**Industry Contextualised Literacy and Numeracy
Pre-Accredited Programs Initiative**

EXPRESSION OF INTEREST
APPLICATION GUIDELINES

1. Introduction

The Adult Community and Further Education Board ('ACFEB') is seeking Expressions of Interest (EOI) from Learn Local organisations and Adult Education Institutions ('Learn Local providers') wishing to partner with ACFEB to develop five (5) pre-accredited pilot programs linked to the needs of particular industries to a standard where they can be made available for use by all Learn Local providers.

The Industry Contextualised Literacy and Numeracy Pre-Accredited Programs Initiative is one part of the Learn Local Literacy and Numeracy Strategy announced by the Minister for Training and Skills at the 2018 Learn Local Awards. https://www.premier.vic.gov.au/supporting-more-adult-learners-into-training-and-jobs/

2. Context

There are 650,000 Victorian adults at the lowest levels of literacy, and 970,000 at the lowest levels of numeracy. This includes 265,000 workers with low educational attainment in low skill jobs, and more than 17,000 15 to 19 year olds who are not engaged in employment, education or training[1].

People with low literacy are 1.7 times more likely to be long-term unemployed compared to the average Victorian. The transitioning economy requires higher level technical and workplace knowledge and skills, but competency in these is reliant upon higher levels of literacy, numeracy and employability skills.

ACFEB has prioritised supporting learners with the lowest level of literacy and numeracy and supporting Learn Local providers to build their expertise in providing innovative training solutions for these learners. The Victorian government is leading the country in creating new jobs. This initiative aims to provide Victorians with the literacy and numeracy skills that will allow them to take advantage of these opportunities.

3. Objectives

The overarching goal of the initiative is to improve the literacy and numeracy skills of Victorian adults at the lowest levels of literacy and numeracy through pre-accredited programs that are contextualised to particular industries. It aims to support learners to enter vocational training, succeed in vocational training and to enter work.

An additional goal is to support vulnerable workers who are at risk of unemployment due to transitions in the economy and improve their long-term prospects by developing their literacy and numeracy skills.

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[1] Department of Education, 2018, *Future Opportunities for Adult Learners Discussion Paper*, Melbourne

ACFEB recognises that Learn Local providers have produced a great many high-quality literacy and numeracy resources and materials including Pre-Accredited Quality Framework (PQF) - aligned documentation, pre-training assessment tools, learning resources and tools to measure learner gain. This Initiative seeks to build on this foundation of good practice to produce high quality pre-accredited programs that can be delivered by Learn Local providers across Victoria.

The successful Learn Local providers will be leaders in literacy and numeracy training in vocational contexts. They will work with the Department of Education and Training ('Department') and with other Learn Local providers to develop and document literacy and numeracy pre-accredited programs, contextualised to particular industries, for use by a range of providers across the Learn Local sector.

4. Program Overview

4.1 Targeted learners

The pre-accredited programs will be designed to support **learners with literacy and numeracy skills below level 2** according to the Australian Core Skills Framework (ACSF).

Within that broad learner cohort, programs will need to be developed to target:
- individuals **not engaged with either work or learning**, including young people who have formally exited schooling and have not re-engaged with learning or entered paid work
  And additional programs for:
- **workers with low educational attainment in low skill jobs**. Priority amongst these would be adults at risk of unemployment due to industrial structural changes caused by transitions in the economy.

4.2 Pilot Pre-Accredited Programs

Key components of each program

Each of the 5 pre-accredited pilot programs will align with best-practice guidelines contained in the PQF, and will be a minimum of 80 hours duration. Each program will consist of the following resources in a format that can be easily used by Learn Local providers across the state:

- A comprehensive course plan, session plan and contextualised learner plan template that builds on quality standards contained in the PQF
- A tool for initial assessment of learners, contextualised to the industry and aligned to the ACSF
- Learning resources contextualised to the industry
- A tool for measuring literacy and numeracy gain through the program.

It is expected that the pilot programs will be made up of a combination of new and existing resources that are able to be shared with all Learn Local providers in support of improved learner pathways to employment and training. (Note that additional pre-accredited student contact hours will be made available to successful providers to trial the 5 pilot programs).

Innovation that builds on Learn Local experience

Each of the pilot programs should avoid replicating products that have previously been funded by State and Commonwealth Governments and are available for use in the Learn Local sector. However, the initiative welcomes projects that use, build on and contextualise existing products, particularly products previously funded by ACFEB. All products resulting from this initiative will need to be made available for use by Learn Local providers across the state.

Ensuring learners access consistently high quality programs

Each of the pilot programs will be peer reviewed and moderated by a panel of Learn Local providers, industry and Department representatives to ensure consistency. The successful providers will be expected to work collaboratively with each other and with Department staff to ensure consistently high quality across the 5 resulting programs. The Department will support this process by providing

successful providers with access to specialist expertise, professional development and guidance throughout the project.

5. Evaluation Criteria

Applications will be assessed on the following criteria for both stage one AND stage two. All criteria are weighted equally.

1. **Compliance with Program Objectives and Requirements**

   The proposal outlines clearly how it will help to achieve the key objective of this program

   Proposed program aligns with and meets the criteria for the PQF

2. **Relevant Experience and Capability of Learn Local providers**

   Demonstrated significant experience, capacity and knowledge in developing and delivering literacy and numeracy contextualised to industry areas

   Demonstrated evidence of established relationships with industry to co-design the program

   Demonstrated experience in literacy and numeracy learner assessment to enable placement against the ACSF

   Demonstrated experience in development and/or use of tools to measure literacy and numeracy learner gain

3. **Development of quality programs, tools and resources**

   The provider has identified an appropriate strategy to build on and contextualise existing products including those previously funded by ACFEB

   Personnel to be responsible for program development are identified and have relevant qualifications, experience and knowledge in delivering Literacy and Numeracy programs contextualised to industry areas

4. **Capability and Responsiveness**

   A record of effective delivery of programs funded by the Department

   Track record in meeting Department reporting requirements on time

   Innovative approach

   Experience in delivering complex projects with multiple partners.

In preparing applications, Learn Local providers need to explain how the proposed pre-accredited literacy and numeracy programs

- will be substantial enough to support learners to develop the literacy and numeracy skills required within particular industry areas (minimum 80 hours)
- Map the time taken to assess learners existing skills and measure learner gain (funding will be available within the pilots to undertake these activities)
- will be co-designed with industry
- can be delivered as a pilot program once it has been developed, with pilots completed before the end of 2020
- does not replicate available tools and products (although proposals for projects that build on and contextualise existing tools and products, particularly those funded by ACFEB, are welcomed)

- includes comprehensive resources contextualised to industry to support literacy and numeracy gain through the program
- includes tools for initial assessment of skill levels and to measure literacy and numeracy gain These will be contextualised to the language of the particular industry and mapped against the ACSF. Initial assessment tools should also include assessment of pre-level 1 capabilities.

6. Eligibility and Application Process

6.1 Eligibility

Learn Local providers submitting an EOI must meet the following criteria:

- A currently Registered Learn Local Provider with the ACFEB
- Approved for an ACFEB funded pre-accredited contract for 2019
- Current satisfactory Business Governance Status Assessment OR a 2019 Skills First contract

Note: Applications submitted by a consortium of Learn Local providers will also be considered.

6.2 Application Process

This request for expressions of interest is the first of a **two stage application process**:

Stage 1: A short process to identify interested Learn Local providers who can demonstrate their capacity to undertake the task (without requiring a detailed proposal or budget).

Stage 2: A longer process in which providers who were successful in Stage 1 (individually or as a consortium) are invited to develop a more detailed proposal, and a budget in collaboration with the Department, including access to specialist expertise, support and feedback. Evidence of support should be provided at Stage 2.

7. How to apply – Stage 1

- Complete the Industry Contextualised Literacy and Numeracy Pre-Accredited Program Expression of Interest – Application Form
- Submit the Application Form via email to training.participation@edumail.vic.gov.au by 5pm Friday 13 December 2019.
- Ensure that you outline how your proposal will meet the project specifications outlined in this document.

Note: A successful EOI in Stage 1 will not necessarily result in a funded project.

8. Key Dates and Timelines

KEY DATES AND TIMELINES			
Stages	**Date**	**Milestone**	**Duration**
Applications (Stage 1)	20 November 2019	EOI (Stage 1) opens	4 weeks
	13 December 2019	EOI (Stage 1) closes	
	20 December 2019	Applicants for Stage 1 are notified of outcome	
Applications (Stage 2)	20 December 2019	Applications (Stage 2) opens	4 weeks
	28 January 2020	Applications (Stage 2) closes	
	7 February 2020	Applicants for Stage 2 are notified of outcome	

KEY DATES AND TIMELINES			
Stages	**Date**	**Milestone**	**Duration**
Develop pilot programs	2 March 2020 to 31 April 2020	Successful Learn Local providers work with DET to develop literacy and numeracy programs	8 weeks
Deliver pilot Programs	1 May 2020 to 30 November 2020	Learn Local providers pilot delivery of developed programs and report outcomes	6 -7 months

Terms and Conditions of Funding

- Funding for the initiative is through the ACFEB Learn Local Literacy and Numeracy Initiative

- Learn Local providers selected to deliver the 5 pilot programs will be funded through a Schedule to their Common Funding Agreement with ACFEB following their acceptance of the terms and conditions of funding under this initiative.

- Additional Pre-Accredited Student Contact Hours at a rate of $9.10 per SCH will be made available to successful providers to pilot the programs

How will payments be made?

The first payment will be made after execution of the Service Agreement. The amount and timing of subsequent payments will align with agreed project timelines, deliverables and performance measures outlined in the Service Agreement

What will not be funded?

- Engagement programs with insufficient delivery hours to achieve gains in literacy and numeracy skills (eg LEAP)

- General literacy and numeracy programs (not contextualised to a particular industry)

- Programs that directly replicate existing products

- Vocational programs with insufficient focus on literacy and numeracy

- Employability skills programs that focus on generic skills other than literacy and numeracy

- Capital works or equipment or materials not directly linked to the initiative

- Business as usual operations

9. Where to get more information

For more information please contact your DET Regional Office.