



**Australian Government**  
**Department of Home Affairs**



# **Reform of the Adult Migrant English Program**

## **Discussion Paper**

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# Introduction

English language skills are critical to full social and economic participation in Australian society. With English language skills a person can enjoy better educational and employment opportunities, engage in our democracy, and build lasting relationships with other members of the Australian community.

The Australian Government provides free English language tuition through the Adult Migrant English Program (AMEP) to migrants to Australia. The AMEP is one of the most enduring Commonwealth Government programs, with a history lasting more than 70 years. The program was established in 1948, in the context of large-scale post-war migration to Australia.

In August 2020, the Australian Government announced major reforms to the AMEP. From 19 April 2021 more migrants will have greater access to free English language classes through the AMEP, and can participate until they reach a higher level of proficiency. This is the first part of the Government's three-part plan to make English language tuition more accessible, ensure better quality outcomes and encourage greater participation. The reforms to the AMEP outlined in this discussion paper form the remaining two parts of this plan. They are expected to commence in 2023.

## The case for change

The Australian Government, through the AMEP, supports the acquisition of English language skills for eligible adult migrants and humanitarian entrants. Through language tuition, the program seeks to advance social participation, economic wellbeing, independence, and personal wellbeing; all contributing to enabling the full participation of migrants in Australian life.

There have been three significant shifts in recent decades that have changed the needs of new migrants to Australia in building English language skills:

- the nationalities of migrants entering Australia has changed dramatically. There has been a measurable increase in migration from countries with languages that are more linguistically distant from English.
- the nature of the Australian economy has changed. There are significantly fewer entry level occupations than in the post-war period. In addition, higher levels of English are now required to manage the health and safety requirements of all Australian workplaces.
- technology now supports much of the Australian economy, as well as day-to-day communication. Digital literacy, with its underpinning of English, is a fundamental requirement for participation in Australia's social, economic and political life. There are also new advances in educational technology that offer opportunities for students and service providers to accelerate the process of language learning.

Multiple reviews, evaluations and public consultations have identified a need to improve the flexibility, accessibility and outcomes achieved in the AMEP program, including:

- from August 2020, the AMEP Advisory Committee has provided advice on reform implementation, innovation and continuous improvement in the AMEP
- Australian Council of TESOL Associations, *Listening to AMEP Teachers – A Forum with the Department of Home Affairs* held on 10 March 2021
- Australian Council of TESOL Associations, *English for Adult Migrants: Future Directions Forum* held on 11 November 2020
- Centre for Policy Development, *Putting Language in Place: Improving the Adult Migrant English Program* (2020)
- in December 2019, the Department of Home Affairs (the Department) requested feedback from a number of stakeholders on the current state of the AMEP and considerations for improvement for the future state.

- Commonwealth of Australia, *Investing in Refugees, Investing in Australia: The finding of a Review into Integration, Employment and Settlement Outcomes of Refugees and Humanitarian Entrants in Australia* (2019)
- Social Compass, *Evaluation of the AMEP New Business Model* (2019)
- Settlement Council of Australia, *Maximising AMEP and English Language Learning Consultation Report* (2019)
- Scanlon Foundation, *Australia's English Problem: How to renew our once celebrated AMEP* (2019)
- Joint Standing Committee on Migration, *No one teaches you to become an Australian: Report of the inquiry into migrant settlement outcomes* (2017) and
- ACIL Allen *AMEP Evaluation* (2015).

## Reform of the AMEP has commenced

The *Immigration (Education) Act 1971* was recently amended to allow more migrants greater access to the AMEP, so they can achieve a higher level of English proficiency and have the best chance of success in Australia. As of 19 April 2021, these changes include:

- removing the 510 hour limit on classes, to provide unlimited hours of tuition, in recognition that individuals learn at different rates and 510 hours of tuition is not always adequate for students to attain a vocational level of English
- allowing people to continue with the program until they reach vocational English, to better facilitate entry into further education and employment and
- removing the time limits on the registration, commencement and completion of tuition for clients who were in Australia on or before 1 October 2020. This will enable those who did not engage with the AMEP earlier, due to issues such as employment or caring responsibilities, to access the AMEP. Time limits continue to apply for migrants who arrived in Australia after 1 October 2020.

The AMEP Extend sub-program, which provided additional hours of tuition to eligible clients, ceased in April 2021 due to these legislative changes which uncapped tuition hours.

# Community engagement

This discussion paper is part of a number of mechanisms by which the Department will be consulting the public and subject matter experts on the future design of the AMEP. The Department is seeking input from AMEP clients, the English as an Additional Language sector, other organisations, and community members who have an interest or expertise relevant to the AMEP. The Department will use the information gathered to assist in developing a future AMEP business model to achieve better English and settlement outcomes for eligible migrants.

## How to have your say

Stakeholder feedback will be crucial to ensure that the implementation of these reforms achieves the best possible outcomes for students.

Interested parties are encouraged to consider the proposed changes to the AMEP business model carefully and share their views on implementation options.

## Written submissions

Written responses to the questions posed in this discussion paper can be provided through the form provided online <https://www.homeaffairs.gov.au/reports-and-publications/submissions-and-discussion-papers/amep-reform-submission-form>

**Submissions close on 9 July 2021.**

## Targeted forums

Key industry and community stakeholders will be invited to participate in targeted forums during the consultation period of 17 May to 9 July 2021 to discuss specific aspects of the reform. Invitations will be issued by email.

## Enquiries

Enquiries should be directed to [AMEPdesign@homeaffairs.gov.au](mailto:AMEPdesign@homeaffairs.gov.au)

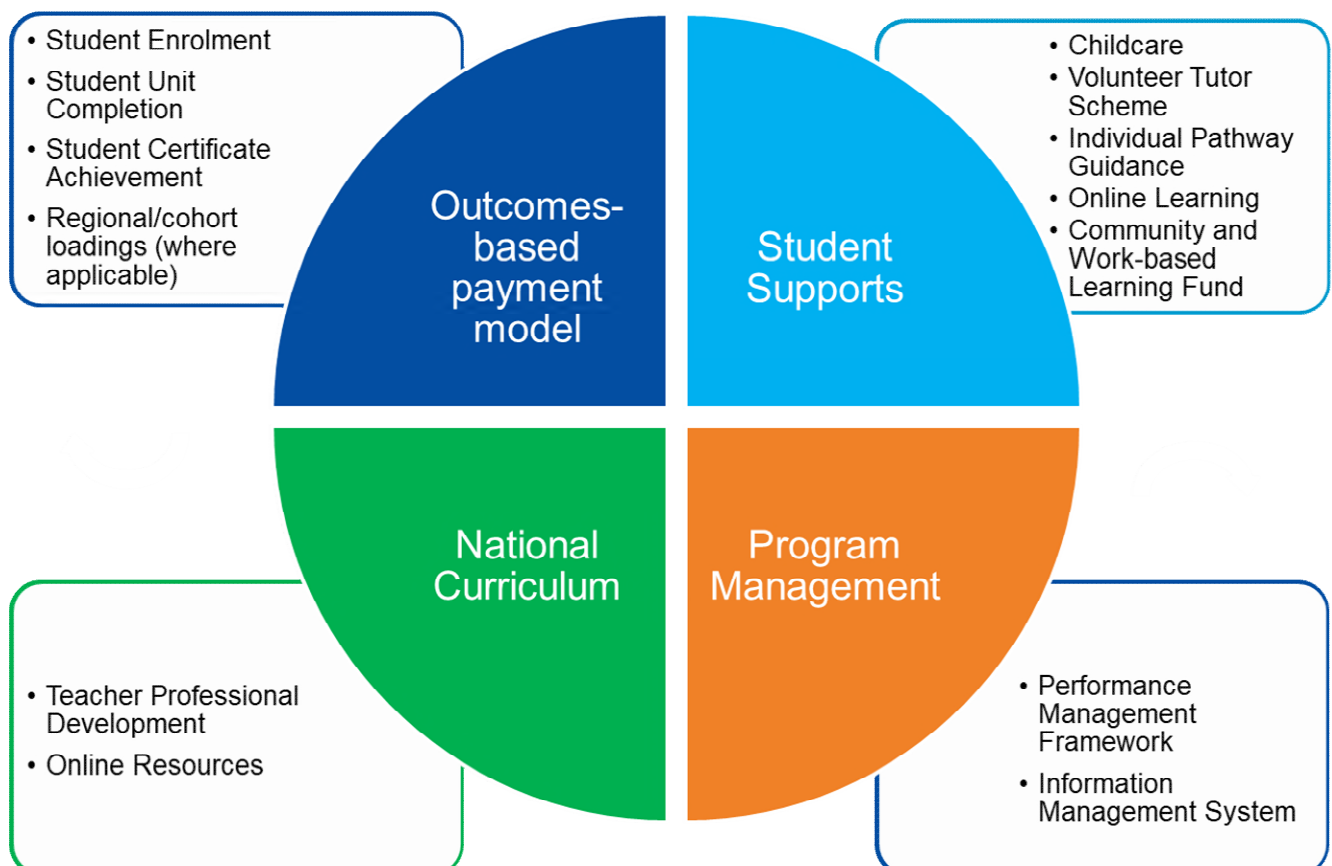
# The future AMEP business model

In addition to the recent legislative reforms, the Australian Government is reforming the AMEP business model to fulfil the Government's three-part plan to make English tuition more accessible, ensure better quality outcomes and encourage greater participation. The changes to the program focus on:

- incentivising service providers to deliver improved English language outcomes through the introduction of outcomes based payments based tied to student language skill/proficiency progression
- increasing program flexibility, including greater use of educational technology and better access to applied English language learning in workplace and community settings, to improve client enrolment, engagement and retention and
- supporting AMEP teachers through greater access to curriculum resources and professional development.

The reformed AMEP business model will be implemented in 2023, and is represented diagrammatically below. The discussion paper will focus on each section in turn. Some aspects of this model mark a significant departure from existing program parameters. Stakeholders are encouraged to consider how these reforms can be best implemented in response to the questions posed in this section.

## Key Reform Components



## An outcomes based model

The current AMEP model is input-based, where payments are made to the provider based on the number of hours of tuition they deliver. These payments incentivise classroom attendance rather than student language progression. The 2017 Joint Standing Committee on Migration report on Migrant Settlement Outcomes, *No one teaches you to be an Australian*, recommended the introduction of an outcomes-based model for the AMEP. The Committee shared the concern expressed by some inquiry participants that the AMEP focusses on delivering a specific amount of hours of English language training as opposed to ensuring migrants reach a level of proficiency that allows them to participate in mainstream Australian society. The Committee felt that rather than focusing on the amount of time migrants spend in tuition, a more effective approach would be to focus on English language progression, as this would have flow-on effects in terms of improved social and economic participation.

The Government has responded by providing migrants with access to unlimited hours of tuition and is now supporting the development of an outcomes-based model, with service provider payments linked to outputs and student outcomes. Payments on outputs are common in the Vocational Education and Training sector. The model will seek to align payments with the work the National Skills Commission (NSC) is currently leading to develop national efficient prices for Vocational Education and Training courses.

### What is the difference between input-based and outcomes-based models?

The following table illustrates the differences between input and outcomes based models for government programs such as AMEP.

**Table 1: Differences between input-based and outcomes-based models**

	Input-based	Outcomes-based
Program Focus	Resource-centric: Measurement of the service provider resources that are dedicated to the program	Client-centric: Measurement of the client outcomes that are generated by the program
Service provider payments are based on	The resources that go in	The results that come out
Level of flexibility for service providers	Limited: Funding is tied to specific activities or prescriptive delivery methods (for example, hours of face-to-face classroom attendance)	High: Service Providers have the flexibility in their method of delivery and resources dedicated, so they can tailor their inputs based on what they believe will be most effective/efficient to help their students achieve the stipulated outcomes

Research shows that for input-based models, providers may deliver activities in a way that is not optimal in meeting their clients' needs and achieving satisfactory learning outcomes. In input-based models, the onus is on clients to adapt to the program, which can result in disengagement, low retention and poorer outcomes, especially for those who need more flexible tuition times or require a more gradual pace of learning.

Clients of outcomes-based models often experience better results through a more flexible and tailored learning approach, as service providers are incentivised to deliver methods of learning that facilitate client success. In an outcomes-based model, service providers are paid in accordance with the progress of their students. This change is anticipated to lead to greater flexibility for students to learn outside of regular tuition hours, and to provide greater scope for providers to choose the style and frequency of delivery to suit different student cohorts. Outcome payments will also provide an incentive for providers to retain students in the program, and help them progress in their English language skills.

## Payments linked to outcomes

In the AMEP model, funding for the initial assessment and hourly delivery of English language tuition will be replaced with three types of payments:

- enrolment – a one-off payment when a student completes their registration, initial assessment and are enrolled in their first unit of competency. The enrolment fee may be larger than the current commencement fee, to provide an upfront payment that will support service provider cash flow.
- output - provided each time a student completes an accredited unit of competency. This payment is for the cost of delivery of tuition. These payments will be adjusted for students in regional and remote areas to account for the increased cost of service provision in these areas. A proportion of output payments will be paid for students that fail or withdraw from a unit of competency.
- outcome - provided when a student achieves a qualification. This payment creates an incentive for providers to encourage students to complete their qualifications, increasing their language skills and employment prospects. There is significant evidence that students with less than 10 years of schooling prior to migration learn at slower rates and require additional assistance to achieve a qualification. Outcome payments will be increased to account for the additional support and resources required by these students.

Pricing for AMEP payments may be aligned with the efficient costs being identified by the NSC for relevant qualifications. A comparison of the distribution of payments between the current AMEP program and an outcomes-based model is demonstrated in Table 2 below.

**Table 2: Comparison of average distribution of payments**

Payment source	Initial payment	Ancillary payments and activities	Payments		
			Inputs	Outputs	Outcomes
Payment description	One-off payment for eligibility check, initial language assessment and enrolment	Payment for provision of ancillary services, such as childcare, and activities to support students	<b>Payment per hour of tuition</b>  Payment for delivery of AMEP tuition	<b>Payment per competency</b>  Payment for delivering a competency, including regional/remote loading	<b>Payment per outcome</b>  Payment on achieving a specified outcome, including cohort adjustment
Current payments	2%*	15%	83%^	0%	0%
Outcomes payments	5%	28%*^	0%	63%	4%

\* includes payment for pathway guidance

^ includes Volunteer Tutor Scheme



### Questions on this section

- Q1. Is an outcome payment on attainment of a qualification the most effective way to incentivise student outcomes?
- Q2. Is there anything other than prior education levels that can be measured (informed by collected data), which should be considered for a cohort adjustment on outcome payments?
- Q3. Is the outcome payment the most suitable point to apply a cohort adjustment?
- Q4. Does the relative split of payments outlined in the table above support provider cash flow?
- Q5. Are there any further considerations with splitting payments under the outcomes-based model as per the table above?

## Funding model comparison

The Department is aware that there is a degree of uncertainty involved in moving to an outcomes-based payment model. To address this, a funding model comparison will occur through 2021. The funding model comparison will re-create the conditions of the new payment model without changing the actual payments AMEP service providers receive under the existing arrangements. The Department will:

- collect the data that will be required for output and outcome payments and calculate how much each current service provider would be paid under the new proposed funding model
- compare what service providers are currently being paid to what they would be paid under the new funding model and
- publicly report the results of the funding model comparison using de-identified data, protecting commercial-in-confidence information.

The funding model comparison will allow the Department to observe the total program cost and the system-wide implications before finalising the parameters that will be rolled out under the new AMEP contract. It will also enable current and potential AMEP service providers to understand the funding that they would receive under the new model.

## A new information management system

Transition to an outcomes-based payment model requires a new data collection and payment system. A new Information Management System (IMS) will leverage existing Department payment and customer relationship management systems and cloud technology. The system will:

- track student outcomes
- record service provider performance
- make payments to service providers
- streamline data entry processes for AMEP service providers

### Questions on this section

- Q6. What features and functions would you like to see in the new IMS?
- Q7. What risks may be experienced in transitioning to a new system?

## Flexible delivery of tuition

AMEP service providers transitioned from face-to-face to online learning in 2020 in response to COVID-19 social distancing restrictions. During this period clients participated in teacher-led classes through online platforms such as Zoom. There was a renewed interest in the AMEP by some students who engaged enthusiastically with the online delivery modes. In a COVID-19 survey conducted by the Department in May 2020 with AMEP clients, over 40 percent of surveyed students would like the opportunity to continue to attend classes online and face-to-face, beyond the pandemic.

Many AMEP teachers have noted increases in student's digital literacy during COVID-19 as English learning moved from classroom to online delivery. To support teachers in capturing this skill increase, the Department has initiated a trial of Digital Literacy Skills benchmarking, which will provide some initial data on this increasingly important skill.

However, while some students engaged enthusiastically with online delivery, the pandemic also highlighted the difficulties experienced by some cohorts, including in the areas of digital literacy, access to IT resources, and independent learning skills. It is also worth noting that classroom-based English tuition is still generally considered the most appropriate delivery model for AMEP clients entering the program with lower levels of English language proficiency, literacy and digital literacy. It also provides valuable opportunities for social interaction with other students at all levels of competency.

In the future AMEP business model, service providers will be required to provide a range of flexible and innovative tuition options, to meet the needs of diverse cohorts; particularly women, people with caring responsibilities, refugees and young people.

## Distance Learning

Distance Learning is currently available for students who are unable to attend regular AMEP classes due to their remote location or personal circumstances. It is delivered online or via telephone by one service provider, with materials mailed to clients who do not have access to the internet. The Department expects that the number of clients accessing Distance Learning will decrease with the introduction of flexible delivery of tuition.

### Questions on this section

Q8. What tuition options should be implemented in the future AMEP business model to support flexible learning?

Q9. Should Distance Learning continue in its current form or should all service providers be required to deliver tuition flexibly to meet the needs of Distance Learning clients?

Q10. What additional factors should the Department consider to ensure that the needs of clients who are learning remotely are met?

## Community and Work-based Learning Fund (CWLF)

All of the recent reviews and evaluations of the AMEP encouraged greater engagement with migrants with low English language skills in the community by offering conversational classes in familiar community settings. The reviews also called for a greater focus on improving client's employment related language skills and prospects in relation to gaining a position that meets local demand. The new model will introduce a CWLF, which will be designed to respond to these recommendations, and complement the flexible delivery of tuition. The CWLF will provide additional pathways into the AMEP from the community, and from the AMEP into local employment.

## Community-based learning stream

The aim of the community-based learning stream is to support students with limited experience of classroom-based or formal learning or with other needs, such as caring responsibilities, which can sometimes preclude them from formal tuition. Service providers will work with community organisations to offer conversational language classes in settings such as schools and migrant centres.

These classes will have a greater focus on the development of conversational English skills to aid participant confidence, language progression and settlement skills. Childcare may be provided onsite while classes are in progress. Students may transition to classroom-based tuition or online learning when right for their circumstances.

## Work-based learning stream

The aim of the work-based learning stream is to provide direct linkages between English language skill development and employment outcomes. The AMEP currently provides English language tuition focussing on working in Australia to help clients improve their future prospects of employment through the Settlement Language Pathways to Employment and Training (SLPET) sub program. This highly valued program has been incorporated into the work-based learning stream of the CWLF, and its scope broadened to better meet local employment needs. Service providers could undertake activities such as:

- tuition that focuses on English learning activities that support:
  - improving clients' communication skills for the workforce
  - resume writing and job-seeking
  - helping clients to understand Australian work culture and processes, including work, health and safety requirements
  - occupational-based language learning specific to local labour market needs
- work experience placements found through liaison with local employers, councils, jobactive providers and local Chambers of Commerce and
- tuition in smaller classes on work sites where possible, in collaboration with employers.

The Department will consider your feedback and work with the Department of Education, Skills and Employment on the final design of the fund to ensure there is no duplication with existing programs.

### Questions on this section

Q11. Should the community-based learning solely focus on conversational English? Why or why not?

Q12. Should non-accredited curriculum be used to deliver the community-based learning stream? Why or why not?

Q13. What is best practice in determining local labour market needs and developing links with employers?

## Introduction of a national curriculum and online learning

The use of one curriculum will be reintroduced in the future AMEP business model. The decision to adopt a national curriculum was informed by a research and consultative process undertaken by the Department through 2020 to early 2021. The EAL Framework will be used as the national curriculum. The EAL Framework caters for a broad range of refugee and migrant learners, acknowledging the impact of pre-migration experiences on learning. It offers flexibility with inbuilt choice to contextualise learning and address learners' needs and goals.

One national curriculum will allow for a concerted focus on the development of online teaching and learning resources and related professional development support. English language classes are most successful when led by instructors with appropriate experience, expertise and resources for language and literacy learners. Greater use of technology will be incorporated to enable flexible delivery, which recognises clients' unique circumstances and therefore enables providers to supplement classroom learning online.

#### Questions on this section

- Q14. What supports do AMEP teachers need to ensure a smooth transition to the national curriculum?
- Q15. What additional upskilling do AMEP teachers need to take full advantage of any online learning modes?
- Q16. What online learning resources or platforms would you recommend for the AMEP?

### Strengthened student counselling and pathway guidance

Currently, students are assisted to establish their employment and settlement goals on commencement and to tailor their language learning to these goals through the provision of pathway guidance. An Individual Pathway Guide (IPG) is created for each student, and counsellors meet with students after the achievement of educational milestones to guide them through their learning. Migrants exiting the programme are provided with information and referrals to post-AMEP pathways including further education, employment and relevant community services.

Under the future AMEP business model, counsellors will be required to broaden the support provided to consider student attendance and wellbeing, and ensure that the IPG is adjusted in response to life factors as necessary. Separate payment for the provision of up to six hours of strengthened pathway guidance will be reintroduced, in recognition of the increased support provided.

#### Questions on this section

- Q17. What is best practice in the provision of student counselling and pathway guidance?
- Q18. How many hours of pathway guidance does a student need on average?
- Q19. When should payment for pathway guidance be provided?

### Changes to the Volunteer Tutor Scheme

In the Volunteer Tutor Scheme (VTS), informal English language tuition is provided by trained volunteers on a one-to-one basis in students' homes or another safe and mutually suitable location. The VTS is highly valued by providers and students. Under the current AMEP model, payments are based on an hourly fee paid for delivery of volunteer tuition, with a limit of one hour per week per client (or two hours per week for humanitarian visa holders who require additional support). Funding of the VTS will be realigned in the future AMEP business model with removal of the hourly tuition fee and the introduction instead of a payment to providers for the costs of recruiting, matching and training tutors.

#### Questions on this section

- Q20. What is best practice in tutor training and support?
- Q21. Are there any other changes to the Volunteer Tutor Scheme the Department should consider?

## A new payment structure for childcare

The AMEP provides government-funded childcare for children under school age while clients are attending face-to-face classes. This service is vital to enable parents, particularly women, to attend classes. Approximately 12 per cent of AMEP students make use of the childcare arrangements annually. Some providers provide services on-site, while others use mainstream childcare services offsite but within a close proximity of the AMEP provider centre. As AMEP clients receive free child care through their service provider they are currently unable to receive childcare subsidy (CCS). Students in some locations are experiencing delays in accessing childcare and therefore AMEP tuition because of the difficulties involved in sourcing and negotiating affordable childcare.

Under the current model, childcare for AMEP students is provided for every hour of face-to-face AMEP tuition, and travel time to and from the childcare centre and the AMEP location. This does not align with the mainstream childcare sector, which generally provides childcare at a half-day or full-day rate regardless of how many hours a child actually attends, and charges for a holding period (i.e. during public holidays) and absence days. Payment to AMEP service providers for childcare is not provided for holding periods or if the child is absent. This creates a gap between what service providers pay for childcare and what they can recover through the Program. Service providers are spending additional time in trying to source childcare placements that fit within the hourly fee paid by the AMEP.

The Department recognises that free childcare is beneficial for AMEP student learning and retention, and is considering a number of options to manage high childcare costs including:

1. Providers tender for a childcare fee and will be allocated with a certain amount of funding to manage childcare placements within their budget allocation. Budget allocation for childcare payments can be conducted on quarterly or six monthly basis.
2. Providers tender for a childcare fee and prioritise certain visa cohorts (e.g. humanitarian entrants) in the allocation of childcare places.

### Questions on this section

Q22. What do you think of childcare options 1 and 2?

Q23. What role can informal childcare arrangements, such as crèches and mums and bubs' classes, play?

## A new performance management framework

The Department will develop a robust performance and compliance framework to support the implementation of the new AMEP business model, and to ensure AMEP services are of high quality and client outcomes are optimised. The framework will include:

- regular reporting
- key performance indicators
- compliance monitoring, including through site visits
- feedback from students and stakeholders
- oversight by an independent auditor which will monitor fraud and compliance through targeted risk-based assessments, reviews and audits and
- program evaluation.

Quality assurance may include but is not limited to site visits, client file verifications, client interviews and desktop reviews/analysis. The Department will assess and monitor service provider performance in terms of efficiency, effectiveness and quality of service delivery.

## Questions on this section

Q24. What outcomes should be the focus in measuring AMEP performance?

Q25. What does quality service delivery in AMEP look like?

Q26. What mechanisms should the Department use to monitor quality service delivery and client outcomes by providers?

Q27. How should provider performance be reported?

## Examples

The following examples are designed to demonstrate the operation of the future AMEP business model for different cohorts of clients.

### Example 1

Cheng is a Chinese migrant who is settled in Sydney. He has some basic English skills and is currently employed in a friend's wholesale fruit and vegetable business, where he does not have much opportunity to develop his English skills. Cheng is referred to the AMEP by his cousin, who participated in the program.

Cheng undertakes an initial assessment of his English language ability. Based on the outcome of that assessment, Cheng is enrolled in his first unit of competency at the Certificate 2 level. His service provider receives an enrolment fee.

Cheng also sees the Pathway Guidance Counsellor, who helps define his learning, employment and settlement goals. The counsellor develops an Individual Pathway Guide. Cheng's service provider receives a fee for providing pathway guidance.

Cheng works from the early hours of the morning until 12pm, so he cannot attend morning classes. His service provider enrolls him in an afternoon class, which he sometimes accesses online. Cheng also uses the additional resources available through AMEP Online to help him accelerate his learning.

Cheng progresses through the AMEP. His service provider receives a payment for the completion of each unit of competency, and an outcome payment for each certificate he receives.

Cheng was a qualified manufacturing foreman in China, and is keen to move into manufacturing in Australia. When Cheng is at the Certificate III level, his Pathway Guidance Counsellor enrolls him into a work-based learning program funded through the Community and Work-based Learning Fund. Here Cheng learns occupational-based language and about Australian work culture and processes. His service provider receives payment for the provision of tuition in the Community and Work-based Learning Fund.

Cheng's service provider knows that there is demand for engineering trades workers in their area, thanks to the relationships they have developed with the local jobactive provider and local manufacturers. Cheng undertakes work experience with a local manufacturer who is impressed with his demonstrated competence and English language skills. Cheng adds his work experience to his resume.

Cheng continues with his AMEP classes until he has achieved vocational English. His service provider receives a payment for each unit of competency and certificate he achieves until he graduates. Cheng's service provider refers him to TAFENSW to undertake a Certificate IV in Engineering, and receives a payment for providing pathway guidance. The local manufacturer whom Cheng did work experience with offers Cheng a part-time job while he is gaining his Australian qualifications.

### Example 2

Hayma is a refugee from Myanmar with less than ten years of schooling prior to migration who is settled in Mount Gambier, South Australia. Hayma has two young children. Shortly after her arrival in Australia, Hayma is referred to the AMEP by her Humanitarian Settlement Program provider.

Hayma undertakes an initial assessment of her English language ability. Based on the outcome of that assessment, Hayma is enrolled in her first unit of competency in the course for initial English. Hayma's youngest child is allocated a childcare place. Her service provider receives an enrolment fee.

Hayma also sees the Pathway Guidance Counsellor, who helps her define her learning, employment and settlement goals. The counsellor develops an Individual Pathway Guide. Hayma's service provider receives a fee for providing pathway guidance.

Hayma is allocated a Volunteer Tutor who visits her once a week in her home. Her service provider was paid when the tutor completed their training. Hayma's tutor uses the home tutoring resources provided by the service provider to help Hayma progress in learning English. Her tutor also shows Hayma how to use the computer and access the online resources available to her.

Hayma progresses through the AMEP. Her service provider receives an output payment for the completion of each unit of competency, and payment for the provision of childcare while Hayma is in class. The output payments have a loading applied because Hayma lives in a regional area.

Hayma experiences some health issues and can't attend classes on a regular basis for a semester, but wants to continue practising her spoken English when she's well enough and her six year old is at school. Her service provider places her in a community-based English language program, which is funded through the Community and Work-based Learning Fund. Conversational classes are held at her child's primary school for two hours twice a week. An onsite crèche is available for her toddler while she is in class.

When Hayma's health improves, she returns to more formal tuition. After Hayma has completed eight units of competency at the Certificate 1 level, she achieves her qualification. Her service provider receives an outcome payment, which has a cohort adjustment payment applied, as Hayma has less than ten years for schooling prior to migration.

Hayma manufactured garments before she left Myanmar. She has the skills to make specialised clothes such as bridal wear. Hayma finds employment with a local dressmaker using her improved English skills.