

# Concurrent Review of Learner Support Services

## FINAL REPORT

Dr Kate Barnett, Cecilia Moretti and Dr Jacinta Poskey  
June 26<sup>th</sup> 2012

Report prepared for Department of Further Education Employment Science & Technology (DFEEST),  
Adelaide

**WISeR**  
Informing Decisions





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Department of Further Education Employment Science & Technology (DFEEST)

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## KEY FINDINGS AT A GLANCE

- All of the six Programs have as their target groups significantly disadvantaged people who face significant challenges in accessing and engaging in education, training and employment. Because of the complexity of need which they address, they also have in common the use of case management approaches which are used to provide wrap-around services and support.
- The case management approach has evolved differently in each Program but has in common across the six programs these features:
  - ⇒ A holistic approach to identifying and responding to need.
  - ⇒ Provision of support, either directly, or through referral to a partner, that addresses the range of needs of the individual (and therefore crosses sector boundaries and operates outside of the VET and employment sectors).
  - ⇒ Involvement in a range of partnerships (formalised or existing as strong and agreed working relationships) that sustain the capacity to address multiple and complex need.
  - ⇒ A coordination of resources, within and across sectors, in order to address multiple and complex need.
  - ⇒ Tailoring of support to meet the needs of the individual.
- It is clear from the review that the support embedded in or provided by each of these Programs has been **appropriately** designed to meet the needs of its target group(s). What the six Programs have in common is a *flexibility* and *responsiveness* that is a critical enabler in achieving the targeted training and employment outcomes.
- Consistently across the six Programs, several critical enablers of success are evident:
  - ⇒ The **case management** approach (tailored for learning or employment purposes)
  - ⇒ **Partnerships** developed as part of a case management approach
  - ⇒ **Flexibility** that enables tailoring of services and supports to address individual need.
  - ⇒ **A user-friendly and safe learning environment.**
- Taken as a group, the six Programs provide supported training geared toward employment at different points along this pathway. This training can be accredited or unaccredited. It is important to distinguish between –
  - ⇒ ‘Engagement-enabling’, supported training that is designed to enable disadvantaged people to participate effectively in training and employment (eg language, literacy, ESL)
  - ⇒ Training from Certificate III onwards, particularly that which provides a pathway to sustainable employment.
  - ⇒ These differences can be most usefully conceptualised in terms of a continuum moving from the first to the second type of training, and the six Programs under Review cluster at different points along this spectrum.
- However, there is a hiatus in support between pathway building support services (ie pre-Certificate III) and those provided in ‘mainstream’ VET programs (ie Certificate III and onwards training), when what is needed is a seamless supported pathway. There is a need to develop processes which enable better coordination and collaboration across support programs in order to build a seamless support pathway.
- We estimate that in 2011 support typically averages between approximately \$2,000 and \$3,700 per year per participant – see *Table 11*.

- Completion of accredited modules of training ranged from 68.0% of learners to 94.0% of learners, with three of the six Programs reviewed achieving accredited module completion rates of 90.0% or more (Abilities for All, LSS Pilot and VTW Disability) – see *Table 20*.

## **SUMMARY OF RECOMMENDATIONS**

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### **RECOMMENDATION 1**

IT IS RECOMMENDED THAT GREATER RIGOUR BE APPLIED TO DATA ENTRY AND THAT TO ENSURE CONSISTENCY AND ACCURACY THE FOLLOWING SIX REQUIREMENTS ARE FOLLOWED ACROSS PROGRAMS:

- ✓ DATE OF BIRTH DETAILS SHOULD BE ENTERED IN A RECOGNISED DATA COLLECTION FORMAT IE 'DD-MM-YYYY'
- ✓ STUDENT NAMES SHOULD BE PROVIDED SEPARATELY - FAMILY NAME **AND** PROPER GIVEN NAME – AND THIS NEEDS TO BE ENTERED CONSISTENTLY.
- ✓ SPECIFY THE ORIGIN OF THE STUDENT **ID** PROVIDED, IN PARTICULAR FROM WHICH APPLICATION/DATA SYSTEM IT IS SOURCED. **WHEN MATCHED ON A MISSING DATE OF BIRTH, THIS STUDENT ID CAN THEN BECOME A MAJOR MATCHING FIELD TOGETHER WITH THE NAME OF STUDENT.**
- ✓ SYSTEMATIC AUDITING AND CLEANSING OF STUDENT OUTCOME DATA SHOULD BE ROUTINELY UNDERTAKEN AS PART OF THE DATA COLLECTION PROCESS
- ✓ COURSE AND QUALIFICATION DETAILS, INCLUDING CONTENT REQUIREMENTS, STRUCTURE, AND ACCREDITATION STATUS, SHOULD BE SYSTEMATICALLY CODED AND UPDATED WHEN REQUIRED
- ✓ THOSE RESPONSIBLE FOR ENTERING DATA NEED TO RECEIVE TRAINING WHICH CLARIFIES THE REQUIRED FORMAT FOR ENTERING THE DATA AND REINFORCES THE IMPORTANCE OF ACCURATE DATA COLLECTION. (PAGE 14)

### **RECOMMENDATION 2**

IT IS RECOMMENDED THAT THE CONTINUUM OF SUPPORT AND ENGAGEMENT IN TRAINING THAT IS REPRESENTED BY THE SIX PROGRAMS UNDER REVIEWS BE STRENGTHENED BY DEVELOPING PROCESSES THAT WILL LINK THE SUPPORT PROVIDED AT THE PREPARATORY AND LOWER CERTIFICATE LEVEL TO THAT PROVIDED FOR LEARNERS ENGAGED IN CERTIFICATE III AND ABOVE TRAINING. THESE PROCESSES WILL REQUIRE STRONGER COLLABORATION BETWEEN PROGRAMS WITHIN THE DEPARTMENT, AND WILL NEED TO BE INITIATED BY THOSE WITH DECISION-MAKING RESPONSIBILITY FOR THOSE PROGRAMS. IN THE ABSENCE OF SUCH A BRIDGE, THERE IS A HIATUS IN SUPPORT BETWEEN COMPLETION OF PRE-CERTIFICATE III AND THE COMMENCEMENT OF CERTIFICATE III TRAINING, WHEN WHAT IS NEEDED IS A SEAMLESS SUPPORTED PATHWAY. (PAGE 21)

**RECOMMENDATION 3**

IT IS RECOMMENDED THAT THE SUPPORT-RELATED COMPONENTS OF THESE AND OTHER VET PROGRAMS DOCUMENT REFERRALS TO AND FROM THEIR PROGRAM. THIS PROVIDES VALUABLE INFORMATION ABOUT THE EFFICACY OF PARTNERSHIPS FORMED AS PART OF LEARNER CASE MANAGEMENT AND ABOUT THE RANGE OF SERVICES AND SUPPORTS TO WHICH LEARNERS ARE BEING LINKED. (PAGE 24)

**RECOMMENDATION 4**

IT IS RECOMMENDED THAT INFORMATION REGARDING COMPLETION OF QUALIFICATIONS BE ENTERED INTO DATASETS, BY COURSE AND AQF LEVEL, AND BE MONITORED CLOSELY BY PROGRAM MANAGERS TO ENSURE THAT THIS IS ACCURATE, SO THAT OUTCOMES CAN BE MORE COMPLETELY ANALYSED.

IF RESOURCES CAN BE MADE AVAILABLE, IT IS ALSO RECOMMENDED THAT LEARNERS BEING SUPPORTED BE TRACKED OVER TIME, THROUGHOUT THEIR VET PARTICIPATION AND BEYOND INTO EMPLOYMENT. WITH UNIQUE IDENTIFIERS THESE LEARNERS COULD THEN HAVE THEIR SUPPORT INPUT COSTS ANALYSED AGAINST VET OUTCOMES AND AGAINST EMPLOYMENT OUTCOMES. (PAGE 44)

# 1 INTRODUCTION: CONTEXT FOR THE REVIEW

## 1.1 POLICY CONTEXT

The goal of enhancing access and equity is a long standing part of the concept of social justice. In recent years, our understanding of the business case for doing so has increased substantially, to the point where both outcomes are sought simultaneously. This is apparent in a number of recent South Australian government equity promoting initiatives which affect VET sector policy and practice (see discussion below in relation to learner case management).

*Skills for All* is a South Australian government initiative that is providing an additional 100,000 training places from July 2010/11. The central policy driver of *Skills for All* is 'the critical need for South Australia to increase the proportion of the population that are attaining skills and qualifications and participating in the labour force to meet the skilled labour supply needs of a growing economy and address economic disadvantage in our community.' It provides South Australians with the opportunity to gain more qualifications, many at low or no cost, through the training provider of their choice, and eligible individuals will be able to access subsidised training from July 2012. Qualifications at Certificate level I and II are fully subsidised while those at Certificate III level and above are partially government-subsidised.<sup>1</sup>

A key element of *Skills for All* reform includes improving equity and accessibility in the provision of VET learning opportunities. Central to this goal are learner support-type services which address barriers to learning, support retention in training and assist students to complete their qualifications and transition to employment.

This also reflects policy directions at the national level which recognise that increased and successful participation in VET and employment by disengaged and/or disadvantaged groups provides a significant opportunity to address workforce and skills shortages in an increasingly skills based economy, while also addressing equity goals.

The National VET Advisory Council (NVEAC) has released its *Equity Blueprint* titled *Creating Futures: Achieving Potential through VET*. South Australia is a leader nationally in the design of strategies which address the goals of the *Equity Blueprint*, and has played a critical role in their formulation, in particular in promoting the value of the case management model (see box below for definition).

The Access and Participation Principal Committee (APPC), which is chaired by South Australia, and reports to the Council of Australian Government's (COAG) Standing Council on Tertiary Education Skills and Employment (SCOTESE), has had recent responsibility under the draft *SCOTESE Work Plan* to identify innovative *wrap-around* and *case management* service models for at-risk groups. Responsibilities of the APPC include identifying equity performance measures for consideration in the development of the next *National Agreement for Skills and Workforce Development*. The National VET Equity Advisory Council (NVEAC) also reports to the APPC for much of its work, including in relation to the *Equity Blueprint* formulation and implementation.

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<sup>1</sup> <http://www.skills.sa.gov.au/About-Skills-for-All>

Information from these national policy initiatives has guided the definition of terms used in this Final Report. A summary of definitions follows in the box below, and is explored in more detail in *Section 2.1*.

#### **Definition of Terms #1**

*Wrap-around* service provision entails individualised support addressing complex or multiple needs based on collaboration across different services or sectors.

*Case management* approaches acknowledge that some students have complex issues and needs that require tailored support, and support which works effectively across agencies and/or systems. A case manager coordinates and facilitates the partnering needed to provide this form of support, and does this within a holistic or *whole of life* framework. This model is eminently suited to enabling *wrap-around* service provision, although it is not the only possible approach.

In the **VET context** *Learner Case Management* applies principles from both the *case management* and the *wrap-around* models to the delivery of training, providing a focal point for learners and service providers and supports, and coordinating these in a seamless way.

A more detailed description of *Learner Case Management* is provided in *Section 2.1.1*.

In the **employment context**, the term *Employment Case Management* is used in this report, to distinguish South Australia Works, Working Regions' approach to support from that of the other five programs, which are primarily training focused.

Similarly, the term '*learner*' is applied to the five training-focused programs and the term '*participant*' to the South Australia Works program being reviewed.

## 1.2 PURPOSE OF THE REVIEW

The Department for Further Education, Employment, Science and Technology (DFEEST) has lead responsibility for State strategic targets towards increasing employment participation (including with a specific focus on supporting young people, people with a disability and Aboriginal people) and for increasing labour productivity. Promoting the development of higher skill levels contributes to the achievement of these targets.

A critical factor for increasing skill levels is to engage and retain students in training and to support them to transition to both higher qualifications and employment outcomes. The level and type of support required will vary considerably depending on individual needs and circumstances.

DFEEST funds a number of programs that aim to enhance employment outcomes, through engagement of disadvantaged and highly disengaged people, upskilling, and by providing services designed to improve retention in training, and to assist with the transition from training to employment. By undertaking a concurrent review of these programs the Department is seeking to gain greater insight into the program elements that provide optimal models of support for different circumstances and client groups.

Specifically, the concurrent review is exploring learner support-type services available through the following six programs:

- **Abilities for All**
- **the Aboriginal Access Centre**
- **the Learner Support Services (LSS) Pilot**
- **South Australia Works (Working Regions)**
- **Tauondi Aboriginal College Education and Training Program and**
- **the VET to Work Disability Support and Transition Program.**

The Review has been commissioned to provide advice on the optimal elements and enablers within existing programs that provide the most appropriate and effective models of support, taking into account client groups and outcomes along the continuum of participation programs provided by DFEEST. The review is also taking into consideration the broader context of learner support-type services provided by other agencies and organisations.

#### **Definition of terms #2**

“Learner Support Services” is used as a specific term meaning the pilot program “Learner Support Services Pilot”.

“Learner support-type services” is a general term referring to services available to support learners in achieving positive outcomes in training. These may be delivered as part of the Learner Support Services Pilot, or through other programs within the scope of this Review.

### **1.3 OBJECTIVES AND TERMS OF REFERENCE**

The defined objective is to undertake a review to examine learner support-type services available through these six Programs:

- **Abilities for All**
- **Aboriginal Access Centre**
- **Learner Support Services** (in Pilot form at the time of review)
- **South Australia Works (Working Regions)**
- **Tauondi Aboriginal College Education and Training Program**
- **VET to Work Disability Support and Transition Program.**

Learners undertaking both accredited and/or non-accredited training are *within scope* of the review, irrespective of whether this forms part of a qualification.

Consideration of support provided by other agencies in relation to ensuring a broad suite of supports beyond DFEEST is also *within scope* of the review.

Potential users of learner support-type services not yet engaged in training, either accredited or non-accredited, are *outside* the scope of this review.

The Review's **Terms of Reference** seek a focus on:

- 1) Understanding the **effectiveness** of different service delivery approaches in meeting the needs of different client groups for learner support-type services.
- 2) Identifying **opportunities for improvement** in meeting the needs of different client groups including:
  - ⇒ through enhanced interactions across programs and/or agencies;
  - ⇒ by the most effective allocation of resourcing to support positive outcomes for learners.
- 3) Identifying potential **opportunities for the expansion** of learner support-type services.

The Terms of Reference specify four main tasks:

1. **Analyse data and information provided by DFEEST in relation to the six programs under review.**
2. **Identify gaps and additional information requirements, including recommending data collection methods.**
3. **Collect additional information and data as required and manage any stakeholder consultation processes associated with this.**
4. **Develop recommendations and prepare a final report of the review.**

## 1.4 OUTPUTS

The key output is the **Final Review Report** including analysis, findings and recommendations, with the following five specific Outputs.

**Output 1:** Clarify the **services being provided** through learner support-type services in the six programs, focusing on -

- ⇒ The types of learner support services provided in each program
- ⇒ The number of people accessing different services generally, and for particular target groups.

**Output 2:** Clarify patterns of **referral** by program noting differences in relation to what is provided versus what is referred.

**Output 3:** Calculate the estimated **cost per student** for support services:

- ⇒ At the program level
- ⇒ At the individual service level (to the extent possible)

**Output 4:** Provide **comparisons of costs** associated with the suite of services available to students by program, including:

- ⇒ List of services included as part of that cost
- ⇒ Different costs of providing same suite of services by different target groups
- ⇒ Comparison of costs across the six programs

**Output 5: Identify outcomes for students by program, including:**

- ⇒ Retention in study
- ⇒ Completion
- ⇒ Movement to a higher level qualification

## 1.5 REVIEW METHOD

*The method has been designed to balance the terms of reference with the brief turnaround time available. It also reflects its purpose which is to provide a review, rather than an evaluation (and is therefore restricted in potential scope and depth of investigation).*

There are two main components to this Review, one **qualitative** and one **quantitative**:

- A: Structured interviews with key stakeholders, selected on this basis –
- ⇒ knowledge of learner support type services in the VET sector (who can provide contextual information);
  - ⇒ detailed knowledge of one of the six programs under review is focused (from both a policy perspective and a delivery perspective);
  - ⇒ other individuals as identified in the course of the Review.
- A copy of the questions used to structure the interviews is provided in Appendix D.
- B: Analysis of data with regard to *learner support type services*, at the level of the six programs, to document and analyse –
- ⇒ the profile of learners receiving support (age, gender, disability, Indigenous, highest prior educational attainment).<sup>2</sup>
  - ⇒ The number of people accessing different services, and in relation to specific target groups of learners.
  - ⇒ Patterns of referral to the programs and from the six programs to other services and supports.
  - ⇒ Modules/units of competency in which learners are participating, and qualification sought (eg Certificate III).
  - ⇒ Funding sources (eg Resource Agreement, State Government funded, Commonwealth government funded, such as, Productivity Places).

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<sup>2</sup> Data were not available in a reliable form to profile learners' highest prior educational attainment

- ⇒ The estimated costs for learner support type services.
- ⇒ Outcomes achieved for students in each program, including:
  - Retention in study (by qualification sought and by course undertaken)
  - Completion (by qualification achieved and by course undertaken)
  - Movement to a higher level qualification
- ⇒ Analysis of program data over time – the availability of data over a three year period (2009 to 2011 inclusive) was found to vary. A summary of the years where data are available, by program, is provided below in *Table 1*.

**TABLE 1: CONCURRENT REVIEW: AVAILABILITY OF DATA BY PROGRAM AND YEAR**

Program	2009	2010	2011
Aboriginal Access Centre	n.a		
Abilities for All	n.a	n.a	
Learner Support Services Pilot <sup>3</sup>	n.a	n.a	
SA Works, Working Regions			
Tauondi College	n.a	n.a	
VET to Work Disability Program			

### 1.5.1 DATA EXTRACTION METHOD

The approach taken for the collection of quantitative data was to extract participant and training outcomes data for each of the six programs from the centralised training data systems (SIS and STELA) rather than use data directly from the programs. This approach was used to account for the fact that each of the six different programs within scope for the Review have different processes and systems for capturing information about program participants and program outcomes. The risk of using data sourced from each of the programs’ different systems is that inappropriate comparisons could inadvertently be made due to the apparent similarity of data that is actually based on very different collection and validation methodologies. Using the SIS and STELA data was intended to help mitigate this risk, and also to minimise data cleaning requirements.

This approach was considered appropriate given the scope of the Review was limited to students engaged in training, either accredited or non-accredited. Program participants who were not already engaged in training, such as those receiving support to become ready for engagement in training<sup>4</sup>, would not have been picked up using SIS and STELA data, but because they were already out of scope for the Review this did not pose a problem for using SIS and STELA as the key data sources.

An agreed set of fields for the data extraction was identified and applied consistently so that a similar set of data could be produced for each of the six programs. Three

<sup>3</sup> Data are available for the period July 1<sup>st</sup> to December 31<sup>st</sup> 2011 representing the **first 6 months** of the Pilot's operation

<sup>4</sup> This is particularly relevant for SA Works who have a significant number of projects that may not include a training element.

different approaches were required to undertake the data extraction due to the different ways in which data are collected for each of the programs.

For Abilities for All, the Aboriginal Access Centre and the Tauondi College Education and Training Program student and training data are entered against fund source codes that specifically link to these programs. Therefore, it was possible to identify the relevant fund source codes and use them to build the queries to extract the specified data.

For the Learner Support Services Pilot and the VET to Work Program, participant information is maintained in a local database (Access database and Excel Spreadsheet respectively) maintained by the program officers. In order to extract relevant data a list of program participants was provided from the local program data and then using first name, last name, date of birth and student ID (where available) as matching fields, these students were found in the SIS and STELA systems and the relevant data then extracted.

A similar data extraction approach was initially tried for SA Works Working Regions, based on a list of participants provided from the SA Works program database (Access database). However only limited success was achieved in matching students this way (less than 50% matching was achieved) and therefore an alternative approach was required. Program officers provided a list of SA Works projects that included a training element (either accredited or non-accredited) and the related fund source code. These fund source codes were then used as the basis of the query for extracting data. The limitation of this method is that only activity against the specified funding source code has been identified, which may not necessarily reflect all of the training activity an individual has undertaken. If a student had undertaken training allocated against a fund source code that was not in the specified list, then this would not appear in the data extracted.

### 1.5.2 ISSUES WITH PROGRAM DATASETS

Review team members undertook extensive consultation with DFEEST to identify available data and to better understand the scope of that data, and spent a considerable amount of time in cleaning and preparing the data for analysis. Nominated DFEEST staff also spent substantial amounts of time working with the Review team to extract that data. The short time frame to extract required data meant that it was not possible to properly clean the data before it was required for the WISer team, despite the team and DFEEST Business Unit staff working together prior to the official start of the Review.

Analysis of the quantitative data for the six programs has proved challenging. Each program has designed its own data collection but the Review has needed to interrogate that information at both individual program level as well as across the programs as a whole. Different programs have of course had their data collection designed to reflect specific program goals and directions, resulting in significant variations across the six programs studied. To overcome some of these difficulties participant and training outcome data analysis was primarily based on data provided by DFEEST from the SIS and STELA systems. Issues were experienced both in matching program data with SIS/STELA records in order to extract the relevant student and training outcomes data, and also with the quality of the data extracted from the SIS/STELA systems.

The Review team consequently experienced unanticipated delays in obtaining the required data, and in cleaning and preparing it to meet the analytical requirements of

the Review Terms of Reference. The limited extent to which data cleaning was possible should be taken into consideration when interpreting the quantitative findings.

The recommendation which follows summarises the specific issues relating to data collection.

#### **RECOMMENDATION 1**

**IT IS RECOMMENDED THAT GREATER RIGOUR BE APPLIED TO DATA ENTRY AND THAT TO ENSURE CONSISTENCY AND ACCURACY THE FOLLOWING SIX REQUIREMENTS ARE FOLLOWED ACROSS PROGRAMS:**

- ✓ **DATE OF BIRTH DETAILS SHOULD BE ENTERED IN A RECOGNISED DATA COLLECTION FORMAT IE 'DD-MM-YYYY'**
- ✓ **STUDENT NAMES SHOULD BE PROVIDED SEPARATELY - FAMILY NAME AND PROPER GIVEN NAME – AND THIS NEEDS TO BE ENTERED CONSISTENTLY.**
- ✓ **SPECIFY THE ORIGIN OF THE STUDENT ID PROVIDED, IN PARTICULAR FROM WHICH APPLICATION/DATA SYSTEM IT IS SOURCED. WHEN MATCHED ON A MISSING DATE OF BIRTH, THIS STUDENT ID CAN THEN BECOME A MAJOR MATCHING FIELD TOGETHER WITH THE NAME OF STUDENT.**
- ✓ **SYSTEMATIC AUDITING AND CLEANSING OF STUDENT OUTCOME DATA SHOULD BE ROUTINELY UNDERTAKEN AS PART OF THE DATA COLLECTION PROCESS**
- ✓ **COURSE AND QUALIFICATION DETAILS, INCLUDING CONTENT REQUIREMENTS, STRUCTURE, AND ACCREDITATION STATUS, SHOULD BE SYSTEMATICALLY CODED AND UPDATED WHEN REQUIRED**
- ✓ **THOSE RESPONSIBLE FOR ENTERING DATA NEED TO RECEIVE TRAINING WHICH CLARIFIES THE REQUIRED FORMAT FOR ENTERING THE DATA AND REINFORCES THE IMPORTANCE OF ACCURATE DATA COLLECTION.**

## **1.6 INFORMATION PRESENTED IN THE FINAL REPORT**

A significant amount of detail about each of the six programs was presented by the Review team in our Interim Report. Therefore that report should be read as an accompanying report to this Final Report.

The Final Report brings together the qualitative and quantitative findings, with the latter having been delayed due to data cleaning issues and presented for the first time in this Final Report. The Report is structured around the five required Outputs of the Review.

## **1.7 ACKNOWLEDGEMENTS**

Reporting within the brief timeframe of the Review would not have been possible without the significant support provided by DFEEST and Program representatives to the Review team. People have been generous with their time and their ready co-operation is much appreciated. The team has also been impressed by the level of commitment and passion which Program representatives have for their programs,

and for supporting people who face enormous difficulties in engaging with formal learning and employment.

The Review Team - Dr Kate Barnett, Cecilia Moretti and Dr Jacinta Poskey (quantitative component) - thanks all of those who have contributed to date – see *Appendix A* for details of those providing feedback through the consultation process.

In addition, our thanks go to:

- Ailsa Fahy, Manager, Planning and Performance, Strategic Policy, Resources and Finance Directorate, who has managed the Review and been a central source of support.
- Hannah Gobbett, Economics Graduate Officer, Planning and Performance, Strategic Policy, Resources and Finance Directorate, DFEEST for her project management support and assistance.
- Irina Poleva, Senior Data Analyst, Business Intelligence and Information Services for the extensive support she has provided in assisting the team to access quantitative data.

The reviewers also thank the **Steering Group** for their advice and support:

- Craig Fowler, Deputy Chief Executive, DFEEST (Chair)
- Christa Christaki, Director, Equity and Participation Directorate
- Denise Janek, Executive Director, TAFESA Regional
- Peter Mylius-Clark, Director, Strategic Policy Resources and Finance, Strategic Policy, Resources and Finance Directorate
- Richard Osborne, Manager, Policy and Intergovernment Relations, Strategic Policy, Resources and Finance Directorate
- Carol Mitic, Principal Policy Officer, Participation Policy Unit, Participation and Equity Directorate
- Ailsa Fahy, Manager, Planning and Performance, Strategic Policy, Resources and Finance Directorate (Review Project Manager).

## 2 LEARNER SUPPORT SERVICES BEING PROVIDED

**Output 1:** Clarify the **services being provided** through learner support-type services in the six programs, focusing on -

- ⇒ The types of learner support services provided in each program
- ⇒ The number of people accessing different services generally, and for particular target groups.

### 2.1 THE CASE MANAGEMENT APPROACH TO PROVIDING SUPPORT

Each of the six Programs being reviewed provides support in a range of ways, and all have in common different applications of the ‘case management’ approach.

This is a term that has different meanings in different sectors and across different professions, with its earliest origins being associated with social work. As understanding across professions of managing complex, significant and multiple need has improved, so too has understanding of the importance of supporting ‘seamless’ transitions across service sectors, and of ‘whole of government’ approaches to achieving this outcome. This has been particularly evident in COAG policy directions.

The impact on the VET sector of this shift in understanding is explored in the following section. In applying case management approaches to learner support, the term ‘Learner Case Management’ has emerged to differentiate their application in the VET sector.

#### 2.1.1 CASE MANAGEMENT AND THE VET SECTOR

In 2011, South Australia and the National VET Equity Advisory Committee (NVEAC), on behalf of the Access and Participation Principal Committee (APPC), commissioned three pieces of work to assist the Committee in its advice to COAG’s Standing Council on Tertiary Education Skills and Employment (SCOTese) on “innovative wrap-around service models for at risk groups”.

The following working definition of *learner case management* in VET was developed to guide these three reports:

*‘Case management approaches acknowledge that some students have complex issues and needs that could prevent their successful engagement with VET but that with the intervention of tailored support they can successfully engage and succeed. Case management approaches also work with the reality that systems do not always link well even where there are complementary services and supports; case management workers can provide the links and facilitate access for students to the services they need.*

***Learning case management in VET is the individualised support and referral, provided in a whole of life context, to address barriers faced by students in relation to all of their engagements with VET. This wrap-around service reflects the importance of continuity and is delivered by a primary case manager who facilitates a seamless approach to supporting students entering VET, sustaining their studies, successfully completing and moving onto further study or employment. This single point of contact is essential, developing a trust relationship between the service and***

*the student that increases the likelihood of the student accessing support when needed, monitoring the student's progress, and simplifying access for the student in navigating multiple service sectors.*

*The focus is on removing barriers to engagement with VET and provided within a whole of life context. This can encompass learning issues, living issues and **points of transition** that the student may experience into and from VET.'*

Another term that has evolved in the past decade or so, particularly in the human services sector, and more recently in the VET sector, is 'wrap-around' provision of services.

#### LEARNER CASE MANAGEMENT AND WRAP-AROUND SERVICE PROVISION

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**Wrap-around** service provision can be defined as *individualised support based on collaboration across different services or sectors*. It can be delivered using Learner Case Management (LCM), and while this is not the sole means of implementing the *wrap-around* model, it is an effective and efficient mechanism of doing so, mainly because it provides a focal point for learners and service providers.

Similarly, *wrap-around* approaches provide an ideal mechanism for the implementation of the *learner case management* model. Flexible application of the model is critical, with factors like individual client need and local service configuration affecting choice of approaches. The choice of lead agency, or of the agency or sector location for the Learner Case Manager, will vary according to specific situation.

#### PURPOSE AND PROCESS OF LEARNER CASE MANAGEMENT

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*Learner case management* captures these essential features, both of which are integral to the model:

- i. A **purpose** of providing individualised and holistic support by linking learners to the different services they need to address complex and/or multiple need, in order for them to successfully complete their studies, to move into further study or employment and to manage these and other major life transitions. In doing so, a range of barriers that would otherwise prevent these outcomes are addressed, and tailored solutions to addressing those barriers are provided, within a 'whole of life' framework.
- ii. A **process** of providing a single point of contact (eg a Learner Case Manager) needed to coordinate a range of services and supports. This process is designed to reduce duplication and fragmentation of resources (*efficiency* focus), and to enable seamless intervention that provides linkages across agencies and across sectors (*effectiveness* focus).

Part of that process involves the development of partnerships to sustain a coordinated and collaborative approach to providing appropriate support. These partnerships operate within and across sectors and enable a range of different needs to be addressed, and enable challenges associated with individual transitions to be more effectively managed.

This model is highly complementary to equity policy in the VET sector (most recently the *Equity Blueprint 2011-2016*). It builds on good practice already evident in the VET

sector and also applies lessons from case management approaches in other sectors, for example, disability employment services.

## 2.2 OVERVIEW OF THE SIX PROGRAMS AND THEIR SUPPORT MODELS

This section provides a comparative overview of the six Programs and the models of support which they provide for training participants.

While comparison is made of these models, this serves the purpose of identifying points of commonality, rather than to compare one program with another. Each program is different. Two Programs (the LSS pilot and *VET to Work Disability*) are entirely support programs and are focused on accredited training. The Aboriginal Access Centre and *Abilities for All* programs are focused on training which provides a pathway to Certificate III and beyond, and encompass both non accredited and accredited training. Tauondi College is an Aboriginal specific RTO delivering a range of accredited and non accredited training, and spanning a range of Certificate levels. *SA Works Working Regions* is primarily an employment program, with a training component that is designed to provide a supported pathway to employment as well as to Certificate III and higher training.

Programs have as their target groups significantly disadvantaged people, and because of the complexity of need which they address, they also have in common the use of case management approaches to provide wrap-around services and support - with different emphases evident when viewed as a group – see *Table 2*.

TABLE 2: CASE MANAGEMENT SERVICES ACROSS PROGRAMS

Type of Support Provided	LSS Pilot	VTW Disability	Abilities for All	Aboriginal Access Centre	Tauondi College	SA Works
Individual needs assessment	✓	✓	✓	✓	✓	✓
Learning/study related support <i>using case management</i>	✓	✓	✓	✓	✓	
Personal, social & other support <sup>5</sup> <i>using case management</i>	✓	✓	✓	✓	✓	✓
Support with transition issues <i>using case management</i>	✓	✓	✓	✓	✓	✓
Structured mentoring*			✓		✓	✓
Advocacy	✓	✓		✓	✓	✓
Career advice	✓	✓	✓	✓	✓	✓
Supported work experience	✓	✓	✓	✓	✓	✓
Brokerage into employment, incl via JSA or DES agencies	✓	✓	✓	✓	✓	✓
Post employment placement support, via JSA/DES agencies	✓	✓	✓		✓	✓
Support with culture-specific issues	✓			✓	✓	✓
Support to encourage attendance	✓			✓	✓	✓

\* Mentoring that goes beyond advice, that is a distinct feature of the program e.g. by training participants to mentor others

**More detailed information about each of the six Programs is provided in Appendices, D to I inclusive.**

### 2.2.1 A CONTINUUM OF SUPPORT

Taken as a group, the six Programs provide supported training leading ultimately to employment at different points along this pathway. This training can be accredited or unaccredited.

It is important to distinguish between –

- A. ‘Engagement-enabling’, supported training that is designed to enable disadvantaged people to participate effectively in training and employment by building a supported pathway.
- B. Training from Certificate III onwards, particularly that which provides a pathway to sustainable<sup>6</sup> employment.

<sup>5</sup> Encompasses health, financial, accommodation, transport, parenting and carer issues

Type A or ‘engagement-enabling’ training supports learners to be able to benefit from Type B training opportunities. It addresses multiple and significant disadvantage which acts as a barrier to participation and successful completion. It includes language and literacy and ESL training, soft and life skill development, unaccredited programs that build confidence and pathways to accredited training, and training which makes participants ‘job-ready’.

The National VET Equity Advisory Council, in its *Equity Blueprint* (2010) strongly supports the provision of supported pathways to Certificate III and beyond as a critical engagement mechanism for disadvantaged learners.

These differences can be most usefully conceptualised in terms of a continuum moving from Type A to Type B training, and the six Programs under Review cluster at different points along this spectrum. *Figure 1* below depicts this continuum and the approximate locations of the six Programs along its path.

**FIGURE 1: CONTINUUM OF SUPPORTED PARTICIPATION**

Program	Type A – Engagement-enabling training and support*	⇒	Type B – Certificate III and above accredited training and support
LSS Pilot	Certificate I and II	⇒	
VTW Disability	Certificate I and II	⇒	
Abilities for All		⇒	
Aboriginal Access		⇒	To some extent
Tauondi		⇒	
SA Works		⇒	To some extent

\*Includes life & soft skills training, LLN, ACE (non accredited training), preparatory VET, job preparation training, Certificate I and II accredited.

The six programs under review are providing either pathways to Certificate III and above training, or Certificate III and higher training. The reviewers and those consulted identify the importance of building the supported pathway in order to engage learners with complex need in training that will lead to participation in VET programs that build higher level skills. However, at present there is no bridge between the pathway building support services and those provided in ‘mainstream’ VET programs. For example, there is no specific means of seamlessly supporting learners moving from the Abilities for All program into the VTW Disability program, or those participating in Aboriginal Access Centre training to the LSS Pilot support services as they reach Certificate III level VET. **Recommendation 2** is designed to address this issue.

<sup>6</sup> ‘Sustainable employment’ is defined as work in quality jobs with appropriate industrial provisions such as, paid leave of various kinds. It is distinguished from poor quality jobs that bring a churning of disadvantaged participants between a reliance on welfare and short term, typically unskilled jobs with little long term prospects.

## RECOMMENDATION 2

IT IS RECOMMENDED THAT THE CONTINUUM OF SUPPORT AND ENGAGEMENT IN TRAINING THAT IS REPRESENTED BY THE SIX PROGRAMS UNDER REVIEWS BE STRENGTHENED BY DEVELOPING PROCESSES THAT WILL LINK THE SUPPORT PROVIDED AT THE PREPARATORY AND LOWER CERTIFICATE LEVEL TO THAT PROVIDED FOR LEARNERS ENGAGED IN CERTIFICATE III AND ABOVE TRAINING. THESE PROCESSES WILL REQUIRE STRONGER COLLABORATION BETWEEN PROGRAMS WITHIN THE DEPARTMENT, AND WILL NEED TO BE INITIATED BY THOSE WITH DECISION-MAKING RESPONSIBILITY FOR THOSE PROGRAMS. IN THE ABSENCE OF SUCH A BRIDGE, THERE IS A HIATUS IN SUPPORT BETWEEN COMPLETION OF PRE-CERTIFICATE III AND THE COMMENCEMENT OF CERTIFICATE III TRAINING, WHEN WHAT IS NEEDED IS A SEAMLESS SUPPORTED PATHWAY.

## CONCLUSION: APPROPRIATENESS OF SUPPORT PROVIDED BY THE PROGRAMS

It is clear from the review that the support embedded in or provided by each of these Programs has been **appropriately** designed to meet the needs of its target group(s). What the six Programs have in common is a *flexibility* and *responsiveness* that constitutes an enabler in achieving the targeted training and employment outcomes.

In different ways, *case management* is the linking strategy, albeit a strategy that has evolved differently in each Program but has in common across the six Programs these features:

- ✓ A holistic approach to identifying and responding to need.
- ✓ Provision of support, either directly, or through referral to a partner, that addresses the range of needs of the individual (and therefore crosses sector boundaries and operates outside of the VET and employment sectors).
- ✓ Involvement in a range of partnerships (formalised or existing as strong and agreed working relationships) that sustain the capacity to address multiple and complex need.
- ✓ A coordination of resources, within and across sectors, in order to address multiple and complex need.
- ✓ Tailoring of support to meet the needs of the individual.

There is considerable research supporting the application of a case management approach that includes partnerships within and beyond the VET sector to address the complex needs of disadvantaged learners.<sup>7</sup> This approach also involves tailoring supports to individual need and coordinating a range of resources to address that need.

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<sup>7</sup> Hargreaves J (2011) citing numerous researchers in NCVET's overview of social inclusion in VET related research – *Vocational training and social inclusion: at a glance*, NCVET Adelaide, pages 8 - 10

### 3 ACCESSING THE PROGRAMS

**Output 2:** Clarify patterns of **referral** by program noting differences in relation to what is provided versus what is referred.

#### 3.1 TARGET GROUPS

*Table 3* maps the groups targeted by each of the six Programs, and includes the eligibility criteria for each. It can be seen that the LSS Pilot has the widest range of target groups, and that all Programs are targeting people with multiple and complex needs – in other words, the most disadvantaged VET learners. Some programs are designed around a specific target group – those with disability (VTW Disability, *Abilities for All*) or Indigenous people (Aboriginal Access Centre, Tauondi College) but also address other needs at the same time.

TABLE 3: TARGET GROUPS AND ELIGIBILITY CRITERIA

Target group / Criteria for Eligibility	LSS Pilot	VTW Disability	Abilities for All	Aboriginal Access Centre	Tauondi College	SA Works (see note)
People with multiple, complex needs						
People on a low income						
People with low prior educational attainment						
Disengaged from study and/or work						
Young people under Guardianship of Minister						
Sole parents						
Teenage parents						
Women returning to work						
People subject to justice system						
Refugees						
Indigenous people						
People with disability				See note		
Registered with JSA or DES provider						
Intending to complete a full Certificate						
Intending to seek employment on completion of study						
People lacking foundation skills (literacy, numeracy)						
People living in regional South Australia						

*Note: SA Works Working Regions supports a diverse range of projects so there will be some variation in eligibility criteria from project to project (for example, some projects specifically target women, or Indigenous people, or young people, or mature aged people etc). However, the table presents 'core target groups' and the Program's basic approach to participant eligibility.*

*Note: Although the Aboriginal Access Centre does not specifically target students with disability, Program representatives indicate that a significant proportion of their students are Disability Pension recipients*

### 3.2 REFERRAL PATTERNS

The six Programs vary in the data kept regarding patterns of referral. All keep some form of information regarding sources of referral, but at this stage, there is a gap in data on referrals out from the Program (see **Recommendation 3** below).

With a longer timeframe, the reviewers could have worked with TAFESA Institutes' Student Support Services officers to analyse information they keep on referrals made as LSS Case Managers, but the resources and time pressures of the Concurrent Review prevented this.

From the analysis of partnerships and working linkages (detailed in our Interim Report and presented in *Appendix I*), however, it is possible to gauge where referrals may be made between the Programs and other organisations. This showed a wide range of partnerships, within which can be identified 'core' partnerships that involve frequent and ongoing contact and/or which are central to Program design. An example involves JSA or DES agencies which are critical for the VTW Disability, *Abilities for All* and *SA Works (Working Regions)* Programs.

*Table 4* summarises the information on referrals provided by five of the Programs. *The wide variety and number of initiative supported by SA Works made it too difficult to quantify their referral patterns within the scope of the concurrent review.*

**TABLE 4: SOURCES OF REFERRAL TO THE PROGRAMS**

Referral Source	LSS Pilot	VTW Disability	Abilities for All	Aboriginal Access Centre	Tauondi College
Self referral					
TAFESA Student Support Staff					
TAFESA Teaching Staff					
DES provider					
JSA provider					
School to VET State Transition Program					
Centrelink					
Community Centres, including ACE providers					
NGO community services					
Other disability services including CRS					
SA Works Working Regions					
Schools					
Aboriginal communities					

**RECOMMENDATION 3**

**IT IS RECOMMENDED THAT THE SUPPORT-RELATED COMPONENTS OF THESE AND OTHER VET PROGRAMS DOCUMENT REFERRALS TO AND FROM THEIR PROGRAM. THIS PROVIDES VALUABLE INFORMATION ABOUT THE EFFICACY OF PARTNERSHIPS FORMED AS PART OF LEARNER CASE MANAGEMENT AND ABOUT THE RANGE OF SERVICES AND SUPPORTS TO WHICH LEARNERS ARE BEING LINKED.**

## 4 PROGRAM PROFILES

The centralised training data systems (i.e. SIS and STELA) were used as the authoritative source for quantitative data on training and training participants – as described in *Section 1.5.1*.

The following analysis of profiles and outcomes were both based on these data. There were some difficulties in reconciling what was extracted from the training systems with local records maintained by the programs and these issues are being followed up by DFEEST.

**Output 1:** Clarify the **services being provided** through learner support-type services in the six programs, focusing on -

- ⇒ The types of learner support services provided in each program
- ⇒ **The number of people accessing different services generally, and for particular target groups.**

### 4.1 ABILITIES FOR ALL<sup>8</sup>

*Abilities for All* Program data were available for **2011** only, with **175** enrolments reported for this period. Of these, less than half were identified in the records as having a disability. This may reflect a failure to flag disability in the records, as it is unlikely that students without disability are accessing the Program.

Six percent of *Abilities for All* students were identified as Indigenous, with Indigenous status unknown for 7 students (4%). *Table 5* provides details.

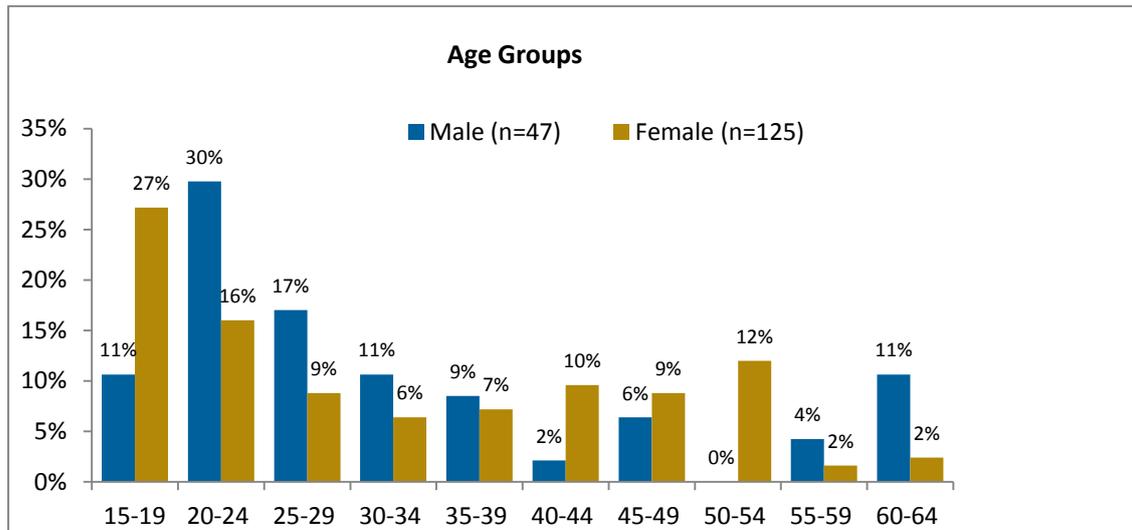
**TABLE 5: STUDENT PROFILE OF ABILITIES FOR ALL PROGRAM, 2011**

Student enrolments 2011	Students with disability		Indigenous students	
	N	%	N ( <i>unknown</i> )	%
<b>175</b>	85	49.0	11 (7)	6.0

As can be seen from *Figure 2*, females predominate (72.7%) and ages range from 15 to 64, with highest numbers in the 15 to 24 year age group.

<sup>8</sup> Originally 2009, 2010 and 2011 data were extracted for analysis, however the 2009 and 2010 data were found to include errors that resulted in significant overstatement of activity due to incorrect coding and therefore could not be used.

**FIGURE 2: ABILITIES FOR ALL PROGRAM, PROPORTION OF MALES AND FEMALES IN EACH AGE CATEGORY, 2011**



\*Note, age data unknown for 3 male students. Total number of student enrolments in 2011 was 175.

## 4.2 ABORIGINAL ACCESS CENTRE

Aboriginal Access Centre data for two years of enrolments, **2010 and 2011** were extracted. Student numbers were 19% lower in 2011, down by 270 enrolments to **1,144** enrolments.

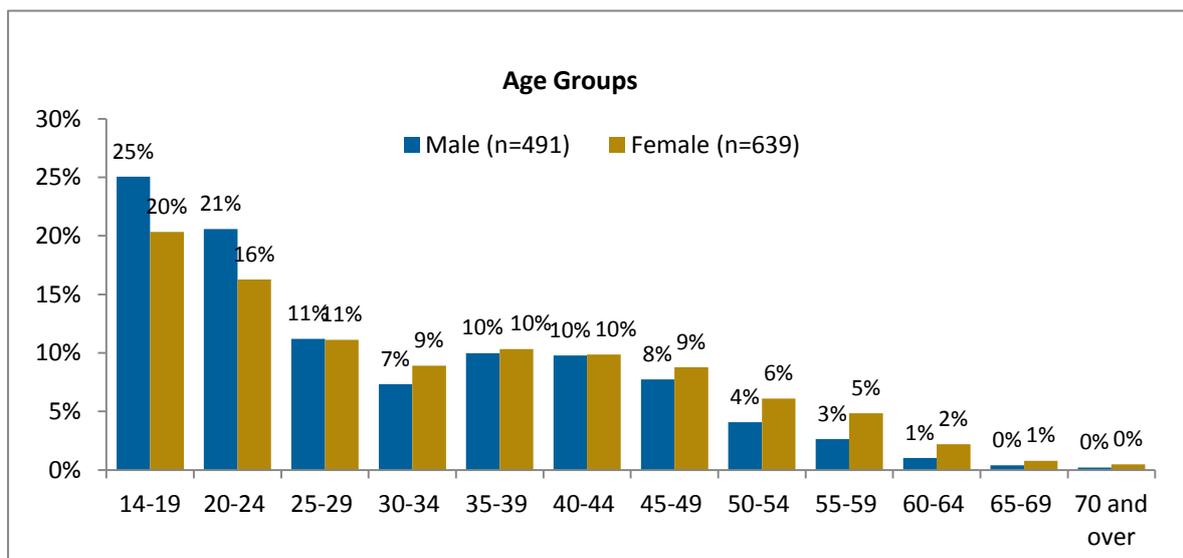
As can be seen in *Table 6*, in 2011 **9% of students** identified as having a disability, with disability status being recorded as unknown for one student. Indigenous status was recorded for all of the Centre's students.

**TABLE 6: STUDENT PROFILE OF ABORIGINAL ACCESS CENTRE PROGRAM, 2011**

Year	Student enrolments	Students with disability		Indigenous students	
	N	N	%	N (unknown)	%
<b>2010</b>	1,414	175 (14)	12.0	1,340 (5)	95.0
<b>2011</b>	1,144	98 (1)	9.0	1,144 (0)	100.0

The majority of the Aboriginal Access Centre's students are female (56.5%), however at younger ages (14 to 24 years) males outnumber females – see *Figure 3*. It is also evident that this age group has the highest numbers of students and that the oldest students are aged between 60 and 64, although their numbers are small.

**FIGURE 3: ABORIGINAL ACCESS CENTRE PROGRAM, PROPORTION OF MALES AND FEMALES IN EACH AGE CATEGORY, 2011**



\*Note, age-sex data unknown for 14 students. Total number of student enrolments in 2011 was 1144.

### 4.3 LEARNER SUPPORT SERVICES PILOT

The LSS Pilot age-sex related data indicate that **67** students participated in the first six months of the Program's operation (July to December 2011). The program reported there were 71 students - the difference can be attributed to the challenges of data matching and cleaning.<sup>9</sup> There were no Indigenous students during this period while nearly one in five had a disability – see *Table 7* for details.

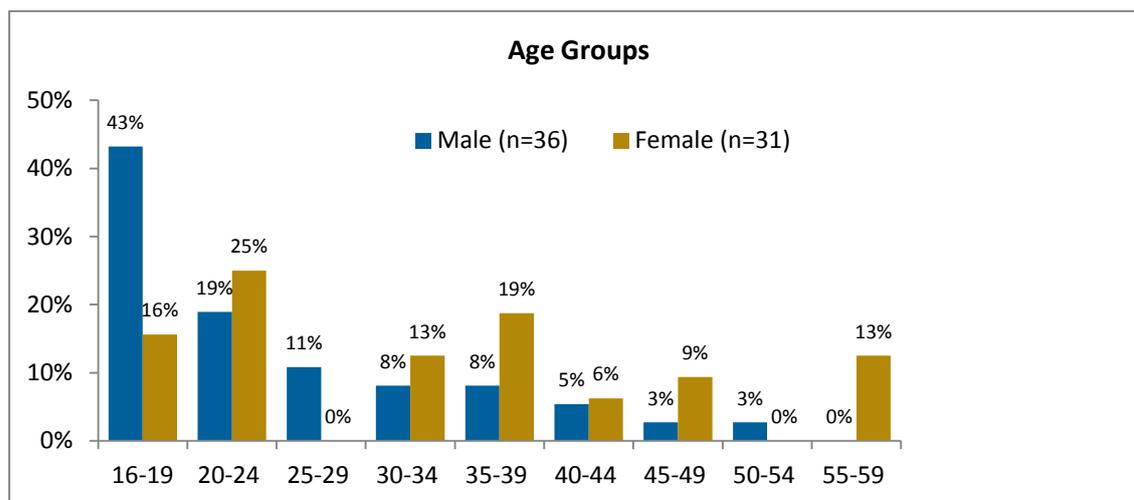
**TABLE 7: STUDENT PROFILE OF LEARNER SUPPORT SERVICE PILOT, 2011**

Student enrolments July-Dec 2011	Students with disability		Indigenous students	
	N	%	N	%
<b>67</b>	13	19.0	0	0.0

Results indicate that male involvement in LSS Pilot predominated in the 16-19 year age group, while women were more evenly spread across age groups. Older women were also more likely to participate in the program than older men. Details follow in *Figure 4*.

<sup>9</sup> When trying to match LSS pilot data most of the birth field information had been entered using incorrect format or was missing, and the student ID provided was not able to be identified by the unique name of the SIS system. Therefore manual update of the birth-related data was undertaken for all students enrolled in 2011. Another challenge was a duplication of some SIS students due to misspelling of first and family names. Consequently two students had to be manually searched in the system.

**FIGURE 4: LEARNER SUPPORT SERVICES PILOT, PROPORTION OF MALES AND FEMALES IN EACH AGE CATEGORY, 2011**



\*Note, data were provided for 67 students, although independent advice flagged there were 71 students enrolled in 2011.

#### 4.4 VET TO WORK DISABILITY

As can be seen from Table 8, student enrolments in the *VTW Disability* Program have increased from 19 to **46** over the three years 2009 to 2011 inclusive. The participant figures reported by the program were higher than this. Because of difficulties with matching program and training systems data, manual checking was undertaken by DFEEST to confirm participant numbers. The sample used for analysis below represents approximately 85% of total participants over the three year period.

There have been difficulties experienced in documenting student demographic features. Although the Program is a disability-specific initiative, each year the number recorded with disability significantly under-states this – for example, in 2011 only 43 per cent are recorded as having a disability.

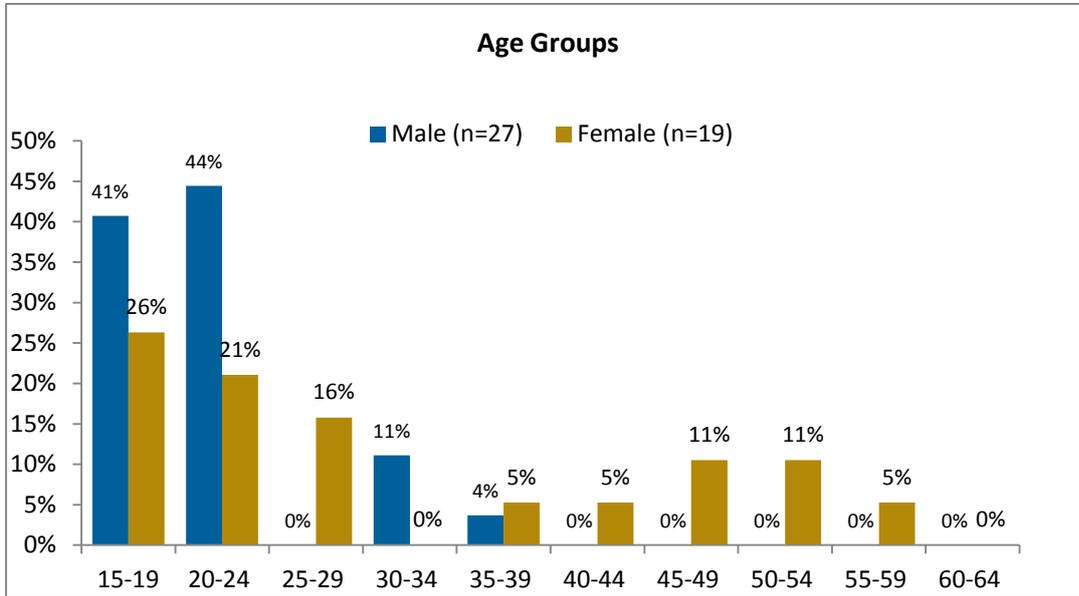
**TABLE 8: STUDENT PROFILE OF VET TO WORK DISABILITY PROGRAM, 2009-2011**

Year	Student enrolments	Students with disability		Indigenous students	
	N	N	%	N <i>(unknown)</i>	%
<b>2009</b>	19	11	58.0	0 (1)	0.0
<b>2010</b>	46	21	46.0	1 (4)	2.0
<b>2011<sup>10</sup></b>	46	20	43.0	1 (1)	2.0

<sup>10</sup> Manual checking undertaken by DFEEST after this analysis identified a total of 49 students. WISer have used this higher total in calculating average support costs in Section 5.

Age-sex data shown in *Figure 5* indicate that men are more likely to participate than women in the *VET to Work* Program, and that younger people aged between 15 and 24 years of age are the most highly represented.

**FIGURE 5: VET TO WORK PROGRAM, PROPORTION OF MALES AND FEMALES IN EACH AGE CATEGORY, 2011**



**VET TO WORK CASE STUDY USING DATASET**

A single case study timeline was developed to map how one student progressed through a program of study over time (see *Appendix K*). The example used was based on a *VET to Work* Program student enrolled between 2009 and 2012. On the basis of data provided, the Pathway shows competency modules enrolled in by course ID, and by years and months in which they were undertaken.

**4.5 TAUONDI COLLEGE**

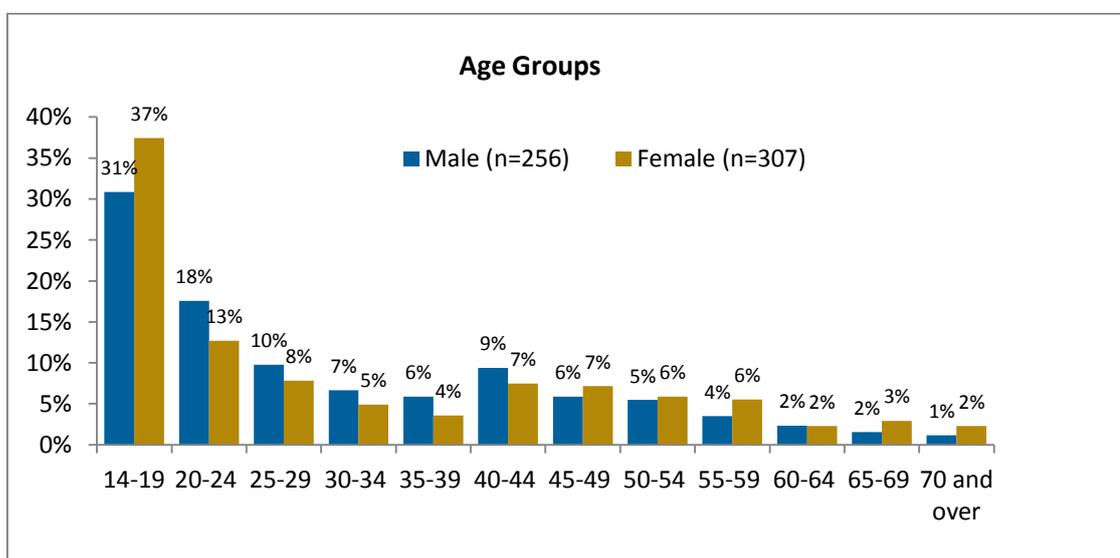
Tauondi College Program data were available for **2011** only, with **600** student enrolments reported for this period. Eighty-four percent of students (n = 502) were recorded as being Indigenous, Indigenous status was unknown for 19 students (3.2%), leaving 79 students (13.2%) identified as non-Indigenous. Eighteen percent of Tauondi students were identified as having a disability. This information is presented in *Table 9*.

TABLE 9: STUDENT PROFILE OF TAUONDI PROGRAM, 2011

Student enrolments	Students with disability		Indigenous students	
N	N	%	N (unknown)	%
600	106	18	502 (19)	84

Profile information regarding age and sex of Tauondi students is presented in Figure 6. 2011 age-sex data tallied to 563 students (256 male and 307 female), with data recorded as unknown for 37 students. Participation in Tauondi was highest for students aged 14 to 19 years, accounting for around one third of students.

FIGURE 6: TAUONDI PROGRAM, PROPORTION OF MALES AND FEMALES IN EACH AGE CATEGORY, 2011



\*Note, age-sex data unknown for 37 students. Total number of student enrolments in 2011 was 600.

#### 4.6 SA WORKS, WORKING REGIONS PROGRAM

Working Regions data were provided for the three years 2009 to 2011. The data are a subset of the total program and consist of those projects that contain a training element<sup>11</sup>. Enrolments nearly halved between 2009 and 2010, but rebounded slightly to 1,362 in 2011.

The number of participants with a recorded disability increased in 2011, up from 20 to 193 (14.2% of all students). The number of identified Indigenous participants held steady between 2010 and 2011, totalling 87 which represented 6.0% of participants in 2011. However, Indigenous status was unknown for a further 93 students (6.8%).

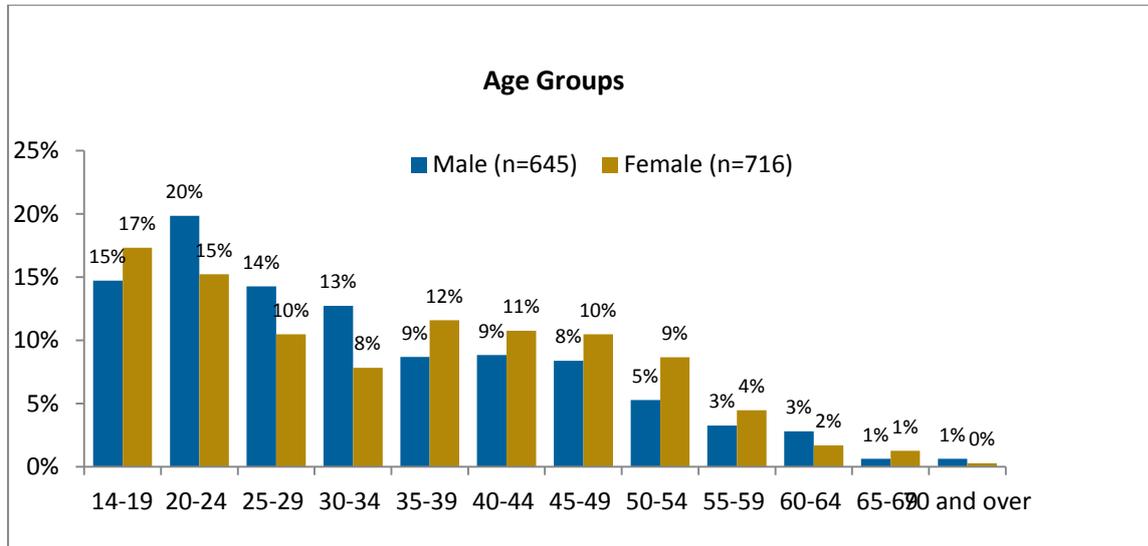
<sup>11</sup> As other SA Works Working Regions projects are outside the scope of this review.

TABLE 10: STUDENT PROFILE OF SA WORKS, WORKING REGIONS PROGRAM, 2009-2011

Year	Student enrolments	Students with disability		Indigenous students	
	N	N	%	N (unknown)	%
2009	2,331	21	0.9	111 (275)	5.0
2010	1,162	20	1.7	87 (124)	7.0
2011	1,362	193	14.2	87 (93)	6.0

Slightly more than half of participants (52.6%) were female and ages ranged from 14 to 70 and over, with the largest numbers being aged between 14 and 24 years. Males tended to outnumber females in the younger age groups from 14 to 34, after which females tended to predominate.

FIGURE 7: SA WORKS, WORKING REGIONS PROGRAM, PROPORTION OF MALES AND FEMALES IN EACH AGE CATEGORY, 2011



\*Note, age data unknown for one male student. Total number of student enrolments in 2011 was 1362.

## 5 LEARNER SUPPORT COSTS

**Output 3:** Calculate the estimated **cost per student** for support services:

- ⇒ At the program level
- ⇒ At the individual service level (to the extent possible)

**Output 4:** Provide **comparisons of costs** associated with the suite of services available to students by program, including:

- ⇒ List of services included as part of that cost
- ⇒ Different costs of providing same suite of services by different target groups
- ⇒ Comparison of costs across the six programs

This section is presented with a number of cautions in mind, as addressing Outputs 3 and 4 is not a straightforward task.

Ideally, it would be most useful to track individual students, comparing the amount of support each received and the cost associated with this, and the learning outcomes achieved by that student. In this way, the investment value of support costs would be apparent.

In the absence of this information, program level costs are presented and then averaged by dividing by the number of students or participants for each program.

However, for all but two Programs (*VTW Disability* and the LSS Pilot), it is not possible to separate training costs from support costs, and even then, the boundaries become blurred when isolating support that is directly associated with learning (eg in class tutoring, language and literacy development, study skills development) from broader support (eg linking to personal counselling, assistance with non-study issues that impact ability to participate effectively in VET).

Given that all six Programs have designed their training delivery to be supportive and with an understanding of the needs of disadvantaged learners, it seems reasonable to take the program level costings as a starting point for understanding what resources are being invested, on average, on an individual basis.

It should also be noted that some Programs are increasing the efficiency with which they are resourced by leveraging from other programs or services. This is particularly evident in the case of *VTW Disability* where DES agencies provide significant in-kind contributions, and in the case of the LSS Pilot where TAFESA Student Services staff are also contributing from their own resource base (although this is more difficult to isolate given they are funded by the Pilot and there is probably a degree of two-way leveraging occurring).

Finally, funding beyond that provided by DFEEST, particularly from DEEWR, is also significant for *SA Works*, the Aboriginal Access Centre and Tauondi College. This funding is associated with the Productivity Places Program and Indigenous-specific funding designed to enhance employment outcomes. In addition, the two Indigenous

Programs undertake cultural awareness training and other activities which generate income. SA Works representatives report that they also receive funding support from JSA agencies.

The cumulative effect of multiple funding sources and of leveraging resources is likely to involve resource efficiencies resulting from better economies of scale (for example, in relation to staffing) but a specific auditing exercise would be needed to quantify this.

Table 11 depicts the average cost of supporting each participant during 2011 in the six Programs reviewed. **Taking into account that these are estimates, it can be seen that support typically averages between approximately \$2,000 and \$3,700 per year per participant.**

**TABLE 11: SUMMARISING AVERAGE COSTS ACROSS PROGRAMS**

Program	Annual Support-related funding p.a, DFEEST	No of Students per annum (2011)	Average Cost per student p.a. (2011)
Abilities for All	\$500,000	175	<b>\$2,857</b>
Aboriginal Access Centre	\$3,025,000	1,144	<b>\$2,644</b>
LSS Pilot – budgeted	\$412,663	130	<b>\$3,174</b>
VTW Disability	\$105,000	49 <sup>12</sup>	<b>\$2,143</b>
Tauondi College	\$2,250,000	600	<b>\$3,708</b>
SA Works (see Note)	\$4,083,556	4,360	<b>\$937</b>

*Note: Information in this table is based on data collected by SA Works Program Managers.*

*The average figure of \$937 encompasses a wide range of costs –*

- *The **lowest** being for the Limestone Coast Region with an average cost of **\$367** per participant for 218 participants (across 5 different projects)*
- *The **highest** being for the Southern Adelaide region with an average cost of **\$1,808** per participant for 110 participants (across 8 different projects)*

## 5.1 ABILITIES FOR ALL

The Program currently receives a budget of \$500,000 per annum to support 160 job seekers with disability to work one on one with trainers/mentors. This equates to a cost of \$3,125 per participant.

In 2011, the Program worked with **175** learners with disability, yielding an average cost per learner for the year of \$2,857.

## 5.2 ABORIGINAL ACCESS CENTRE

The Aboriginal Access Centre receives most of its funding from DFEEST and also receives Commonwealth government support (via DEEWR and FaHCSIA) for a range of programs.

In addition, the Centre undertakes a number of fee-for-service programs, including Cultural Awareness training.

<sup>12</sup> Based on numbers confirmed through manual checking undertaken by DFEEST

For example, the Commonwealth Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) funds the Aboriginal Access Centre's *Rekindling Families, Family Well Being* Program. This foundation program is delivered across SA and has been designed by Aboriginal people for Aboriginal people to assist with loss, grief and domestic/child violence.

Other Commonwealth funding targeting Indigenous people is sourced from DEEWR. This includes Tutorial support, Mentoring funding, ICC (Indigenous Community Consultation)

The Centre has been receiving Productivity Places Program (PPP) funding which has supported 50 Aboriginal learners in the past two years, with a further 72 on the waiting list. JSAs also represent another funding source.

The total funding for **2010/2011** for the Aboriginal Access Centre was **\$7.581m**.

Of this \$7.015m was funded by DFEEST, the difference was through fee for service and Commonwealth grants.

The 2011/12 was total funding of \$7.995m with \$7.6m funded by DFEEST and the difference once again being fee for service and Commonwealth grants.

- ⇒ In 2011, there were **1,144** students.
- ⇒ Specific costs for Training Support Officers were **\$815,000** (equating to an average of **\$712.40** per learner for 2011).
- ⇒ Total staffing-related costs were **\$3,025,000** (equating to an average of **\$2,644.23** per learner for 2011).

### 5.3 LEARNER SUPPORT SERVICES PILOT

The LSS Pilot is entirely funded by DFEEST and embeds its services in those provided by participating RTOs. For the period under Review (2011) this involves the three TAFESA Institutes with extension to private RTOs occurring during 2012.

- ⇒ The total budget for the pilot program is \$1,527,950 over three financial years (2011/12, 2012/13, 2013/14) and includes funding for program delivery, management and evaluation.
- ⇒ Of this, \$1,237,990 (\$412,663.33 per annum) is allocated for support services with a target of 390 (130 per annum) learners.
- ⇒ This gives an average yearly support budget of **\$3,174** per learner.

### 5.4 VET TO WORK DISABILITY

Primarily funded by DFEEST, the *VTW Disability* Program also leverages the resources of Commonwealth Disability Employment Services (DES) and receives support from participating RTOs to provide case management services and work placement to assist people with disability through training and into employment. Student services officers at each of the participating RTOs provide liaison and contact points for the DES workers, and promote the program to ensure the DES workers are supported in their work by other staff including lecturers.

This funding model reflects the partnership underpinning the service model and provides:

- ⇒ Provision of up to 30 hours on average of individualised case management is provided by DES officers including personal support/mentoring, career advice, tutoring, advocacy and liaison.
- ⇒ An *in-kind* contribution by the participating DES providers of 10 hours of one-on-one employment support to organise and support study related work placements/work experience for each student.

Total funding provided to the program is \$170,000 per annum for 50 participants and is divided as:

- ⇒ Co-ordination costs = \$65,000.
- ⇒ Direct student support costs = \$105,000 (this does not count the in-kind hours provided for work experience/placements provided by the DES) - equates to \$2,100 per student.
- ⇒ This means that in **2011**, with 49 students, average support costs per student were **\$2,142.86**.

DFEEST oversight and development time is provided in addition to this funding. Initial set up and development work took 1-2 days per week of a senior officer for the first year (about \$35,000) while maintenance averages at 1 day per month (or about \$4,000 per annum).

## 5.5 TAUONDI COLLEGE

There has been a steady growth in enrolments from 349 students in 2006 to **600** students in 2011.

- ⇒ Tauondi receives funding of approximately \$2,250,000 per annum from the State Government via DFEEST
- ⇒ This provides training and support at an average annual cost of **\$3,708** per student.
- ⇒ Tauondi College has supplemented DFEEST's funding through successful Commonwealth grant applications. Tauondi receives from DEEWR approximately \$225,500 p.a. under the terms of the national Indigenous Education Program 2009-2012 (\$200,000 in Supplementary Recurrent Assistance and \$25,500 for the Indigenous Tutorial Assistance Scheme). Tauondi has also received funding under the Productivity Places Program.

Tauondi is a member of the Employment Panel under the Commonwealth Indigenous Employment Program (IEP) 2009 – 2012. The Program delivers a broad range of projects suited to local community circumstances, focusing on achieving the best employment outcomes for Aboriginal job seekers. It supports both employers by building their capacity to provide sustainable employment opportunities and Aboriginal people by assisting them to access and remain in employment.

The Indigenous Tutorial Assistance Scheme (ITAS) provides supplementary tuition for students undertaking vocational education and training courses leading to the attainment of a Certificate Level III. At the time of the review, three tutors are delivering literacy and numeracy tuition every week to Certificate III students in Business Administration, Community Services, Disability Works, Information Technology and Horticulture.

Productivity Places Program funding has supported Tauondi to deliver Certificate II level training in Coober Pedy and Maree. Both programs are designed to provide employment opportunities for local job seekers by increasing their skill levels and gaining recognised qualifications.

## 5.6 SA WORKS, WORKING REGIONS

*SA Works* is delivered across 12 SA regions, and employs 10 Regional Coordinators who have responsibility for managing the program in that region. It also employs 7 Aboriginal Community Participation Brokers who report to these Coordinators.

The program also supports 17 *Employment and Skills Formation Networks* in South Australian regions (13 rural and 4 metropolitan) funded through the Department of Further Education, Employment, Science and Technology (DFEEST). These Networks consist of people from the local community, industry, regional economic bodies and Commonwealth, State and Local Governments.

*SA Works* funding is provided through two types of organisations, who then deliver this funding to participating programs –

- a) Seven Regional Development Authorities
- b) Four Local Economic Development Authorities.

Based on the subset of 2009-2010 projects identified by *SA Works* program management that included a training element, a summary of the associated budget for each region, the number of participants and average cost per participant is presented in *Table 12*.

TABLE 12: AVERAGE COST PER PARTICIPANT, SA WORKS WORKING REGIONS<sup>13</sup>

Region	Budget <sup>14</sup> (\$)	No of participants	Average Cost per participant (\$)
Northern Adelaide	365,000	347	1,052
Western Adelaide	357,609	341	1,049
Southern Flinders	339,569	341	996
Mid North	303,128	267	1,135
Yorke	301,500	226	1,334
Whyalla	290,000	287	1,010
Fleurieu	288,781	260	1,111
Riverland	274,801	377	729
Eyre	260,694	357	730
Eastern Adelaide	257,750	205	1,257
Far North	239,272	235	1,018
Southern Adelaide	198,915	110	1,808
Murraylands	185,000	315	587
Adelaide Hills	145,000	225	644
Kangaroo Island	118,777	146	814
Limestone Coast	80,000	218	367
Barossa	77,760	103	755
<b>Total</b>	<b>\$4,083,556</b>	<b>4,360</b>	<b>\$937</b>

<sup>13</sup> Average cost per learner varies with regional cohort, regional need, complexity of services and other services provided. The average costs include a variety of training within each activity, varying from Certificate I to Diploma Level training as well as learner support. Average costs do not equate to a full, completed qualification per learner. The costs will cover a variety of expenses from training to support, per learner, per region.

<sup>14</sup> These costs do not include Commonwealth funding.

## 6 OUTCOMES ACHIEVED FOR SUPPORTED LEARNERS

**Output 5:** Identify **outcomes for students by program**, including:

- ⇒ Retention in study
- ⇒ Completion
- ⇒ Movement to a higher level qualification

Outcomes-related data has been grouped into three categories:

- 1) Retention in study
- 2) Participation in both accredited and non-accredited training (which attempted to determine movement to a higher qualification)
- 3) Completion of study.

### 6.1 RETENTION IN STUDY

Retention in study is based on the number of students who *withdrew from or failed from any (of possibly multiple concurrently enrolled) units/modules, and then recorded a subsequent enrolment in a subsequent enrolment period*. This does not account for students who withdrew/failed from one or more units or modules, but passed others in the *same enrolment period* (i.e. these students do not figure in these calculations as a retained student). Nor is it possible to distinguish those students who have withdrawn or failed and have not resumed their studies at a later date from those who have subsequent re-enrolled.

- Training data provided by *Abilities for All*, *SA Works* and Tauondi College Programs permitted analysis of participant retention in study.
- *VET to Work Disability*, Aboriginal Access Centre and LSS Pilot data were unsuitable for analysis.
- *Abilities for All* and Tauondi College Program data were available for 2011.
- *SA Works* student training data was reported for the period 2009 to 2011.
- It should be noted that some students who withdrew or failed a unit/module in 2011 may have enrolled in further training in 2012, however enrolment data for this period were not available for this review.

*Table 13* shows the number of students who withdrew from or failed any type of training, accredited training and non-accredited training respectively, but who recorded subsequent training activity (in the period reported).

The retention figure reported below refers only to those students who *subsequently enrolled* in further units or modules. **Given that Tauondi College and *Abilities for All* Program data were only available for 2011, it is unknown whether the students who withdrew/failed in this reporting period subsequently enrolled in 2012, which should be taken into account when interpreting these figures.**

With this caution in mind, **module and unit based non-retention** (based on withdrawal or failure from a unit or module, and not counting those who subsequently re-enrolled) was recorded for:

- ⇒ **11.2 per cent** of *SA Works*, *Working Regions* participants
- ⇒ **21.8 per cent** of Tauondi College students

⇒ **28.6 per cent** of *Abilities for All* students.

However, the proportion of students who had either withdrawn or failed a module/unit who re-enrolled in a subsequent enrolment period was quite low (around 12% or less - see *Table 13*) although this result was likely influenced by the methodological limitations outlined above. Of those students who did subsequently re-enrol within the given reporting period, the majority resumed study in accredited modules and units.

**TABLE 13: NUMBER OF STUDENTS WHO WITHDREW FROM OR FAILED ANY TYPE OF TRAINING UNIT/MODULE, WHO RECORDED SUBSEQUENT TRAINING ACTIVITY, BY PROGRAM, AND ACROSS PROGRAM REPORTING PERIOD**

Program	Period reported	Students engaged in training	Recorded as withdrawn/ failed unit/module		Subsequently enrolled in any training		Subsequently enrolled in accredited unit/module		Subsequently enrolled in non-accredited unit/module	
			N	% of total	N	% of those withdrawn or failed	N	% of those subsequently enrolled	N	% of those subsequently enrolled
SA Works	2009-2011	4,563	511	11.2	63	12.3	56	88.9	9	14.3
Tauondi College	2011	600	131	21.8	9	6.9	7	77.8	4	44.4
Abilities for All	2011	175	50	28.6	4	8.0	4	100.0	n/a	n/a

Note, *Abilities for All* reported data for accredited training only. Tauondi College and SA Works both reported two students who subsequently enrolled in **both** accredited and non-accredited units/modules.

Separate analyses were conducted to assess retention in accredited and non-accredited study respectively. When data relating to participation in **accredited** training is examined for *SA Works*, it can be seen that:

⇒ Of the 97 (4.1%) of participants recorded as failing or withdrawing from an accredited unit of module of study between 2009 and 2011, 14 (14.4%) subsequently enrolled in accredited training – see *Table 14*.

When data relating to participation in **accredited** training is examined for *Tauondi College*, it can be seen that in 2011:

⇒ Of the 22 (10.9%) of participants recorded as failing or withdrawing from an accredited unit of module of study in 2011, 2 (9.1%) subsequently enrolled to continue training, both of whom (100.0%) enrolled in accredited training – see *Table 15*.

**TABLE 14: SA WORKS PARTICIPANTS WHO WITHDREW OR FAILED AN ACCREDITED UNIT OR MODULE AND THEN RECORDED SUBSEQUENT TRAINING ACTIVITY, 2009-2011**

Total participants in accredited training	Recorded as withdrawn or failed unit/module		Subsequently enrolled in any training		Subsequently enrolled in accredited unit or module	
	N	% of total	N	% of failed / withdrawn	N	% of subsequent enrolments
2,377	97	4.1	14	14.4	8	57.1

**TABLE 15: TAUONDI COLLEGE STUDENTS WHO WITHDREW OR FAILED AN ACCREDITED UNIT OR MODULE AND THEN RECORDED SUBSEQUENT TRAINING ACTIVITY, 2011**

Total students	Recorded as withdrawn or failed unit/module		Subsequently enrolled in any training		Subsequently enrolled in accredited unit or module	
	N	% of total	N	% of failed / withdrawn	N	% of subsequent enrolments
202	22	10.9	2	9.1	2	100.0

## 6.2 PARTICIPATION IN BOTH ACCREDITED AND NON-ACCREDITED TRAINING

From the existing dataset, it is not possible to track individual students moving to a higher qualification. The reviewers then decided to analyse data relating to students engaged in *both* non-accredited and accredited training, and if possible, to determine whether participation in accredited training *followed on* from participation in non-accredited training.

Based on the data provided, it was possible to determine the number of students *simultaneously* enrolled in non-accredited and accredited training, across programs and years (where data were applicable and/or available - see Table 16).

Unfortunately, on the basis of data provided it was not possible to determine directionality, so no conclusions could be drawn about whether non-accredited training preceded accredited training, or if students were moving back and forth between the two according to their particular study interests.

**TABLE 16: NUMBER OF STUDENTS ENROLLED IN TRAINING MODULES/UNITS OF COMPETENCY, BY ACCREDITATION STATUS, PROGRAM AND YEAR**

Program	2009				2010				2011			
	Total students	Total accredited	Total non accredited	Both	Total students	Total accredited	Total non accredited	Both	Total students	Total accredited	Total non accredited	Both
SA Works	<b>2,331</b>	1,110	1,343	<b>122</b>	<b>1,162</b>	704	478	<b>20</b>	<b>1,362</b>	631	747	<b>16</b>
VTW Disability	<b>19</b>	19	11	<b>11</b>	<b>46</b>	44	12	<b>10</b>	<b>46</b>	45	10	<b>9</b>
Aboriginal Access Centre					<b>1,414</b>	902	926	<b>186</b>	<b>1,144</b>	796	709	<b>361</b>
Tauondi College									<b>600</b>	467	202	<b>69</b>
LSS Pilot									<b>67</b>	67	27	<b>27</b>
Abilities for All									<b>175</b>	175	n/a	n/a

*Note, shaded areas reflect either years where data was not collected (e.g. program did not exist), or data unable to be utilised. Abilities for All data contain records only for Accredited modules/units*

### 6.3 COMPLETION OF STUDY

Analysis of completion of study measures encompassed both accredited and non-accredited training.

- A. Non-accredited training data assessed related to the -
- Number students who successfully completed non-accredited training units and/or modules
  - Number students who successfully completed non-accredited training and were issued with a certificate, by Course and year.
- B. Accredited training data assessed related to the -
- Number of students who successfully completed accredited training units and/or modules
  - Number students who successfully completed accredited training, without a certificate record
  - Number students who successfully completed accredited training and were issued with a certificate, by Course and year
  - Number students who successfully completed accredited training, by level of certificate issued.

Data provided about completion of non-accredited and accredited training units and/or module were suitable for analysis. Results are presented in *Table 17*, and show the number and proportion of students who undertook and passed non-accredited and accredited training respectively, across the years for which data were available or applicable.

**TABLE 17: NUMBER OF STUDENTS WHO SUCCESSFULLY COMPLETED NON-ACCREDITED AND ACCREDITED TRAINING MODULES/UNITS OF COMPETENCY RESPECTIVELY, BY PROGRAM AND BY YEAR**

Program	2009				2010				2011					
	Non-Accredited		Accredited		Non-Accredited		Accredited		Non-Accredited		Accredited			
	Total	Passed	Total	Passed	Total	Passed	Total	Passed	Total	Passed	Total	Passed		
SA Works	1,343	1,299	1,110	960	478	380	704	607	747	738	631	540		
% completed	96.7		86.5		79.5		86.2		98.8		85.6			
Vet to Work	11	11	19	19	12	10	44	41	10	7	45	38		
% completed	100.0		100.0		83.3		93.2		70.0		84.4			
Aboriginal Access Centre					926	817	902	689	709	593	796	541		
% completed					88.2		76.4		83.6		68.0			
LSS Pilot									27	21	67	63		
% completed									77.8		94.0			
Tauondi College									202	185	467	404		
% completed									91.6		86.5			
Abilities for All													175	158
% completed													90.3	

Note, shaded areas reflect either years where data was not collected (e.g. program did not exist), or data unable to be utilised. Abilities for All data contain records only for Accredited modules/units.

Inspection of the data provided about completion of non-accredited and accredited training with a certificate issued, and level of certificate, revealed significant data quality issues. Similarly, course-level completion data were not of sufficient quality to allow reliable analysis.<sup>15</sup>

However, the data did permit a count of students who completed accredited modules or units over the defined reporting period, but for whom no certificate was issued in 2011 (i.e. had not yet completed their course). These results are summarised in Table 18.

<sup>15</sup> For example data indicates in the LSS Pilot 27 students participated in non-accredited training. However this program is designed to support accredited training only. Preliminary investigations by DFEEST indicate that this may be the result of coding errors in the SIS data. There was no scope within the review to investigate these issues.

**TABLE 18: NUMBER OF STUDENTS WHO HAVE COMPLETED ACCREDITED TRAINING UNITS/MODULES AND CERTIFICATE STATUS IN 2011, BY PROGRAM**

Program	Period reported	Total students	Passed an accredited module		Passed accredited module but no Certificate issued in 2011	
		N	N	%	N	%
Abilities for All	2011	175	158	90.3	40	22.9
Aboriginal Access Centre	2010-2011	2,044	1,078	52.7	828	40.5
LSS Pilot	2011	67	63	94.0	44	65.7
Tauondi	2011	600	404	67.3	354	59.0
VET to Work	2009-2011	68	63	92.7	33	48.5
SA Works	2009-2011	4,563	2,063	45.2	1,282	28.1

With these cautions in mind, it can be seen that accredited module completion rates are extremely encouraging for the LSS Pilot, *VTW Disability* and *Abilities for All* Programs, and for Tauondi College, encouraging, especially when compared with wider VET system completion rates. In making this comparison it is important to separate course completions from subject load pass rates<sup>16</sup>.

Using a longitudinal dataset of VET course enrolments and tracking a sample of students participating in accredited training over three years, NCVER<sup>17</sup> has provided this information on completions:

- The **national** estimated completion rate for VET enrolments at Certificate I and above is 28.4% (for qualifications commencing in 2008) while the **subject load pass rate** is much higher at **80.4%**. Those enrolled at Certificate III, IV and Diploma level had the highest completion rates.
- The **South Australian** completion rates in **2008** were 35.2% for qualification completion and **87.3%** for subject load pass rate. These were the highest subject load pass rates in Australia.
- Students aged 25 years and under, with no previous post-school qualification have a national estimated subject load pass rate of 77.5%. In South Australia this pass rate is **85.4%**, again the highest in Australia.

<sup>16</sup> NCVER (2011: 9, see full Reference below, defines subject load pass rate as 'the ratio of hours, or full year training equivalents, attributed to students who gain competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew.' A more simple definition is provided in another NCVER publication from the same year (*Vocational Training and Social Inclusion: at a Glance*) which defines **Load Pass Rate** as 'the proportion of subjects passed'. **The reviewers are assuming this is a reasonable point of comparison.**

<sup>17</sup> NCVER (2011) *Australian vocational education and training statistics: the likelihood of completing a VET qualification 2005-2008*, National Centre for Vocational Education Research

- In **2010** national load pass rates were at **80.9%** for *all VET students* and at the following rates for these six disadvantaged groups:
  - ⇒ Students from remote and very remote areas – **83.9%**
  - ⇒ Students in SEIFA Quintile 1 (most economically and socially disadvantaged) – **78.9%**
  - ⇒ Students with less than Year 12 educational attainment – **77.7%**
  - ⇒ Students with disability – **71.9%**
  - ⇒ Indigenous students – **72.4%**
  - ⇒ Students for whom English is not their first language – **75.1%**.

**ACCREDITED CERTIFICATES ISSUED**

Limited data cleaning regarding certificates issued was undertaken by DFEEST and compilation tables provided to WISeR for incorporation into the report as a means of estimating course completions. However, the data provided relates to the *number of accredited certificates issued* by program and year which does **not** equate to *number of students issued* with certificates. It is possible that some students were issued with more than one certificate in a year, so the number of students issued with certificates may be lower than the figures indicated in *Table 19*. It should also be noted that data were unable to be extracted for certificates issued for non-accredited training.

**TABLE 19: NUMBER OF ACCREDITED CERTIFICATES ISSUED, BY PROGRAM AND YEAR**

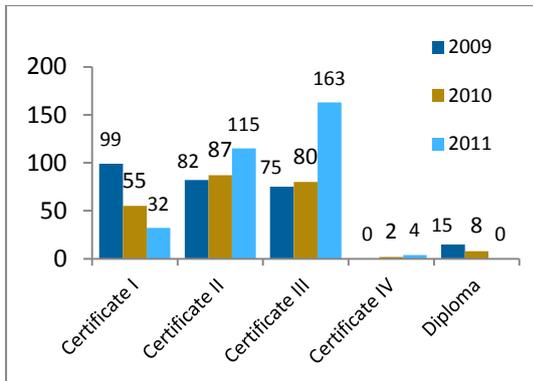
Program	2009	2010	2011	Total
SA Works	271	232	314	817
VET to Work		14	20	34
Aboriginal Access Centre		122	325	447
Tauondi College			55	55
LSS Pilot			17	17
Abilities for All			126	126

*Note, shaded areas reflect either years where data was not collected (e.g. program did not exist), or data unable to be utilised.*

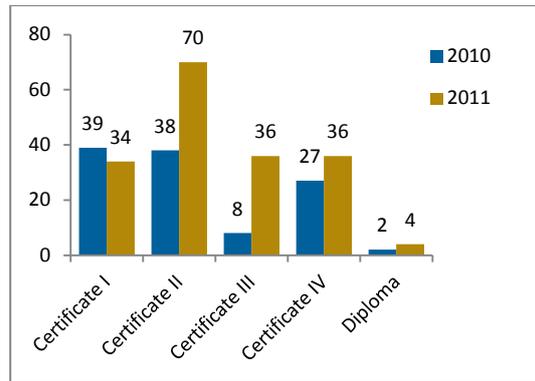
The number of accredited certificates issued by certificate level and year is shown in *Figure 8 to Figure 12* below, for the SA Works, Aboriginal Access Centre, VET to Work, Tauondi College and LSS Programs.

According to data provided, the *Abilities for All* Program recorded **126 Certificate IIs** issued in 2011 (no certificates at any other level).

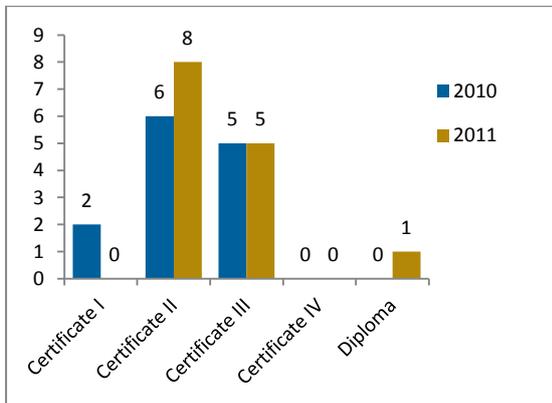
**FIGURE 8: NUMBER OF CERTIFICATES ISSUED BY CERTIFICATE LEVEL, SA WORKS 2009-2011**



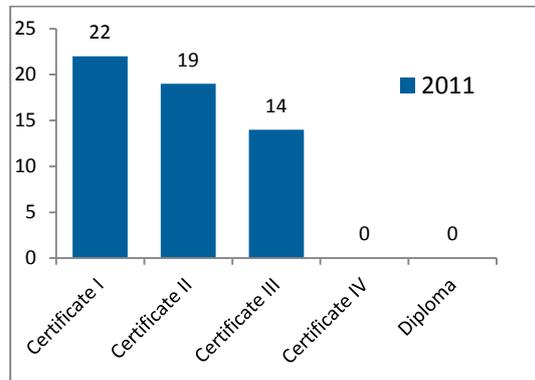
**FIGURE 9: NUMBER OF CERTIFICATES ISSUED BY CERTIFICATE LEVEL, ABORIGINAL ACCESS CENTRE 2010-2011**



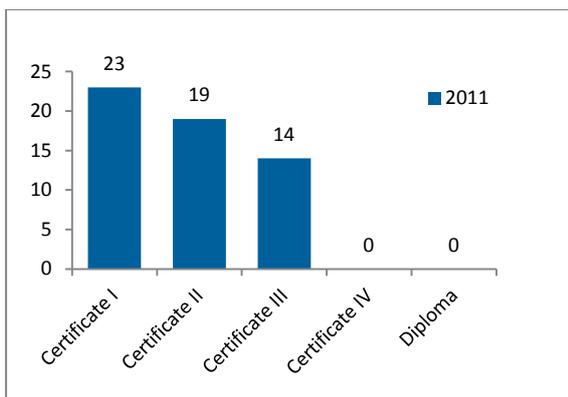
**FIGURE 10: NUMBER OF CERTIFICATES ISSUES BY CERTIFICATE LEVEL, VET TO WORK 2010-2011**



**FIGURE 12: NUMBER OF CERTIFICATES ISSUES BY CERTIFICATE LEVEL, LSS PROGRAM 2011**



**FIGURE 11: NUMBER OF CERTIFICATES ISSUES BY CERTIFICATE LEVEL, TAUONDI COLLEGE 2011**



## 6.4 COMPARING COMPLETION OUTCOMES WITH SUPPORT COSTS

It is important to analyse these support costs against the outcomes achieved by participants in the six Programs to determine whether this funding can be considered to be an investment.

*Table 11* depicted the average cost of supporting each participant during 2011 in the six Programs reviewed and estimated that support typically averages between approximately \$2,000 and \$3,700 per year per participant.

In *Table 20* those average costs are presented against known completion rates for both accredited and non-accredited module or unit based training, by Program, and for the year 2011.

**TABLE 20: SUMMARISING AVERAGE COSTS ACROSS PROGRAMS**

Program	No of Students in 2011	Average Cost per student in 2011	% completing Accredited module in 2011	% completing Non-Accredited training in 2011
Abilities for All	175	\$2,857	90.3	n.a.
Aboriginal Access Centre	1,144	\$2,644	68.0	83.6
LSS Pilot – budgeted	130	\$3,174	94.0	77.8
Tauondi College	600	\$3,708	86.5	91.6
VTW Disability	49	\$2,143	84.4	70.0
SA Works, all Regions	4,360	\$937	85.6	98.8

Ideally, average costs should be compared against completion of whole qualifications, but this has not been possible in the face of data constraints discussed earlier. Nevertheless, module and unit based completion rates are high to very high across the six Programs, and suggest that the support costs applied are a worthwhile investment.

**Being able to track students over time, through to employment and for at least the first three years of employment, would enable a thorough analysis of costs, investments and outcomes, so the conclusions drawn here should be taken as preliminary.**

### CONCLUSION: EFFECTIVENESS AND EFFICIENCY OF SUPPORT PROVIDED

Based on the outcomes being achieved in levels of retention in study and completion of units and modules, especially in accredited training, it is reasonable to conclude that the resources being applied to supporting disadvantaged learners in these six Programs are more likely to represent an investment rather than a cost with no return.

However, there is a need to ensure more accurate and consistent data collection, and ideally, longitudinal data that tracks individual progress, to be fully confident about this conclusion – see *Recommendation 4*.

**RECOMMENDATION 4**

IT IS RECOMMENDED THAT INFORMATION REGARDING COMPLETION OF QUALIFICATIONS BE ENTERED INTO DATASETS, BY COURSE AND AQF LEVEL, AND BE MONITORED CLOSELY BY PROGRAM MANAGERS TO ENSURE THAT THIS IS ACCURATE, SO THAT OUTCOMES CAN BE MORE COMPLETELY ANALYSED.

IF RESOURCES CAN BE MADE AVAILABLE, IT IS ALSO RECOMMENDED THAT LEARNERS BEING SUPPORTED BE TRACKED OVER TIME, THROUGHOUT THEIR VET PARTICIPATION AND BEYOND INTO EMPLOYMENT. WITH UNIQUE IDENTIFIERS THESE LEARNERS COULD THEN HAVE THEIR SUPPORT INPUT COSTS ANALYSED AGAINST VET OUTCOMES AND AGAINST EMPLOYMENT OUTCOMES.

## 7 CONCLUSIONS

### 7.1 OPTIMAL ENABLERS OF CURRENT MODELS OF SERVICE

Consistently across the six programs, several critical enablers of success are evident:

- ☑ The **case management** approach (tailored for learning or employment purposes)
- ☑ **Partnerships** developed as part of a case management approach
- ☑ **Flexibility** that enables tailoring of services and supports to address individual need.
- ☑ **A user-friendly and safe learning environment.**

#### 7.1.1 CASE MANAGEMENT

The key strength of the learner case management model is its capacity to address high level, complex and multiple need for students who may otherwise struggle and drop out of mainstream VET courses. By addressing a range of learner needs, it can minimise the negative impact of non-learning needs and enhance the opportunity for learners to engage with study, and ultimately with work.

Anecdotally, the number of learners with significant and complex needs is reported to have increased substantially in the past five years or so, at least in the TAFESA sector which has a tradition of addressing access and equity issues (in contrast to many private RTOs, except those aimed at particular disadvantaged cohorts). TAFESA Student Services representatives and those from the LSS Pilot, *VTW Disability*, and *Abilities for All* programs have identified learner case management as an appropriate and effective model for supporting learners with these needs.

Similarly, representatives from Tauondi College and the Aboriginal Access Centre share this view as most of their learners have multiple and complex needs. In addition, the model is reported as supporting a culturally inclusive approach to VET participation, and reflecting an approach to Aboriginal learners which has been pursued by both programs for some time. The one on one relationship between learners and their case managers is also seen by both programs as providing an essential foundation for the support which is then provided, and sustained over time.

Representatives from *SA Works Working Regions* also confirm engaging partners to provide wrap-around services utilising a case management approach in order to support disadvantaged and disengaged participants in their training and employment projects.

#### 7.1.2 PARTNERSHIPS

Essential for the services provided under the case management model of support are partnerships with a range of other programs and services. These partnerships are also nominated by all six Programs as critical enablers for supporting disadvantaged learners.

These range from informal working links to more formalised agreements to work in collaboration with a view to providing support for targeted learners. An example of the latter is the agreement between specific DES agencies and specific RTOs (teaching and support staff) which is central to the *VTW Disability* Program. Exemplifying the former are the wider links with community services that can be

drawn on as needed (rather than on a day to day basis) that are characteristic of several of the Programs under review.

Given the ultimate outcome sought from engagement in VET, especially at Certificate III and higher levels, is skilled employment, partnerships with employment services specialising in working with disadvantaged groups (DES, JSA agencies) should be considered to be among the core group of partnerships associated with supporting learners with complex needs. This supports both work experience during VET programs and transition to post-VET employment. Such partnerships highlight the importance of case management which extends beyond VET sector boundaries.<sup>18</sup>

Research from the Brotherhood of St Laurence takes the VET-employment services partnership further, finding that support should be designed as an integrated package of training, work experience and health and welfare support, tailored to individual need, and provided over a period of nine to eighteen months and linked ultimately to placement with an employer.<sup>19</sup>

Associated with many of the partnerships identified is a leveraging of funding from a range of sources beyond the Programs' core funding provider. This is presented by Program representatives as a partnering rather than a simple funding relationship, mainly because the programs are delivering services that support the funding partner's own goals and policy agendas.

### 7.1.3 FLEXIBILITY

It has been evident in the feedback provided in relation to all six Programs that building in sufficient **flexibility** to enable programs to tailor their resources to individual learner need, and/or to the location or context in which the program is operating, is critical to achieving retention and completion outcomes, as well as meeting other less measurable outcomes for learners.

Flexibility begins with a funding model that enables programs to adapt and tailor their support to individual need, and extends through the delivery of those programs. Those consulted have all stressed the importance of having the capacity to be responsive and to avoid applying a 'one size fits all' approach to supporting people in their programs.

A major success factor for the *VTW Disability* program (which distinguishes it from many programs aimed at students with disability) is its model of support that avoids confining students with disability into a particular training program at a particular level. The program provides a support and transition service that respects the student's choices and encourages their ambition to progress and attempt the highest level of training they can, while providing realistic career guidance. It integrates them into mainstream training and open employment.

Representatives from the Aboriginal Access Centre and Tauondi College both emphasise flexibility and the tailoring of training and supports as being critical for achieving successful vocational and non vocational outcomes. In particular, having

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<sup>18</sup> Hargreaves J (2011) *Vocational training and social inclusion: at a glance*, NCVER Adelaide, page 8; Nechvoglod L & Beddie F (2010) *Hard to reach learners: what works in reaching and keeping them?* Adult Community & Further Education Board, Melbourne; North S, Ferrier F & Long M (2010) *Equitable and inclusive VET*, National VET Equity Advisory Council, Melbourne

<sup>19</sup> Nicholson T (2010) *Work the problem: Tony Nicholson piece*, Brotherhood of St Laurence, Melbourne [www.bsl.org.au/pdfs/Nicholson\\_Age\\_Work\\_the\\_problem\\_30-08-2010.pdf](http://www.bsl.org.au/pdfs/Nicholson_Age_Work_the_problem_30-08-2010.pdf) (viewed 29/5/12)

the capacity to support learners who fluctuate between engagement and disengagement in their training programs, and providing guidance to those learners to re-engage rather than withdraw from their studies is seen as essential to achieving completion of studies and building a pathway to employment.

*Abilities for All* program representatives also identify the importance of flexibility. Learners can complete courses over an extended period of time, even though course length is 12 weeks, and they can continue to receive support over a full 12 month period.

#### 7.1.4 A USER-FRIENDLY AND SAFE LEARNING ENVIRONMENT

The environment in which learning takes place is critical to the success of the *Abilities for All*, *SA Works Working Regions*, Tauondi College, and Aboriginal Access Centre Programs. Representatives from these Programs have emphasised the difficulties experienced by their learners in relation to 'mainstream' training settings. Training is conducted in community centres across South Australia for the first two programs, and these venues are by nature friendly, open places which encourage community participation. The environment is supportive, flexible to the needs of the individuals, and thereby conducive to learning.

In *Section 2.2.1*, we identified a continuum of support, the early component of which involved a supported pathway leading to Certificate III and higher VET participation. Part of the effectiveness of those pathway initiatives lies in the safety of their learning environment. This is a lesson that has been apparent for some time in the ACE sector which is a recognised pathway to accredited VET participation, and is also part of preparatory training that includes the building of literacy, numeracy and language skills.

The two Aboriginal programs deliver their training in similarly user-friendly environments, to which is added the important element of cultural safety and cultural inclusiveness. The Aboriginal Access Centre representatives report that enabling students to transition to broader TAFESA training, and support services, is a challenge as students tend to be wary of leaving the supportive, culturally specific, and known environment of the Centre's program. Tauondi College representatives report that the recognition by Aboriginal communities of the College's culturally safe and inclusive environment is critical to reaching disengaged Indigenous learners. The College has achieved significant success in simultaneously addressing the requirements of its main funder, DFEST, and the needs of Aboriginal people.

It is also important to acknowledge the mutually reinforcing impact of flexible delivery and user-friendly, safe learning environments.

#### 7.1.5 OTHER ENABLERS

*SA Works Working Regions* program representatives also identify as critical enablers linking training to regional skill shortages and to real employment opportunities, together with tailored approaches to training and partnership strategies.

The Aboriginal Access Centre, *VTW Disability Program* and LSS Pilot all initiate their support by the time of enrolment. This **early intervention** is seen as a critical enabler of positive VET outcomes. It is not possible within the scope of the present Review to determine the extent to which early intervention is a feature of these Programs. However, from our previous evaluation of the *VTW Disability Program* it was evident that the supported pathway to VET built during the upper secondary years via VET in Schools as part of the *State Transition Program* had been extended to the *VTW*

*Disability Program* for a significant proportion of its participants. It is not possible for other Programs to realise early intervention on this scale, but it will be important for this to occur from the point of enrolment in VET.

The *Abilities for All* program representatives identify these critical enablers:

- **Voluntary participation** - All participants undertaking this program are doing so of their own free will. There is no compulsion, no threat of the loss of benefits, and no pressure applied to individuals.
- **Mentors/coaches** - The use of mentors/coaches to guide participants through the program increases the likelihood of success. All mentors/coaches are qualified trainers, they specialise in working with people with a disability, and take the next step with participants to guide them through any issues they may be having, both in terms of their learning, and any other barriers they face. Their role means they work with participants through job search, assist employers to maximise the success of the job placement and provide continuing post placement support.

## 7.2 CHALLENGES EXPERIENCED

### 7.2.1 ADDRESSING COMPLEX, MULTIPLE AND SIGNIFICANT NEED

An over-arching challenge shared by all six Programs is effectively meeting the needs of their participants, whose disadvantages are typically multiple, complex and significant. However the case management approach and its associated partnering, together with flexible and tailored support constitute an appropriate means of addressing such need.

### 7.2.2 SUPPORTING LEARNERS IN RURAL AND REGIONAL LOCATIONS

The LSS Pilot, *Abilities for All* and *SA Works Working Regions* all report the challenges faced in providing support in rural and regional locations, where resources need to spread thinly to accommodate barriers of distance and time. For example, the LSS Pilot representatives report difficulties in sourcing appropriate tutors to support their learners. TAFESA metropolitan Institutes have more support staff, spanning a range of roles (career development officers, disability officers, student counsellors, Learning Support officers) whereas TAFESA Regional is more likely to have one or two officers who multi-task across these roles (with the exception of Learning Support Officers). LSS services may well be provided as an add-on to existing roles.

### 7.2.3 EFFECTIVE COMMUNICATION WITH PARTNERS

Program representatives report as their main challenge developing effective and consistent communication between TAFESA Student Services and DES officers. There was an assumption that communication would evolve over time, particularly as the DES workers and Student Services officers worked together to develop a support plan for the students. However, it has become clear that much more directed intervention by the co-ordinators is needed to encourage this communication. The program has developed a series of written fact sheets for all parties involved to assist with understanding across the two sectors of VET and employment services as well as in clarifying various roles. However, those interviewed also perceive communication as being more difficult to expedite due to lack of full integration of Program delivery in the RTO setting.

This challenge highlights the difficulties that can be experienced in partnerships, and while other Programs have not identified these, it can be assumed that they would be experienced in varying degrees, particularly when Programs operate across sectors.

#### 7.2.4 ENSURING ROBUST DATA COLLECTION

The Review team has already reported difficulties in obtaining reliable data from the Programs, and representatives of two Programs (LSS Pilot and *VTW Disability*) have identified unanticipated (at the time of program design) problems with their databases.

As discussed in *Section 0*, there is a need to ensure that data entry is accurate, follows agreed methods of recording, and does this consistently. The reviewers recognise that those entering data for the Programs may not be adequately trained to do so, and to understand the importance of accurate entry. **Recommendation 1**, in *Section 0*, has been designed to address this issue.

This issue is not confined to the six Programs under review – this is a VET sector-wide challenge, noted by NCVET in its review of social inclusion initiatives in VET.

**One challenge to be addressed is the state of our data. Disadvantage is tricky to identify and measure. The lack of a complete collection of data for all VET students – private as well as publicly funded – hampers our understanding of how well VET is meeting the challenge of social inclusion. While improvements to data will not solve disadvantage, good data are needed to underpin understanding and sensible policy initiatives (Hargreaves J, *Vocational training and social inclusion – at a glance*, 2011: 10).**

### 7.3 CONCLUDING OBSERVATIONS

Participation in education and training is important for national productivity while representing a critical social inclusion mechanism. Student support services are therefore an essential component of this dual edged outcome because individuals will vary in their capacity to participate and in their need for assistance in overcoming barriers to their participation.

The VET sector provides opportunities for a broad range of Australians, including those who have been failed by other education sectors, and as such, equity is an essential feature of VET.<sup>20</sup> Analysis by NCVET of data from 2006 to 2010 shows an increase in the proportion of students from disadvantaged groups participating in, and completing, their VET studies.<sup>21</sup>

Support services, and effective models of support, are therefore, becoming increasingly important and can be expected to continue to do so. Supported pathways to Certificate III and above training are also critical to ensuring that national targets can be met to increase the number of Australians with these qualifications. While a number of researchers have confirmed that graduates with Certificate III and above also have better employment outcomes than those with completing a lower level qualification, these researchers have noted the value of training below this benchmark as providing a pathway to higher qualifications as well

<sup>20</sup> Karmel T (2010) 'The future of VET: or Allen Ginsberg revisited', in Beddie F & Curtin P (eds) *The future of VET: a medley of views*, NCVET, Adelaide

<sup>21</sup> Hargreaves J (2011) *Vocational training and social inclusion: at a glance*, NCVET, Adelaide, page 3

as a range of personal benefits and foundation skills including literacy and numeracy<sup>22</sup>. The National VET Equity Advisory Council notes that these pathway programs should not be overlooked in achieving goals for increased higher level qualifications.<sup>23</sup>

The six Programs reviewed represent the continuum of support involving pathways that facilitate effective engagement in Certificate III and above VET as well as support that addresses barriers to participation at all levels of VET.

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<sup>22</sup> Long M & Shah C (2008) *Private returns to vocational education and training*, NCVER, Adelaide; Leigh A (2008) 'Returns to education in Australia', *Economic Papers*, 27 (3), pp 233-249; Karmel T & Nguyen N (2007) *The value of completing a vocational education and training qualification*, NCVER, Adelaide

<sup>23</sup> NVEAC (2010) *Equity blueprint creating futures: achieving potential through VET*, National VET Equity Advisory Council, Melbourne

## Appendix A. PEOPLE CONTRIBUTING TO THE REVIEW

Peter Bates, Principal Program Officer, Principal Programs Officer, Foundation Skills Unit, Participation and Equity Directorate

Carmen Bliss, Student Careers Officer, TAFESA Regional, Mt Gambier Campus

Jane Bryant, Learning Support Services Case Manager, TAFESA North

Cheryl Cairns, Training Manager, Aboriginal Access Centre, TAFESA Regional

Simon Cho, Trainer/Mentor, *Abilities for All* program

Christa Christaki, Director, Participation & Equity Directorate

Kerry Daly, Information, Library and Student Services Manager, TAFESA South

Ailsa Fahy, Manager, Planning and Performance, Strategic Policy, Resources and Finance Directorate

Paul Gaertner, Training Manager Bedford Industries, *Abilities for All* program

Katrina Holmes, Disability Officer, Information, Library and Student Services TAFESA South

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Ruth King, Senior Program Officer, Directorate Coordination Unit, Participation and Equity Directorate

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John May, *SA Works* Regional Coordinator, Eastern and Western Adelaide

Marg Mibus, Director, Aboriginal Access Centre, TAFESA Regional

Carol Mitic, Principal Policy Officer, Participation Policy Unit, Participation and Equity Directorate

Tricia Murphy, Trainer/Mentor, *Abilities for All* program

Tadashi Nakamura, Tauondi College

Mark O'Conner, Training Officer, *Abilities for All* program

Veronica Ormerod, Senior Counsellor, Information, Library and Student Services TAFESA South

Michelle Potts, Principal Social Policy Officer, Policy and Intergovernment Relations Unit, Strategic Policy, Resources and Finance Directorate *and* Secretariat, SCOTese Access and Participation Principal Committee

Alyssa Ratzmer, *SA Works* Regional Coordinator Murraylands

Dianne Richter, *SA Works* Regional Coordinator, Southern Adelaide

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## Appendix B. LIST OF ABBREVIATIONS

ACE	Adult and Community Education
APPC	Access and Participation Principal Committee (APPC)
COAG	Council of Australian Governments
DEEWR	Dept of Education Employment and Workplace Relations
DES	Disability Employment Service
DFEEST	Dept of Further Education Employment Science & Technology
JSA	Job Services Australia
LSS	Learner Support Services (Pilot)
NGO	Non Government Organisation
NVEAC	National VET Advisory Council
PPP	Productivity Places Program
RTO	Registered Training Organisation
SCOTese	Standing Council on Tertiary Education Skills and Employment
TSO	Training Support Officer
VET	Vocational education and training
VTW	VET to Work (Disability program)
WELL	Workplace English Language and Literacy

## Appendix C. GUIDING INTERVIEW QUESTIONS

1. Which groups of learners are targeted by your program? What are their main needs?
2. What outcomes are you seeking for them?
3. Which of the following learner supports does your program (insert name) provide?
  - Individual assessment of needs before commencing the program
  - Learner Case Management for support with living, personal needs etc
  - Learner Case Management for support with study and learning eg in class tutoring and support, study skills support
  - Learner Case Management for support with transition issues, eg to employment
  - Mentoring, advice, guidance – including arranging for peer support
  - Referral and liaison with other services or programs
  - Advocacy
  - Career advice
  - Supported work experience
  - Brokerage into employment
  - Post employment placement support
  - Other (Please describe)
4. Which of the above would you NOT be able to provide/have to provide significantly less of, without the funding available through the program?
  - Individual assessment of needs before commencing the program
  - Learner Case Management for support with living, personal needs etc
  - Learner Case Management for support with study and learning
  - Learner Case Management for support with transition issues, eg to employment
  - Mentoring, advice, guidance
  - Referral and liaison with other services or programs
  - Advocacy
  - Career advice
  - Supported work experience
  - Brokerage into employment
  - Post employment placement support
  - Other (Please describe)
5. What are the other programs, *outside of DFEEST*, to which you refer the learners being supported (eg JSA services, DES services, Centrelink)?
6. What are the other programs and/or services (eg TAFESA Student Support Services), *within DFEEST (and including any of the six programs which are the subject of the concurrent review)*, to which you refer the learners being supported?

7. What are the main sources providing *referrals into* your program?
8. Could you please outline how you provide case management and wrap-around service support as part of the program? Eg do you outsource? Provide from existing personnel resources – if so, which ones?
9. With whom have you had to develop your main working relationships (within and external to DFEEST/TAFESA?)
10. How many *hours of support per student per year* are funded by your program?
11. Does your program tap into funding provided by:
  - a. Other **State Government** programs (if YES, please specify)
    - NO
    - YES (please specify)
  - b. **Commonwealth Government** programs (if YES, please specify)
    - NO
    - YES (please specify)
12. Are any of the learner support services being provided delivered via **partnership funding**?
  - NO
  - YES (please specify)
13. On the whole, how **effective** do you believe the learner support model being applied by your program is for its target group of learners? (eg in achieving completions and other outcomes) (Explore reasons)
14. On the whole, how **appropriate** do you believe the learner support model being applied by your program is for its target group of learners? (eg in meeting their needs) (Explore reasons)
15. What do you see as the main *strengths and weaknesses* of this learner support program, for example, what is working well and where there is scope for further improvement?
16. What are the main *barriers and challenges* associated with the design and implementation of this learner support program?
17. Are there any **other issues** you would like to raise for the review?

## Appendix D. THE LEARNER SUPPORT SERVICES PILOT

The Learner Support Services (LSS) Pilot is providing case management support for the most disadvantaged students in order to:

- ⇒ address barriers to learning,
- ⇒ support retention in training and
- ⇒ assist students to complete their qualifications and transition into employment.

The LSS Pilot is integrated into TAFESA Student Support Services, with existing Student Support Officers acting as case managers and in the case of TAFESA North, funding being used to employ a specific LSS Case Manager. Furthermore, Program representatives report that strong links have been built, and continue to be built, with TAFESA Teaching staff. The Pilot funds in-class tutoring with Lecturers being able to select those tutors. This means that integration is occurring in both teaching and student support provisions, enabling both groups of staff to extend existing provisions to better meet the needs of disadvantaged learners.

However, the degree of integration varies across the three Institutes, being more extensive at the time of reporting in TAFESA South than in the other two Institutes, at this stage.

It is evident that the model is being applied differently in each Institute, and more intensive evaluation than is possible in this Review will be needed to identify the advantages and disadvantages of the different application approaches. There will be a need to observe the implementation of the model over time to better isolate the impact of the different applications. For example, TAFESA Regional currently has one campus with a designated LSS Case Manager who is also a Student Support Services Officer, and the Review team have been advised that expansion of this application of the model to a further five sites is planned for the coming semester.

However, because flexibility has emerged from this Review (see *Section 7.1.3*) as a critical enabler of support, and in particular of the case management model, it will be important for that analysis to relate to the context in which each Institute is operating.

With these cautions in mind, it is reasonable to conclude that there is a good 'fit' between the learner case management approaches characterising the services of the Pilot and those of TAFESA Student Support Services.

Representatives from TAFESA Student Support Services report that they have moved increasingly to a learner case management approach, largely in response to increasing numbers of learners with complex and significant needs. Individualised, wrap-around service support has been provided for learners considered to be 'at risk', for example, those under Guardianship of the Minister, and represents what is described as 'a philosophical shift'. This increase is seen as occurring in the last five years or so.

### ACCESSING THE PROGRAM

LSS Pilot target groups include:

- ✓ People on a low income

- ✓ People with low prior educational attainment
- ✓ Young people under the Guardianship of the Minister
- ✓ Sole parents
- ✓ Teenage parents
- ✓ Women returning to work
- ✓ People who are or were subject to the justice system
- ✓ Refugees
- ✓ Indigenous people
- ✓ People with disability.

Participating students must agree to undergo an assessment process to determine their support needs and agree to the development of a support plan.

Students must meet the following eligibility criteria:

1. Be on a low income (eligible for fees concession) AND
2. Not have completed a Certificate III or higher qualification (or Cert IV in English) OR
3. Be under or previously under a Guardianship of the Minister order OR
4. Be a single or teenage parent referred to training under a new National Partnership - *National Partnership on Training Places for Single and Teenage Parents*<sup>24</sup> OR
5. Have a proven or certified disability (ie confirmed by a medical practitioner), be willing to develop a personal Disability Access Plan and have a complexity score of 2 or above (ie normal Student Services support is not sufficient).<sup>25</sup>

Funding has been made available for **50** students who meet this eligibility criterion in 2012.

Learners are referred to the program in a number of ways, with the most common being through TAFESA Student Support staff, TAFESA Teaching staff, and self-referral.

## SUPPORT SERVICES PROVIDED

Students are provided with LSS services, based on an agreed support plan flexibly applied across a suite of services, to address the individual and changing needs of the learner throughout their study and into employment.

LSS services can be grouped across three domains:

- I. **Learning Support** (includes assistance with language, literacy and numeracy, study skills, attendance, managing the learning environment, advocacy and liaison with lecturers and with Student Support Service officers, in-class support, course and career counselling, referral and advocacy). Program representatives note that in-class tutoring support has been found to benefit other learners in the classroom, offering resource efficiencies through group support, and that a significant proportion of Program funding is channelled to in-class tutoring.

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<sup>24</sup> This is an additional eligibility criterion applied from Semester1 of 2012.

<sup>25</sup> This is an additional eligibility criterion applied from Semester1 of 2012.

- II. **Living Support** (includes assistance with personal, social, emotional and family issues, carer or parenting responsibilities, health, finance, transport, accommodation and legal issues and with cultural issues).
- III. **Transitions Support** (includes study transition, employment transitions and liaison with employment services).

Support includes an initial assessment of support needs and development of a support plan and may include (depending on individual need): personal support and mentoring; study skills support; liaison with and referrals to external services; career guidance; in-class support; vocational placement and volunteering support and support for transitions into VET and from VET to employment.

At the time of review, the Pilot has completed its first semester and is half way through its second 6 months and is being delivered by TAFESA through their Student Support Services. An external evaluation of the first 12 month trial with TAFE SA will take place by the end of August 2012. Phase 2 will see delivery extended to include selected Registered Training Organisations (RTO) and ACE Providers, commencing in July 2012.

## Appendix E. THE VET TO WORK DISABILITY PROGRAM

The *VET to Work (VTW) Disability Program* provides a case management support service, including career guidance and work experience placements, to people with disability during their training, followed by a seamless transition into open employment with ongoing support as required.

The Program is resourced by DFEEST and a selection of Commonwealth Disability Employment Services (DES) providers to provide case management services and work placement to increase VET and employment outcomes for people with disability.

The funding for coordination and delivery of VTW support services is provided as a contract agreement to a DES provider. Participating DES providers agree to make an in-kind contribution of 10 hours of one-on-one support to organise and support study related work placements/work experience or undertake employment preparation activities with each student nearing the end of their studies.

Contract management and program development is provided by DFEEST's Policy and Intergovernmental Relations Unit with the intention of developing a model for systemic application across the VET sector.

### ACCESSING THE PROGRAM

The Program targets people with disability participating in accredited VET programs.

Key eligibility criteria are that learners are:

- ✓ assessed as having a disability severe enough to be eligible for DES services at the completion of their course;
- ✓ prepared to seek employment at study completion; and
- ✓ intend to complete a full certificate.

Students are referred by participating DES providers, participating Registered Training Organisations (RTO) lecturers and Student Services staff, via the *School to VET State Transition Program* (a South Australian school-based program that supports students with a disability in their last 12 months of schooling), or by self referral. The *State Transition Program* utilises the same case management model as LSS and *VTW Disability*, providing a supported pathway into VET via VET in Schools studies, which is extended in the *VTW Disability* program by providing a supported pathway to employment.

Assessment of learner need is undertaken by DES co-ordinators working with the Program.

One DES provider is contracted to co-ordinate the *VTW Disability* program but this agency also encourages participation by other DES agencies in providing the case management support to students participating in the program. The DES Co-ordinator interviews and assesses the students. The coordinator and each support worker, liaise closely with Student Services Officers in TAFESA. *VTW Disability* is also provided in St Patrick's Technical College where the DES support person works with the relevant key teacher who develop a Disability Access Plan for the student and advocates on behalf of learners with teaching staff.

## SUPPORT SERVICES PROVIDED

DES officers work in conjunction with the RTO's student support staff to provide a disability-specific case management service that builds on the general support services available within the RTO.

Participating students are provided with support to register as DES clients during or following completion of their studies, receiving ongoing disability specialised employment support to obtain and sustain employment in the open employment market.

Up to 30 hours on average of individualised case management is funded to be provided by DES officers. This includes personal support/mentoring, career advice, tutoring, advocacy and liaison.

Analysis of the Program's 2011 Report shows that support hours varied widely across the **63** learners supported in that year.

- ⇒ 23.8% (15 students) received no support
- ⇒ 63.5% (40 students) received up to 30 hours of support
- ⇒ 12.8% (4 students) received between 31 and 40 hours of support
- ⇒ 12.8% (4 students) received more than 50 hours of support.

This provided an average of 13.4 hours per learner, and if those receiving no support are removed, an **average of 17.9 hours** was provided. This is significantly less than the 30 hours targeted, but the wide variations in support also demonstrate the range and level of disabilities involved, and the need for flexibility in applying support hours.

## Appendix F. THE ABILITIES FOR ALL PROGRAM

The *Abilities for All* program has been in operation since 2003, and is a collaborative arrangement between DFEEST and the Bedford Group (the largest employer of people with a disability in South Australia) in partnership with community centres in the Community Centres SA network (formerly Community and Neighbourhood Houses) across South Australia.

The program's primary objective is to enable people with a disability to undertake non-accredited 12 week training courses in the ACE (Adult and Community Education) sector, in a supported environment designed to increase their skills and confidence, and increase their opportunities of gaining employment.

**160** job seekers with a disability are supported annually through the Program to work one on one with one of the Program's 14 Case Managers, who are known as trainers/mentors. These are partially funded by *Abilities for All*, and supplemented by Bedford Industries own resources. These are qualified trainers who specialise in working with people with a disability, and taking the next step with participants to guide them through any issues they may be having, both in terms of their learning, and any other barriers they face. Their role means they work with participants through job search, assist employers to maximise the success of the job placement and provide continuing post placement support. Bedford Industries is also a JSA, which enables smooth transition to JSA services (either Bedford's or those of other JSA providers).

### ACCESSING THE PROGRAM

The program targets people with a disability who are currently disengaged from work and learning, and registered with a Job Services Provider (JSA) or Disability Employment Services (DES) provider.

160 job seekers with a disability are supported annually with funding from DFEEST to work one on one with trainers/mentors. Program representatives report that they currently support **217** job seekers, given the high level of demand and long waiting lists for the program.

Participants must meet these criteria.

- ✓ Have a disability (assessed by a JSA or DES provider) and be aged 17-63 years
- ✓ Be registered with a JSA or DES provider.
- ✓ Be disengaged from study and work.

Referral to the program occurs through a range of sources, but in particular through JSA providers, DES providers, other disability providers, Centrelink, Community Centres, *SA Works Working Regions*, and NGO community services.

### SUPPORT SERVICES PROVIDED

Each participant's current skill level is determined in order to develop an individual employment and training plan. Participants then follow a path of non-accredited and accredited learning experiences – including life skills coupled with language literacy and numeracy - designed to enhance their skills, confidence and employability.

Significant flexibility is offered in the delivery of training, which although involving a three month timeframe, is accompanied by support that can be extended over a twelve month period, depending on learner need. The pace of learning is also flexible, being tailored to individual capacity. Following training, participants undertake work experience with the main aim of gaining employment.

Training is delivered in the learner-friendly environment of community centres across metropolitan Adelaide, and is coordinated by Community Services SA. The program operates for three days per week (3 hours per day) over a period of 12 weeks.

Recently, the program has extended its reach to support Indigenous students through an e-Learning pilot running in the APY lands, and a partnership through its Taperoo centre with Aboriginal Family Services in Port Adelaide.

Other e-Learning pilots are occurring in Berri, Port Pirie and Port Augusta, using a mix of Skype, on-tap email support, and once a month face to face meetings with learners.

The program employs 14 Case Managers, spread across four sites at Taperoo, Reynella, Bagster (Salisbury North) and Kadina. They are partially funded by *Abilities for All*, and supplemented by Bedford Industries own resources.

Case Managers provide a high level of 1:1 support to learners, involving:

- ⇒ **Personal/living support** – including personal counselling and support in relation to housing, finance issues, legal issues, and advocacy.
- ⇒ **Learner/study support** – the program originally funded TAFESA lecturers to come to Bedford to provide classroom-based training, while Bedford supplied in-class coaches. This was deemed unsuccessful because external trainers and a formal classroom context were found to be unsuited to their learner target group. Bedford took over the training, relocating it in community centres.
- ⇒ **Structured mentoring** - in-class support has been provided by ex-students who are trained to mentor current learners, and who are selected for this role by the Program's training manager. This strategy has been found to be very successful as the mentors understand the content of the training as well as the wider range of challenges the target learner group can face. They also reduce the workload of the training support training staff/case managers. Support provided by them includes career advice and job preparation skill development.

## Appendix G. THE ABORIGINAL ACCESS PROGRAM

The Aboriginal Access Centre has been operating in its present form since 2007 and provides a supportive, case management approach to the education of Aboriginal people with clear pathways to further education and employment. The Centre functions as a “transition” centre, to support Aboriginal people through Certificate I and II programs delivered by the Centre, and then into higher level certificates provided by TAFESA and/or employment. This is being achieved through the provision of intensive case management for Aboriginal students.

The Aboriginal Access Centre provides tailored and supported training, and critical to providing support are the Centre’s 12 Training Support Officers (equating to 8 FTE positions). In 2011, the Centre reports that it supported **628** learners.

### ACCESSING THE PROGRAM

The target groups are Aboriginal people undertaking Certificate I and II programs and more broadly, Aboriginal people participating in VET programs across all qualification levels.

Recently, the Aboriginal Access Centre has required students to provide a home address in order to be accepted for enrolment.

Apart from self-referral, the main sources referring students to the program are Centrelink, JSA agencies, DES agencies, Commonwealth Rehabilitation Services, and HETA (a not for profit community service provider).

### SUPPORT SERVICES PROVIDED

The purpose of the Aboriginal Access Centre is to enable the progression of all Aboriginal and Torres Strait Islander peoples through education to employment, and an equity with all Australians.

To achieve these outcomes the AAC –

- ⇒ Provides a case management service to all Indigenous learners in TAFESA.
- ⇒ Provides an identified learning pathway to employment for all TAFESA Indigenous learners.
- ⇒ Provides a case management service for Indigenous learners into their first 12 months of employment.
- ⇒ Delivers Certificate I and II level qualifications primarily in **preparatory** programs. However, some qualifications at Certificate III and IV are also provided.
- ⇒ Provides Language, Literacy and Numeracy programs to underpin accredited training
- ⇒ Provides in-class tutoring support.
- ⇒ Provides job preparation and soft skills development to enhance employability.
- ⇒ Partners with wider TAFESA programs to improve opportunities for all Indigenous participants.
- ⇒ Delivers a marketing program to raise awareness of educational opportunities to Indigenous Australians.

⇒ Delivers Cultural Awareness training (on a fee for service basis).

Aboriginal Access Centre Training Support Officers (TSOs) act as case managers, working with each student upon enrolment to provide an assessment of their current academic skills and to plan an education pathway to assist the student to reach their desired employment outcome. There are 12 TSOs (equating to 8 FTE positions, working across the State.

The TSO canvasses any issues that could prevent the student from attending classes (e.g. housing, health, income) and then acts as an advocate or links the student to an agency which can assist. TSOs are also the point of liaison with TAFESA Student Services officers.

The Aboriginal Access Centre aims to provide the same TSO to students for the duration of their study. This builds the relationship and rapport, and provides the student with a problem solving mentor.

The Aboriginal Access Centre consults with communities in the development of tailored programs, so that these are aligned with community needs and existing/potential employment opportunities in the region. With funding from FaHCSIA, it also provides a personal and community development program known as the *Rekindling Communities, Family Well-Being* program, which is an accredited course at Certificate I and II levels, and addresses loss, grief, domestic violence and child abuse issues. These are all issues that are known to impact on Aboriginal learners' ability to sustain their engagement with VET. Elements of the program are part of a program delivered in Port Augusta prison which has provided Certificate I in Introductory Vocational Education, and job readiness preparation delivered by a local JSA.

Apart from core funding from DFEEST, the Centre leverages funding from Commonwealth government agencies, FaHCSIA and DEEWR, and also sources funding from fee-for-service activities, for example, with the Aboriginal Lands Trust and from providing Cultural Awareness training to a number of organisations.

The Commonwealth Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) funds the Aboriginal Access Centre's *Rekindling Families, Family Well Being* Program. This foundation program is delivered across SA and has been designed by Aboriginal people for Aboriginal people to assist with loss, grief and domestic/child violence.

Other Commonwealth funding targeting Indigenous people is sourced from DEEWR. This includes support from the *Indigenous Employment Program* for mentoring, as well as for tutoring via the *Indigenous Tutorial Assistance Scheme* (which support students undertaking VET courses leading to the attainment of a Certificate III qualification).

The Aboriginal Access Centre has also received Productivity Places Program (PPP) funding which has supported 50 Aboriginal learners in the past two years, with a further 72 on the waiting list.

The Aboriginal Access Centre also generates funding through its partnerships with Jobs Services Australia (JSA) agencies. Students registered with a JSA are registered in one of four categories each reflecting a level of need, which in turn determines how much funding is attached to each individual. The AAC negotiates with the JSA to allocate required resources that cannot be provided as part of the Centre's funding

for its students. For example, the JSA will pay for licences for mining programs, clothing, mentoring, travel for students and similar costs associated with their participation in a TAFESA program.

Part of the budget allocated to the Aboriginal Access Centre is specifically designed to provide grants to assist students with course fees, with the Centre paying two-thirds of these fees in most instances.

## Appendix H. TAUONDI COLLEGE

Tauondi College (Tauondi Incorporated) is an autonomous institution governed by an all-Aboriginal Council and has operated since 1973 when it was formed as the College of Aboriginal Education. A Registered Training Organisation, the College is in a metropolitan locality (Port Adelaide) with one of the highest concentrations of Aboriginal Australians in the State.

Tauondi aims to provide a learning environment which encourages Aboriginal people to engage in the learning process across a range of levels from cultural and community-based through to vocational education and training in a non-threatening atmosphere of fairness and respect.

Tauondi provides (accredited and non-accredited) learning and skill development opportunities for Aboriginal people that reflect community needs and labour market demand.

### ACCESSING THE PROGRAM

Since its establishment, Tauondi College has become the single largest independent registered provider of vocational education and training exclusively for Aboriginal people in South Australia. However, in line with Tauondi's shift in the past five years or so to increase vocational skills and employment outcomes, the College does not accept an enrolment unless it is clear that the course forms part of a progression of knowledge and skill development which is directed at an employment outcome for the student.

Also of significance is that its target group is young, with a median age of 20 years, and one with multiple disadvantages. A significant proportion of Tauondi learners are socially and economically disadvantaged, an estimated 60 per cent have experienced long term unemployment, only 7.9% of those enrolled in 2010 had achieved Year 12, many have health issues such as diabetes and are considered to have some form of disability. Providing a culturally safe environment is also critical to enable their engagement with training.

The College has been expanding beyond its metropolitan student catchment area to provide services to regional and remote Aboriginal communities.

Key referral sources are schools, Aboriginal communities and learners themselves. Much of the promotion about Tauondi College is word of mouth, occurring through trusted intermediaries, for example, previous graduates.

### SUPPORT SERVICES PROVIDED

Tauondi College is guided by two Aims:

1. To provide a learning environment which encourages Aboriginal people to engage in the learning process across a range of levels from cultural and community-based through to vocational education and training which leads to an increased participation in employment.

2. To increase the opportunities for Aboriginal South Australians to share in the State's growing prosperity through the provision of training which provides the skills which enable them to access sustainable employment opportunities.

Consequently, the training provided reflects both the needs of Aboriginal communities and the range of skills in demand in the labour market, in order to enhance opportunities for Aboriginal people to achieve sustainable employment. The College embeds its support into its training delivery so that it can simultaneously address the barriers that impede Aboriginal learners' engagement in VET while providing them with the skills needed for sustainable employment. Teaching staff are described as being very 'hands-on' and involved with the range of needs of their students. In addition, Tauondi provides a range of preparatory programs, including literacy and numeracy, and basic IT skills training (which all Tauondi learners receive).

Teaching staff also identify students who can mentor other students, and support them to do this. This can occur in the classroom setting or separately on a one to one basis.

Case management is undertaken by two Student Support Officers who provide a range of supports across the spectrum of needs experienced by Tauondi learners. Tauondi also employs a Literacy and Numeracy specialist, a Career Development Officer and two Employment Services Officers who provide links with employers and continue their support post-placement in work. The College has developed a tailored assessment process which is undertaken as part of the enrolment process. Students receive literacy and numeracy in one of two ways – through the *Indigenous Tutor Assistant Scheme* (ITAS) or through the Workplace English Language and Literacy (WELL) program which supports learners at any AQF level.

Case management support is designed to address poor prior engagement with education or training, low levels of confidence and self-esteem, difficulties in balancing study commitments with family commitments, poor health, and a range of needs that include housing, transport, and child care. A holistic approach to learner need is considered essential and has marked Tauondi's approach to supporting its students.

The College also offers an Employment Mentoring support program which provides a mentor during work experience placements and following completion of training. This delivers advice, guidance and support in order to increase retention in employment. Mentoring can also be provided for employers who have little or no knowledge of Aboriginal culture and how this can impact on an Aboriginal employee in the workplace. Tauondi also has links with a number of employers to provide work experience or employment opportunities.

The cultural element of the training program provides participants with an interactive overview of Aboriginal culture, history and contemporary issues, and is considered to be important to its credibility in the eyes of both its Aboriginal constituency and the range of organisations with which the College interacts. It also serves as a key element of support for its learners. In addition, cultural training is delivered to a range of Aboriginal and non-Aboriginal stakeholders.

Accredited training consists of courses which are connected, either to general employability skills in the case of the prevocational training, or areas of predicted job growth.

Tauondi College's main funder is DFEEST which provides approximately \$2 million in annual funding on a four year preferred provider basis. This timeframe (as opposed to an annual timeframe) has been critical in providing the flexibility needed to be innovative, and to take a longer term approach to planning services and building partnerships.

Tauondi College has leveraged significant additional Commonwealth funding targeting Indigenous learners. In particular, DEEWR's *Productivity Places Program*, and *Indigenous Employment Program* provide important resourcing. The latter program provides approximately \$225,500 annually - \$200,000 in Supplementary Recurrent Assistance and \$25,500 for the *Indigenous Tutorial Assistance Scheme* (which support students undertaking VET courses leading to the attainment of a Certificate III qualification). Apart from the assistance provided to individual students, the additional Commonwealth funding has also enabled the College to expand its services to remote communities (for example, in Coober Pedy and Maree).

The College also accesses DEEWR funding via the *Workplace English Language and Literacy* (WELL) program which supports learners at any AQF level. This program supports English language and literacy training linked to job-related workplace training and is designed to help workers meet their current and future employment and training needs.

Under its priorities for workforce development, *South Australia Works* is a key mechanism in providing improved access to quality employment for those South Australians who are identified as disadvantaged in the labour market. This target includes Aboriginal people and Tauondi's education and training program is an important element in the Indigenous component of *South Australia Works*.

Tauondi College also receives support through the *Building Family Opportunities* program. Funded by DFEEST this social inclusion initiative aims to break the cycle of intergenerational joblessness and provides intensive support to 400 families across the local government areas of Playford, Port Augusta and Port Adelaide Enfield.

## Appendix I. SOUTH AUSTRALIA WORKS, WORKING REGIONS

*South Australia Works (SA Works)* reaches, engages and supports people who face barriers to learning, training and work using flexible and responsive initiatives that are tailored to the specific needs to individuals, communities, regions, industries and employers. It provides an alternative set of entry points into employment, vocational training and job search.

*SA Works, Working Regions* has the following guiding objectives:

- Enhance the level of effectiveness of government programs delivered in regional South Australia.
- Increase employment and skills formation outcomes at a regional level.
- Build the capacity of regional communities to achieve sustainable outcomes from their employment and skills formation initiatives.
- Ensure that resources are distributed according to government priorities and the needs identified in the regions.
- Minimise disparities between regions by directing resources to areas of greatest socio-economic disadvantage.

The Program is delivered across 12 State government regions, employing 10 Regional Coordinators with responsibility for managing the Program in their region. It also employs 7 Aboriginal Community Participation Brokers who report to these Coordinators.

There are also 17 Networks operating across these regions which support engagement with local people, employers and service providers in order to plan and respond to local learning, training and employment needs. The Networks also provide a mechanism by which additional funding is leveraged, particularly from the Commonwealth government.

The Program is delivered through seven Regional Development Australia organisations in regional areas, and in the metropolitan area by four Local Economic Development Authorities. In contrast with the other five Programs being reviewed, *SA Works Working Regions* does not fund participants directly, but through this second tier, known as 'grantees'.

### ACCESSING THE PROGRAM

*SA Works Working Regions* supports a diverse range of projects so there will be some variation in eligibility criteria from project to project (for example, some projects specifically target women, or Indigenous people, or young people, or mature aged people etc). However, the following 'core target groups' reflect the Program's basic approach to participant eligibility:

- 1. People with multiple complex needs who face barriers to training and/or employment:**
  - ⇒ Lacking in foundation skills – literacy/ numeracy
  - ⇒ Low educational attainment
  - ⇒ No post school qualifications
  - ⇒ People who are unemployed or not in the labour force, but are willing to work, and are registered clients with a JSA or DES agency.

**2. People facing barriers to training and/or employment:**

- ⇒ Recently unemployed
- ⇒ Unemployed qualified/skilled people registered with a JSA or DES agency
- ⇒ People who are under-employed.

Participants are generally people with limited employability skills and below minimum levels of literacy and numeracy, who have left school early and have a poor work history. Typically they will face a range of social, economic, and personal barriers to engaging with formal study or employment. Specialist programs exist that target specific groups such as, Aboriginal people, and need is also identified within its regional context.

## SUPPORT SERVICES PROVIDED

*South Australia Works* delivers 3 streams of initiatives:

- ⇒ locally tailored participation projects, by integrating a range of supports which prepare the client group to access and engage in training and employment;
- ⇒ career development services, to assist people to make informed choices about education, training and work and to facilitate planned pathways and successful transitions;
- ⇒ skills for sustainability projects, to support young people (predominantly) in acquiring skills that support the development and deployment of new and emerging clean technologies and services.

Program representatives note that the Program's training component is mainly focused on preparing and enabling participants to engage with VET, because most participants are extremely disadvantaged with multiple needs that require support in order for them to be able to engage with training.

Training is delivered by RTOs engaged by the Program and/or partnering with the Program. A range of services are brokered through numerous agencies in order to provide wrap-around support, with an estimated 80 per cent of training-related funding (according to Program representatives) being directed to non-accredited, pathway building training. Accredited training is estimated to involve less than 20 per cent of Program activity, and much of this is reported to be supported by the Productivity Places Program.

The type of support offered to participants varies but can involve intensive one-on-one case management support that is tailored to the individual. The type of services provided can involve literacy and numeracy training, life and personal skills development, career advice and support, pre-employment training, and linkage to a range of services.

Apart from its core funding from DFEEST, *SA Works* also receives support through the *Building Family Opportunities* program. Funded by DFEEST this social inclusion initiative aims to break the cycle of intergenerational joblessness and provides intensive support to 400 families across the local government areas of Playford, Port Augusta and Port Adelaide-Enfield. The program leverages additional funding through DEEWR, for example, through the Productivity Places Program.

## Appendix J. PARTNERSHIPS AND WORKING LINKAGES

This section presents information about the different partnerships and working links which are essential or core to each of the six programs. Some of these partnerships enable leveraging of additional resources (either in funding or as in-kind contributions), some are part of the delivery of training and employment services, and some are related to case managed, wrap-around service support.

### LSS PILOT

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- Phase 1 of the pilot of LSS services is being delivered through TAFESA, with partnerships involving teaching staff and student support services staff.
- Phase 2 of the pilot will expand services to be delivered through selected Registered Training Organisations (RTO) and ACE Providers.
- RTOs are expected to develop (or build on existing) cooperative relationships with Jobs Services Australia providers to initiate early involvement in the provision of employment preparation to participating students, as well as assisting with the transition to employment following VET
- RTOs are also expected to develop (or build on existing) relationships with a range of government services and community organisations, to improve transitions/pathways into and from VET for disadvantaged groups.
- Centrelink is another important partner.
- Close links existing with the VTW Disability Program

### VTW DISABILITY PROGRAM

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- DES agencies are critical to the delivery of this program with lead agency Personnel Employment engaging other DES providers as well as providing support to the largest number of learners. In 2011, nine DES agencies participated in the Program and supported 63 students, with Personnel Employment providing most of this support, being responsible for 38, or 60 per cent of this cohort.
- Student services officers at each of the participating RTOs provide liaison and contact points for the DES workers. They also undertake work to promote the program and ensure the DES workers are accepted and supported in their work by other staff including lecturers.
- Centrelink is another important partner.
- Close links exist with the LSS Pilot.

### ABORIGINAL ACCESS CENTRE

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The building of partnerships with Job Services Australia agencies and employers has been vital in enabling the Aboriginal Access Centre to develop and deliver tailored programs which lead to sustainable employment outcomes for the students.

In relation to TAFESA, the Aboriginal Access Centre describes its strongest working links as being with **TAFESA Regional**. Other partners include:

- Aboriginal Lands Trust
- Indigenous Land Corporation

- o *Indigenous Training*, a labour hire organisation
- o Mining companies, including Iluka Resources and OzMinerals – this partnership, which has also involved TAFESA Regional and Complete Personnel (a JSA) has led to sustainable employment for Aboriginal participants
- o Various JSAs – this includes *Complete Personnel* with whom the ACC has a Service Agreement wherein they are the preferred provider for training delivered in the APY lands, West Coast, Port Augusta, Whyalla, Coober Pedy, Marree, and northern, western and southern metropolitan Adelaide.
- o Correctional services providers
- o Various local government authorities
- o DECD – the Aboriginal Access Centre provides the professional development for all Aboriginal Community Education Officers in South Australia as part of a three year program spanning Certificate II to the Diploma in Community Development Management.
- o RM Williams – since 2009 the Aboriginal Access Centre has provided pre-employment programs for Aboriginal people to gain employment in this organisation.
- o APY Lands
- o Centrelink – particularly through Aboriginal Liaison staff
- o Tauondi College
- o *SA Works Working Regions*.

#### ABILITIES FOR ALL PROGRAM

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The main partnerships for the Program are with the following:

- o Job Services Australia agencies
- o DES agencies
- o Community Services SA and community centres
- o *UnitingCare* Wesley, mainly in relation to the *Building Family Opportunities* program
- o Mental health services
- o Other disability services
- o Centrelink
- o APY Lands, through the new e-learning pilot program
- o Aboriginal Family Services, Port Adelaide
- o *SA Works* – via Regional Development Boards. The program refers some of its client to *SA Works* services and receives referrals back from them. In some instances, funding is provided to the *Abilities for All* program.
- o Tauondi College.

#### TAUONDI COLLEGE

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There a wide range of partnerships that can be identified, but in particular the following exemplify the extent and basis for many of the College's strategic working relationships:

- o Aboriginal communities, including Aboriginal Elders
- o Aboriginal organisations, including Kura Yerlo (Tauondi delivers ACE programs on site), Nunkuwarrin Yunti, Aboriginal Health Council, APOS (ex prisoners

- association), Aboriginal Child Care services and Aboriginal Lands Trust (delivering accredited Horticulture training to their community members)
- o Community service organisations
  - o The Metropolitan Aboriginal Youth and Family Services (MAYFS) operates at the Parks Community Centre, Tauondi provides cultural training
  - o Health services, including Port Adelaide Community Health Service
  - o Dept of Correctional Services – delivering Certificate II training to Aboriginal learners in Mobilong, Cadell and Port Augusta prisons
  - o SA Water Corporation – providing scholarships for Aboriginal students
  - o Arts organisations
  - o Dept of Education & Childhood Development – delivering training and pre-employment programs to disengaged young people in a number of schools
  - o The *Building Family Opportunities* program
  - o The *Abilities for All* program
  - o The Aboriginal Access Centre
  - o *SA Works Working Regions*.

### SA WORKS, WORKING REGIONS

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The *SA Works Working Regions* Networks build partnerships and strategic working relationships with a wide range of stakeholders in each region and these vary from one region to another. However, a core group of partnerships is evident for the Program as a whole, and these include:

- o Government at all three levels
- o Employers
- o Industry representatives
- o Providers of vocational education and training
- o Providers of adult community education (ACE)
- o Schools
- o JSA providers
- o Community organisations
- o Health services including drug and alcohol counselling
- o Housing providers
- o Aboriginal Policy Participation Unit, DFEEST
- o Aboriginal Participation brokers
- o Regional Development Australia
- o DEEWR
- o Tauondi College
- o The Aboriginal Access Centre
- o *Abilities for All* program.

Program representatives report that partnerships are more pronounced in outer regional areas, compared with metropolitan regions, largely as a strategic response to thin service availability.

### COORDINATION, COLLABORATION AND INTEGRATION ACROSS THE SIX PROGRAMS

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*Table 21* maps the working links between the six Programs, as identified by Program representatives during Review interviews. These show collaboration between:

- ⇒ the LSS Pilot and the *VTW Disability* Program
- ⇒ *Abilities for All* and Tauondi College and *SA Works Working Regions*
- ⇒ the Aboriginal Access Centre and Tauondi College
- ⇒ Tauondi College and the Aboriginal Access Centre and *SA Works Working Regions*
- ⇒ *SA Works Working Regions* and *Abilities for All* and Tauondi College.

**TABLE 21: PARTNERSHIPS AND WORKING LINKS BETWEEN THE PROGRAMS UNDER REVIEW**

Partner	LSS Pilot	VTW Disability	Abilities for All	Aboriginal Access Centre	Tauondi College	SA Works, WR
LSS Pilot						
VTW Disability						
Abilities for All						
Aboriginal Access Centre						
Tauondi College						
SA Works, Working Regs						

## Appendix K. VET TO WORK PATHWAY CASE STUDY, 2009-2012

YEAR	CourseID	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Competency Module Name		
2009	CUL30104	BSBFLM404A													Lead Work Teams	
		CULLB002B													Obtain information from external and networked sources to meet customer needs	
		ICAITU006B													OPERATE COMPUTING PACKAGES	
						CULLB005B										Search databases
				CULLB307C												Use multimedia
				CULLB302C												Use cataloguing tools
2010	SIR20207							TTBX						COOKERY -BUDGET		
						SIRXFIN001A								Balance point-of-sale terminal		
						SIRXCCS002A								Interact with customers		
						SIRXIND001A								Work effectively in a retail environment		
						SIRXMER005A								Create a display		
						SIRXOHS001A								Apply safe working practices		
						SIRXRSK001A								Minimise theft		
						SIRXCCS001A								Apply point-of-sale handling procedures		
						SIRXICT001A								Operate retail technology		
						SIRXCLM001A								Organise and maintain work areas		
						SIRXINV001A								Perform stock control procedures		
						SIRXMER001A								Merchandise products		
						SIRXCOM001A								Communicate in the workplace		
				SIRXSLS002A								Advise on products and services				
				SIRXOHS001A								Apply safe working practices				
				SIRXSLS001A								Sell products and services				
2011	TLI20207					HLTFA201A								PROVIDE BASIC EMERGENCY LIFE SUPPORT		
						TLIG107C								Work effectively with others		
						TLIB407C								Carry out vehicle inspection		
						TLIE307C								Participate in basic workplace communication		
							TLIF107C							Follow occupational health and safety procedures		
							TLIE507C							Carry out basic workplace calculations		
							TLIU707B							Care for the environment		
							TLIF607C							Apply accident-emergency procedures		
								TLIH107D						Interpret road maps and navigate pre-determined routes		
								TLIE107C						Provide freight forwarding services to customers		
								TLIA107C						Secure cargo		
2012	BSB30107									TLIF1007C				Apply fatigue management strategies		
										TLID107C				Shift materials safely using manual handling methods		
											TLIC107C			Drive vehicle		
											BSBPRO301A			Recommend products and services		
											BSBOHS201A			Participate in OHS processes		
									BSBADM307B				Organise schedules			
													Organise personal work priorities and development			
													Process customer complaints			
													Work effectively with diversity			
													Deliver and monitor a service to customers			
													Write simple documents			

CourseID	CourseName
CUL30104	Certificate III in Library / Information Services
SIR20207	Certificate II in Retail (Specialising in Fashion)
TLI20207	Certificate II in Transport and Logistics (Road Transport)
BSB30107	Certificate III in Business







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