course, or transition to a project in another TPP stream.

4.9 Project payments and reporting requirements

Reporting is a key requirement of funding for all projects.

Payment for project activities will be made against agreed key milestones.

Payment for accredited training is paid at the unit of competency level in line with South Australian Vocational Education and Training Fee Framework[13] published by DIS.

4.10 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 students to remain in training and successfully transition to further learning and employment opportunities.   Flexibility of projects that meet student needs will be highly regarded. We 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 Stream 4 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 students
- coordinating and delivering project elements (not including the delivery of training identified in the project)
- liaising with students, employers, industry and other project partners
- coordinating and supporting industry visits and information sessions and preparing students 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 students, and
- workplace mentoring to support retention of students if required.

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.

4.11 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.

---

[13] a subsidy calculator which 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

Community-based organisations will be required to partner with RTOs to deliver accredited training. Community-based organisations 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 students 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 students 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, the Department for Innovation and Skills (DIS) may commission discrete projects through an expression of interest process allowing eligible DIS contracted providers[14] to apply to deliver once-off projects targeting strategic objectives. Projects may include strategic areas for 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 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. In stream 5 there is a no new student enrolment date of 14 June 2022.

Stream 5 projects incorporating the development of a product, approach or pilot model must deliver the purchased deliverable outcomes by 30 June 2022.

5.4 Supporting complex individual needs and providing transition support

Student supports for stream 5 projects will be predicated on the principle that students have access to customised supports to address issues that may impact on a successful training outcome and aligned to the applicant stream (i.e. LSS for RTOs).

5.5 Project outcomes

DIS 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.

5.6 Project payments and reporting requirements

Reporting is a key requirement of funding for all projects.

Payment for project activities will be made against agreed key milestones. The payment percentage will be 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[15] published by DIS.

---

[14] This includes those in the process of an FAA assessment

[15] a subsidy calculator which 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

Attachment A

Australian Core Skills Framework Foundation Skills Training Package 2019

Unit codes and in most cases unit title has changed. While UoC are 'superseded and equivalent' training organisations <u>must</u> 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 Pre-Level 1		
FSK Foundation Skills 2013 TP	**FSK Foundation Skills TP 2019**	
Unit Code Unit Name Pre-Level 1	**Unit Code Unit Name**	**E Equivalent NE Non-Equivalent**
FSKLRG01 Prepare to participate in a learning environment	FSKLRG001 - Prepare to participate in a learning environment	E
FSKNUM01 Use beginning whole number skills and money up to one hundred for work	FSKNUM001 - Use beginning whole number skills up to 100 for work	**E**
FSKNUM02 Use beginning skills related to time and 2D shapes for work	FSKNUM002 - Use beginning skills related to time and 2D shapes for work	**E**
FSKOCM01 Participate in highly familiar spoken exchanges	FSKOCM001 - Participate in highly familiar spoken exchanges	**E**
FSKRDG01 Recognise highly familiar workplace signs and symbols	FSKRDG001 - Recognise extremely short and simple workplace signs and symbols	**E**
FSKWTG01 Write personal details on basic workplace forms	FSKWTG001 - Complete personal details on extremely simple and short workplace forms	**E**

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	*Both units are superseded by and equivalent to* FSKRDG004 - Read and respond to short and simple workplace information	E
FSKRDG04 Read and respond to basic workplace information		
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		
FSK Foundation Skills 2013 TP	**FSK Foundation Skills TP 2019**	
Unit Code Unit Name Pre-Level 1	**Unit Code Unit Name**	**E Equivalent NE Non-Equivalent**
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**	