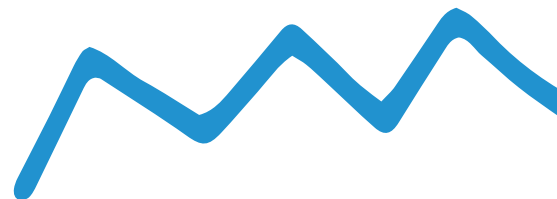
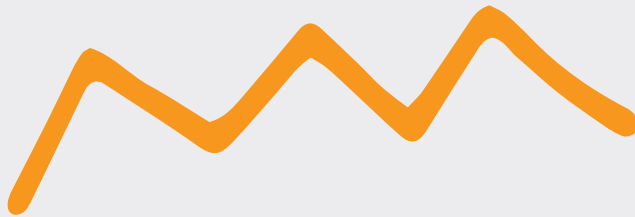




# Strengthening Pathways for Adult Learners in Gippsland (SPALG) Toolkit

A place-based approach to  
support innovation in the Learn  
Local sector





## Acknowledgements

The Strengthening Pathways for Adult Learners in Gippsland (SPALG) project was funded through the Adult, Community and Further Education Board (ACFEB) and the Department of Education and Training. Noweyung and Buchan Neighbourhood House were the SPALG project managers from January 2016 - June 2018, while Warragul Community House led the project from July 2018 - December 2019.

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To access a complete version of the SPALG Toolkit and all the resources please visit:

[www.gippslandlearnlocal.community/spalg-toolkit](http://www.gippslandlearnlocal.community/spalg-toolkit)

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## Abbreviations

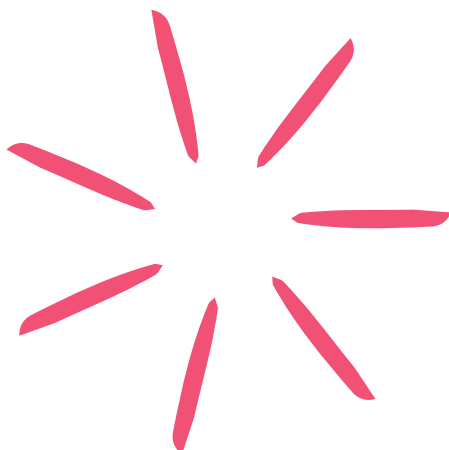
<b>ACFE</b>	Adult, Community and Further Education
<b>ACSF</b>	Australian Core Skills Framework
<b>ASIC</b>	Australian Securities and Investment Commission
<b>CAIF</b>	Capacity and Innovation Fund
<b>CGH</b>	Central Gippsland Health
<b>CoP</b>	Community of Practice
<b>DET</b>	Department of Education and Training
<b>DHHS</b>	Department of Health and Human Services
<b>EAL</b>	English as an Additional Language
<b>LGA</b>	Local Government Area
<b>LLN</b>	Language Literacy Numeracy
<b>LVA</b>	Latrobe Valley Authority
<b>RTO</b>	Registered Training Organisation
<b>SPALG</b>	Strengthening Pathways for Adult Learners in Gippsland
<b>TAFE</b>	Technical and Further Education
<b>VET</b>	Vocational Education and Training

# Strengthening Pathways for Adult Learners in Gippsland (SPALG) Toolkit

A place-based approach to support innovation in the Learn Local sector

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# Introduction



This Strengthening Pathways for Adults Learners in Gippsland (SPALG) toolkit has been designed to support the Learn Local sector with information, resources and engagement strategies that can be used when delivering place-based initiatives.

**“There are significant achievements that can be contributed to the Strengthening Pathways for Adult Learners in Gippsland (SPALG) project. The initial Kick Start your Career in Health course was a turning point in how we work with industry and jobactive providers. The fact that the course led to employment outcomes for many of the students, set a blueprint for all the other industry specific Kick Start programs to follow. These courses were well received by jobactives and led to an agreement with Learn Local providers firstly in the region, and then across Victoria.**

**SPALG has lifted the profile of the Learn Local sector across Gippsland, due in part, to a range of new marketing materials including the 2019 course guide and the V/Line Learn Local posters.**

**I also notice a different kind of vibe at the provider forums. There is now a desire to collaborate, and they also come to the SPALG team for leadership and assistance in putting together their ideas. SPALG has had a state-wide impact.”**

– Glenda McPhee, Chair, ACFE Regional Council Gippsland

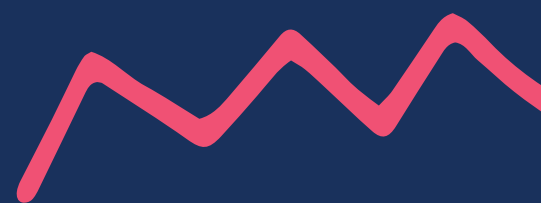




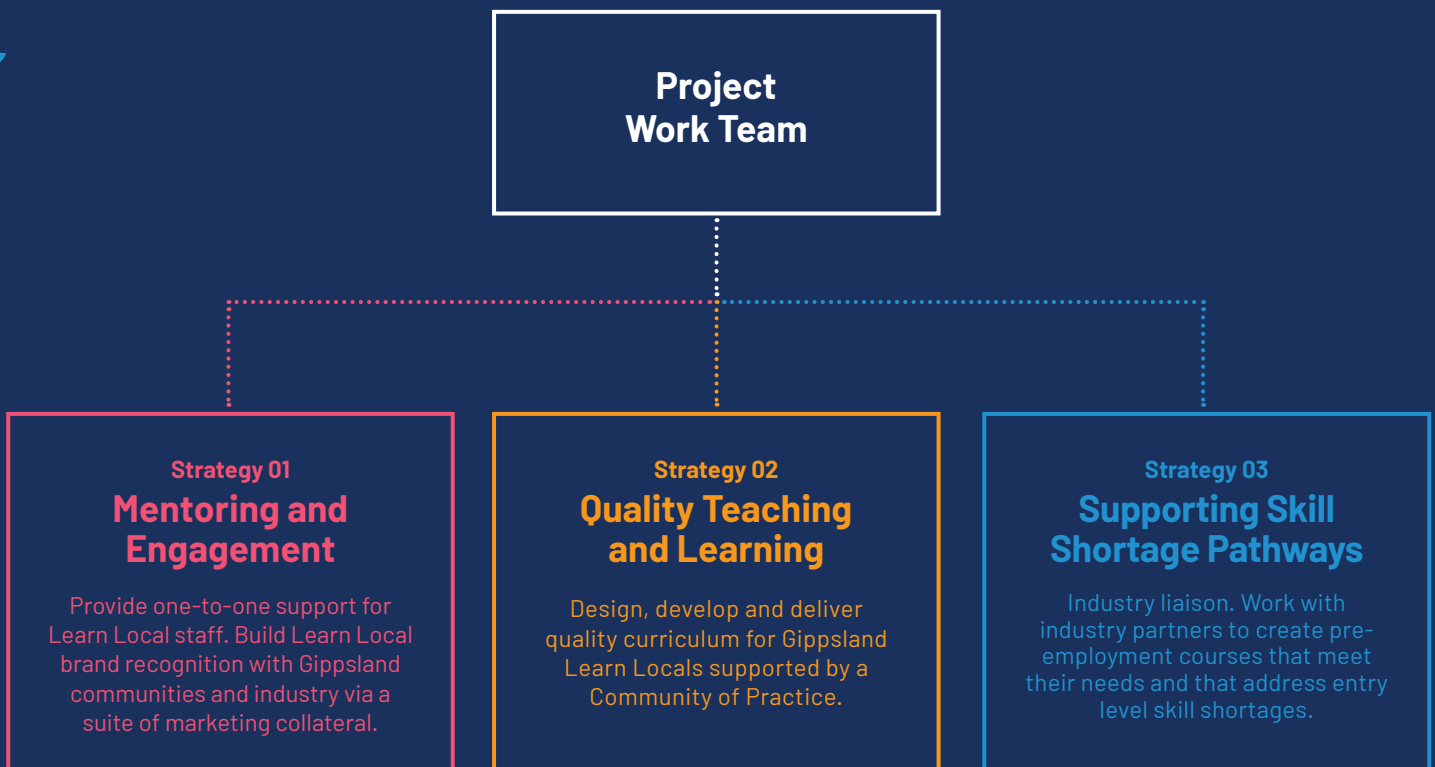
# Executive summary

The 23 Gippsland based Learn Local providers have all engaged with the project to varying degrees. SPALG 2016 – 2019 was funded by the Adult, Community and Further Education Board (ACFEB) and the State Government’s Department of Education and Training. The project’s success was largely due to the development of a framework that linked three key strategies to achieve its purpose:

- › **Targeted engagement and promotion of the Gippsland Learn Local sector.** It was identified that many stakeholders lacked an understanding as to the types of training provided by the sector. This strategy leveraged engagement of learners, industry, jobactives, government agencies and other stakeholders through high quality targeted marketing collateral and social and mainstream media. This strategy built the capacity of Learn Local staff via mentoring and support.
- › **A focus on quality teaching and learning.** This strategy provided coaching support via a Community of Practice; promoting best practice in delivery, learner engagement and access to quality course plans, A-Frames, resources and teaching materials.
- › **The development of pre-accredited courses.** This strategy concentrated on courses focused on pathways to employment and further education in key industry skills shortage areas.

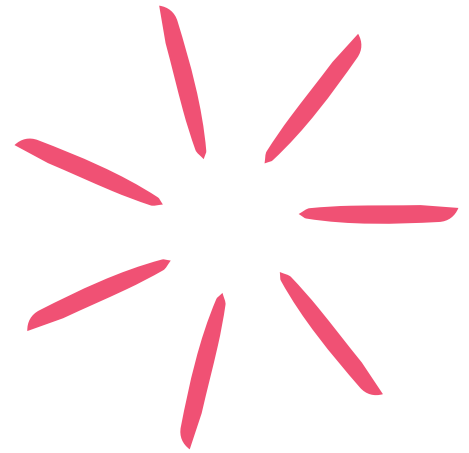


## SPALG Model

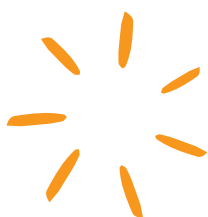


# The backstory

In response to identified entry level skills shortages in Gippsland, the Adult, Community and Further Education Board (ACFEB) funded the Strengthening Pathways for Adult Learners in Gippsland (SPALG) project between 2016 - 2019.



Noweyung and Buchan Neighbourhood House were contracted to oversee the SPALG project between 2016 and 2018. The Warragul Community House managed the project in its final year from 2018 to 2019, with support from South East Victorian Regional staff from the Department of Education and Training (DET).



## The SPALG Project was developed to address:

- › Historically low participation in quality training and to reduce the relatively high levels of disadvantage in Gippsland
- › The effects of a dispersed Learn Local provider network comprised of many small isolated providers
- › A lack of clarity for pre-accredited training programs in relation to the status and pathways provided in the Victorian education system

Furthermore, technology is rapidly changing how we live and work - as many as 40 percent of job roles in Australia are at high risk of being automated in the next 10 years. People need different skills to thrive in technology-rich, globalised, competitive job markets<sup>1</sup>. As Gippsland transitions from a resource-based economy, the Learn Local sector and the broader education settings need to adapt their approaches to ensure people and communities aren't left behind.

<sup>1</sup>Torii K., & O'Connell, M. (2017) Preparing Young People for the Future of Work, Mitchell Report No.01/2017

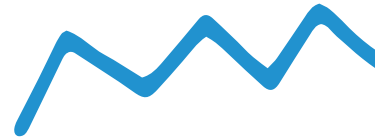
The SPALG project's three strategies:

- › Improving the Communication, Engagement and Promotion of the Sector
- › Supporting Quality Teaching and Learning
- › Developing Skill Shortage Pathways and Transition

Strategies 1 and 2 assisted Learn Local providers to attract and engage learners and to build on the professional practice of managers and teachers via the development of quality curriculum and teaching materials. A specific focus was on teaching and supporting adult learners facing educational, social and economic barriers.

Strategy 3 focused on working with industry partners to co-design pre-accredited courses that addressed entry level skill shortages to meet the needs of employers and students.

# Key success factors



The lessons and insights from the SPALG project will continue to have enduring benefits for the Gippsland community. SPALG has also created benefits that go beyond the Gippsland region. A range of strategies have been implemented that other regions with similar challenges can replicate. The SPALG model could be scaled to suit different contexts, in both rural and metropolitan regions across Victoria.

**The development of quality curriculum** with a focus on language, literacy and numeracy contextualised for the workplace; digital literacy, employability and industry specific skills.

**Taking a co-design approach.** An evaluation of the SPALG project by PTR Consulting (April - October 2018) acknowledged the project team, in collaboration with industry, jobactives, training and community partners, was making important inroads into co-designing courses that provided learners with employment and further education pathways. (See Appendix 01)

**Promoting local solutions.** The project assisted Learn Local providers to collaborate with industry in providing locally relevant pathways that equipped students to succeed in their own communities.

**Industry buy-in is critical.** Close links with industry ensured that training programs met industry demands and were mutually beneficial to all partners. A number of employers provided guest speakers, site visits, work experience and the opportunity for students to apply for real jobs after completing a pre-accredited course. These outcomes were invaluable for building confidence levels in students, providing them with access to networks and connecting them to the world of work. These industry linkages are also beneficial when marketing the courses to prospective students.

**The important role of intermediaries.** Department of Education and Training (DET) regional staff provided a critical role in brokering large scale partnership arrangements and connecting Learn Local providers with industry partners, relevant government agencies and jobactives.

**Upskilled Learn Local trainers** with a range of relevant and accessible professional development opportunities in the region.

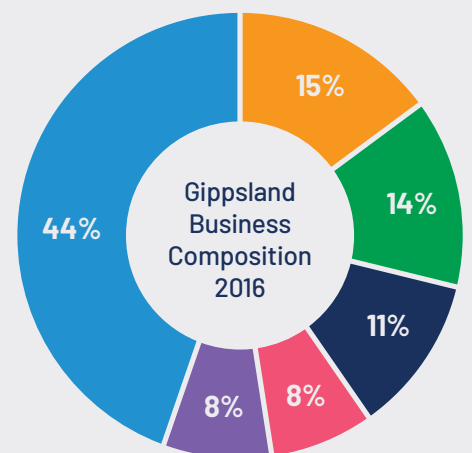
**Mentoring support for managers and tutors.** For Learn Local providers, a considerable amount of work is involved in the initial phases of establishing and delivering a new course. Teaching materials need to be considered and adjustments made for specific learner cohorts and varying teacher skill levels. Mentors were available throughout the project, offering time-saving support and advice, and providing teachers with targeted resources.

**Developed high quality marketing collateral** that highlighted the value proposition offered by Learn Local providers led to increased awareness of the sector in Gippsland.



## Gippsland Industries

The pie chart (below) shows the top five industries based on the share of total business establishments in 2016 for Gippsland.



Construction

Agriculture, Forestry and Fishing

Retail Trade

Accommodation and Food Services

Health Care and Social Assistance

All other industries

# SPALG achievements



- › All 23 Learn Locals in Gippsland have engaged with the project.
- › A series of industry specific courses, known as the *Kick Start your Career in...* series are now being delivered across 12 Learn Locals in Gippsland. These programs have also been shared across Victoria.
- › Six complete teaching programs (including teaching materials) developed in the skill shortage areas of health, disability, construction, call centres, digital technologies and Language Literacy and Numeracy (LLN).
- › Ten industry/Learn Local partnerships developed across Gippsland, resulting in a number of direct employment outcomes for many students.
- › Development of the Kick Start delivery model that contextualises language, literacy, numeracy, digital literacy and employability skills for industry.
- › Pre-accredited training was recognised in May 2019 by the Commonwealth as approved Annual Activity Requirements (AAR) for jobactive job seekers. This was in part as a result of work undertaken between the SPALG project team, Gippsland jobactive and Learn Local providers.
- › 24 Community of Practice workshops held over three years. The focus has been to build the capacity (of both Learn Local managers and teachers) through collaboration, knowledge sharing and access to industry experts.
- › 34 pre-accredited A-frames produced.

**“The credibility of the SPALG courses is inextricably linked to local engagement and the explicit attention to local needs. The local focus and regular dialogue with industry, TAFE and community needs to be sustained.”**

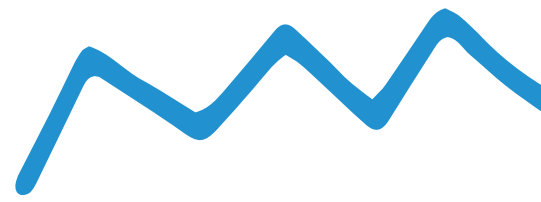
– SPALG Project Evaluation, PTR Consulting, Oct 2018



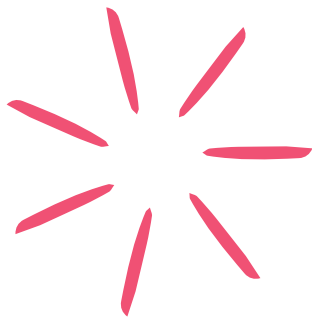
A visual representation of the SPALG Project which was created as part of a presentation at the 2018 Learn Local Conference



# Community of Practice (CoP)



The Community of Practice (CoP) for Learn Local practitioners was created in 2016 as an innovative way to explore solutions to a range of complex problems on how best to deliver relevant training in Gippsland.



Workshops covered a wide range of topics including:

- > designing courses with jobactivities
- > developing effective Learn Local social media campaigns.
- > an introduction workshop on the Australian Core Skills Framework (ACSF)
- > the pre-accredited Quality Framework
- > the pre-accredited Initial Assessment Kit (PRIAK) for English as an Additional Language (EAL) learners.
- > and many more

Vital to the ongoing sustainability of a CoP was a strong focus on the involvement and ownership by the Learn Local teachers and managers involved.

**“As Learn Locals, it was great to come together around a shared priority and to commit to this.”**

— Gippsland Learn Local Manager

**“I have felt so comfortable with everyone and safe to share. We can just pick up the phone and get in touch with other providers”**

— Gippsland Learn Local Manager



## The value of a co-design approach



Co-design is “the process of creating solutions and making decisions ‘with’ people, not ‘for’ them.” (Bason, 2010).

Fundamentally different to traditional forms of stakeholder engagement, co-design sees people inside and outside of organisations as equal partners.

As co-designers, the group tested its assumptions through collaboration and exploration, building lasting professional and personal relationships along the way.

The co-design process was successful as it allowed for diverse perspectives and new interpretations of problems. It was an effective way of generating local ownership by Learn Local staff, sharing responsibility and empowering providers.

Working through this creative process ensured the final CoP design met the unique needs and context of Learn Local providers, their communities and students.

The initial design phase of establishing a Learn Local CoP involved three intense, rigorous and fun workshops aimed at:

- › Establishing a CoP for Learn Local teachers and managers in the Gippsland region, ensuring the CoP was sustainable beyond the life of the SPALG project.
- › Facilitating the participant-led collaborative co-design and development of the CoP through a strong evidence-based and co-creative process.
- › Creating the conditions to enable ongoing professional learning and CoP self-governance with a strong focus on impact, innovation and collaboration.

In the final workshop in the design series, the group worked through a dynamic and fast-paced ‘rapid prototyping’ activity to create a workable CoP model. Working in groups, members built, refined, merged and pitched competing prototypes, ultimately resting on a single model they agreed to test over the next two years.



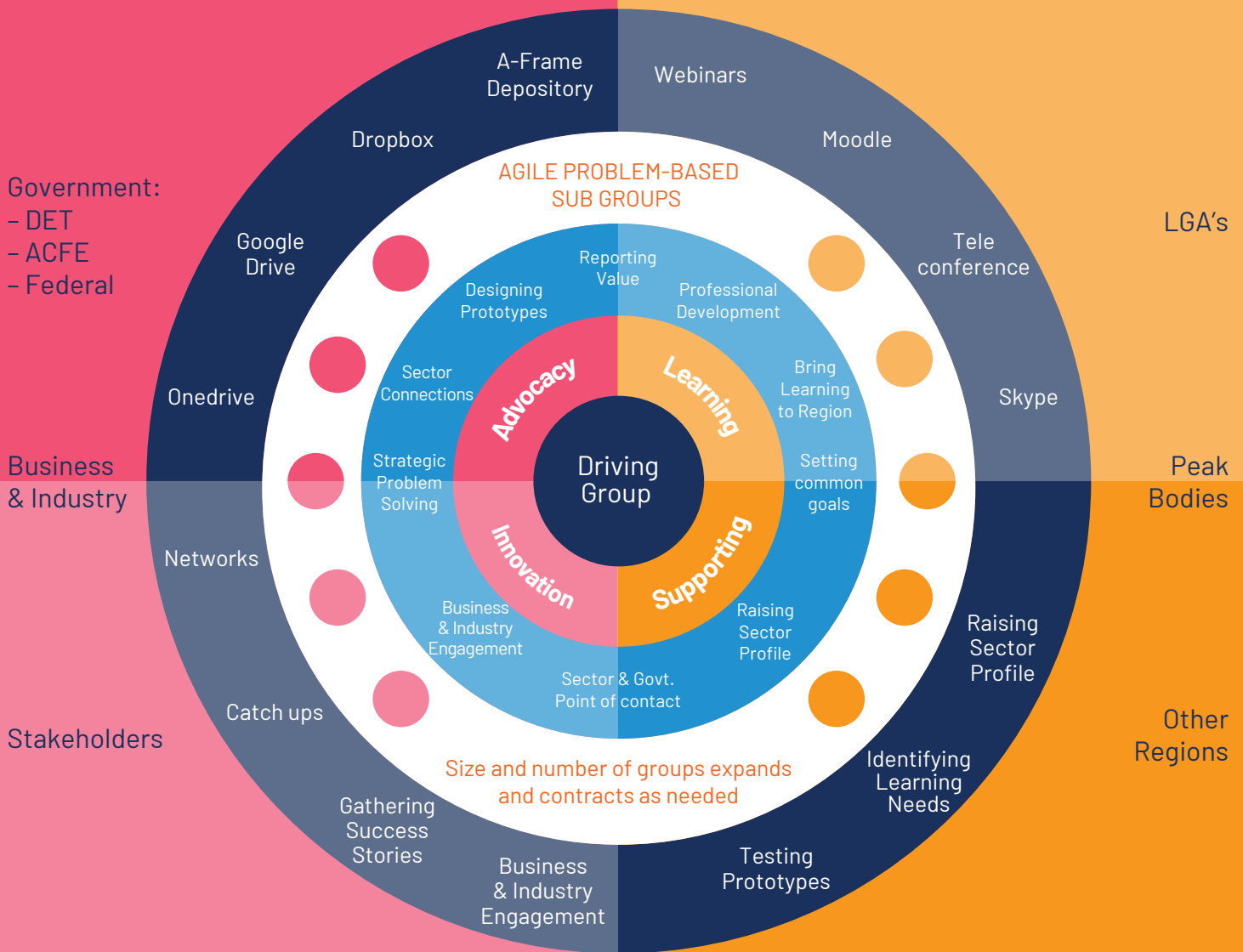
# Gippsland Community of Practice Prototype



**Priority Mindset 1:  
Learning Mindset**

**VIRTUAL COMMUNITY**  
Open Membership  
Anytime, anywhere, formal and informal

**Priority Mindset 2:  
Fail Early, Fail Fast**

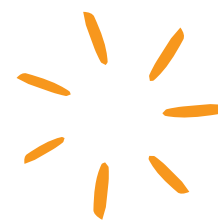


**Priority Mindset 3:  
Design & Prototype**

**LOCAL COMMUNITY**  
Open Membership  
Face 2 Face, virtual and informal

**Priority Mindset 4:  
Take the Journey**

# Co-designing with industry partners



The SPALG project team worked with a range of industry partners and Learn Local providers to design and deliver pre-accredited training courses aligned to industry skill shortages.

These courses provided the skills necessary for learners to successfully pathway into employment and/or onto further education.

We created courses in collaboration with industry partners based on specific problems identified through consultation and co-design sessions. Initial pilot courses were developed and delivered, taking an iterative approach that incorporated feedback from industry partners, teachers and students. Course content was then easily customised to meet specific business needs.

Regular workshops for Learn Local providers in Gippsland were held to increase their knowledge and skills in delivering the specific training programs developed via the project.

Key stakeholders included:

- › Gippsland Learn Local providers.
- › Representatives of jobactive and Department of Employment, Skills, Small and Family Business.
- › Industry leads across a range of sectors.
- › Government agencies including the Department of Education and Training, Latrobe Valley Authority, Department of Health and Human Services, Regional Development Victoria.
- › Skills and Jobs Centre, TAFE Gippsland, Chisholm TAFE, RMIT.

## Integrated course design:

- › Observational work experience, site visits, presentations by industry partners and other relevant agencies were an integral part of the Kick Start courses, providing important opportunities for learners to connect to the world of work.
- › Employability skills were made explicit from the first day of the course. Learners had opportunities to demonstrate these skills as they worked through the course and observe them first hand in their work experience and/or site visits.
- › Every student completed the resume writing and addressing key selection criteria course with a cover letter and applications ready for a preferred job in that industry.
- › Industry partners participated in mock interviews and provided students with feedback on how they performed.
- › Pathways to further training via TAFE and other local Registered Training Organisation's (RTO). Presentations by Skills and Jobs Centre staff ensured that students received expert advice and/or wrap-around support they required if they wanted to pursue further study.
- › It is a reality today that most students will need to undertake some of their studies online. The online component was part of a digital strategy that provided them with technology skills for work and further study.

## The Kick Start model

The Kick Start suite of courses are now recognised across the sector as quality pre-accredited programs and curriculum that have been co-designed and contextualised for industry and are scalable. Depending on the industry needs, a course will consist of four streams. All are interrelated and focus on specific skills and knowledge that support the learner in finding out more about that industry. The four streams include:

- › Industry specific; the employability skills, knowledge and behaviours required for entry level positions in the industry.
- › Financial literacy; Australian Securities and Investment Commission (ASIC) Money Smart teaching resources meet the needs of industry partners and can be replaced with other financial literacy packages depending on the student cohort.
- › Digital literacy; contextualised to specific industry sectors.
- › Language and literacy; related to working in the industry, including presentation skills and an online Language Literacy Numeracy (LLN) assessment.





**“The pre-employment course fitted perfectly with the Central Gippsland Health charter. It demonstrates that if organisations can cooperate in these types of innovative models, we can make a difference in helping people who are keen to get into the workforce.”**

– Dr Frank Evans, Central Gippsland Health, Chief Executive Officer

## The Kick Start series

The courses listed below showcase the range and depth of the SPALG collaboration across Gippsland. All of these were developed for a specific skill shortage area:

- › **Kick Start your Career in the Health Sector** was developed in consultation with Central Gippsland Health (CGH) and has been delivered successfully in other parts of Gippsland. This course won the Creating Local Solutions category at the 2018 Victorian Learn Local awards.
- › **Kick Start your Career in the Disability Sector** was developed in consultation with the Department of Health and Human Services (DHHS). It was recently featured in a TAFE - ACFE pathway program developed in consultation with the Latrobe Valley Authority (LVA) where the Learn Local provides 70 hours of disability specific pre-accredited training wrapped around three accredited units, including a work experience component.
- › **Kick Start your Career in Customer Service: Call Centres** was developed in collaboration with Aussie Broadband, one of the biggest call centres in the Latrobe Valley. The SPALG program negotiated the curriculum with Aussie Broadband and then handed it over to Gippsland Employment Skills Training (GEST), in Moe. The course was a finalist in the 2019 Victorian Learn Local awards and is a great example of how place-based delivery and industry collaboration leads to employment outcomes for students.
- › **Kick Start your Career in the Construction Industry** was developed with input from the LVA and the delivery plan has been checked by Beacon Industries for relevance. The Regional Rail project, and other significant construction projects in Gippsland, could benefit from a pre-accredited taster course. The course has a significant numeracy component which aligns with Certificate II in Numeracy. It also provides a comprehensive overview of the various trades, occupations and employment opportunities in civil construction.
- › **Kick Start your Career in Digital Marketing and Tools to put your Small Business Online** were two courses developed as part of the #Gippslanddigital project. Both consist of short modular sessions developed by program partner, Think.Digital. For more information on the #Gippslanddigital project, visit the [gippsland.digital](http://gippsland.digital) website or Facebook page at [www.facebook.com/GippslandDigital/](https://www.facebook.com/GippslandDigital/).

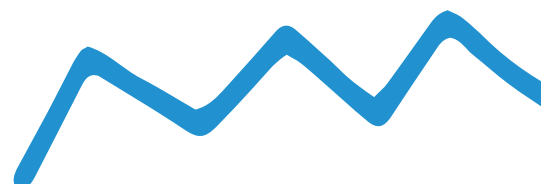
## Access to teaching resources

All of the courses developed as part of the SPALG project have a full set of resources including curriculum, teaching materials, A-frames and session plans available for use by Learn Local providers across Victoria. Online Moodle versions are also available for many of the courses.

Moderated A-frames and session plans are shared across the Victorian Learn Local sector via the A-frame Exchange at [www.aframeexchange.com.au](http://www.aframeexchange.com.au). The more detailed curriculum and other training materials are available at [www.gippslandlearnlocal.community](http://www.gippslandlearnlocal.community)

## Overcoming barriers

Many ACFE learners face a range of barriers including low language, literacy and numeracy skills, mental/physical health issues, homelessness, low self-esteem, domestic violence, caring responsibilities, poor access to personal and public transport and to both accredited and pre-accredited training in parts of Gippsland. Some students will need intensive assistance to successfully navigate employment and education pathways.



# Course design checklist

## For Learn Local and industry partnerships

### Background

The Strengthening Pathways for Adult Learners in Gippsland (SPALG) project has designed and implemented a range of Kick Start programs in health, disability, call centres, construction and digital technologies.

This Course Design Checklist provides you with a step by step guide on how to implement and deliver an industry supported Kick Start course. The Analysis, Design, Development, Implementation and Evaluation (ADDIE) model has been used.

01 Analyse	
<input type="checkbox"/>	Identify key industry sectors in your region that have good employment prospects for your students
<input type="checkbox"/>	Target an employer
<input type="checkbox"/>	Speak to decision makers in the organisation. For example, the Chief Executive Officer (CEO)
<input type="checkbox"/>	Collaborate to find out what they want and why. Negotiations can be complex and time consuming
<input type="checkbox"/>	Build relationships. This can take time
<input type="checkbox"/>	Send the right person to the meeting and make sure you present a professional image
<input type="checkbox"/>	Provide prospective industry partners with case studies or examples of how the training has worked well in other regions

02 Co-design	
<input type="checkbox"/>	Develop a program outline that provides enough information for the employer to establish if this is what they need. The A-frame Part A is your background document, not theirs
<input type="checkbox"/>	Meet the needs of the employer – listening to what they want is key
<input type="checkbox"/>	Ask the managers in the organisation what they look for in a good employee
<input type="checkbox"/>	If you are going to target jobactive jobseekers as potential students, ensure the jobactive requirements and your industry partner's requirements align
<input type="checkbox"/>	Promote your course through jobactive, local media outlets and social media. Ask for a meeting with all the jobactive case managers to provide an overview of the course. Write a media release and drop it in at your local media outlets
<input type="checkbox"/>	Make sure you have all the details in your flyer; course overview, times, days, length of course, course fees (including concession fees)

03 Develop	
<input type="checkbox"/>	Develop a high level training timetable to use if you are interviewing participants
<input type="checkbox"/>	Develop a budget for the course so that you know what you can pay teachers. This will be dependent on the minimum number of students
<input type="checkbox"/>	Find the best qualified teachers and offer to pay them more if your budget allows. Consider advertising on SEEK
<input type="checkbox"/>	Ensure you have contingencies in place if your trainer/s needs to be replaced at short notice
<input type="checkbox"/>	Look for resources that will support your teachers. Many are free, including those at <a href="http://www.gippslandlearnlocal.community/">www.gippslandlearnlocal.community/</a>
<input type="checkbox"/>	Provide teachers with adequate planning time so that you can get quality session plans to share with other Learn Locals
<input type="checkbox"/>	Investigate the possibility of conducting a LLN test with your learners
<input type="checkbox"/>	Use Moodle as a repository. Your students are likely to need those skills for further study.  <i>We have the content for a wide range of courses including Kick Start your Career in the Disability sector and Kick Start your Career in the Health sector courses online at <a href="http://SEV Connect gippslandlearnlocal.trainingvc.com.au/">SEV Connect gippslandlearnlocal.trainingvc.com.au/</a> Email <a href="mailto:buchanbnh@bigpond.com">buchanbnh@bigpond.com</a> for login details.</i>  <i>Moodle is a great way for the various teachers delivering the course to stay in touch with each other and ensure that there are no duplications or omissions in relation to course content.</i>
<input type="checkbox"/>	Encourage learners to articulate why they want to do this course in their learner plan Part A to help focus your teaching of the employability skills

Print out this checklist and tick things off as you go. You'll be able to clearly see what is next and how far you've come.

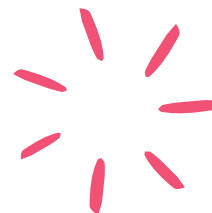


## 04 Implement

- Check with your industry partner if they want to interview students prior to course commencement. For many employers, this is a requirement. Be prepared to dedicate time to this
- If observational work experience is a component included in the course, you will need to confirm if police and working with children checks are required. Job actives can be very helpful in organising checks for their clients
- Check the ACFE Board Work Experience guidelines for proformas and detailed information  
[www.education.vic.gov.au/training/providers/learnlocal/Pages/Pre-accredited-Work-Experience.aspx](http://www.education.vic.gov.au/training/providers/learnlocal/Pages/Pre-accredited-Work-Experience.aspx)
- Impress on prospective students they are not guaranteed a job by undertaking the course and be prepared to deal with their disappointment if they do not get a place in the course
- Establish a line of communication with your prospective students – SMS can be effective. A text message at the end of each week and visits to the classroom also work well
- Use employer documentation as much as possible. For example, privacy and OHS policies and position descriptions
- Promote the work placement component to students as a key benefit
- If possible, involve the employer in mock interviews with the students (best held in the final week of the course). Their feedback to the students is invaluable
- Make sure your participants walk away with a CV and a letter of application that showcases their skills for that particular industry. Contextualisation is key
- Provide learners with plenty of opportunity to explore pathways through TAFE if they want to explore further study options. Invite your local Skills and Jobs Centres to present to the class

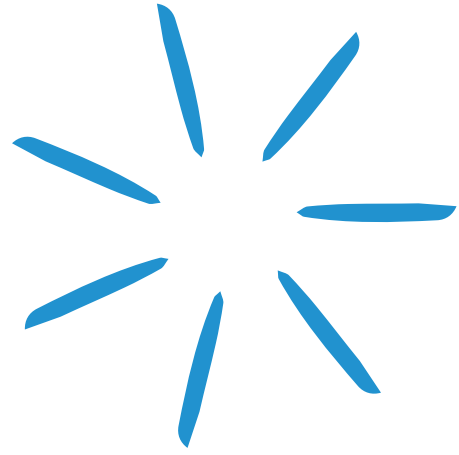
## 05 Evaluate

- Enable students to provide daily feedback through a blog (that is only visible to teachers) as an effective communication tool
- Conduct LLN assessments during Week 1
- Include teacher reflections on your Moodle
- Conduct moderation sessions as soon as possible after the course has finished, preferably on the final day. This ensures you get quality feedback and can include that in the next iteration of the course  
*Check out the Pre-Accredited Quality Framework Kit at <https://www.education.vic.gov.au/training/providers/learnlocal/Pages/pqf.aspx>*
- If at all possible, interview the employer after the course has been completed. We have never had an employer refuse and their feedback is invaluable
- Collect some quotes/testimonials from students and industry partners that can be used to promote your courses in the future
- Conduct destination surveys with your students; ask a staff member to check in with them three months after the course has finished  
*A sample phone survey is available at [www.gippslandlearnlocal.community/](http://www.gippslandlearnlocal.community/)*



## Collaboration is critical

Early on in the project it was identified that many jobactive registered job seekers were potential students for Learn Local providers. Collaboration with employment service providers was important to assist job seekers become job ready.



Strong connections were formed with jobactives, a range of employment service providers and the Commonwealth Department of Employment.

In 2018, the SPALG project team collaborated with Konekt jobactive and Gippsland Learn Local providers to offer a range of pre-accredited courses for Commonwealth supported job seekers in key skills shortage areas including:

- › Kick Start your Career in Digital Marketing - 30 hours
- › Kick Start your Career in the Disability Support Industry - 120 hours
- › Kick Start your Career in the Health Sector - 120 hours
- › Basic Digital Literacy for the Workplace - 30 hours
- › Intermediate Digital Literacy for the Workplace - 30 hours
- › Foundations for your Future: Being Work or Study Ready - 30 hours
- › Getting the Mob Ready for a Job (An indigenous program based on the Kick Start model) - 120 hours
- › A Taste of Hospitality - 30 hours
- › Commercial Cleaning - 40 hours

Importantly, and partly as a result of these arrangements in Gippsland, pre-accredited training delivered by Learn Local providers was recognised by the Commonwealth Department of Employment, Skills, Small and Family Business as an 'Other Government Program' and counted towards a job seeker's Annual Activity Requirements (AAR) in May 2019.

To assist Learn Local providers and jobactive providers with these new arrangements, the SPALG project funded a co-design workshop to develop an approach to facilitate partnerships and referrals between jobactives and the Learn Local sector. A copy of the workshop report can be viewed at [www.gippslandlearnlocal.community/spalg-toolkit](http://www.gippslandlearnlocal.community/spalg-toolkit)

A number of Learn Local providers are now picking up on labour market indicators and realigning their course offerings to better meet local training demand.





# Case studies



## Aymee

Prior to undertaking the course, Aymee had been unsure about what career to pursue. She enrolled in the Kick Start your Career in the Health Sector course in April 2017, gaining first-hand exposure in various job roles within the hospital, through the work experience component of the course.

Upon completing the program and with a new lease on life, Aymee applied for a Central Gippsland Health (CGH) traineeship and was successful. She commenced work in the Human Resources and Payroll Department of the Sale Hospital and as part of her traineeship, she is studying a Certificate IV in Business.

Aymee was awarded the Young Pre-accredited Learner Award at the 2018 Victorian Learn Local Awards by the Minister for Training and Skills, Minister for Higher Education, the Hon. Gayle Tierney MP.



**“This pre-accredited course has run four times resulting in a total of 10 people being employed with Aussie Broadband - hitting the mark on creating local solutions. The SPALG project provided GEST with the ability and strength to deliver this life changing course.”**

— Jennifer McCafferty, ACFE Training Coordinator for Gippsland Employment Skills Training



# Case studies

## Continued



### Kick Start a Career in the Health Sector

The fastest growing employment sector in Gippsland are the Health and Community Services sectors. Unsurprisingly, this is leading to significant skill shortages across the region.

The Kick Start your Career in the Health Sector course has been successfully delivered for three years, initially with Noweyung, and now with Heyfield Community Resource Centre in partnership with Central Gippsland Health. A significant number of the students have gained employment in the health sector and/or moved on to further studies.

### Health Pathways into TAFE

Following on from the successful delivery of the pre-accredited course, Kick Start your Career in the Health Sector, the industry partner, Central Gippsland Health (CGH), identified a need for the Certificate III in Health Services Assistance to be provided locally. Chisholm TAFE, in partnership with Noweyung and CGH, received funding from the Department of Education and Training (via the Regional and Specialist Training Fund) to deliver the Certificate III in Health Services Assistance in Sale in 2017/18.

Students from diverse backgrounds enrolled in the course, including ex Hazelwood miners, retrenched workers from Carter, Holt and Harvey, the CALD community, women re-entering the workforce, school leavers and indigenous learners.

### Kick Start a Career in the Disability Sector

Noweyung, in partnership with the SPALG project team and the Department of Health and Human Services (DHHS), developed a six-week pre-accredited course for people wanting to gain skills required to work in the disability sector. Bairnsdale, in East Gippsland, was the first site to implement the course in November 2017.

This pre-accredited 'taster' course was targeted at people who were keen to find out more about the industry before they committed to further studies or employment in the sector.

In May 2018, an innovative collaboration between Community College Gippsland, Noweyung, Latrobe Valley Authority, TAFE Gippsland and the Department of Education and Training resulted in the next iteration of the program. The course was delivered in Sale and Morwell and guided students into accredited units with the local TAFE. DHHS made the commitment that all students who completed the course requirements could attend a job interview for upcoming positions in the region.

This course has now been delivered more broadly across the region by a number of other Learn Local providers including Manna Gum Community House, Orbost Education Centre and the Traralgon Neighbourhood House.

### Kick Start your Career in Customer Service: Call Centre Operations

The Call Centre industry is experiencing considerable expansion in the Latrobe Valley and currently employs over 1200 people in the region. Many of the eight call centres are needing to recruit a number of people into entry level positions.

In 2018 a four week course, Kick Start Your Career in Customer Service: Call Centre Operations, was designed and delivered by Gippsland Employment Skills Training (GEST). Initial support was provided by Berry Street Learn Local and the SPALG project team in contributing to arrangements to deliver the course.

GEST, the SPALG team and Aussie Broadband (which has a Gippsland based call centre) co-designed the course content, including work experience for the students and the opportunity to be interviewed for upcoming positions with the company. The course has now been delivered in each term in 2019 and a number of the students have gone on to gain employment in the sector or other customer service roles.

▶ Videos showcasing these courses can be viewed at: [www.gippslandlearnlocal.community/](http://www.gippslandlearnlocal.community/)

## Wayne

Wayne worked in the Latrobe Valley for 29 years, mainly as a truck driver and leading hand, and was made redundant in 2017. The Latrobe Valley Authority informed Wayne of the opportunity to gain a qualification and upskill in the health sector, where high jobs growth existed.

The Learn Local teacher sat in the class (along-side the Chisholm TAFE teacher) and was there to assist Wayne and other students with their LLN support, study skills and computer training. Noweyung was also funded to set up suitable training facilities in Sale, including a computer lab and classroom.

### #Gippsland Digital Project

A 2018 CAIF Noweyung #Gippslanddigital project, saw a partnership between the SPALG project team, Learn Local providers and Think.Digital. Gippsland is a region with low digital literacy levels and many communities have poor access to training in these important skills. The aim of #Gippslanddigital was to provide learners with training in a range of exciting new entry level digital technology courses. The project included a high-tech mobile roadshow to 12 towns in Gippsland over three weeks.

A two-day boot camp was held for Learn Local trainers as well as various online courses and live webinars in digital education to upskill students and support professional development opportunities for the trainers. Trainers were able to learn more about virtual reality, augmented reality and 3D photography. These new skills were integrated into various pre-accredited courses.

Learn Local trainers had the opportunity to visit the Gippsland Tech School in Morwell and received training from InfoXchange in their new Digital Springboard curriculum and more specifically, an Introduction to Coding. To read more about Gippslanddigital, visit the case study online at [www.gippslandlearnlocal.community/spalg-toolkit](http://www.gippslandlearnlocal.community/spalg-toolkit).

The SPALG project team were also instrumental in brokering arrangements for RMIT to deliver the Swift App Development course at TAFE Gippsland in Warragul. This course provided Learn Local teachers and members of the Gippsland community with skills in designing and building apps for Apple iOS devices.

### Drones - The New Digital Literacy

Warragul Community House and Buchan Neighbourhood House were successful in applying for CAIF funding to develop a pre-accredited drones taster course. This course aims to introduce ACFE priority cohorts to drone technologies, including compliance and regulatory obligations. The focus is on drone technology as a possible career and employment pathway. To guide the planning and successful implementation of the technology, the program adopted the SOAR model<sup>2</sup>, which covers:

- > Safety (ethics and legal use), including Civil Aviation Safety Authority (CASA) regulations.
- > Basic Operations (flight and maintenance).
- > Active learning (engagement in problem solving), particularly focussing on understanding weather and cloud formations.
- > Research (practical applications) with a focus on autonomous flight, as that is where the future employment opportunities are likely to be.

A full set of resources for this course will be available in early 2020.

<sup>2</sup> Dr. Chris Carnahan and Dr. Laura Zieger, 2016. ISTE. Drones in Education: Let Your Students' Imaginations Soar.

**"I hadn't been to school for over 30 years. This course was outside my comfort zone, but undertaking work placement at the hospital has made me think I would like to become a theatre technician or maybe work in a portering role."**

— Wayne, Student

**"I learnt that there are a lot more job opportunities in this sector than I realised. I've decided I would now like to pursue a career as a disability support worker."**

— Mitch, Student

**"My confidence improved significantly and this course helped me feel more connected to my local community."**

— Aymee, Student





# Case studies

## Think.Digital



#Gippslanddigital provided local communities with access to training in much needed digital skills.

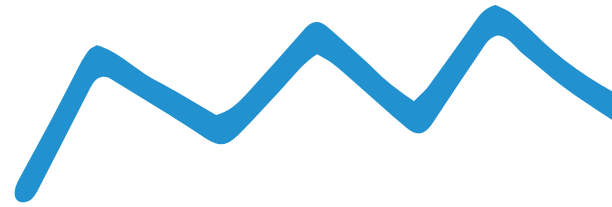
Learn Local trainers from across the region, participated in a 2-day boot camp in Traralgon, providing them professional development opportunities in a range of up-to-date digital technology skills.

Students had access to the latest in skills training including virtual reality, augmented reality and much more via a high-tech mobile coach 'Rocky'. The action packed roadshow visited 12 towns in Gippsland over three weeks.





# The importance of marketing



A key objective of the project was to increase the profile and understanding of the Learn Local sector across Gippsland.



The marketing strategy incorporated a range of high quality marketing collateral designed to:

- › promote the unique community-based network of 23 Learn Local providers in the region.
- › highlight successful outcomes for students who have undertaken Learn Local training.
- › better inform stakeholders about the value proposition offered by the Learn Local sector in providing training and skills that help people obtain employment and/or undertake further study.

› highlight the ACFE sector as an integral part of the Victorian Government's Skills First Agenda.

› showcase examples of quality pre-accredited training designed and delivered in partnership with local industry.

An integrated marketing plan was developed that would maximise audience reach using both traditional channels and social media platforms.

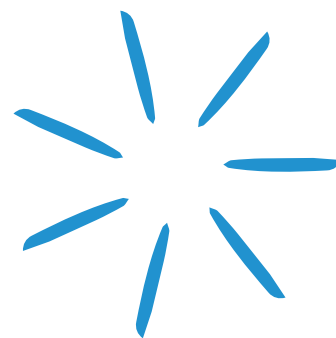
**"The low visibility of pre-accredited training is a barrier to partnerships and negotiated agreements - but building the rationale, quality and focus of pre accredited is the best promotion and visibility."**

– SPALG Project Evaluation, PTR Consulting, Oct 2018



# Maximising all opportunities

Having an online and social media presence, specific to Gippsland, enabled a wider audience reach and the ability to showcase examples of innovative Learn Local delivery.



## The launch of a Gippsland Learn Local social media campaign

Having an online and social media presence, specific to Gippsland, enabled a wider audience reach and the ability to showcase examples of innovative Learn Local delivery.

A social media specialist was employed to establish and regularly post to a dedicated Facebook page at [www.facebook.com/GippslandLearnLocal](http://www.facebook.com/GippslandLearnLocal). This strategy encouraged the local community to actively engage with the Gippsland Learn Local brand.

The Facebook page provided an opportunity to personalise the promotion of the range of courses on offer including sharing students' success stories, innovative partnerships with industry and Learn Local employment opportunities in Gippsland.

Check out this 'How to Guide' on Social Media for the Learn Local sector [www.gippslandlearnlocal.community/spalg-toolkit](http://www.gippslandlearnlocal.community/spalg-toolkit)

## The Gippsland Learn Local Website

[www.gippslandlearnlocal.community](http://www.gippslandlearnlocal.community)

The Gippsland Learn Local website provided individuals and businesses with access and information regarding SPALG related initiatives and Learn Local providers. The website has a range of teaching resources available to download including curriculum, teaching materials and A-frames developed through the project. These resources are available to all

Learn Locals across the State for free. The website also provides Learn Local teachers with access to SEV Connect Moodle.

Content related to the project was regularly published via a blog and web pages at [www.gippslandlearnlocal.community](http://www.gippslandlearnlocal.community). Importantly, the Gippsland Learn Local website also provided a landing page for people who engage with us via the Gippsland Learn Local Facebook page.

This content was shared to other relevant websites and social media platforms including LVA, GROW Gippsland and the Victorian Government TAFE and Training newsletter. Contributing to other external blogs, with a link back to the website was an effective way to generate further publicity for the sector.

## 2019 Gippsland Learn Local Course Guide

A full colour A4 poster (and PDF) outlining the pre-accredited training on offer by the 23 Gippsland Learn Locals was produced and distributed in February 2019. Stakeholders noted the high value of the collateral, specifically the detailed listing of all the courses on offer across the six Local Government Areas and the informative content regarding the benefits of the sector to both individuals and industry.

The poster was distributed to a broad range of stakeholders including employment service providers, local libraries, Skills and Jobs Centres, Local Learning and Employment Networks, TAFE, Learn Locals, local members of parliament, industry representatives and local government

municipalities. As a result of the successful campaign in Gippsland, 14 'region specific' course guides were produced encompassing all Learn Local provisions across Victoria.

<http://learnlocal.org.au/course-guides/>

## Learn Local course flyer templates

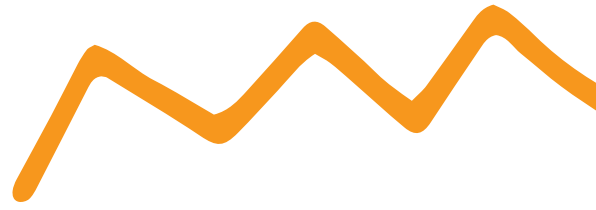
A course flyer template was designed and made available to Learn Local providers to customise and promote their courses. The template offers a professional, recognisable and consistent image and messaging, which is helpful when working with industry partners and jobactive

[www.gippslandlearnlocal.community/spalg-toolkit](http://www.gippslandlearnlocal.community/spalg-toolkit)

## V/Line campaign - Get Your Career on Track

As a way to further capitalise on the 2019 course guides and promote Learn Local delivery in the region, an agreement was reached with V/Line to co-design and display posters promoting the sector at V/Line stations across Gippsland. V/Line recognised the value of promoting the sector to Gippsland commuters who could benefit from access to up-to-date information on local training opportunities.

Posters were displayed at the Bairnsdale, Sale, Traralgon, Morwell, Moe, Warragul and Drouin train stations.



### Speaking engagements

SPALG project leads were asked to regularly present at various forums in the region and across the State, focusing on the innovative strategies developed. These included:

- › 2018 Learn Local Conference
- › Adult, Community and Further Education Board Strategic Planning Day - October 2018
- › Learn Local provider forums in Southern Metropolitan Melbourne, North East Metropolitan Melbourne and North East/Hume Region
- › TAFE Gippsland staff forums
- › Jobs Victoria Employment Network (JVEN) provider forums
- › Commonwealth Department of Employment, Skills, Small and Family Business forums

Topics discussed include the establishment of industry partnerships, how best to engage with jobactives and the Kick Start Your Career suite of courses.

### SPALG initiatives videos

A series of short video clips was produced promoting a range of SPALG initiatives including Kick Start your Career in the Health Sector, Kick Start your Career in Customer Service – Call Centres, Drones – The New Digital Literacy and The V/Line Learn Local marketing campaign.

[www.gippslandlearnlocal.community/spalg-toolkit](http://www.gippslandlearnlocal.community/spalg-toolkit)

### Gippsland Learn Local e-newsletter

A regular e-newsletter was distributed to targeted stakeholders across community groups, government, jobactives, industry, Learn Locals and other training providers. This strategy was particularly effective for communicating with stakeholders who expressed an interest in knowing more about the sector and what training opportunities were available.

[www.gippslandlearnlocal.community/spalg-toolkit](http://www.gippslandlearnlocal.community/spalg-toolkit)

### Learn Local banners

To further build on the branding created around the 2019 Gippsland Learn Local course guides, banners were designed and provided to all 23 Learn Local providers in Gippsland. This initiative was funded via an ACFEB Capacity and Innovation Fund project overseen by Milpara Community House.

### Media Releases

A media plan was developed with a focus on raising the profile of the ACFE sector across Gippsland and to highlight some of the SPALG and Gippsland Learn Local initiatives. Regular media releases, developed in conjunction with Learn Local partners, were distributed to all media outlets across the region, with considerable media coverage generated across several Gippsland based newspapers, Win TV and ABC regional radio.

### Ministerial events

The Honourable Gayle Tierney MP, Minister for Training and Skills and Higher Education, attended an event at Aussie Broadband in Morwell in February 2019 where she had the opportunity to meet with some of the students who had undertaken the Kick Start Your Career in a Call Centre course with GEST and had since gone on to obtain employment with Aussie Broadband. The event was also an opportunity for the Minister to acknowledge the 2019 Gippsland Learn Local Course Guide.

- ▶ A short video clip promoting the Learn Local/VLine campaign was produced and shared via social media: [bit.ly/Vlinevideo](http://bit.ly/Vlinevideo)



# Victorian Learn Local Awards



The Victorian Learn Local Awards are held annually and celebrate the success of students, practitioners and Learn Local training providers.

A number of Learn Local providers who implemented SPALG related initiatives were finalists and winners at the Learn Local Awards in 2018 and 2019. This is an effective way to promote and showcase the quality Gippsland Learn Local programs being delivered while recognising some great student outcomes.



**2019 Victorian Learn Local Practitioner Award**  
Winner: SPALG Project Lead, Josie Rose, Noweung



**Victorian Learn Local Creating Local Solutions Award 2019**  
Finalist: Kick Start Your Career in Customer Service - Call Centres: Gippsland Employment Skills Training (GEST)



**2019 Victorian Learn Local Young Pre-Accredited Learner Award**  
Finalist: Kick Start Your Career in Customer Service - Call Centres: Jack Vickery (GEST)



**2018 Victorian Learn Local Creating Local Solutions Award**  
Winner: Kick Start Your Career in the Health Sector: Noweung



**2018 Victorian Learn Local Young Pre-Accredited Learner Award**  
Winner: Kick Start Your Career in the Health Sector: Aymee Schofield, Noweung



**2019 Department of Education and Training Employee Award**  
Accomplishing Innovative Change  
Finalist: Gippsland Resilience Project Team. Robyn Downie, Jeremy Brewer and Marcia Thomas





# SPALG Project Evaluation

**Dr. Dahle Suggett,  
PTR Consulting  
(May – September 2018)**

PTR Consulting was contracted in May 2018 to undertake an evaluation of the SPALG project. Key objectives of the evaluation were to:

**Determine the impact of the three SPALG strategies on improving Learn Local sector skills to grow access for target learners, support improved learning and teaching, and strengthen pathways and transition.**

**Identify critical success factors for improved and aligned training pathways in Gippsland.**

**Provide advice on the effectiveness of pathways for aligned pre-accredited training and on future investments in pre-accredited training.**





# Evaluation findings

SPALG is acknowledged as making important inroads in building pre-accredited programs that are resulting in employment and training pathways for people.

## Positives:

- › Curriculum design support and ensuring improved access for Learn Local providers to quality curriculum and teaching materials is extremely beneficial.
- › The legitimate role for pre-accredited is taking shape in stakeholders' views – they see the possibilities of a stronger role for pre-accredited training.
- › Relationships and collaboration between Learn Local providers and employers has improved the sector's capacity to identify gaps in the availability of pre-accredited training. Starting with pre-accredited training in health and disabilities sectors has been well targeted given employer needs. This approach is replicable to other industry areas.
- › Course structures are stronger with adequate time allocated, literacy support, work experience/observation built in and pre and post-interviews on employment intentions.
- › The interactions with Commonwealth employment agencies is vital and there is considerable respect for the DET effort so far.
- › Strong endorsement of the changed Learn Local providers recruitment of students into courses. It's important for Learn Local providers to clearly promote and time courses, and also follow-up with relevant feeder agencies.

## Gaps and opportunities:

Momentum needs to be sustained. SPALG signals the beginning of a stronger purpose and role clarity for providers but it is just the beginning.

- › Learn Local providers working together. We need to recognise they are part of a larger system. Smaller, isolated Learn Local providers have to look at engaging and partnering more widely.
- › Coordination, timing and follow-up are critical in progressing the consolidation of agreed pathways and relations with other agencies.
- › Promotion of the role of pre-accredited training needs to be far clearer – DET, as the commissioner of the Learn Local sectors activity, has a role in improving communication channels, including with TAFE.

# Critical success factors

The following features point to improved and aligned training pathways; some are in place and need to be expanded; others have been identified as development needs.

## System level factors:

- › **Time and resources allocated to high quality planning and coordination.**  
The gains for Learn Local providers in Gippsland from the SPALG coordination activities have been considerable. Coordination and facilitation resources may not be a long term need but 'backbone' local structures have been important and will be needed for the near future for the new ways of working with industry, TAFE and the community to be consolidated.
- › **Flexible Student Contact Hours (SCH).** The project has identified that involvement in industry skill shortage pathways needs significant advance planning and coordination, and delivery plans need a degree of flexibility to take advantage of opportunities and learner demand as they emerge.
- › **DET support for Learn Local providers in areas that are uniquely placed to assist.** The new level of learner engagement and targeting industry needs calls for more readily available local planning data. For example, providing data on target cohorts and monitoring outcomes. Other DET roles that have been crucial include DET negotiation with local industry and advocacy for the status of pre-accredited courses vis a vis an accredited qualification.
- › **Enabling a local, place-based focus.** The credibility of the SPALG courses is inextricably linked to local engagement and the explicit attention to local needs. The local focus and regular dialogue with industry, TAFE and community needs to be sustained.

- › **Negotiated status with Commonwealth employment services.**  
This is an essential component for building viable pathways for target learners and builds in accountability for ensuing outcomes. As a result of work undertaken by the SPLAG project team, a number of pre-accredited courses have been approved for jobactive job seekers to undertake in Gippsland.

## Program level factors:

- › **Systematically mapping industry sector pathways.** The systematic analysis of local and particular employment needs, training pathways and assessment of learners' capabilities has opened the door for more finely tuned courses. The rigorous process has also contributed to increased credibility of the pre-accredited offering and shows the way forward for more cooperative work.
- › **Refreshed course structure, content and accessibility for Learn Local providers.** The alignment with industry needs, increased time to meet the content demands and built in work experience or observation are crucial features that stand out in the new course design.
- › **Wider engagement among Learn Local providers.** Providers vary widely in their size, financial structure, range of other functions and partners. While some are large and independent, many are small and isolated, but in touch with their communities. Making the co-designed courses more widely available is essential for efficiency and effectiveness.

- › **Expanded teacher capability.** The digital train-the-trainer days and their mentoring model illustrates the necessity to ensure teachers are equipped with up-to-date knowledge and tools for fit-for-purpose pre-accredited courses. Moreover, teachers are willing to spend time acquiring specific skills that can be readily applied in their teaching.

# Moving forward

Five major themes arose from the evaluation process:

## 01

### **Build on the exceptionally strong 'ACFE ethos' and knowledge**

The sector's collective intellectual property for understanding disadvantage and tailoring options is to be valued and needs to be more visible. For example, advice on adult literacy, individualised support and nature of wrap-around services. The sector needs to be more articulate about successful strategies and solutions.

Focus on the further development of Learn Local providers' leadership skills.

## 02

### **Be smarter about curriculum design**

Modernise all courses as in SPALG's co-designed industry based courses; articulate what works; ensure courses are widely available and shared.

Emphasise your industry co-design approach; support others to adopt that methodology.

## 03

### **Pathways are central to success**

The low visibility of pre-accredited training is a barrier to partnerships and negotiated agreements but building the rationale, quality and focus of pre-accredited is the best promotion.

Greater relevance for pre-accredited training will not be possible without assured quality and relevance.







# 04

# 05

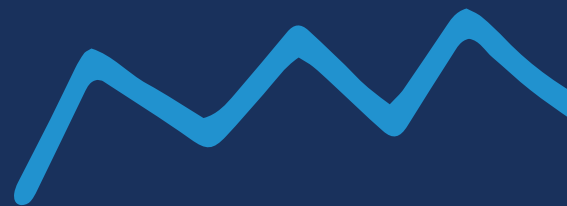
**More flexibility in relation to Learn Local providers accessing Student Contact Hours (SCH)**

The identification of new learner markets and skills development opportunities will have a direct impact on the sector's capacity to meet demand.

More flexibility in delivery plans is needed in relation to providers accessing additional SCH so as to respond to partnership opportunities that emerge to meet the needs of priority cohorts, particularly the most vulnerable.

**Build the right infrastructure**

The sector is mixed in character and that can be an asset but that also requires attention to the needs of different providers. Infrastructure should be established to meet those needs. For example, communication systems, facilitating networking, resource sharing and tools for codifying partnerships.





PICK A TOWN.  
PICK A LEARN LOCAL.  
PICK A NEW SKILL.

**BALINDIGALE**

Programme	Cost
Business Management Certificate	£1,200
Business Management Diploma	£1,800
Business Management Degree	£2,400
Business Management Masters	£3,000

**KEWLEIGH**

Programme	Cost
Business Management Certificate	£1,200
Business Management Diploma	£1,800
Business Management Degree	£2,400
Business Management Masters	£3,000

**ROSWELL**

Programme	Cost
Business Management Certificate	£1,200
Business Management Diploma	£1,800
Business Management Degree	£2,400
Business Management Masters	£3,000

**GRINNETT**

Programme	Cost
Business Management Certificate	£1,200
Business Management Diploma	£1,800
Business Management Degree	£2,400
Business Management Masters	£3,000



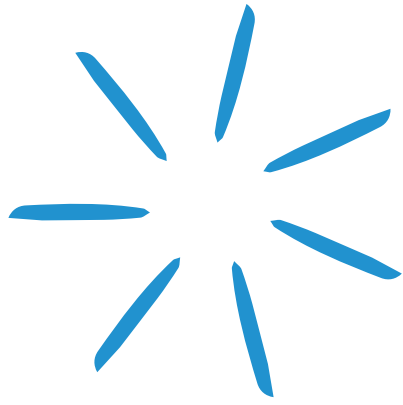


DIPPE  
LAND  
LEARN  
LOCAL

Missie  
Broadband

Category	Item	Value
Table 1	Item 1	Value 1
	Item 2	Value 2
	Item 3	Value 3
	Item 4	Value 4
Table 2	Item 1	Value 1
	Item 2	Value 2
	Item 3	Value 3
	Item 4	Value 4
Table 3	Item 1	Value 1
	Item 2	Value 2
	Item 3	Value 3
	Item 4	Value 4





RETHINK.  
REVIVE.  
RESKILL.  
RECONNECT.  
RESHAPE.

RESULT.

