



Australian Government

Department of Industry, Innovation,
Climate Change, Science, Research
and Tertiary Education



SKILLS CONNECT

**SKILLS FOR EDUCATION
AND EMPLOYMENT**

Program Guidelines

Skills for Education and Employment (SEE) program

1. What is the purpose of the Skills for Education and Employment (SEE) program?

About the program

Formerly known as the *Language, Literacy and Numeracy Program*, the Skills for Education and Employment (SEE) program (the program) is the Australian Government's primary program for helping eligible job seekers to improve their language, literacy and numeracy (LLN) skills. Improved LLN skills will make job seekers more competitive and productive in the job market and able to complete further training.

The program seeks to improve eligible job seeker's LLN skills with the expectation that such improvements will enable them to participate more effectively in training or in the labour force, and lead to greater long-term gains for society.

The program's service delivery is divided into Service Delivery Areas (SDAs) to ensure national geographic coverage. This ensures the equitable spread of services rather than providers clustering services in high populated areas. These areas have been mapped to align with the Employment Service Areas developed by the Department of Education, Employment and Workplace Relations (DEEWR).

Who can deliver the program?

Registered Training Organisations (RTOs) are contracted to deliver assessment and training services. All training delivered as part of the program is accredited and RTOs must have the training curriculum in scope to continue delivery of the program.

In acknowledgement of the difficulty some job seekers may have in engaging in the program through face-to-face training, there is also the ability for assessment and training to be delivered by distance mode. The distance mode provider(s) also covers SDAs where there is no face-to-face provider contracted to deliver the program in that area.

The program also has the flexibility, on a limited basis, to offer a mixture of both face-to-face and distance mode training which is referred to as 'mixed mode'.

What training does the program provide?

The program provides for up to 800 hours of free training which can be undertaken on a part-time (10 to 19 hours per week) or full-time (20 to 25 hours per week) basis over no more than a two year period.

The program provides initial, basic and advanced accredited English language training, as well as basic and advanced literacy and numeracy training.

How many job seekers are assisted by the program?

The program is capped which means there is limited annual funding. In the 2011-12 financial year the program target was 21,000 new commencements. Over the next three years, the program will be growing with a target of 30,000 new commencements in 2014-15. From then on, the program will be funded to achieve at least 30,000 new commencements each year.

How does the program service remote areas?

The Government is committed to improving remote service delivery. The program is designed to take into consideration difficulties faced by service delivery providers in remote areas and a flexible method of delivery has been developed for the program that is more tailored to individual remote circumstances.

The providers contracted to deliver services in remote areas have separate delivery instructions that allow some administrative differences from the mainstream program but essentially program services remain the same; that

is 800 hours of free training for eligible job seekers.

The program's providers are required to work closely with the 'Remote Jobs and Communities Program' providers to ensure a holistic approach to community needs in lifting LLN skills.

2. How do job seekers get referred to the program?

Referral to the program

The Department of Human Services (DHS), Job Services Australia, Disability Employment Services and Remote Jobs and Communities providers are collectively known as Referring Agencies (RAs).

After determining a job seeker's eligibility and obtaining their agreement, the RA is required to make an appointment for a Pre-Training Assessment (PTA) on the job seeker's behalf with the provider.

The RA confirms the appointment details after discussion with the provider and advises the job seeker.

Pre-Training Assessments (PTA)

A PTA is an assessment conducted by a qualified Training Assessor, using an approved PTA kit, to determine the appropriate skill level of the client (job seeker) at the time of referral. A PTA is required in order to assess the LLN skills of the client and thus determine their most appropriate training stream.

Applying the Australian Core Skills Framework (ACSF), the Training Assessor is required to grade the client against the five core skills of Reading, Writing, Numeracy, Oral Communication and Learning and develop an Individual Training Plan (ITP).

Individual Training Plans (ITPs)

The ITP is a tailored training plan agreed between the client and the provider. The ITP is a source of information for both the client and the provider and holds information about the client's PTA results, and goals which the client is striving towards.

In addition to compiling a history of the client's training progress in terms of ACSF indicators of competence the PTA also has information about class times, frequency and location. The ITP is updated to show the client's progress when appropriate.

The providers are required to maintain diligence when managing a client's attendance and ensure RAs are notified promptly of any attendance issues.

The providers play an integral role in informing referring agencies of client non-attendance and are asked to continue providing this essential information so the RA can then employ strategies to re-engage the job seeker.

Who checks the quality of the assessment?

The Independent Verification (IV) provider conducts reviews of the quality of assessments undertaken by the provider. The IV compares evidence of assessments undertaken to actual LLN improvements against the ACSF. The IV samples client assessments that include PTAs, ITPs and some portfolio work. Clients that undertake work experience will be part of the quality verification process that will compare work experience undertaken to the learning outcomes in the clients ITP.

The IV also provides professional development workshops annually (or as required by the department) and those workshops usually focus on the assessment tools used and applied by the provider.

The independent verification process gives the Government confidence that assessments undertaken by

providers are comparable across SDAs.

3. What training does the program deliver?

What types of training are provided?

Clients are offered three streams of training, which will be determined based on their assessment results. The:

- **Initial Language** stream - is designed solely for clients whose first language is not English. It targets clients' specific needs and provides training which will consolidate their functional language skills.
- **Basic Language, Literacy and Numeracy** stream - accommodates the needs of both language and literacy/numeracy clients and focuses on consolidating functional LLN skills.
- **Advanced Language, Literacy and Numeracy** stream - accommodates both language and literacy/numeracy clients who have higher ACSF scores than those in the Basic stream.

What are Language, Literacy and Numeracy?

For the purposes of the program; 'Language', 'Literacy' and 'Numeracy' are defined as:

- **Language** – refers to the understanding and use of spoken and written English.
- **Literacy** – refers to the integration of listening, speaking, reading, writing and critical thinking. It incorporates numeracy and it includes the cultural knowledge that enables a speaker, writer or reader to recognise and use language appropriate to different social situations.
- **Numeracy** – refers to the ability to use mathematics effectively to meet the general demands of life at home, in paid work and for participation in community and civic life.

How is training delivered?

The program's training is usually conducted through face-to-face delivery; however, as not everyone is able to physically get to a course, training is also available by distance mode (where deemed appropriate).

Providers are encouraged to contextualise training so that they can meet local business and/or industry skills requirements.

Work experience can also be offered as it provides an opportunity for participants to gain practical experience and understanding of employers' needs and expectations. It is intended to increase participants' work-related skills and knowledge and, as a result, increase their future employability.

What is face-to-face delivery?

Face-to-face delivery is standard training usually delivered via teacher contact in class-room with a maximum of 20 clients per class, or by other electronic means such as video conferencing.

Where class-room style training is not deemed appropriate for clients, alternative delivery methods may be used.

What is distance-mode training?

Distance-mode is the delivery of training conducted via a mode that is not face-to-face and is based on materials worked on by clients under teacher direction. Distance-mode provision is intended to service clients in rural and remote areas who cannot easily access face-to-face training delivery, however, it may also be provided to clients who are unable to attend face-to-face training in any SDA.

Distance-mode delivery providers must supplement training material sent to the participants with direct contact. This may include the use of telephone, computer web cam, email or tutoring or support from local

tutors/mentors.

4. Who is eligible to participate in the program?

Who is eligible?

Before being referred to the program, job seekers' eligibility must be checked by the RA.

To be eligible for the program, an Australian job seeker must:

- be of working age (generally 15 to 64 years of ages);
- be registered as a job seeker with DHS and looking for full time work, and not a full-time student at the time of referral;
- satisfy income support or visa requirements;
- not be enrolled in the Australian Government's Adult Migrant English Program (AMEP);
- be deemed suitable for training with a capacity to benefit;
- have not completed the program (800 hours) within 6 months of the referral date; and,
- have not withdrawn or been suspended from the program within 12 weeks of the referral date, except where the client is transferring to a new provider.

5. How is the success of the program measured?

What is deemed a success?

Finding employment after undertaking the program's training is the ultimate measure of success, however, attainment is also important.

Attainment is measured by comparing the client's LLN improvements in ACSF indicators from their PTA to the later assessments during and at the end of their training.

6. How do I obtain further information?

For more information please visit the program's website at:

www.innovation.gov.au/see