# ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

LEARNER ENGAGEMENT A-FRAME PROGRAM (LEAP) 2021 GUIDELINES

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# acfe_logo_blackLearner Engagement A-frame Program (LEAP)

## BACKGROUND

The Learner Engagement A-frame Program (LEAP) provides funding for programs which are a minimum of 5 student contact hours (SCH) and no more than 19 SCH.

The LEAP initiative is designed to improve learner engagement with pre-accredited training. LEAP aims to provide flexible pathways to further education, training and employment, for learners who may find longer programs a barrier to participation.

The initiative targets:

* disadvantaged and hard-to-reach learners
* learners with complex or multiple needs
* learners in thin markets and remote locations
* unemployed and vulnerable workers
* pathways to priority government initiatives.

LEAP has a fixed budget and the Expression of Interest (EOI) round will be competitive for these Student Contact Hours (SCH) against the program criteria.

## ALIGNMENT WITH STRATEGIC PRIORITIES

The LEAP initiative aligns with the ACFE Board’s strategic priorities, in seeking to improve learning outcomes for adults who have experienced **educational disadvantage**.

It is expected that LEAP programs will reflect the **Board’s strategic priorities** outlined in the [ACFE Board Strategy 2020-2025](https://www.education.vic.gov.au/about/research/pages/ace.aspx), and [Ministerial Statement on the Future of Adult Community Education in Victoria 2020-25](https://www.education.vic.gov.au/training/providers/learnlocal/Pages/min-statement-adult-education.aspx).

In particular, the LEAP initiative aims to contribute to the Strategic Principles of accessibility, equity and inclusiveness, in the [ACFE Board Strategy 2020-2025](https://www.education.vic.gov.au/about/research/pages/ace.aspx).

## OBJECTIVES

The LEAP objectives are to:

* Provide engagement activities for learners facing barriers to training, linked to pathways to further education, training and/or employment.
* Strengthen pathway outcomes for learners by building the skills and capabilities necessary to participate in pre-accredited programs, further education and training and/or employment.
* Increase flexibility for providers to facilitate improved engagement into training programs for adults who face barriers to participation.

## OUTCOMES

Providers should aim to achieve the following outcomes in developing their LEAP Delivery Plans and A-frame Course Plans:

* Improved outreach and engagement with adults facing barriers to participating in training.
* Delivery of high-quality engagement programs that enable pathways to further education and training or employment.
* Increased opportunities for participation in pre-accredited and accredited training, further education, and employment pathways by adults facing barriers to training.
* Promotion of greater flexibility in meeting the needs of learners facing barriers to participation.
* Opportunities for providers to strengthen connections to community-based outreach programs and employment support services funded through other agencies.

## Application process

### KEY DATES

The EOI for LEAP 2021 is aligned with the EOIs for Pre-accredited Training Delivery 2021 and Skills for Work and Study program. The EOI opens **14 September 2020 and closes 14 October 2020.** Early applications are appreciated.

### WHO IS ELIGIBLE TO APPLY?

The LEAP EOI is open to providers:

* currently registered with the ACFE Board or covered under the *Education and Training Reform ACT 2006*
* with a current satisfactory Business Governance Status Assessment (BGS) or a current Skills First contract
* who are also applying for 2021 Pre-accredited Training Delivery.

### FUNDING AND PAYMENTS

### Funding for the LEAP initiative is through a SCH subsidy rate, consistent with the existing pre-accredited rate of $9.10 per SCH

### A regional loading of 20 per cent will apply for LEAP initiatives delivered in identified postcodes (refer to Appendix A)

### Providers with an allocation of up to 2,000 SCH for Pre-accredited Training Delivery in 2021 will be offered a maximum of 200 SCH for LEAP

### Providers with an allocation of 2,000 SCH or more for Pre-accredited Training Delivery in 2021, will be offered a maximum of 10 per cent of their total pre-accredited SCH allocation, for LEAP.

### Full payment of 100% will be made at the nearest payment date after execution of the Service Plan.

### WHAT WILL NOT BE FUNDED

### Courses less than five hours and greater than 19 hours in duration.

* Courses 15 SCH or longer that do not have a clear rationale for the course length.

### Courses which are not substantively different from existing pre-accredited courses.

### Courses that do not have learner engagement as a primary intent.

### Community outreach and engagement strategies which are not explicitly linked to training pathways and education and/or employment outcomes.

### Recreational courses which have limited learner outcomes in terms of pathways to further education and training or employment.

### Capital works or equipment.

### Training which is assessed for the purpose of an award or credit.

### Training which is marketed as accredited training.

### A Training Package Qualification or a nationally recognised accredited module or course by use of a nationally recognised accredited course or module code.

### PROGRAM DESIGN

In designing a LEAP, providers should:

1. Address specific barriers which limit their capacity to meet the needs of hard-to-reach learners, due to issues related to program duration.
   * Applications should provide a clear rationale for using an engagement program with reduced course duration.
   * Proposed courses which are 15 SCH or longer will be **assessed as exceptions** and will require a clear rationale for the course length, aligned to the LEAP Objectives.
2. Indicate how the proposed LEAP courses would clearly differ in content and approach from pre-accredited courses of at least 20 SCH. For example:
   * LEAP courses have a focus on engagement.
   * LEAP courses may focus on specific skills rather than a broader pre-accredited training offering.
   * Innovative approaches are encouraged.
3. Provide specific examples of LEAP courses that demonstrate pathways for learners into pre-accredited or accredited training offerings.
4. Coordinate courses with broader offerings, for example Family Learning Partnerships, as part of a strategy to reach new students.
5. Seek feedback from participants to assist in program evaluation and quality improvement, through the Department of Education and Training’s (‘the Department’) pre-accredited learner student survey.

### 

### PARTNERSHIPS

Providers are also encouraged to:

* Develop pathways to and from priority government initiatives.
* Leverage linkages with community support agencies, Skills and Jobs Centres and other Learn Local providers, where this may improve engagement and training outcomes and pathways.

**Note** that while providers are encouraged to strengthen relationships with jobactive and Jobs Victoria Employment Service providers, LEAP is currently not included by the Commonwealth Department of Employment, Skills, Small and Family Business as an ‘Other Government Program’ for jobactive providers.

### VARIATIONS TO THE LEAP DELIVERY PLAN

Training delivery and data reporting must match the agreed content in the LEAP Delivery Plan.

Providers proposing to vary their contracted delivery plan must negotiate the variation and obtain prior approval through the Department before making any changes and commencing delivery.

**RECONCILIATION OF LEAP FUNDING**

As LEAP is funded 100% upfront, any return of hours or under-delivery against target hours may require repayment of LEAP funds.

Providers should monitor the delivery and reporting of LEAP regularly and put strategies in place to ensure that contract requirements are met. Where providers identify a possible under-delivery against their contract, they should contact their regional office immediately to discuss a mitigation strategy.

**RECORD-KEEPING**

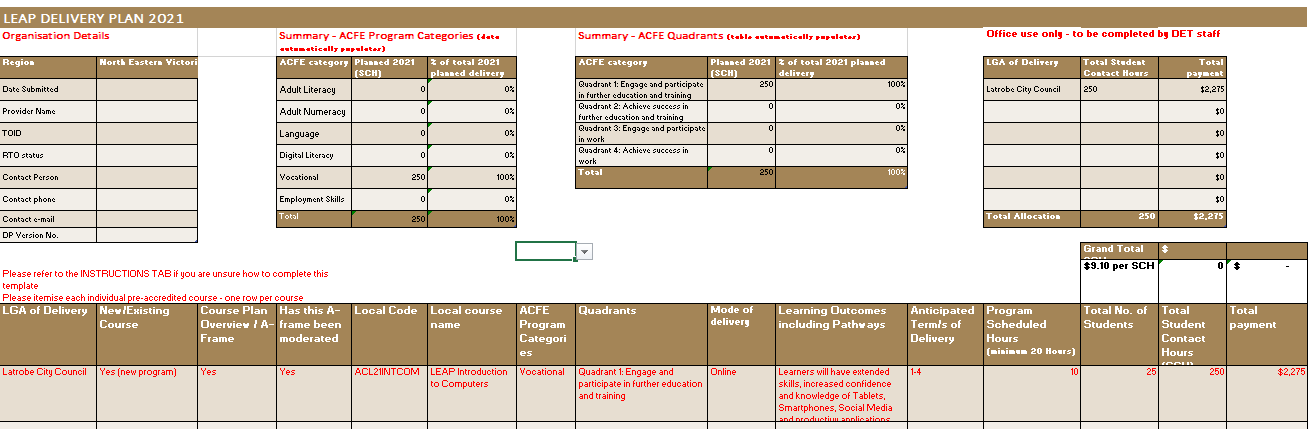
The Service Agreement, which includes the LEAP Service Plan, details the requirements for providers to keep full and accurate records for all services delivered under the Agreement.

## How to apply

**Completing and submitting the Delivery Plan.**

Learn Local providers will notice some changes to the 2021 Delivery Plan. This includes changes to the **program categories**, the **mode of delivery**, and **delivery site and partnerships**.

1. Select the LEAP Delivery Plan tab (2)



1. Prepare Delivery Plan by Local Government Area (LGA) and list course modules in order of your priority as not all your proposed course modules may be funded.
2. Clearly outline the engagement strategy, the rationale for reduced delivery hours, and the learner outcomes and pathways to be achieved, in the Delivery Plan and Course Plans. Include Local Course Codes for all LEAP programs to facilitate effective reporting.
3. Include your engagement strategy and rationale for reduced hours in column J.
4. A-frame Course Plan for each course proposed for delivery (you do not need to submit a Session Plan for LEAP courses).
5. In 2021, Program Categories for LEAP as for pre-accredited programs have been adjusted for greater clarity and are as follows:

|  |  |
| --- | --- |
| *Category* | *Description* |
| Language  Literacy and Numeracy | includes programs focused on speaking, reading and writing English for learners who speak English as an additional language  includes programs focused on reading and writing everyday texts, including digital texts and/or using maths in everyday life |
| Employability  Vocational  Digital Literacy | includes programs focused on assisting learners to develop and improve the core and transferable skills to engage in the workplace  includes programs focused on assisting learners to develop their understanding and/or skills in a specific industry or employment sector  includes programs focused on assisting learners to develop the skills they need to live, learn, and work in a society where communication and access to information is increasingly through digital technologies such as internet platforms, social media, and mobile and other digital devices |

1. Modes of delivery

While for LEAP the most appropriate mode of delivery is face to face, it may be necessary to vary the mode of delivery in some cases. This should be indicated in the Delivery Plan.

All proposed delivery in 2021 must be delivered using one or more of the following modes of delivery.

* Face to Face
* Online
* Blended

Blended delivery is a mix of face to face and structured online classes, facilitated by a trainer.

For online delivery providers will need to ensure that:

* + they have suitable technologies for this mode of delivery.
  + tutors and students have access to the resources they need to engage in learning online, including equipment and software access.
  + the students are capable and confident in undertaking online learning and are provided ongoing support.
  + staff have sufficient skills to teach online.
  + classes are directed or facilitated by a tutor.
  + the provider ensures learners are regularly logging in, and participating in learning at scheduled times, in order to progress through the course.
  + learners are aware of OH&S requirements.

1. **Submit your LEAP application in one email with your Pre-accredited Training and (if applicable) Skills for Work and Study applications.** Submit all documents, including Delivery Plan and Course Plans, to training.participation@education.vic.gov.au **by COB 14 October 2020.**

If you have any enquiries, please contact your regional office.

## ASSESSMENT CRITERIA

LEAP Delivery Plans and Course Plans must demonstrate the following criteria:

* Clear engagement strategy and rationale for LEAP course duration.
* LEAP programs must clearly be distinguished from pre-accredited programs.
* Proposed courses which are 15 SCH or longer will be assessed as exceptions and will require a clear rationale for the course length, aligned to the LEAP Objectives.
* Program aims must demonstrate improved learning outcomes for learners as outlined in the LEAP Background.
* Programs specify how learners will be linked to pathways to further education and training or employment.

## NEXT STEPS

* EOI applications will be assessed by the Department.
* A Service Plan will be sent to your organisation’s signatory via SAMS2 once all steps have been completed for execution in December 2020. Please note: your signatory will have a five-day window to review and accept the Service Plan, after which SAMS2 will automatically accept on behalf of your signatory.
* Contracted providers are expected to begin delivery of programs in 2021, following execution of the Service Plan.

**CONTACT DETAILS**

All enquiries regarding LEAP should be directed to your regional office. Contracted providers delivering across multiple Department regions should contact the Regional Engagement Support Unit.

|  |  |  |  |
| --- | --- | --- | --- |
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**APPENDIX A - ACFE REGIONAL LOADING POSTCODES**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Postcode** | | | | | | | | | |
| 3212 | 3271 | 3330 | 3413 | 3490 | 3564 | 3631 | 3699 | 3816 | 3890 |
| 3213 | 3272 | 3331 | 3414 | 3491 | 3565 | 3633 | 3700 | 3818 | 3891 |
| 3214 | 3273 | 3332 | 3415 | 3494 | 3566 | 3634 | 3701 | 3820 | 3892 |
| 3215 | 3274 | 3333 | 3418 | 3496 | 3567 | 3635 | 3704 | 3821 | 3893 |
| 3216 | 3275 | 3334 | 3419 | 3498 | 3568 | 3636 | 3705 | 3822 | 3895 |
| 3217 | 3276 | 3340 | 3420 | 3500 | 3570 | 3637 | 3707 | 3823 | 3896 |
| 3218 | 3277 | 3342 | 3423 | 3501 | 3571 | 3638 | 3708 | 3824 | 3898 |
| 3219 | 3278 | 3345 | 3424 | 3505 | 3572 | 3639 | 3709 | 3825 | 3900 |
| 3220 | 3279 | 3350 | 3431 | 3506 | 3573 | 3640 | 3711 | 3831 | 3902 |
| 3221 | 3280 | 3351 | 3434 | 3507 | 3575 | 3641 | 3712 | 3832 | 3903 |
| 3222 | 3281 | 3352 | 3435 | 3509 | 3576 | 3643 | 3713 | 3833 | 3904 |
| 3223 | 3282 | 3355 | 3437 | 3512 | 3579 | 3644 | 3714 | 3835 | 3909 |
| 3224 | 3283 | 3356 | 3438 | 3515 | 3580 | 3646 | 3715 | 3840 | 3921 |
| 3225 | 3284 | 3357 | 3440 | 3516 | 3581 | 3649 | 3717 | 3841 | 3922 |
| 3226 | 3285 | 3360 | 3442 | 3517 | 3583 | 3658 | 3718 | 3842 | 3923 |
| 3227 | 3286 | 3361 | 3444 | 3518 | 3584 | 3659 | 3719 | 3844 | 3925 |
| 3228 | 3287 | 3363 | 3446 | 3520 | 3585 | 3660 | 3720 | 3847 | 3945 |
| 3230 | 3289 | 3364 | 3447 | 3521 | 3586 | 3662 | 3722 | 3850 | 3946 |
| 3231 | 3292 | 3370 | 3448 | 3522 | 3588 | 3663 | 3723 | 3851 | 3950 |
| 3232 | 3293 | 3371 | 3450 | 3523 | 3589 | 3664 | 3724 | 3852 | 3951 |
| 3233 | 3294 | 3373 | 3451 | 3525 | 3590 | 3665 | 3725 | 3854 | 3953 |
| 3234 | 3300 | 3374 | 3453 | 3527 | 3591 | 3666 | 3726 | 3856 | 3954 |
| 3235 | 3301 | 3375 | 3458 | 3529 | 3594 | 3669 | 3727 | 3857 | 3956 |
| 3236 | 3302 | 3377 | 3460 | 3530 | 3595 | 3670 | 3728 | 3858 | 3957 |
| 3237 | 3303 | 3378 | 3461 | 3531 | 3596 | 3671 | 3730 | 3859 | 3958 |
| 3238 | 3304 | 3379 | 3462 | 3533 | 3597 | 3672 | 3732 | 3860 | 3959 |
| 3239 | 3305 | 3380 | 3463 | 3537 | 3599 | 3673 | 3733 | 3862 | 3960 |
| 3240 | 3309 | 3381 | 3464 | 3540 | 3607 | 3675 | 3735 | 3864 | 3962 |
| 3241 | 3310 | 3384 | 3465 | 3542 | 3608 | 3676 | 3736 | 3865 | 3964 |
| 3242 | 3311 | 3385 | 3467 | 3544 | 3610 | 3677 | 3737 | 3869 | 3965 |
| 3243 | 3312 | 3387 | 3468 | 3546 | 3612 | 3678 | 3738 | 3870 | 3966 |
| 3249 | 3314 | 3388 | 3469 | 3549 | 3614 | 3682 | 3739 | 3871 | 3967 |
| 3250 | 3315 | 3390 | 3472 | 3550 | 3616 | 3683 | 3740 | 3873 | 3971 |
| 3251 | 3317 | 3391 | 3475 | 3551 | 3617 | 3685 | 3741 | 3874 | 3979 |
| 3254 | 3318 | 3392 | 3477 | 3552 | 3618 | 3687 | 3744 | 3875 | 3984 |
| 3260 | 3319 | 3393 | 3478 | 3555 | 3619 | 3688 | 3746 | 3878 | 3987 |
| 3264 | 3321 | 3395 | 3480 | 3556 | 3620 | 3689 | 3747 | 3880 | 3988 |
| 3265 | 3322 | 3396 | 3482 | 3557 | 3621 | 3690 | 3749 | 3882 | 3990 |
| 3266 | 3323 | 3400 | 3483 | 3558 | 3622 | 3691 | 3756 | 3885 | 3991 |
| 3267 | 3324 | 3401 | 3485 | 3559 | 3623 | 3694 | 3758 | 3886 | 3992 |
| 3268 | 3325 | 3407 | 3487 | 3561 | 3624 | 3695 | 3763 | 3887 | 3995 |
| 3269 | 3328 | 3409 | 3488 | 3562 | 3629 | 3697 | 3764 | 3888 | 3996 |
| 3270 | 3329 | 3412 | 3489 | 3563 | 3630 | 3698 | 3779 | 3889 |  |