Learner Engagement A-Frame Program 2019

Guidelines

Expression of Interest

Round 1, 2019

# 

**Learner Engagement A-frame Program**

## OVERVIEW

The Learner Engagement A-frame Program (LEAP) provides funding for programs of at least 5 and fewer than 20 student contact hours (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.

LEAP will run to the end of 2019 and will involve the total delivery of up to 50,000 SCH.

It is intended that there will be two Expressions of Interest (EOI) for LEAP in 2019.

## ALIGNMENT WITH STRATEGIC PRIORITIES

The LEAP initiative aligns with the objectives of the ACFE Board Strategy 2016–2019, and the goals of Skills First and the Education State, in seeking to improve learning outcomes for adults with a particular emphasis on key cohorts of need.

For details of learner groups for specific emphasis in pre-accredited programs, see:*[2019 Pre-accredited Training Delivery Guidelines](https://edugate.eduweb.vic.gov.au/edrms/collaboration/TAG/Program%20and%20Projects/Guidelines/2019%20Pre%20Accredited%20Training%20Delivery%20Guidelines.docx).*

## LEAP OBJECTIVES

The LEAP initiative’s objectives are to:

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

Applications to the EOI must demonstrate how LEAP will improve engagement of target learners into pre-accredited programs and pathway to further education, training or employment.

## LEAP LEARNER GROUPS

Learn Local providers are invited to submit an EOI outlining how their proposed programs intend to improve engagement in training for the learner groups outlined below.

### Disadvantaged and hard-to-reach learners

* Providers are encouraged to leverage linkages with other community service and support agencies, where this may improve outreach and referral pathways for disadvantaged learners.
* Providers are also encouraged to engage in partnerships with other Learn Local providers, where this may strengthen engagement pathways, and enhance complimentary training delivery.

### Learners with complex or multiple needs

* Providers should prioritise approaches that engage learners with complex or multiple needs with pathways to further training, in recognition that these learners may require additional training.

### Learners in thin markets and remote locations

* Providers are encouraged to develop programs that provide flexible options to support engagement of learners in thin markets and remote locations.
* Innovative and collaborative approaches are encouraged.

### Unemployed/underemployed learners, and vulnerable workers within industries in transition

* Providers are encouraged to consider programs that improve employment pathways for unemployed/under-employed learners.
* Providers are encouraged to leverage linkages with other community support and job service agencies, and with local Skills and Jobs Centres at TAFE institutes, where this may improve engagement and training outcomes for unemployed, underemployed or vulnerable workers.

## PROGRAM DESIGN

In designing a LEAP, Learn Local 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 longer than 15 SCH will require a strong rationale in order to be approved.

1. Indicate how the proposed LEAP courses would differ in content and approach from pre-accredited courses of more than 20 SCH.

* For example, LEAP courses may focus on specific skills rather than a broader pre-accredited training offering.
* Innovative approaches are encouraged.

1. Plan and develop internal pathways from their proposed LEAP courses into their pre-accredited or accredited training offerings, where possible.

* Aim to coordinate LEAP courses with broader offerings, as part of a strategy to reach new students.

### LEAP inclusion in A-frame Exchange

Following feedback through the independent evaluation of the 2017 LEAP Pilot, a mechanism for disseminating information and best practice around student engagement has been established, via the A-frame Exchange.

The A-frame Exchange is a secure website restricted to Learn Local providers registered with the ACFE Board.

LEAP has now been included as a program category within the A-frame Exchange.

Learn Local providers are encouraged to contribute to, and access, a shareable database of quality LEAP course plans from the 2017 Pilot and 2018 LEAP, through the A-frame Exchange, in order to share examples of successful engagement programs.

Access the [A-Frame Exchange](http://www.aframeexchange.com.au/)

## OUTCOMES

Learn Local providers should use the following outcomes as a guide in developing their EOI application, delivery plans and A-frame course plans:

* Improved outreach and engagement with adults facing barriers to participating in pre-accredited training.
* Increased awareness by adults facing barriers to training, of pre-accredited training options and their value proposition.
* Delivery of high quality courses of under 20 SCH, 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 and more effective targeting of delivery from Learn Local providers.
* Opportunities for better connections by Learn Local providers to community-based outreach programs and employment support services funded through other agencies.

## Application process

### Key Dates

The EOI for LEAP 2019, Round 1, is aligned with the EOI for Pre-accredited Training Delivery 2019, and opens 7 August and closes 10 September 2018.

Early applications are appreciated.

### Who is eligible to apply?

The LEAP EOI is open to Learn Local providers:

* currently registered with the ACFE Board
* with a current and satisfactory Business Governance Status Assessment(BGS) or a 2019 Skills First contract
* who are also applying for 2019 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 $8.20 per SCH.
* A regional loading of 20 per cent will apply for LEAP initiatives delivered in identified postcodes (refer [Pre-accredited Training Delivery Guidelines](https://edugate.eduweb.vic.gov.au/edrms/collaboration/TAG/Program%20and%20Projects/Guidelines/2019%20Pre%20Accredited%20Training%20Delivery%20Guidelines.docx)).
* Providers with an allocation of up to 2,000 SCH for Pre-accredited Training Delivery in 2019 should limit applications for LEAP to a maximum of 200 SCH.
* Providers with an allocation of 2,000 SCH or more for Pre-accredited Training Delivery in 2019, should limit applications for LEAP to a maximum of 10 per cent of their total pre-accredited SCH allocation.

### How will payments be made

* Payments will be made upfront at the nearest quarterly 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 which are not substantively different from existing pre-accredited courses.
* 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.
* Training which is linked in reporting to a Training Package Qualification or a nationally recognised accredited module or course by use of a nationally recognised accredited course or module code.

### Reporting requirements— data quality

Course delivery information must be entered into the Skills Victoria Training System (SVTS) using the reporting codes as follows:

* State funding source code: ‘ACE’ (ie Funding Source State Code for standard ACFE pre-accredited programs).
* Course code: use prefix ‘**ACL**, **followed by ‘19’**, followed by your designated code (maximum 12 characters) Eg: ‘ACL19RESUME’
* Course name: use prefix **‘LEAP’**, followed by your designated name.  Eg: ‘LEAP Resume Preparation’
* Complete a short LEAP evaluation questionnaire to aid quality improvement and development of the initiative (a template will be provided in future).

### 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 DET before making any changes and commencing delivery.

## How to apply

Learn Local providers must complete and submit:

1. Delivery Plan— LEAP worksheet, tab 3 in the 2019 Delivery plan template
2. An A-frame Course Plan for each course proposed for delivery (you do not need to submit a Session Plan for LEAP courses).
3. Delivery Plan and Course Plans that clearly outline the engagement strategy, the rationale for reduced delivery hours, and the learner outcomes and pathways to be achieved.

Only providers who apply for Pre-accredited Training Delivery can also apply for LEAP.

🗹 Complete delivery plan, including prefix codes.

🗹Complete A-frame Course Plan for each course being offered.

🗹Submit all documents to training.participation@edumail.vic.gov.au by COB 10 September 2018.

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

## ASSESSMENT CRITERIA

* Submission of all required documentation by the due date.
* Proposed programs to be a minimum of 5 SCH and less than 20 SCH.
* A clear engagement strategy and rationale for a LEAP program duration must be described in the Course Plan.
* Proposed programs aim to improve learning outcomes for adults in priority learner categories as listed in the Objectives.
* Proposed programs specify how learners will be linked to pathways to further education and training or employment.
* Maintain the rigour and integrity of the Pre-accredited Quality Framework.

## NEXT STEPS

* EOI applications will be assessed by DET’s Regional Engagement and Support Unit.
* A Service Plan will be sent to your organisation’s signatory via SAMs 2 once all steps have been completed for execution in December 2018. Please note: your signatory will have a five day window to review and accept the Service Plan, after which SAMs will automatically accept on behalf of your signatory.
* Learn Local organisations are expected to begin delivery of programs in 2019, following execution of the Service Plan.