



# Reform of the Adult Migrant English Program (AMEP)

## Responses to commonly asked stakeholder questions

Please note that the public stakeholder consultation phase has closed. The responses below are intended to provide clarity on the proposed design of the future AMEP business model.

### Hybrid funding model

#### Payments

**Will service providers be paid for scheduled or actual hours? For example, if a student attends 3 hours of a 4 hour session, are service providers paid for 3 or 4 hours of tuition delivery?**

Further information will be available in the Request For Tender (RFT).

**How will service providers be expected to record a student's nominal hours in order to receive the Unit Milestone Payment?**

The Department has addressed stakeholder feedback regarding the potential administrative burden associated with the Unit Milestone Payment. The Unit Milestone Payment will be paid to service providers when a Certificate I, II or III student registers an attendance in a unit at least 5 weeks after their first attendance in the unit. This approach will mean that service providers do not need to track each student's hours per unit to establish when 50% of nominal hours have been completed.

**Will service providers be funded for subsequent unit attempts in the following circumstances:**

- **When a client re-enrols in a unit, following a previous withdrawal?**
- **When a client repeats a unit that they have previously unsuccessfully completed?**
- **If a student successfully completes a unit, but is required to repeat (e.g. as a result of re-accreditation)?**

Yes, in circumstances where there is a legitimate reason for a student to re-enrol in or repeat a unit, service providers will be funded for the subsequent unit attempt.

**Does 'unsuccessful unit completion' apply only to students who attempted an assessment and were unsuccessful, or does it also apply to students who do not attempt the assessment at all?**

An 'Unsuccessful Completion' Payment will apply to students who have attempted all assessment tasks, but were not successful in progressing to the next unit. The Unsuccessful Unit Completion Payment will be 80 per cent of the total unit value (inclusive of the Unit Commencement and Unit Milestone Payments).

### **Will service providers receive a payment if a student withdraws?**

Withdrawals will not trigger a payment, but there are several payments across the course of a unit. For example, if the student withdraws prior to the Unit Milestone Payment, the service provider would receive only the Unit Commencement Payment (10% of the total unit value). If a student withdraws after registering at least one attendance five (or more) weeks after their first attendance in the unit but before undertaking the final assessment, the service provider would receive the Unit Commencement Payment and the Unit Milestone Payment (worth 10% and 40% of the unit price respectively).

## **Initial Assessment**

### **Will service providers still receive the Initial Assessment Payment if the potential student were to be found ineligible for the program?**

No. Service providers will not be paid the Initial Assessment Payment if the student is found ineligible for the AMEP.

### **Will service providers be paid for returning students needing to retake an Initial Assessment placement test?**

No. The Initial Assessment Payment is a one-off payment per student associated with their first registration in the program.

### **Will the Australian Core Skills Framework (ACSF) be used in the revised business model?**

No, the ACSF will not be used as the measurement of English language proficiency in the AMEP in the revised business model. English language progression will be measured against the AMEP national curriculum, the EAL Framework. The Department will consider inclusion of ACSF alignment information where appropriate or useful.

## **Loadings**

### **What evidence will be required to claim the loadings, in particular the Language, Literacy and Numeracy and disability loadings?**

Further information will be available in the RFT.

### **Is the intent of the Language Literacy and Numeracy and disability loadings to cover the additional support that these students may require in the classroom, or to compensate for these students taking longer to complete the unit/s of competency?**

The intent of the Language Literacy and Numeracy and disability loading is to fund the additional support and resources needed for certain disadvantaged cohorts to achieve outcomes.

### **What definition of metropolitan, regional or remote is the Department using as a basis for loadings?**

The categories for future contract regions will consider the Australian Statistical Geographical Standard, Departmental definitions and student numbers. Further information will be available in the RFT.

## **Distance Learning**

### **Can the Department clarify how the devolved Distance Learning model will operate?**

Under the revised business model, service providers must have the capacity to deliver Distance Learning within their contract region.

# Curriculum

## **What is meant by 'pre-certificate' and 'pre-accredited' tuition at the Course-level?**

Pre-certificate level refers to *Course in Initial EAL* and *Course in EAL*, which will be delivered as pre-accredited training.

The Department has borrowed the term pre-accredited from the Victorian Learn Local program as it expects AMEP training at the pre-certificate level to be delivered according to similar principles and without the summative assessment required in VET.

The Department has listened to stakeholders who have reported that an emphasis on assessment can be problematic for very low level learners and delivering courses as pre-accredited training may strengthen engagement and retention at these lower levels.

## **In addition to delivering Certificates in EAL (Access), are service providers able to deliver Certificates in EAL (Further Study) and EAL (Employment/Professional)? Will service providers receive payments for this?**

The EAL Framework, Courses and Certificates in EAL (Access) will be the national curriculum and form the basis of unit payments. However, there is flexibility within the EAL Framework to incorporate units of competency from other EAL Certificates (i.e. Employment and Further Study).

## **Is there flexibility under the revised business model for service providers to deliver more units and EAL Skill Sets?**

The EAL Framework curriculum lists the required and elective units of competency for each Course and Certificate. The curriculum also sets out the conditions under which units of competency may be selected from other qualifications within the EAL Framework or imported from other curricula and/or endorsed training packages.

## **Will the exit point of the program be based on completion of Certificate EAL III (Access)?**

The Certificate III in EAL (Access) will be the final qualification students can attain in the AMEP.

# Individual Pathway Guidance

## **What qualifications will Pathway Guidance Officers require?**

Further information will be available in the RFT.

# Volunteer Tutor Scheme

## **How will the funding work for the Volunteer Tutor Scheme? Will there be payments for rematching students and volunteer tutors?**

Funding for the Volunteer Tutor Scheme includes:

- An annual administration fee
- A one-off match fee per student

There will be no payments for re-matching clients with volunteer tutors.

## **Will there be a limit on the number of hours a student can access the Volunteer Tutor Scheme (VTS) each week?**

There will be no limit on the number of hours a student can access the VTS.

# Childcare

## **How will the Department fund childcare?**

More information will be available in the RFT.

# Quality Assurance and Compliance

## **What Quality Assurance processes will the Department be implementing to ensure compliance with the revised business model?**

The Department is developing a robust Quality Assurance 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. Quality assurance and compliance activities may include:

- regular reporting;
- Key Performance Indicators;
- compliance monitoring, including through site visits, reviews and audits;
- feedback from students and stakeholders;
- client deep dives; and
- activities by internal and/or external auditors to monitor fraud and compliance through targeted risk based assessments.

Quality assurance and compliance activities will be undertaken by the Department and/or by a third party or external Provider/s.

# Procurement

## **Which payments will be fixed and which will be tendered?**

Tuition payments will be fixed amounts set by the Department and informed by the efficient pricing for Vocational Education and Training (VET) being developed by the National Skills Commission. All other payments will be tendered.

## **Will the RFT allow for sub-contracting arrangements and/or a consortia?**

Yes. Providing that tenderers meet the request for tender requirements, the Department will accept consortia bids and sub-contracting arrangements.

## **When is the RFT expected to be released?**

The Department is aiming to release the RFT in the fourth quarter of the 2021 – 2022 Financial Year (April – June 2022).