

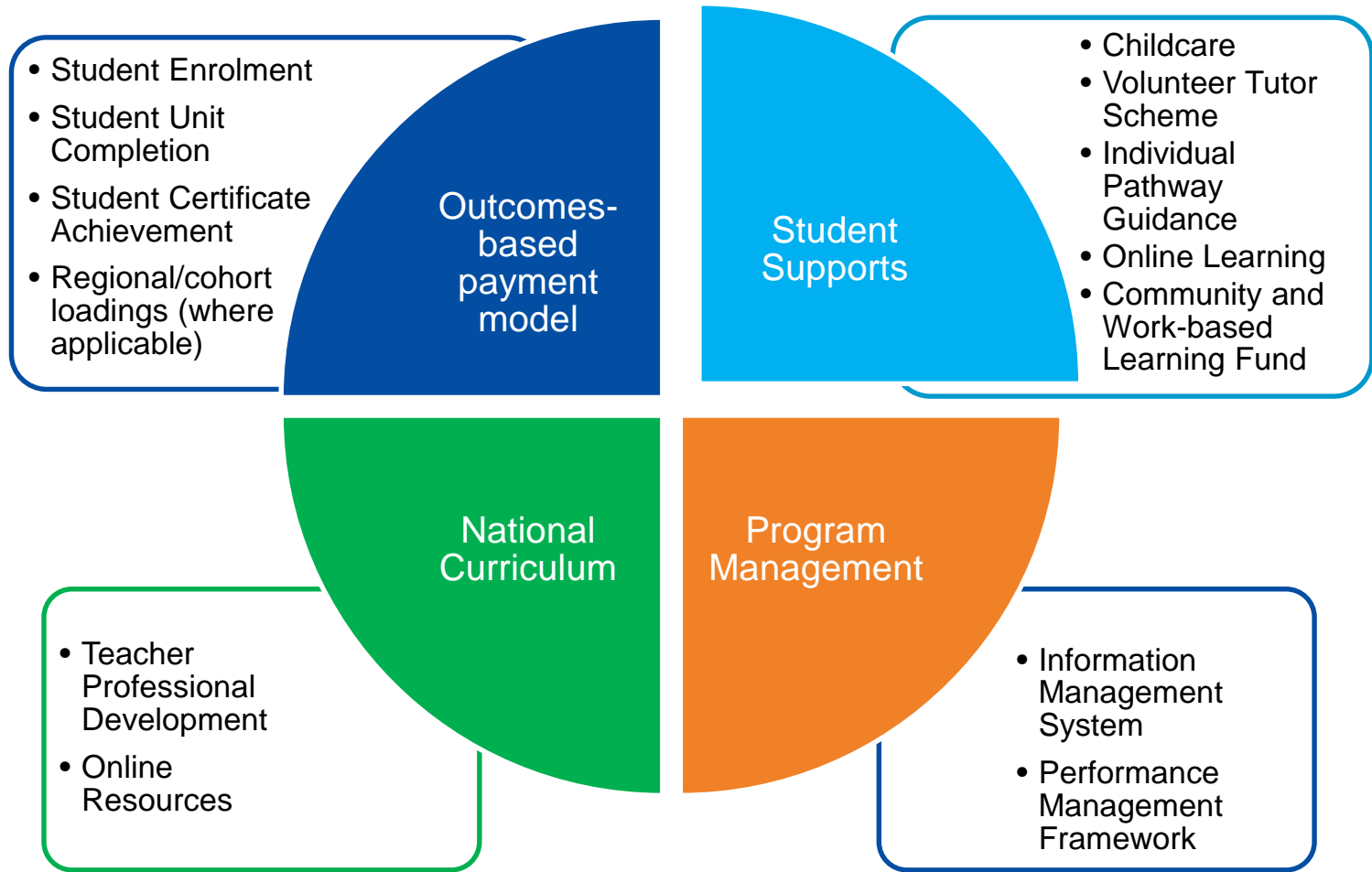


Australian Government

Department of Home Affairs

# Reform of the Adult Migrant English Program

# Components of the future AMEP model



# Outcomes-based payment model

- Student Enrolment
- Student Unit Completion
- Student Certificate Achievement
- Regional/cohort loadings (where applicable)

Outcomes-  
based  
payment  
model

# Output and outcome payments



AMEP teaching will be delivered through the **EAL curriculum**.

The curriculum is made up of courses and/or certificates, which map to some level of English proficiency upon completion.

Courses and certificates are made up of units of competency, which are the units that students are required to complete.



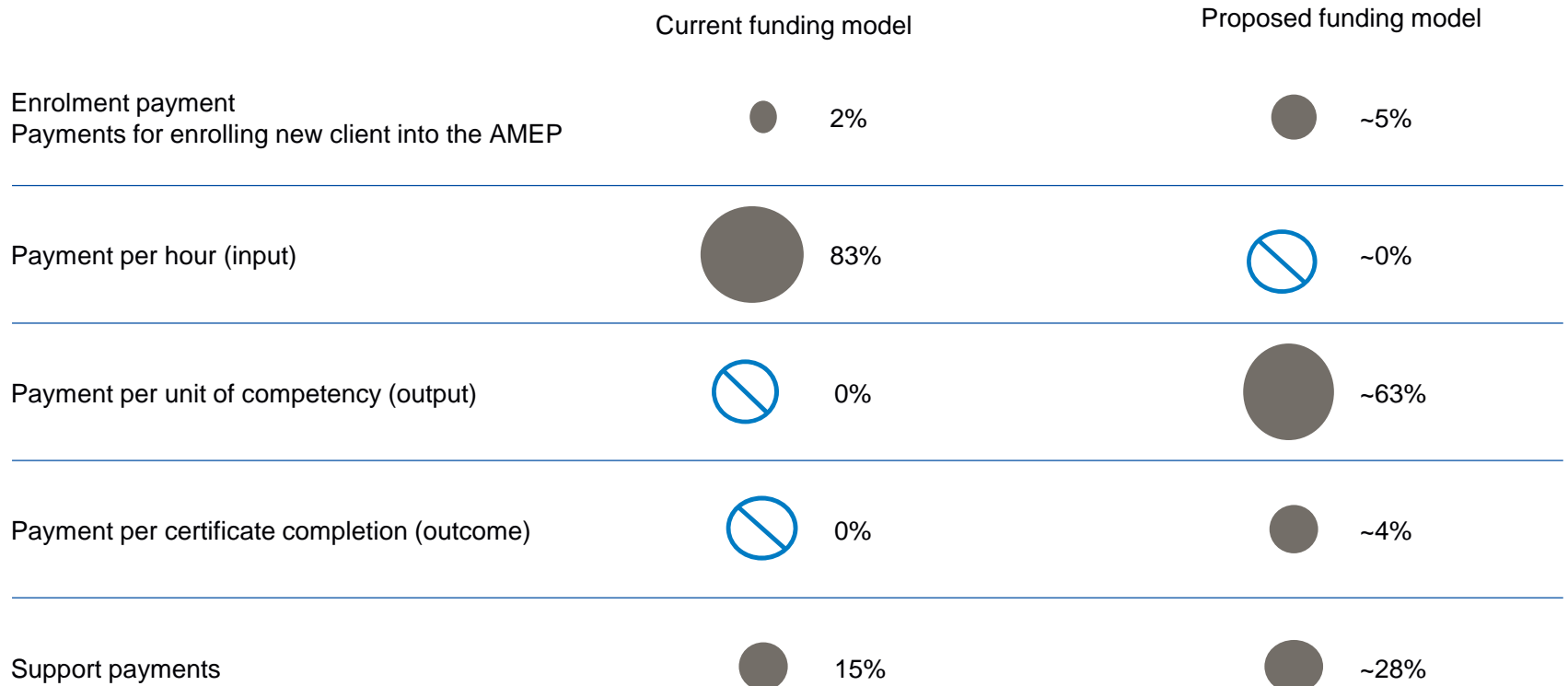
As students complete units, the providers will be eligible to receive output payments, which:

1. Compensate the provider for their service delivery
2. Reward progress towards improving the student's English language proficiency



When the student reaches a certification, their provider will be eligible for an outcome payment.

# Payment proportions in current and proposed funding model



# Cohort adjustment

Output and outcome payments may be adjusted to account for higher costs of delivery to particular cohorts.

## Cohort adjustments

- AMEP data indicates that students with fewer than 10 years of schooling prior to migration have a lower likelihood of achieving outcomes.
- Students from this cohort may be associated with a higher **outcome payment** for service providers.
- The cohort adjusted outcome payment will incentivise providers to allocate additional resources to students who may take longer to reach an outcome.

# Regional loadings

Output and outcome payments may be adjusted to account for higher costs of delivery to particular cohorts.

## Regional / remote loading

- Delivery of the AMEP in regional and remote settings incurs a higher cost on providers.
- A loading may therefore be applied to **output payments**.

# Funding model comparison

## Approach:

Collect student outcome and output data and calculate how much each current provider would be paid under the new proposed funding model.



Compare frequency and amount of payments under the current contract to what would be paid under the new funding model.




Provide de-identified scenarios to providers and stakeholders.



# Summary of outcomes model

- We are moving to an outcomes-based model.
- There are three payments for English language assessment and tuition delivery:
  - Enrolment fee
  - Output payment for the completion of a unit of competency
  - Outcome payment for the completion of a certificate
- A cohort adjustment may be applied to outcome payments.
- A regional loading may be applied to output payments.
- The Department will undertake a funding model comparison.

# Student Supports



Student  
Supports

- Childcare
- Volunteer Tutor Scheme
- Individual Pathway Guidance
- Online Learning
- Community and Work-based Learning Fund

# Childcare

- The current payment structure for childcare is based on the hourly rate a student attends AMEP.
- This does not align with the daily rates of the mainstream childcare sector.
- The Department is seeking feedback on two options to manage high childcare costs.

# Volunteer Tutor Scheme

- The Volunteer Tutor Scheme is highly valued by both students and service providers.
- Delivery of this support will be made more efficient by replacing the hourly fee for volunteer tuition with funding for the training and recruitment of volunteer tutors.

# Pathway Guidance

- Currently funding for pathway guidance is tied to a student's commencement fee.
- Separate funding for pathway guidance will be reintroduced to better remunerate providers for the support required to assist students move through pathways to employment, training and social participation.

# Online Learning

- The Department is developing online resources to support future AMEP delivery.
- Availability of online resources will assist both students and teachers.
- Online resources will be based on the national curriculum.

# Community and Work-based Learning Fund

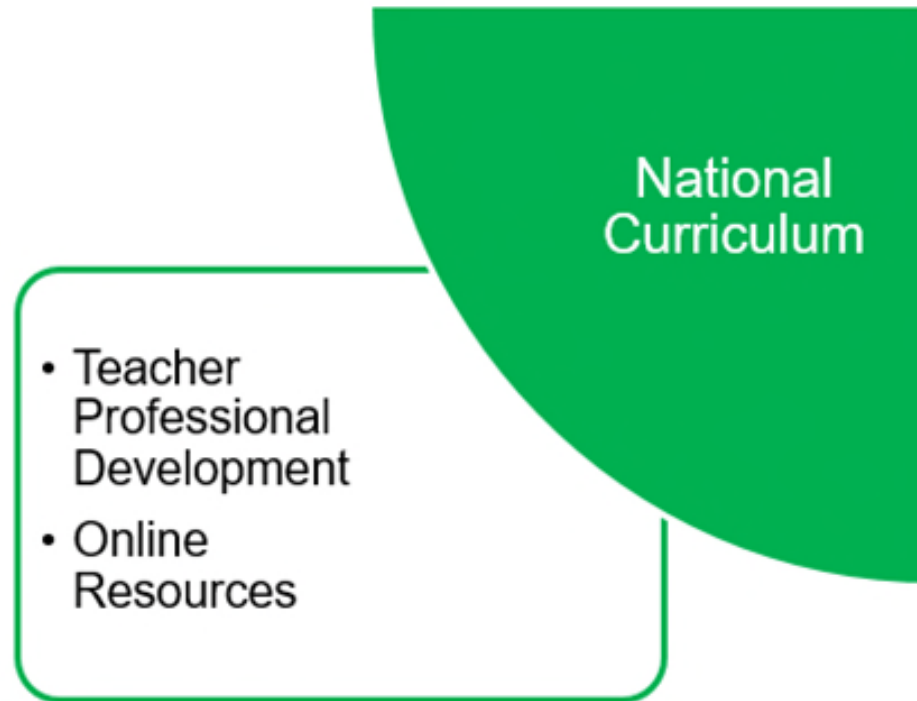
## Community-based Learning

Aims to support students with limited experience of classroom based learning.

## Work-based Learning

Aims to address local labour market needs with occupational based language learning.

# National Curriculum





# Program Management



Program Management

The diagram features an orange shape on the left with a curved right edge. To its right is a white rounded rectangle with a blue border. A blue line connects the curved edge of the orange shape to the top-left corner of the white box. Inside the white box is a bulleted list of two items: 'Information Management System' and 'Performance Management Framework'.

- Information Management System
- Performance Management Framework

# Information Management System

The proposed model will require a new IT system to collect data and make payments in an efficient manner.

Proposed features of the new system include:

Reduce duplication of data entry

Track student outcomes

Record provider performance

Facilitate payment to providers

# Performance Management

- The future AMEP model will require a robust compliance framework to ensure that services are of a high-standard and client outcomes are optimised.
- A third party provider will be engaged to monitor fraud and compliance.

Compliance will be assessed through:

Regular reporting

Key Performance Indicators

Review and audit

Site visits

Feedback from students