



Australian Government



CREATING A MORE FLEXIBLE LLNP IN 2013-16

A discussion paper to seek feedback on possible changes to the Language, Literacy and Numeracy Program (LLNP).

*Department of Industry, Innovation, Science,
Research and Tertiary Education*

Close date for feedback 17 August 2012

INSTRUCTIONS FOR SUBMISSION

The Language, Literacy and Numeracy Program (LLNP) is seeking feedback on the Discussion Paper from all interested stakeholders. Responses must be submitted by Friday, 17 August 2012.

The Discussion Paper contains several questions to guide submissions, which are summarised at Appendix A. The LLNP does not wish to limit responses to these questions and welcomes submissions that respond to the paper more generally. However, concise responses are encouraged.

Where possible, submissions should be provided electronically in a text-based format (such as Word or .pdf):

Email: LLNPFeedback@deewr.gov.au

Alternatively, submissions may be provided by mail to:

Mail: LLNP Section
GPO Box 9839
Canberra ACT 2601

Cover page

The following information should be provided in a cover page to your submission:

- Name of organisation
- Category of stakeholder – i.e. registered training organisation, peak industry body, union, government agency, etc.
- Contact person if clarification is required
- Contact person's phone number
- Contact person's email address

Enquiries

For enquiries regarding submissions please email LLNPFeedback@deewr.gov.au

Further information is available on our website www.innovation.gov.au/llnp.

The material collected in response to this Discussion Paper will be treated as confidential.

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Acronyms

Acronym	Name
ACSF	Australian Core Skills Framework
AMEP	Adult Migrant English Program
AQTF	Australian Quality Training Framework
AVOC	Advanced Vocationally Oriented Courses
BAFW	Building Australia's Future Workforce
BES	Block Exit Statement
BR	Business Region
BSA	Business Service Area
CALD	Culturally and Linguistically Diverse
CT	Complementary Training
DEEWR	Department of Education, Employment and Workplace Relations
DES	Disability Employment Service
ESA	Employment Service Area
ESL	English as a Second Language
FSD	Full Service Delivery
ITP	Individual Training Plan
IV	Independent Verification
JSA	Job Services Australia
LLNP	Language, Literacy and Numeracy Program
LLN	Language, Literacy and Numeracy
NBN	National Broadband Network
NSSC	National Skills Standards Council
PTA	Pre-Training Assessment

RFT	Request For Tender
RTO	Registered Training Organisation
SEE	Skills for Education and Employment
SGT	Small Group Training
TADS	Training and Delivery Strategy
TESOL	Teaching English to Speakers of Other Languages
VET	Vocational Education and Training
VOIP	Voice Over Internet Protocol Technology

Chapter 1 – Introduction

Overview

The Language, Literacy and Numeracy Program (LLNP) has been operating since 2002. The program seeks to improve clients' language, literacy and/or numeracy (LLN) skills with the expectation that such improvements will enable them to participate more effectively in training or in the labour force, and lead to greater long-term gains for society.

Registered Training Organisations (RTOs) are contracted by the Department of Industry, Innovation, Science, Research and Tertiary Education to deliver the LLNP. The Commonwealth facilitates the delivery of these services by undertaking an open market procurement process. The last procurement process was undertaken in 2009 for the 2010-13 contract period.

Given that the current contracts for the delivery of the program expire on 30 June 2013, the Government sees this as an opportune time to review elements of the program.

This Discussion Paper seeks feedback on some possible changes which may be considered when reviewing the LLNP Guidelines. Any changes will be reflected in the next tender process and contract.

The inclusion of possible changes in this Discussion Paper does not imply that the changes will be implemented.

Purpose of the LLNP Review

The Australian Government is planning to approach the open market for the next contract period - 2013-16 as well as offering contract extensions to high performing existing providers. The details of the market delivery are outlined in more detail within Chapter 2 – Market Delivery in 2013-16.

The Government is investing in a range of measures to ensure Australia is able to meet the skills challenge confronting the economy and to share the benefits of economic growth with all Australians. Australia faces the dual pressure of an ageing population and increasing demand for more highly skilled workers, which will deepen over the next 15 years. Skills shortages exist in certain industries, notably in skilled trade areas and in many engineering and health occupations.

There are communities of significant employment disadvantage and individuals who, for a variety of complex reasons, remain outside or on the margins of the labour market. These issues have consequences for Australia's future prosperity – for disadvantaged individuals as well as for the nation as a whole.

In the 2011 Budget the Government announced it would invest an additional \$182.8 million over four years to lift the foundation skills of adult Australians under an initiative entitled *Building Australia's Future Workforce* (BAFW). This has brought the total Government investment in foundation skills training and strategic initiatives over the next four years to around \$760 million. Of the additional investment, \$143.1 million over four years has been allocated for improved access to the LLNP. The additional funding was in recognition of the demand for the program and means that an additional 30,000 job seekers will have access to this program over the next four years, which commenced on 1 July 2011.

The expiry of the current contractual arrangements for the LLNP presents an opportunity to examine the policy and operation of the program, taking into account the Government's increased focus on meeting the skills challenge. Key criteria in assessing the value of possible changes will be the extent to which the change will:

- improve efficiency by reducing administrative and compliance burdens;
- enhance the capacity of the program to respond to change;
- better articulate the Government's expectations for providers in relation to contractual requirements for the delivery of the program; and
- improve the targeting of resources and measurements of outcomes to ensure the greatest benefits are achieved within the funding envelope.

It is also an opportunity to consider possible changes that have been put forward by existing LLNP providers delivering the program on behalf of the Government.

In reviewing the feedback received, the Government will consider the costs and resources available to implement any program changes. This may mean that the implementation of some changes may need to be via a staged approach. Therefore, it is important in your feedback that you identify which changes you consider to be critical.

Background to the Language, Literacy and Numeracy Program

As mentioned earlier, the program has operated since 2002 when the Literacy and Numeracy Training Program and the Advanced English for Migrants program amalgamated to provide a more integrated management approach to addressing LLN needs among job seekers at the national level.

Eligible job seekers can be referred to this program by Centrelink or Employment Service providers, that is, both Job Services Australia (JSA) and Disability Employment Service (DES) providers. All eligible job seekers are entitled to up to 800 hours of free training that are delivered in 200 hour blocks of training. Clients may undertake LLNP on a part-time basis (10 to 19 hours per week) or a full-time basis (20 hours per week) for up to a maximum of 800 hours of training over a two year period.

The Department contracts with RTOs to provide accredited training based on approved curricula. All clients' LLN needs are professionally assessed before they are considered for training by undertaking a Pre-Training Assessment (PTA).

Following the PTA, clients assessed as suitable are placed in Initial, Basic or Advanced language training or Basic or Advanced literacy and numeracy training. An Individual Training Plan (ITP) is created for each client to guide their learning outcomes.

Table 1: LLNP Streams of Training

Training Streams	Training Focus	Blocks of Training Hours
Initial	Language	200 hour training blocks (up to 4 maximum)
Basic	Language	
	Literacy/Numeracy	
Advanced	Language	
	Literacy/Numeracy	

The LLNP currently offers Standard Training as well as two optional training courses: Complementary Training (CT) and Advanced Vocationally Oriented Courses (AVOC).

- CT is intended to target the program's most disadvantaged client groups and provides opportunities to develop contextualised training to enhance clients' employability in local labour markets.
- AVOC is only available to Advanced stream clients and is offered in blocks of 400-450 hours with set intake and set end dates.

To ensure national geographic coverage, LLNP service delivery for each state/territory is divided into Business Regions (BR) which are further sub-divided into Business Service Areas (BSAs). The LLNP is delivered to 134 BSAs, which are geographically defined areas, nationally. Of these 134 BSAs, 22 are identified as remote.

In 2009, the BSA maps were created to visually demonstrate geographic boundaries. The BSA maps are a tool LLNP providers can use to better understand the geographic dimension of the area they service.

Chapter 2 – Market Delivery in 2013-16

As part of the 2010-13 tender process, the Government provided an option to extend the LLNP contracts for a further three years. It is proposed that the extension option will be invoked for current high performing LLNP providers. These providers will be offered the option to continue delivering LLNP training.

The offer of extending existing contracts is to allow for continuity in service delivery. This extension option will not only give providers the certainty of continuing business, but also allow them to make necessary business decisions, such as employing trainers and arranging premises leases at competitive rates. The extended contract offered to providers will be varied to ensure consistency with any changes to the program outlined in the RFT documentation.

The length of the extension offered will be subject to provider performance over the 2010-13 contract period. Aside from the Key Performance Indicators (KPIs), other factors of performance will be taken into consideration when determining the length of the contract to be offered. Those components will include but are not limited to:

- The target cohort that the provider has been focussing on;
- Whether the provider has been involved with any Innovative and Research Projects;
- The ability of the provider to deliver on strategies outlined in their tender response and ensure site operations are commenced within the stipulated timeframe; and
- Linkages to the local community and/or relationships with local referring agencies. Feedback on those relationships will be sought from the referring agencies.

Performance will also be assessed from feedback from the Department's Contract Managers.

In conjunction with the contract extensions, the Government is also proposing to approach the market to fill current and future service delivery gaps, for instance, where an existing provider chooses to decline the contract extension and/or where there is no face-to-face provider.

Aside from filling service delivery gaps, there is a need to introduce other RTOs into the LLNP market as the program has expanded since the previous tender process. The program will almost double in size from the previous tender: from around 17,000 commencements per annum to 30,000 commencements per annum by 2014-15.

Potentially, as the number of LLNP providers increases so will the number of providers delivering services in each BSA.

The Government is also considering the introduction of an LLNP panel of providers. This is a new concept that aims to increase the program's flexibility to respond to the changing needs of the Australian economy and industry. A more detailed outline of the panel and its purpose is provided on page 10.

Multi- provider service delivery model

Under current arrangements each contracted LLNP Provider is contracted to deliver services for three years within a BSA. In the majority of instances there is only one LLNP provider delivering service in the BSA, the exception being some larger populated areas such as metropolitan areas, but not all.

During the 2010-13 Contract period the Department experienced instances where, due to a number of factors, the LLNP provider in a BSA was not able to meet local demands. This current delivery model appears to be limiting the capacity to respond to local demands or to the rapid expansion of the program. As the size of the LLNP will grow over the next few years, there is a need to consider a multi-provider service delivery within a BSA.

Having more than one LLNP provider within a geographic area should allow for faster engagement with clients and also provide more choice for clients. The multi-provider model also aligns with other Government contracted service delivery models such as the Employment Service model where there are a number of JSA and DES providers within an Employment Service Area (ESA).

While there is consideration of expanding the multi-provider model beyond metropolitan areas, the financial capping of the program will also be a factor the Government will be considering when offering future business.

Sitting alongside the expansion of the multi-provider option, the Government is also looking to introduce panel arrangements for the delivery of LLNP. The panel will assist the Government in better targeting demand for LLNP services where existing contracted providers are unable to provide services.

Introduction of a Panel Model

During the 2010-13 contract period the Department experienced a number of instances where a service gap eventuated. A timely response was often difficult due to the need to undertake a separate procurement exercise in order to fill that gap. Under current arrangements, even where existing providers have undertaken the procurement process and been successful as part of that process, they are currently still required to re-tender to fill any gap. The purpose of a panel model is to increase our capacity to respond quickly to changes within the BSA.

Under a panel model, one or more providers would be contracted to deliver training in each BSA, as is current practice in some BSAs. However, other viable tenderers would also be invited to join a non-exclusive panel of potential providers. These providers would not be offered business immediately but could be called upon to deliver training as required – for example, to offer additional services in response to client demand or to replace an under-performing provider. Panels may also be established to offer distance-mode delivery and Independent Verification (IV) services.

Business would not be guaranteed for any LLNP panel member but they would have opportunities to apply for Innovative and Research Project funding annually to undertake pilot programs, research or other proposals that will improve the delivery of the LLNP.

Various scenarios using the panel model are outlined in the following table.

Table 2: LLNP Panel Scenarios about when to Approach a Panel Member

Scenario	Options	Panel Member
Unmet demand in local area.	1. Discuss with existing provider regarding their capacity to meet demand.	
	(YES) Provider accepts offer – no need to approach Panel member.	(NO) Provider is unable to service new area of demand – the panel member is approached.
Geographic coverage too large / remote.	2. Discuss with existing provider whether they are able to service a wider area.	
	(YES) Provider is able to expand within geographic area in a timely manner.	(NO) Provider is unable to service new area of demand – the panel member is approached
Poor performance by existing provider.	3. Department notifies existing provider of performance improvement requirements.	
	(YES) Provider improves performance within the required timeframe- panel member not approached.	(NO) Provider does not improve performance within the required timeframe – department process.
	(YES) Written warning given – improvement seen within the timeframe – panel member not approached.	(NO) Written warning given – without improvement – panel approached.

The Government anticipates that expanding the multi-provider service delivery model and the introduction of a panel has the potential to:

- greatly improve the program's ability to grow in future years;
- increase our capacity to respond where demand is identified;
- provide genuine client choice; and
- improve the quality of the training being delivered.

For consideration in your response:

- Q1. What do you consider to be a reasonable period of time to rectify any performance issues before another provider on the panel is called on to commence LLNP service delivery?
- Q2. What do you consider to be a reasonable timeframe to commence LLNP service delivery if you are called on from the panel?

Chapter 3 – Changes for Consideration

This chapter outlines some of the possible changes being considered for the program. Each topic considers the issues raised with the Government and offers possible changes. In assessing possible changes, the Government will take into consideration available resources and the complexity of the change.

3.1 Teacher and Assessor Qualifications

The Government seeks to up-skill and to expand the LLN training workforce in order to enhance the quality and supply of LLN training. The existing LLN workforce is currently experiencing a shortage of qualified practitioners and faces significant losses in the next 5-10 years due to retirement. This is particularly problematic given the number of Australian adults with low LLN skills needing assistance.

One of the most significant challenges in implementing wide-ranging strategies to address literacy and numeracy issues is the availability of high quality, well-trained adult LLN practitioners who can operate effectively in a diverse range of environments to support a diverse clientele.

Qualification requirements assist in maximising quality outcomes for clients by ensuring that highly-qualified and highly-skilled teachers are delivering the program. The Australian Quality Framework (AQTF) is the national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australian vocational education and training (VET) systems.

Australian Registered Training Organisations (RTOs) must maintain a number of conditions and standards to maintain their RTO status. Aside from the conditions of registration that must be maintained, each RTO must have qualified teaching staff to deliver courses within their scope of registration. The relevant standards have been extracted below:

1.4¹ Training and assessment is delivered by trainers and assessors who:

- a. Have the necessary training and assessment competencies as determined by the National Quality Council or its successor, and*
- b. Have the relevant vocational competencies at least to the level being delivered or assessed, and*
- c. Can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and*
- d. continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and training/assessor competence.*

7.4² The RTO must ensure that training is delivered by a person who:

- i. Holds the Certificate IV in Training and Assessment from the Training and Assessment Training Package or is able to demonstrate equivalent competencies or*
- ii. Is under the direct supervision of a person who has the competencies specified in standard 7.4 i and*
- iii. Is able to demonstrate vocational competencies, at least to the level of those being delivered.*

¹ AQTF Essential Conditions and Standards for Continuing Registration

² AQTF Standards for Registered Training Organisations - 2005

Under the LLNP 2010-13 Program Guidelines, teachers and assessors must have the following qualifications and experience:

Table 3: 2010-13 Teacher and Assessor Qualification Requirements

Teacher	Assessor
An undergraduate degree of at least three years duration; and	A formal pre-service teaching qualification (that is, Diploma of Teaching; Bachelors degree plus Teacher's Certificate; Bachelor of Education; Bachelors degree plus Diploma of Education; or Bachelors degree plus Diploma in Educational Studies/ Teaching English to Speakers of Other Languages [TESOL]); and
A recognised qualification in TESOL or Adult Literacy; and	A postgraduate qualification in TESOL or Adult Literacy; and
At least 100 hours teaching English as a Second Language (ESL) or Adult Literacy/ Numeracy in the last three years.	At least three years full-time or equivalent experience in teaching in TESOL or Literacy Programs at an adult, secondary or pre-tertiary level.

In 2012 the National Skills Standards Council (NSSC) is undertaking a comprehensive review of the national standards for the regulation of VET to address concerns around confidence in the quality assurance of VET from industry and employers, particularly in the quality and consistency of assessment and the qualifications of trainers and assessors. The review will have a strong focus on the teaching and assessment standards to ensure that the standards are reflective of a central focus on quality management of assessment. This will include a focus on teaching and learning, in particular, the competency requirements, the qualifications and the ongoing professional development needs for VET trainers and assessors.

The Government has commissioned Innovation and Business Skills Australia (IBSA) to develop new graduate LLN qualifications and to explore options for increasing the capacity of the VET workforce in supporting VET learners in LLN. An extensive research and consultation process has led IBSA to conclude that the best approach is to require all new and existing VET practitioners to undertake set units in LLN as part of their initial Training and Education qualification or as part of their professional development.

The current program requirements are higher than the requirements under the AQTF to maintain RTO status and deliver training in scope. Some LLNP providers have advised that they find that the current teacher qualifications for the LLNP are overly prescriptive and create a barrier to attracting practitioners to the sector. In particular, it can be difficult in rural and remote areas to attract staff who meet the current program requirements.

Balancing this argument is that there are other Government programs that also seek very similar teacher qualifications to the LLNP, and do not appear to be causing the same level of anxiety to the organisations delivering those services. For example, in the Adult Migrant English Program, teachers must possess the following qualifications:

- A recognised Bachelor Degree (at least three years in length) and a recognised postgraduate TESOL qualification; or
- A Bachelor of Education with a TESOL major or equivalent which includes a practicum (at least 60 hours); and
- A Certificate IV in Training and Assessment (up to June 2012 TAA04³, from 30 June 2012 TAE40110⁴) or equivalent.

Maintaining high quality teaching and assessment services is a priority for the Government. This priority has been demonstrated through the significant work being undertaken, and planned in the future, in the VET sector that will assist in standardising qualification requirements in the sector. The questions being considered by the department in administering the LLNP are related to determining the balance of qualification requirements against the need to grow and up-skill the workforce in this sector.

For consideration in your response:

- Q3. *Do you consider the current LLNP qualification requirements to be too rigid? Why/why not?*
 Q4. *If so, what do you think the LLNP qualification requirements should be?*

3.2 Complementary Training and Advanced Vocationally Oriented Courses

Complementary Training (CT) and Advanced Vocationally Oriented Course (AVOC) are offered as part of the LLNP. LLNP providers need to have tendered and been successful in that tender process to be allowed to deliver the two training courses in addition to Standard Training.

- CT focuses on disadvantaged groups and runs parallel to Standard Training available at all levels and streams.
- AVOC, offered to advanced level Language and Literacy/Numeracy clients only, contains the potential for work experience and has an industry focus.

Prior to the current contracts, LLNP providers were required to tender for the delivery of CT and AVOC separately. LLNP providers who did not tender for these courses were unable to offer them throughout the life of the contract, and were therefore limited to delivering Standard Training only.

As all LLNP courses can now include work experience, and each one should be contextualised to meet client and industry needs, these additional courses may be redundant. Removing CT and AVOC will reduce administrative requirements for both the Government and for providers.

For consideration in your response:

- Q5. *What impact do you think the removal of specific CT and AVOC will have on the outcomes to the program and quality of service delivery?*
 Q6. *Are there any other issues relating to CT and/or AVOC the Government should take into consideration?*

³ Training and Assessment Package

⁴ Certificate IV in Training and Assessment

3.3 Work Experience

Work experience and observation are essential components in LLNP as they provide clients with an opportunity to consolidate their learning and gain practical experience in a workplace environment. Work experience is also a key part of the BAFW package announced in the 2011 Budget.

The current process for arranging and managing an LLNP work experience and observation placement involves:

- The LLNP provider seeking prior approval from the Department for each placement;
- The LLNP provider documenting the learning objectives and how they contribute to the Australian Core Skills Framework (ACSF) indicators outlined in the client's ITP;
- A formal agreement (i.e. contract) being developed between LLNP providers and host employers; and
- Bi-weekly on-site monitoring visits of work experience clients.

The Government recognises the complexity and time taken to arrange work experience for LLNP participants. Feedback from providers and Department Contract Managers indicates that some administrative changes would help to make work experience and observation a more viable and accessible component of LLNP training. Possible changes to assist providers in the preparation and management of work experience activities include:

- Removing the requirement for departmental approval for work experience;
- Allowing the LLNP provider to claim work experience hours if the placement has been identified by another party (i.e. a referring agency or the host organisation themselves);
- Monitoring of work experience by the provider to be based on a risk assessment undertaken by the Departmental Contract Manager; and
- Clarifying LLNP providers' obligations with regards to insurance liabilities and specifying an amount in the 2013-16 Contract.

LLNP providers would continue to be required to clearly document and link learning outcomes to work experience placements. It is proposed that the Independent Verifier (IV) review these claims as part of their independent verification activities.

For consideration in your response:

- Q7. *What would you consider to be a balanced approach to monitoring work experience placements?*
- Q8. *What would be the impact of removing the requirement for departmental approval for work experience and observation?*
- Q9. *What would assist you to make work experience placements a part of your Standard Training?*

3.4 Extended Period to Undertake a Pre-Training Assessment

A Pre-Training Assessment (PTA) is an assessment that documents an individual's competencies in LLN and assists in determining the stream of training appropriate to their needs. All LLNP assessments, including the PTA, are reported against the ACSF. The PTA also helps the provider determine if the client is suitable for training. Currently, all PTAs must be completed prior to the client commencing training.

For cohorts that have had previous negative experiences in a formal learning environment such as school, a PTA can be a daunting introduction to the program. The current length of time to undertake a one-off interview for a PTA can discourage some more vulnerable job seekers and this in turn can affect the provider's ability to engage and retain these clients in those first few weeks. An alternative approach would be to allow providers to undertake PTAs while the client is in training over a period of two weeks. This would allow clients to be assessed without the need for a formal interview process. This could better ease the client into the LLNP class, thus increasing their chance of retention and achievement.

For consideration in your response:

Q10. Do you think that extending the period in which to complete a PTA will assist in retaining clients? Why/why not?

3.5 Suitability for Training

Chapter 3.12 of the LLNP Guidelines outlines the definition of 'suitable for training' as assessed at the PTA interview. Potential clients are assessed as suitable for training if a provider considers they are:

- in need of a particular stream of training under the program;
- able to measurably improve their LLN competencies by participating in the program; and
- able to learn and have no potential barriers (such as homelessness, substance abuse or prolonged attendance difficulties) which could inhibit the clients' capacity to measurably improve their LLN.

The Government is interested in examining the factors that should be taken into consideration by providers to ensure that there are no unnecessary barriers to disadvantaged clients participating in the program. For example, homeless clients should not automatically be excluded as they may still be able to benefit from training.

For consideration in your response:

Q11. What factors/ triggers should be used to determine a job seeker's suitability for training?

3.6 Service Delivery

Feedback from LLNP and Employment Service Providers is that some aspects of the LLNP are limiting the delivery of flexible training that can be coupled with other training courses.

Modes of Delivery

The LLNP's approved modes of delivery are face-to-face, distance-mode and mixed-mode delivery. Face-to-face continues to be the Government's preferred mode of delivery. Distance-mode delivery is intended to service clients in rural and remote areas who cannot easily access a face-to-face provider and is delivered by a national distance provider. Mixed-mode allows for a mixture of face-to-face training and distance education (with the distance component delivered by the face-to-face provider). In the current contract, it is primarily designed to increase the participation and retention of clients who live in rural and remote locations, those with transport difficulties or who have difficulty attending classes during school holidays.

Training Delivery Stream

The 2010 Request for Tender (RFT) allowed potential providers to tender for either full or partial service delivery. Full Service Delivery (FSD) includes offering clients training in both the Language and Literacy/Numeracy streams. Partial service delivery is limited to either Language training only or Literacy and Numeracy training only.

Under the Commonwealth Procurement Guidelines, a provider cannot tender for one training stream (full or partial), then seek to switch to the alternate training stream delivery during the contract period. This can limit providers' capacity to respond to the needs of program participants in their areas.

Removing the requirement to tender for full or partial delivery and instead making full service delivery the standard approach would remove this inflexibility. By contracting with RTOs for FSD-only, the full stream of services will be available to clients in all areas.

200 hour training blocks

Eligible job seekers are entitled to access a total of 800 hours of training within a two year period (from the date of first commencement). Clients may continue in the LLNP until they have used all their 800 hour allocation, subject to their capacity to benefit.

The total 800 hour allocation is currently divided into 200 hour blocks of training. Removing the 200 hour block structure would enable providers to deliver courses according to the required length of the course curriculum or based on the individual's need. This would increase the focus on attainment/achievement in the program rather than the hours of training.

The requirement for regular assessment would need to continue to ensure clients are gaining from the training delivered.

The delivery of training hours should be taken into consideration with other proposed changes such as the payment structure and incentive payments section of the Discussion Paper, reference to page 23.

For consideration in your response:

Q12. *What do you consider, in the event 200 hour blocks are to be removed, to be sufficient assessment points (for example, every 200 hours, 400 hours) for clients progressing in the program and why?*

3.7 National Broadband Network

The National Broadband Network (NBN) will provide access to high-speed broadband to all Australian premises using a combination of fibre, fixed-wireless and satellite technologies:

- 93 per cent of premises will have access to a high-speed fibre network capable of providing broadband speeds of up to one gigabit per second
- 7 per cent of premises will be served by a combination of next-generation fixed-wireless and satellite technologies providing peak speeds of 12 megabits per second.

The Australian Government has established NBN Co Limited (NBN Co) to design, build and operate a new high-speed NBN.

The NBN will be Australia's first national wholesale-only, open access broadband network offering equivalent terms and conditions to all access seekers or service providers. NBN Co will roll out the network and sell wholesale services to internet and telephone service providers. In turn service providers will offer retail services to consumers. This is a significant structural change to Australia's telecommunications industry, aimed at encouraging vibrant retail competition.

On 29 March 2012 NBN Co released its first three year national fibre rollout plan. The indicative plan lists more than 3.5 million homes and businesses where work is due to begin, be underway or completed by mid-2015. Work on the fibre network until the end of 2012 is detailed in NBN Co's 12 month rollout schedule. As of April 2012 construction of the NBN fibre network is underway or completed in more than 40 communities.

Areas outside the fibre footprint will still receive vastly improved broadband services through next-generation fixed wireless or satellite technologies providing peak speeds of 12 Mbps. The next-generation fixed wireless and satellite networks are being engineered to specifically deliver high-speed broadband to regional and remote communities. These services are expected to be the equivalent of, or better than, what many experience with ADSL today. The initial wireless and satellite upload speeds will provide sufficient bandwidth to deliver standard definition video. It is also expected NBN's satellite and wireless services will be able to support videoconferencing and a range of e-health and e-learning services. NBN Co is expected to complete these networks in 2015. This represents a significant improvement on speeds experienced by users of these technologies today.

The NBN will change the way Australia's education system accesses information, collaborates and communicates, in addition to improving connections to the household for students to engage with learning institutions. It will also change the way education can be delivered by allowing people to access more information and services online — particularly in regional and remote areas.

The Australian Government is seeking to improve the delivery of the LLNP program using 21st Century technology including the NBN. Future upgrades and technology improvements will enable new teaching techniques to be explored for example, the use of real-time high definition video conferencing or virtual interactive learning environments as alternative or complementary methods of delivery to face-to-face classroom delivery. For more information on a range of NBN enabled education and skills programs visit <http://nbne-learning.wikispaces.com/2012+Projects> .

To improve the delivery of this program, the Government is seeking ideas about how the NBN can support the delivery of LLNP training. In 2012-13 as part of the process to call for proposals for innovative projects covering improvements, research and flexibility within the LLNP, it is proposed that one of the themes for proposals will be related to the use of NBN to deliver training.

For consideration in your response:

Q13. How could the NBN be used to improve LLN delivery?

3.8 Geographic Coverage

In recent years there has been discussion regarding whether or not LLNP geographic boundaries should align with the Employment Service Area (ESA) boundaries.

Aligning the boundaries could strengthen linkages with Employment Service Providers (both JSA and DES providers) furthering the Government's agenda for an increased focus on employment outcomes resulting from participation in the LLNP.

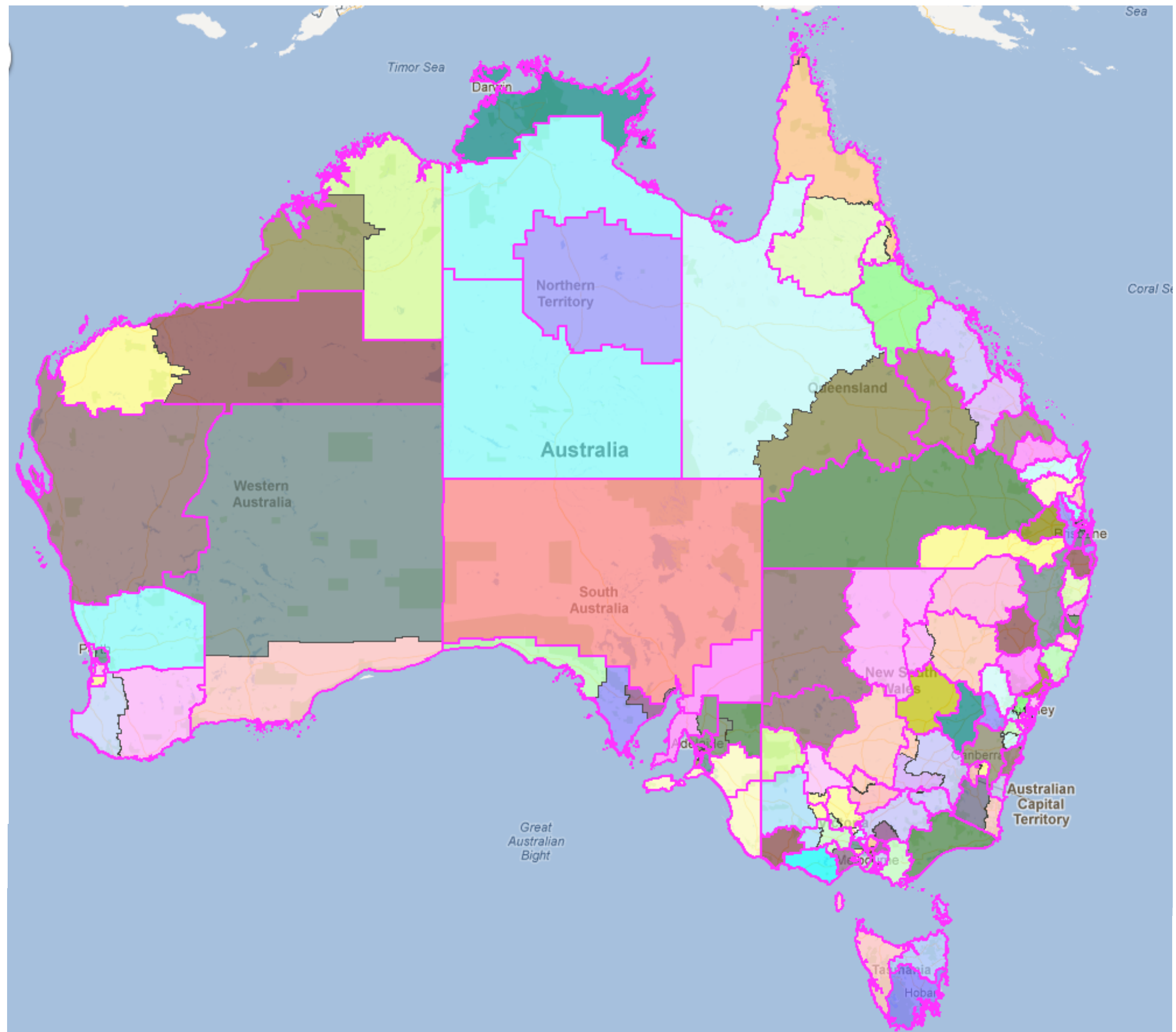
If there was a change to the geographic boundaries, the Government would need to undertake a mapping exercise. Any contract offers would be based on these changes.

A visual comparison of BSAs and ESAs is included on the following page.

For consideration in your response:

Q14. What are the pros and cons to changing LLNP geographic boundaries to align with ESA boundaries?

The pink line represents the ESA boundaries, whereas the black line represents the LLNP BSA boundaries. Please note, colours are used to distinguish the different BSAs.



3.9 Training and Assessment Sites

As mentioned earlier, the delivery of LLNP is defined by BSA and then within the BSA there are site locations. The site location is the actual address the LLNP provider is delivering services from. The site location details are needed by referring agencies so that they know where to send the job seeker.

In the past, it has been common practice for site locations to be listed in the tender proposal. This provides the Government with assurance of geographic coverage. Where tenderers are unable to provide these details, they are allowed a short period of time (before signing the contract) to finalise the training venues and provide the address details to the Department.

Having site addresses listed in the contract creates an administrative task when these details change. In this event a contract variation needs to be negotiated and agreed between the provider and the Department. Failure to commence training delivery at a site listed in the contract is considered to be a breach of contract.

Site address information is imperative for the successful administration of the program as referring agencies need to know the address of an LLNP site so that they can make a PTA appointment for the job seeker. The Government is looking at ways to make the data collection process for site details more efficient.

For consideration in your response:

Q15. Where should site address details be recorded?

Q16. What is an acceptable period of time for LLNP providers to forward address details?

3.10 Performance Framework

The Government is committed to achieving high quality LLN training for clients under the LLNP. A series of Key Performance Indicators (KPIs) is used to measure and assess the performance of the program.

As the LLNP has changed over the last decade, the Government has critically reviewed the LLNP KPIs with a view to ensure the most accurate and informative performance measures are captured and reported.

The current KPIs for LLNP providers are outlined in the table below.

Table 4: 2010-13 LLNP Key Performance Indicators

KPI 1: PARTICIPATION	
Key Performance Indicator	Measurement
The extent to which Program places funded on an annual basis are taken up by clients	90% of offered places are filled
KPI 2: RETENTION	
The extent to which clients complete the first 200-hour block of training	60% of Initial Language stream clients complete
	60% of Basic Language stream clients complete
	45% of Basic Literacy/Numeracy clients complete
	70% of Advanced Language, Literacy and Numeracy stream clients complete
The extent to which clients complete the second	65% of Initial Language stream clients complete

200-hour block of training	65% of Basic Language stream clients complete 50% of Basic Literacy/Numeracy clients complete 75% of Advanced Language, Literacy and Numeracy stream clients complete
The extent to which clients complete the third or fourth 200-hour block of training	70% of clients in all streams complete
The extent to which clients complete the Advanced stream vocationally-oriented courses	70% of Advanced Language, Literacy and Numeracy stream clients complete
KPI 3: ATTAINMENT	
The extent to which clients who complete a block of 200 hours of training achieve satisfactory progress against the agreed benchmark	80% of all streams and all blocks of 200-hours achieve satisfactory progress or above
The extent to which clients who complete the Advanced stream vocationally-oriented courses achieve satisfactory progress against the agreed benchmark.	85% of clients achieve satisfactory progress or above
KPI 4: QUALITY	
TA Providers' PTA tasks are valid	80% of sampled PTAs are validated as accurate
TA Providers' assessment tasks reflect appropriate Learning Outcomes	80% of sampled claims align with appropriate Learning Outcomes
TA Providers' assessment tasks are accurately aligned with the ACSF	80% of sampled claims align with ACSF
KPI 5: DATA QUALITY AND ACCURACY	
Program services are administered in an accurate and timely manner	90% of information is entered accurately and within the required timeframe as set out in the Guidelines

While the current KPIs allow the Government to monitor how well the program is delivered, they may not provide a full picture of the efforts made by providers working with the more difficult-to-service clients such as early school leavers or Indigenous clients.

Assisting the more difficult-to-service clients may have a negative impact on the provider KPI achievements. The Government wants to recognise the efforts made and encourage LLNP providers to continue to focus on some target groups such as youth, Indigenous and/or mature age job seekers.

Introducing additional performance indicators could better identify and encourage LLNP providers that are working with more difficult clients. Possible additional elements include but are not limited to:

- Weighting to be applied to the number of clients in LLNP training that are Indigenous, youth and/or mature age;
- Geographic challenges, for example providers servicing remote BSAs;
- The number of innovative projects or practices to deliver LLNP; and
- Post Program Monitoring survey – the number of clients that went on to further study or employment after undertaking the program.

The Government is considering reviewing the retention KPI 2 to align with other possible changes within the program such as increased flexibility in delivering the training and

reduced emphasis on the 200 hour block structure. This is not to suggest that keeping clients in the program is not a key element. Instead the focus should be about ensuring clients improve their LLN skills and attain some form of accreditation or certificate at the end of their experience in the LLNP.

Similarly KPI 3 on attainment may also require amendment if other proposals to increase training flexibility are adopted.

The intention is not to alter the quality of the program; rather the KPI review is to ensure the Government is able to accurately measure nationally provider performance.

For consideration in your response:

Q17. Which of the KPIs should change, why and how?

Q18. What would be the impact on clients if there was a decreased focus on the retention KPI?

Q19. What are the factors the Department should take into consideration as a performance measure?

3.11 Payment Structure

The LLNP is a capped program that receives an annual appropriation to assist a specific number of job seekers. Over the next three financial years (2013-16) the program will receive approximately \$445 million to assist 87,000 eligible job seekers lift their LLN skills.

Currently LLNP providers receive a one off payment to conduct a PTA and an hourly rate of pay for training hours delivered. The payment of the training of hours is based on milestone payments. Those milestone payments are listed below:

- The first payment of 30 per cent of the total block payment is payable in two equal amounts at the following times:
 - 15 per cent of total block payment is payable upon entry of a client's commencement (actual start date) on the LLNP IT System; and
 - 15 per cent of total block payment is payable upon the client having completed 30 hours of training.
- The second payment of 30 per cent of the total block payment is payable when the client has reached 100 training hours;
- The third payment of 20 per cent of the total block payment is payable when the client has reached 150 training hours; and
- 20 per cent of the total block payment is payable when a client completes the full block of training hours and upon generation of the Block Exit Statement (BES) on the LLNP IT System.

LLNP provider feedback indicates that this payment structure needs to be reviewed as there are instances where training is delivered but providers do not receive payment as the client's attendance is short of the milestone payment hours required. In some cases the reason the client has left the program is due to the individual gaining employment or going on to further study yet the provider does not receive payment for the hours of training delivered due to the shortfall in the milestone hours.

The department is cognisant that the removal of milestone payments may have an adverse effect on provider behaviour in delivering LLN training so various payment options are being considered. Those options are:

Option 1: All providers receive the same hourly payment with increased payments to the tendered price when certain deliverables are achieved such as attainment or number of training hours.

Option 2: Hourly payments are based on tendered prices and bonus payments are made at certain deliverables such as target training hours as set by the Department or higher levels of attainment achieved.

Option 3: Continue with milestone payments but introduce incentive payments based on client demographics and various levels of achievement.

Further issues regarding incentive payments are addressed in the next section of this paper.

Further to this, consideration is being given to whether the payment structure can be simplified to reduce the administrative load on providers, improve efficiency and enhance the flexibility of the program.

Incentive Payments

The purpose of the LLNP is to improve the LLN skills for individuals to allow them to go on to employment or further education making them more productive in society. To be able to achieve this critical objective the individual needs to be able to improve their LLN skills. One of the KPIs for this program is the Attainment KPI.

The Attainment KPI target for the program is the extent (80 per cent) to which clients that complete a block of training achieve satisfactory improvements as measured against the ASCF. The benchmark for improvement in the LLNP is that a client achieves at least one ACSF indicator from any two ACSF core skills, for example, one indicator from the Reading core skill plus one other indicator from a different core skill.

In 2010-11, LLNP providers nationally achieved 94 per cent against this KPI. The year to date figure for 2011-12 (as at April 2012) for the Attainment KPI was 96 per cent. These are very encouraging figures indicating that clients are achieving improvements in their LLN skills as a result of undertaking this program.

Another measure of the results achieved is demonstrated in the 2009 Post Program Monitoring Survey which found that 45 per cent of clients surveyed indicated that after completing LLNP they were either in employment or undertaking further education. Indicative figures for 2011 are that over 60 per cent of participants are now going on to employment or further education.

Coupled with the performance of the LLNP providers is the composition of the program participants. It is important that the program is reaching those hardest to engage such as Indigenous and youth. The main group of people represented in the program are from Culturally and Linguistically Diverse backgrounds (CALD). This representation of CALD in the program is not surprising as there is a level of shame attached with poor literacy and numeracy skills for Australian born people. CALD people consider that English is their second language and therefore are keen to improve their skills. For instance:

- Over 70 per cent of clients commencing in the program are from CALD backgrounds;
- Nearly 60 per cent of clients are female;
- Eight per cent are Indigenous job seekers; and

- 21 per cent are Youth.

The Government acknowledges the difficulties providers face in trying to engage clients and achieve attainment objectives for Indigenous and youth and is considering introducing incentive payments for specific cohorts. It is expected that an incentive payment will increase engagement and retention in selected cohorts. Two potential incentive payments are being considered:

- Attainment Incentive Payment; and
- Targeting Incentive Payment.

An **Attainment Incentive Payment** would be applied to any client who achieves an attainment in the program. For example, percentage payments such as 5 per cent could be paid on top of the contracted hourly training rate for clients who achieve an attainment. This incentive payment is designed to encourage engagement and retention in the program. Clients who only achieve partial attainment, against the ACSF indicators, will not be eligible for an incentive payment.

The attainment requirement will also be reviewed and input sought from industry representatives and ACSF leaders.

The **Targeted Incentive Attainment Payment** would be applied to Indigenous clients or youth who achieve an attainment in the program. This incentive may be in the form of percentage or fixed payment. Some providers could be eligible for both payments.

Options for consideration

The Government is considering setting a fixed price for the delivery of the LLNP to align with other Government programs. The benefits of this particular option include greater equity in the program, reduced administration of the program and greater accountability and value for money.

Any changes to the funding model or payment structure may not be possible immediately. Feedback to these ideas will be taken into account as the Department undertakes further analysis and research of possible approaches.

For consideration in your response:

- Q20. *Do you think the introduction of incentive payments would assist with engagement and outcomes in the program?*
- Q21. *What do you think the impact of removing or revising milestone payments would be?*
- Q22. *What would be the impact of moving to fixed pricing arrangements for mainstream and remote providers in the next contract?*

3.12 Participant Engagement

Program Name Change

Stakeholder feedback indicates the current name of the program may be hindering participant engagement because of the perceived social stigma attached to undertaking literacy and numeracy training. If so, some job seekers may decline the opportunity of LLNP training due to fear of humiliation and negative peer perception.

In April 2010, the Government contracted a social researcher to review the program name in order to increase participant engagement in the program. The social researcher conducted focus groups with program stakeholders and interviews with career counsellors.

The proposed new name - the *Skills for Education and Employment (SEE) program* was derived from this market research. The results indicate that the proposed new name:

- has a better strategic fit than the current name (Language, Literacy and Numeracy Program);
- has meaning for all program participants; and
- is motivating for program participants.

The change of name only affects the LLNP. It does not mean a change of name for the broader language, literacy and numeracy sector.

For consideration in your response:

Q23. *Do you think the current program name, the Language, Literacy and Numeracy Program impedes client engagement?*

Servicing Indigenous job seekers

Closing the Gap targets nationally are a key objective of the Australian Government. The LLNP is one of a number of programs striving to assist in Closing the Gap and as part of those endeavours the Department is looking to introduce the requirement for LLNP providers to develop and maintain strategies to improve cultural awareness of staff, including engagement with the community and the development of, or sourcing of, appropriate training material for staff.

It is proposed that organisations who are successful in gaining contracts to deliver LLNP, will be required to develop Indigenous Service strategies or Action plans. Those plans would take into consideration factors impacting on engagement in the local area and are expected to differ in remote and regional areas compared to strategies required in urban areas.

For consideration in your response:

Q24. *Do you think the introduction of Indigenous strategies or Action plans will assist LLNP providers increase engagement of Indigenous people in the program?*

Chapter 4 – Improving Remote Service delivery for the Language, Literacy and Numeracy Program

Remote Service Delivery

As part of the Government's commitment to lift the LLN skills of adult Australians, a key priority for the LLNP is improving training delivery services for adult Australians residing in remote areas.

The Government has received feedback from a number of stakeholders that suggests there are elements of the program that may need to be reviewed in order for it to be accessible in, and appropriate for, remote areas. In particular, there may be a need for a separate service delivery model for remote BSAs and explicit guidelines that distinguishes LLNP remote service delivery from mainstream program delivery.

LLNP remote areas are characterised as:

- Having a low population;
- Being a large distance from a major population centre;
- Having a lack of social infrastructure (including transport or information and communication technologies); and
- Lacking in the existence of key industries/activities.

In the current LLNP contract round there are 22 remote BSAs.

Table 5: List of LLNP remote locations

New South Wales	Queensland	Western Australia	South Australia	Northern Territory
Far West	Cairns	East Kimberley	Ceduna	Alice Springs
Oxley	Emerald	East Pilbara	Port Augusta	Katherine
	Mt Isa	Esperance	Port Lincoln	Tennant Creek
	Torres Strait	Goldfields	Whyalla	Top End
	Western Downs	Karratha		
		West Kimberley		
		Mid-West and Gascoyne		

Remote service delivery is referenced throughout the current 2010-13 LLNP Guidelines and there are some features of remote service delivery that differ from the mainstream LLNP model:

- *Funding model:* Remote BSAs currently have a two tier pricing arrangement;
- *Access to additional funding for scoping activities:* prior to delivery training conduct client engagement and scoping activities in remote areas;
- *Extended data entry timeframes for remote providers:* remote providers have 10 working days to undertake data entry; and
- *Small Group Training (SGT):* Provider delivering in remote areas have an option to extend the number of hours SGT is offered.

There are a number of complexities in delivering LLNP services in remote areas. These include:

- Difficulties in gaining access to remote communities;
- Lack of infrastructure and teacher accommodation;
- Seasonal changes; and
- Availability of a teaching workforce with suitable qualifications (including the constant challenge of recruiting and retaining suitably qualified staff).

The Government is committed to improving access to LLNP to Indigenous Australians and the LLNP is a program involved in the Closing the Gap initiative. Closing the Gap is a commitment by all Australian Governments to improve the lives of Indigenous Australians, and in particular provide a better future for Indigenous children. Closing the Gap is linked to a wider reform of Commonwealth-State financial relations.

Underpinning Closing the Gap is a new way of working across government and of engaging with Indigenous communities. Governments are cooperating to better coordinate their services and funding. Clear responsibilities, specific targets and rigorous reporting will help to keep governments on track.

There are a number of options under consideration for program redesign to better facilitate the remote delivery of LLNP. The Government is cognisant of balancing the needs of stakeholders such as clients, providers and referring agencies with the efficient and effective use of Government funding.

Options include the expansion of the Community-based service delivery model that is currently being used under the Northern Territory Emergency Response for LLNP. The Community-based model is a service delivery model with a greater focus on community engagement. Key features include consulting with community elders and undertaking scoping activities in communities to determine which communities are likely to experience success from language, literacy and/or numeracy training project/s.

Scoping will also assist with initial engagement with the community, building relationships with community stakeholders, employers and other training and service providers, to develop partnering arrangements, determine training logistics and develop innovative training and delivery strategies to meet the needs of that community. If successful, a community-based model should result in improved client participation and higher retention rates.

There are a number of external factors that will influence the delivery of the LLNP in remote areas.

On 26 April 2012, Ministers Shorten, Macklin and Collins jointly announced that the Remote Jobs and Communities Program (RJCP) would be introduced to ensure more Indigenous and other remote job seekers participate in meaningful community activities and get the skills they need to find and keep a job. The LLNP is working with DEEWR to determine a complimentary system of remote service delivery within the RJCP.

The RJCP will commence on 1 July 2013 and will provide a more integrated and flexible approach to participation and employment services for people living in remote areas of Australia. Through this Discussion Paper, the Government is seeking feedback on how LLNP can be delivered in remote areas taking into consideration the RJCP.

In the first instance, it may be useful for RTOs to consider the future relationships they will need to develop in remote communities given the introduction of the RJCP. It may even be beneficial if RTOs, including those that are LLNP providers, consider formalising agreements/partnerships in remote communities and provide a more holistic service in remote areas.

DEEWR will be conducting consultations in July – August nationally to outline the RJCP prior to the Request for Tender process that is scheduled in August 2012.

For consideration in your response:

- Q25. *What aspect of the current LLNP model requires review to suit remote areas?*
- Q26. *Do you believe the community-based model would improve remote client participation rates in other remote areas across Australia?*
- Q27. *How do you see the LLNP working in the future with the new Remote Jobs and Community Program?*

Chapter 5 – Independent Verification Process

Role of the Independent Verifier

Independent verification (IV) is a process conducted by an independent body which involves the review of PTAs and other assessments completed by clients in order to confirm the accuracy and reliability of assessments, claimed curricula learning outcomes and the application of the ACSF by LLNP providers.

The purpose of conducting independent verification activities is to assist LLNP providers to develop and refine their training and assessment practices, as well as improve reporting and ensuring national consistency for the program.

At present, the IV provider performs both an auditing and professional development role. The professional development role involves delivering moderation workshops that provide feedback on assessment reviews undertaken over the past 12 months.

Feedback from LLNP providers indicates a level of confusion with these roles due to the potentially conflicting nature of the roles. There is a perception amongst providers that the IV provider's role is primarily as an auditor which may reduce their effectiveness in the professional development role.

One option being considered as part of this review is to have these roles undertaken by separate organisations.

Whilst reviewing the overall role and purpose of the IV provider's role, there is also room to review existing functions.

Training Assessment and Delivery Strategies (TADS) reviews

The IV provider currently reviews LLNP providers' Training Assessment and Delivery Strategies (TADS) at the commencement of their contract. TADS are course learning plans which list the accredited curricula the LLNP provider intends to deliver. Rather than just reviewing TADS at the commencement of the contract, it may be possible to expand the IV provider's role to include reviewing TADS as a part of the file verification processes throughout the life of the contract. This change would ensure curricula listed in the TADS is appropriate to the services being delivered and also that the curricula is reflected in client work.

File verification activities

LLNP providers have expressed concerns with the administrative load involved in file verification activities. An alternative approach could be to use technology, such as video recording, for any assessment task. Other options include introducing observational reviews by the IV while the provider is undertaking assessments.

As mentioned earlier, another option being considered is removing the requirement for prior departmental approval for every work experience placement. If this option was adopted, a related change could be to have the IV provider review each client's work experience outcome to ensure that the learning outcomes are being appropriately linked with the work experience placement.

Review of KPIs

In reviewing the IV provider's role, there may also be a need to review the existing IV KPIs (Chapter 8 – LLNP Guidelines) to ensure they match the IV provider's objective and revised deliverables (if applicable).

The Department would be interested in any considerations around the KPIs for the IV provider as part of this Discussion Paper.

For consideration in your response:

- Q28. *Should the IV provider have both auditing and professional development roles? Why/why not?*
- Q29. *What would be the benefits or disadvantages of splitting this role to two organisations?*
- Q30. *What do you believe would reduce the administrative tasks associated with the IV process for LLNP providers?*
- Q31. *Do you think the IV provider should undertake observational reviews as part of an on-site visit?*
- Q32. *Should the IV KPIs be reviewed? If yes, which ones and why?*

Appendix A – Summary of Questions

1. What do you consider to be a reasonable period of time to rectify any performance issues before another provider on the panel is called on to commence LLNP service delivery?
2. What do you consider to be a reasonable timeframe to commence LLNP service delivery if you are called on from the panel?
3. Do you consider the current LLNP qualification requirements to be too rigid? Why/why not?
4. If so, what do you think the LLNP qualification requirements should be?
5. What impact do you think the removal of specific CT and AVOC will have on the outcomes to the program and quality of service delivery?
6. Are there any other issues relating to CT and/or AVOC the Government should take into consideration?
7. What would you consider to be a balanced approach to monitoring work experience placements?
8. What would be the impact of removing the requirement for departmental approval for work experience activities?
9. What would assist you to make work experience placements a part of your Standard Training?
10. Do you think that extending the period in which to complete a PTA will assist in retaining clients? Why/why not?
11. What factors/ triggers are used to determine a job seeker's suitability for training?
12. What do you consider, in the event 200 hour blocks are to be removed, to be sufficient assessment points (for example, every 200 hours, 400 hours) for clients progressing in the program and why?
13. How could the NBN be used to improve LLN delivery?
14. What are the pros and cons to changing LLNP geographic boundaries to align with ESA boundaries?
15. Where should site address details be recorded?

16. What is an acceptable period of time for LLNP providers to forward address details?
17. Which of the KPIs would you change, why and how?
18. What would be the impact on clients if, following a review of the KPIs, there was a decreased focus on the retention KPI?
19. What are the factors the Department should take into consideration as a performance measure?
20. Do you think the introduction of incentive payments would assist with engagement and outcomes in the program?
21. What do you think the impact of removing or revising milestone payments would be?
22. What would be the impact of moving to fixed pricing arrangement for mainstream and remote providers in the next contract?
23. Do you think the current program name, the Language, Literacy and Numeracy Program impedes client engagement?
24. Do you think the introduction of Indigenous strategies or Action plans will assist LLNP providers increase engagement of Indigenous people in the program?
25. What aspect of the current LLNP model requires review to suit remote areas?
26. Do you believe the community based model would improve remote client participation rates in other remote areas across Australia?
27. How do you see the LLNP working in the future with the new Remote Job and Communities Program?
28. Should the IV provider have both auditing and professional development roles? Why/why not?
29. What would be the benefits or disadvantages of splitting this role to two organisations?
30. What do you believe would reduce the administrative tasks associated with the IV process for LLNP providers?
31. Do you think the IV provider should be able to undertake observational reviews as part of an on-site visit?
32. Should the IV KPIs be reviewed? If yes, which ones and why?