# ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

LEARNER ENGAGEMENT A-FRAME PROGRAM (LEAP) 2020 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.
* Opportunities for pathways to priority government initiatives e.g. NDIS.

LEAP has a fixed budget, funding total delivery of up to 50,000 SCH state-wide in 2020. The Expression of Interest (EOI) round will be competitive.

## ALIGNMENT WITH STRATEGIC PRIORITIES

The LEAP initiative aligns with the ACFE Board’s strategic priorities, in seeking to improve learning outcomes for adults with a particular focus on people who have had limited prior access to education.

While the Board is currently finalising the ACFE Board Strategy 2020-25, providers are encouraged to refer to the current ACFE Board Strategy 2016-19.

## 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 2020 is aligned with the EOI for Pre-accredited Training Delivery 2020, and opens **3 September and closes 30 September 2019.** 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 and satisfactory Business Governance Status Assessment (BGS) or a 2020 Skills First contract
* Who are also applying for 2020 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 2020 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 2020, 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 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.

### 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.

1. 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.

1. Provide specific examples of LEAP courses that demonstrate pathways for learner into pre-accredited or accredited training offerings.
2. Coordinate courses with broader offerings, for example Family Learning Partnerships, as part of a strategy to reach new students.
3. Seek feedback from participants to assist in program evaluation and quality improvement, in alignment with the objectives of the [Department’s annual Victorian Student Satisfaction Survey](https://www.education.vic.gov.au/training/providers/market/Pages/studentsurvey.aspx).

### PARTNERSHIPS

Providers are also encouraged to

* Develop partnerships with disability services and other providers to strengthen pathways to careers in the National Disability Insurance Scheme (NDIS). Learn Local providers are in a unique position to leverage their existing expertise, networks and place-based approaches to give learners an understanding of careers in the disability sector.
* 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.

### REPORTING REQUIREMENTS— DATA QUALITY

Providers contracted to deliver LEAP must meet the requirements in the [Victorian VET Student Statistical Data Collection Guidelines](https://www.education.vic.gov.au/training/providers/rto/pages/datacollection.aspx) and maintain an AVETMISS compliant, up-to-date student management system and must upload data through the Skills Victoria Training System (SVTS) to meet the requirements as evidence of meeting agreed 2020 LEAP SCHs.

Contracted providers must ensure that staff are trained in the use of their Student Management System and the SVTS to ensure integrity, accuracy and currency of reported data.

Course delivery information must be entered into the SVTS using the reporting codes as follows:

* State funding source code: ‘ACE’ (i.e. Funding Source State Code for standard ACFE pre-accredited programs).
* Course code: use prefix ‘**ACL**, **followed by ‘20’**, followed by your designated code (maximum 12 characters). E.g.: ‘ACL20RESUME’.
* Course name: use prefix **‘LEAP’**, followed by your designated name.  E.g.: ‘LEAP Resume Preparation’.

Contracted providers should report their LEAP SCH data quarterly at a minimum.

* Providers can upload their LEAP data at any time.
* Students do not need to have fully completed a LEAP course before the data is reported.
* For assistance please submit an SVTS enquiry, or consult the [SVTS Login User Guide.](http://www.education.vic.gov.au/svts/)

### 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**

Contracted providers are required to deliver to their SCH targets. LEAP hours cannot be returned as payment is 100% upfront.

The ACFE Board may give notice to the contracted provider to repay unacquitted funds as part of its LEAP reported data analysis against the agreed Service Plan and approved Delivery Plan.

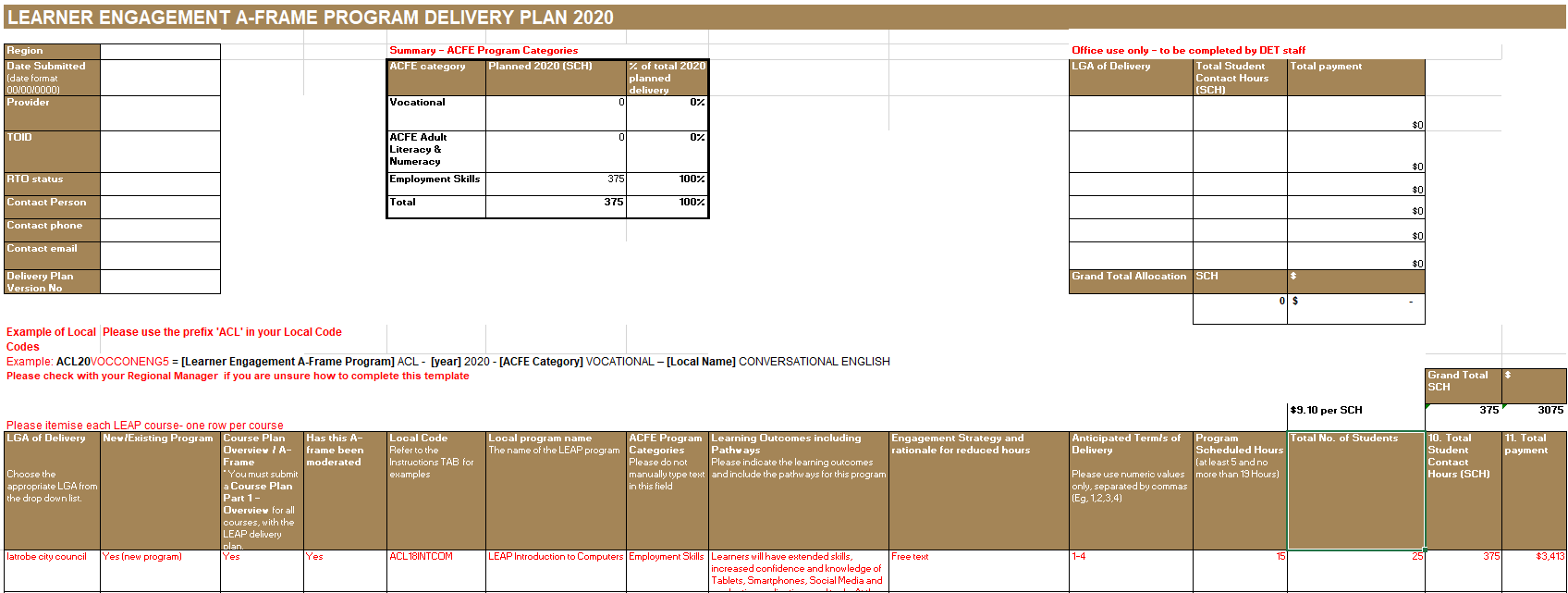
Providers should monitor the delivery and reporting of LEAP regularly and put strategies in place to ensure that contract requirements are met. Where providers identify a possible under-delivery against their contract, they should contact their regional office immediately to discuss a mitigation strategy.

**RECORD-KEEPING**

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

## How to apply

1. Completing and submitting the Delivery Plan
2. The Delivery Plan template is used for both pre-accredited training delivery and the Learner Engagement A-frame Program (LEAP) submissions.
3. There are three tabs within the Delivery Plan spreadsheet: Tab 1 Instructions, Tab 2 Pre-accredited Training Delivery Plan and Tab 3 LEAP Delivery Plan.
4. Select the LEAP Delivery Plan tab (3)



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. Program Categories - are used to classify all LEAP programs contracted by the Board as follows:

* *Adult Literacy and Numeracy:* Training in literacy and numeracy skills including teaching English language to people from culturally and linguistically diverse backgrounds, for example English as a Second Language (ESL).
* *Employment Skills*: Training in basic skills to support work or further learning, such as communications, teamwork and problem solving, job search and return to study skills*Vocational Programs*: Introduction to vocational education that assists people with skills acquisition required specific occupations

1. Submit all documents to training.participation@edumail.vic.gov.au **by COB 30 September 2019.**
2. If you have any enquiries, please contact your regional office.

## ASSESSMENT CRITERIA

LEAP Delivery 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.
* Programs aim must demonstrate improved learning outcomes for learners 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’s Regional Engagement and Support Unit.
* A Service Plan will be sent to your organisation’s signatory via SAMs2 once all steps have been completed for execution in December 2019. 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 2020, following execution of the Service Plan.

### APPENDIX A - ACFE REGIONAL LOADING POSTCODES

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Postcode** | **Postcode** | **Postcode** | **Postcode** | **Postcode** | **Postcode** | **Postcode** | **Postcode** | **Postcode** | **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 |