

***Trade Training Centres
in Schools Program***

***Program Guidelines
November 2012***

CONTENTS

1 INTRODUCTION

- 1.1 Overview
- 1.2 Summary of the funding approval process
- 1.3 Purpose of the Guidelines
- 1.4 Program Objectives
- 1.5 Program Priorities

2. STAKEHOLDER ROLES AND RESPONSIBILITIES

- 2.1 Education Authorities
- 2.2 Schools
- 2.3 Department of Education, Employment and Workplace Relations (DEEWR)

3. ELIGIBILITY REQUIREMENTS

- 3.1 School eligibility
- 3.2 School profile
- 3.3 Eligible qualifications
- 3.4 Use of Program funds
- 3.5 Location of Trade Training Centres

4. FUNDING

- 4.1 Funding levels
- 4.2 Funding approval process
- 4.3 Evaluation of quality, viability and value for money
- 4.4 Withdrawal of projects or schools
- 4.5 Non-approval of Sectoral Plans or Individual Project Proposals
- 4.6 Time frames

5. FUNDING ADMINISTRATION

- 5.1 Funding Agreements and obligations
- 5.2 Variations to approved projects
- 5.3 Goods and Services Tax
- 5.4 Project reporting
- 5.5 Compliance with Funding Agreements
- 5.6 Recognition requirements
- 5.7 Program monitoring and evaluation

6. ADDITIONAL INFORMATION

- 6.1 Conflict of interest
- 6.2 Freedom of Information
- 6.3 Personal information
- 6.4 Confidential information
- 6.5 Appeals and complaints management

7. SUPPLEMENTARY PROVISIONS FOR REMOTE SERVICE DELIVERY (RSD) SCHOOLS

- 7.1 Overview
- 7.2 School eligibility
- 7.3 Eligible qualifications
- 7.4 Dedicated Program officer
- 7.5 Time frames
- 7.6 Funding approval process – Sectoral Plans
- 7.7 Executing Project Funding Agreements
- 7.8 Funding levels

8. GLOSSARY

1. Introduction

1.1 Overview

The *Trade Training Centres in Schools Program* (the Program) will provide \$2.5 billion from 2008 to 2018 to enable eligible secondary schools across Australia to seek funding for Trade Training Centres (TTCs). The Program will allow secondary students from Years 9–12 to access vocational education and training through TTCs to give students a broader range of options to help improve Year 12 or equivalent attainment and enhance pathways into vocational careers.

With the commencement of Round Four in 2011, changes have been made to the funding approval process and administration of the Program to provide a more strategic approach to the rollout of future Trade Training Centres. Individual Project Proposals (previously known as applications) must now form part of a Sectoral Plan prepared by each Education Authority for approval by the Minister of School Education, Early Childhood and Youth (the Minister). Education Authorities will be responsible for managing the rollout of TTCs in a strategic manner through prioritising projects according to relative socio-economic disadvantage and the other Program Priorities described below in Section 1.5.

The funding approval process comprises five distinct steps:

Step 1 DEEWR will provide Education Authorities with:

- an Indicative Priority List of eligible schools in terms of socio-economic measures (noting that the list is a starting point only for consideration by Education Authorities which may seek agreement from DEEWR to alter the list where there are other factors at the school level affecting relative socio-economic disadvantage that may not be reflected in the statistical methodology upon which the Indicative Priority List is based, see Section 4.2.1); and
- their Funding Allocation for the particular Round.

Step 2 Education Authorities will develop Sectoral Plans working closely with their eligible schools, and submit those Plans to DEEWR. Each Sectoral Plan will provide a strategic approach for that sector's rollout of TTCs within the Funding Allocation advised by DEEWR and will include Individual Project Proposals for funding. Schools will complete a declaration confirming their involvement in the development of their proposal, Local Community support and signifying agreement to their Individual Project Proposal details, including capital works and/or equipment requirements, qualifications and amount of funding required. Sectoral Plans and Individual Project Proposals will address:

- a. the Indicative Priority List of eligible schools by socio-economic disadvantage including any variations sought (see Sections 4.2.1 and 4.2.2);
- b. the Eligibility Requirements (see Section 3); and
- c. Program Priorities established by the Australian Government (see Section 1.5).

Step 3 DEEWR will evaluate Sectoral Plans and negotiate (where necessary) with Education Authorities to ensure the Plans address the Guidelines to DEEWR's satisfaction. Education Authorities may seek agreement to variations to the Indicative Priority List where there are factors at the school level affecting relative socio-economic disadvantage that are not adequately captured by the statistical methodology from which the Indicative Priority List is derived (see Section 4.2.1).

Eligible schools that are highly ranked on the Indicative Priority List in terms of relative socio-economic disadvantage may not be included in a Sectoral Plan for funding in some circumstances, for example, due to their lack of readiness to seek funding or as a result of clustering arrangements between schools. DEEWR will make recommendations to the Minister regarding the approval of Sectoral Plans.

Step 4 The Minister will announce approved Sectoral Plans and in-principle funding for Individual Project Proposals.

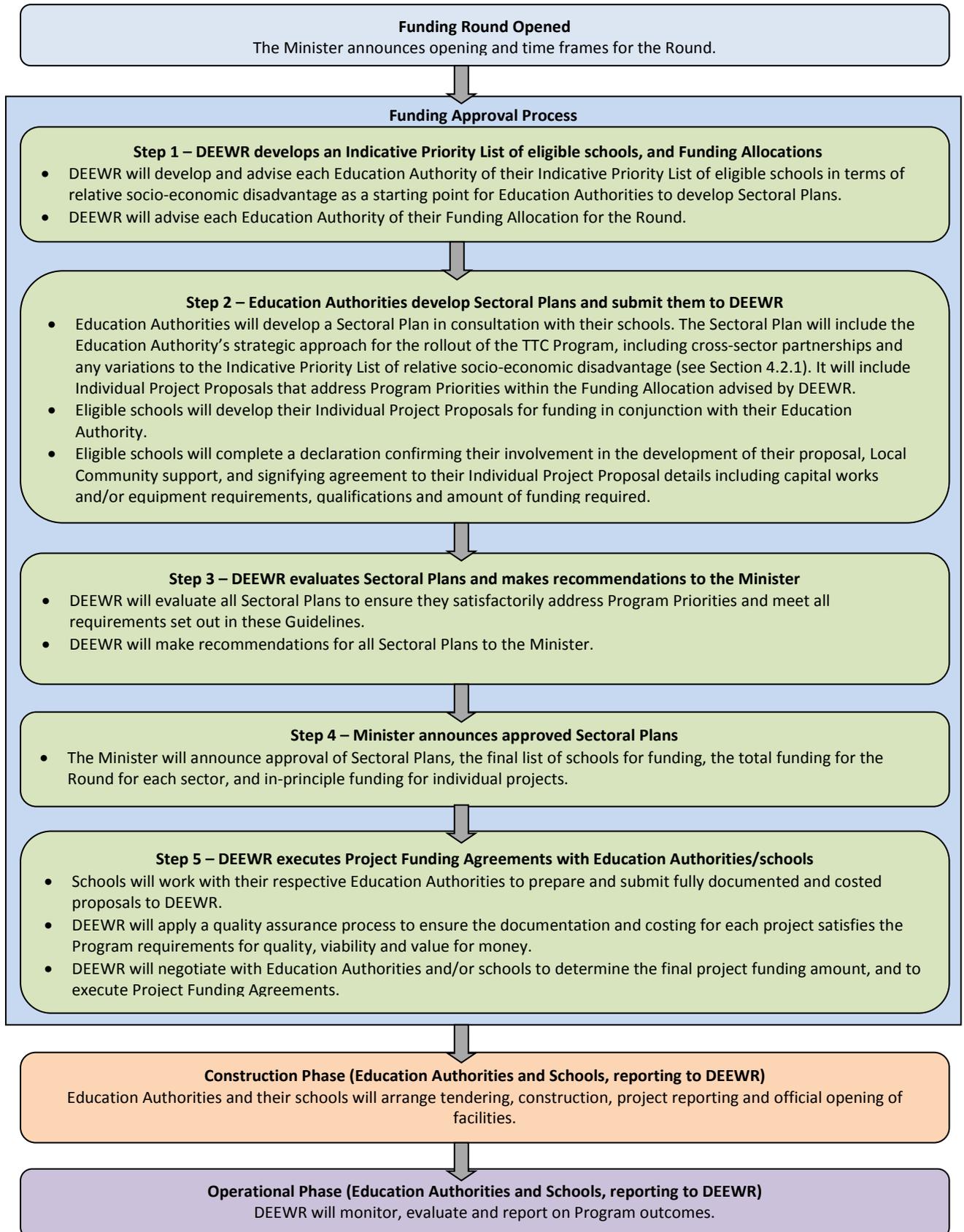
Step 5 DEEWR will negotiate and execute Project Funding Agreements with Education Authorities and schools. Schools will work with their respective Education Authorities as per the established administrative processes and procedures between the school and their Education Authority, to support the development and submission of fully documented and costed proposals to DEEWR, to finalise the project funding amount and to execute Project Funding Agreements. The Australian Government is not committed to provide any project funding to an Education Authority until Project Funding Agreements have been executed.

This process will:

- better align Program Objectives and Program Priorities to provide a strategic approach;
- improve the capacity of Education Authorities and schools to forward plan and develop higher quality projects;
- facilitate a faster rollout of the Program; and
- streamline administrative processes for schools, Education Authorities and DEEWR.

1.2 Summary of the funding approval process

A summary of the five step funding approval process is set out below:



1.3 Purpose of the Guidelines

These Guidelines set out the policy and processes for administration and delivery of the Program, including supplementary guidance for Remote Service Delivery (RSD) areas. They replace all earlier versions of the *Trade Training Centres in Schools Program Guidelines*. The Australian Government reserves the right to amend these Guidelines as necessary. Information concerning any changes will be posted at www.tradetrainingcentres.deewr.gov.au.

The Guidelines is not a stand-alone document and does not cover the entire obligations of Education Authorities and eligible schools under the Program. It should be read in conjunction with relevant Program reference material issued by DEEWR.

In the event of any conflict in relation to the interpretation of these Guidelines with the Funding Agreements, the relevant Funding Agreement will take precedence.

1.4 Program Objectives

Through the Program, the Australian Government aims to help:

- support the achievement of a national Year 12 or equivalent attainment rate of 90 per cent by 2015;
- address skills shortages in traditional trades and other eligible occupations by
 - improving student access to trade training facilities that meet industry standards
 - improving the quality of schooling offered to secondary students undertaking trade related pathways
 - assisting young people to make a successful transition from school to work or further education or training, and
- support COAG's 'Closing the Gap' initiative to halve the gap between Aboriginal and Torres Strait Islander and other students in Year 12 or equivalent attainment rates by 2020.

The Program supports the implementation of the National Trade Cadetship initiative introduced in 2012. Through the National Trade Cadetships, the Australian Government aims to ensure that students at school who want to pursue a career in the trades have a clearly defined pathway, equal in quality, value and rigour to more traditional academic pursuits. The National Trade Cadetships will be an option for students in Years 9–12 under the National Curriculum and will be delivered through TTCs and other accredited training providers.

1.5 Program Priorities

The Australian Government will approve Sectoral Plans which provide a strategic approach for the sector's rollout of TTCs within the Funding Allocation available to the Education Authority for the Round. An indicative strategic approach for the Program should also be provided by each Education Authority. The Sectoral Plan and Individual Project Proposals will address:

- a) the Indicative Priority List of eligible schools by socio-economic disadvantage (see Sections 4.2.1 and 4.2.2);
- b) the Eligibility Requirements (see Section 3); and
- c) Program Priorities established by the Australian Government (see below).

In regard to point (c) above, Sectoral Plans (and associated Individual Project Proposals) should demonstrate a strategic approach that best addresses the following Program Priorities:

- support for secondary school communities with Aboriginal and Torres Strait Islander students, and students from regional, remote or other disadvantaged communities;
- location in a geographically defined Priority Employment Area (see Section 8 for a list of Priority Employment Areas);
- utilisation of the TTC by schools with a high need to increase the proportion of students achieving Year 12 or equivalent attainment;
- establishment of cluster arrangements for joint facilities that are accessible to students from within and across government and non-government education sectors;
- utilisation of the TTC by a large number of students;
- not located in close proximity to existing trade training facilities, unless they provide for another training qualification not met by existing facilities or where access to the existing facility is not feasible;
- delivery of Certificate courses that are direct pathways to Certificate III (Australian Qualifications Framework Level 3) qualifications either in trades on the National Skills Needs List (NSNL) or eligible occupation areas, and provide post-school pathways for students to achieve Certificate III qualifications;
- responsiveness to local, national and emerging labour market opportunities;
- engagement with local industry and employers to provide employment pathways for students, such as local employment opportunities, work placements, Australian School-based Apprenticeships and post-school pathways for students to complete their training;
- linkages to existing training infrastructure, industry skills centres and existing infrastructure within schools, including partnering with Registered Training Organisations (RTOs);
- build on and complement other Australian and state or territory government programs aimed at improving transition from school to work and increasing Year 12 or equivalent attainment; and
- quality, viability and value for money to ensure each project supports full achievement of Program Objectives.

In evaluating Sectoral Plans, DEEWR will not give any individual weighting to the above Program Priorities. Instead, DEEWR will approve Sectoral Plans (which include Individual Project Proposals) having regard to whether a Sectoral Plan addresses the above Program Priorities as a whole in a manner that would achieve the Program Objectives (see Section 1.4).

2. Stakeholder Roles and Responsibilities

This section sets out the roles and responsibilities under the Program for Education Authorities, schools and DEEWR.

The Program is underpinned by strong partnerships between the Australian Government and education sectors, comprising:

- state and territory governments through their respective departments of education;
- the Catholic education sector through the relevant Catholic Education Commission Office and/or Block Grant Authority (BGA) in each state or territory; and
- the Independent education sector through the relevant state and territory Association of Independent Schools (AIS) and BGA.

For the purpose of these Guidelines, these sectors and their recognised authorities are referred to as Education Authorities.

2.1 Education Authorities

Education Authorities are responsible for:

- working with their eligible schools, as per the established administrative processes and procedures between the Education Authority and their schools, for the delivery of the TTC Program;
- developing, in conjunction with their eligible schools and Local Communities, a consultation strategy for engagement between the Education Authority, their schools and Local Communities to develop Individual Project Proposals for the Round, and including this consultation strategy as part of their Sectoral Plan;
- developing, in conjunction with eligible schools and their Local Communities, a strategy for the Round that best meets the requirements of these Guidelines and is within the context of an indicative broader approach to completing the rollout of TTCs within their jurisdiction to ensure every eligible secondary school that seeks access to funding for a TTC has the opportunity to do so;
- developing Sectoral Plans for funding taking into account
 - the Indicative Priority List of eligible schools by socio-economic disadvantage, and justifying and seeking agreement from DEEWR for variations where there are other factors at the school level affecting relative socio-economic disadvantage not reflected in the statistical methodology upon which the Indicative Priority Lists are based, or other reasons for variation from the Indicative Priority List (see Sections 4.2.1 and 4.2.2)
 - the Eligibility Requirements (see Section 3), and
 - Program Priorities established by the Australian Government (see Section 1.5);
- working with eligible schools in their sector to assist them in developing Individual Project Proposals for inclusion in Sectoral Plans. Individual Project Proposals will include
 - the project details including the amount of funding required, and
 - if necessary, an explanation of why DEEWR should approve funding for qualifications under the Occupations in Local Demand (OLD) category;
- working with eligible schools in their sector and representatives across education sectors as appropriate to ensure Individual Project Proposals in their Sectoral Plan:
- engage appropriate local/regional bodies and stakeholders
 - avoid duplication of existing infrastructure, and
 - accurately report recent relevant investment in trade training facilities;
- working with representatives across education sectors to explore cross sectoral planning and shared use of facilities, especially in regional areas or where transport infrastructure facilitates student accessibility, and to optimise the benefits of the TTCs for the vocational education and training options available to students;
- managing a process by which eligible secondary schools in their sector can appeal decisions made by the Education Authority as part of the development and submission of their Sectoral Plan;

- working with schools, as per the established administrative processes and procedures between the Education Authority and their schools, following the approval of Sectoral Plans and the announcement of in-principle funding for the Round, in support of the development of Project Funding Agreements, including
 - preparation of full documentation and costings for approved projects
 - commencement of building design and planning approval processes, and
 - preparation of the operational arrangements for the facility including relevant memoranda of understanding (MOUs) related to the use of the facility across different schools;
- working with schools, as per the established administrative processes and procedures between the Education Authority and their schools, to plan for and conduct timely tender and procurement processes aiming for projects to commence construction as quickly as possible after Project Funding Agreements have been executed;
- actively monitoring and reporting project milestones and reporting on behalf of schools to the Commonwealth during the construction phase of projects in accordance with the Master/Overarching Funding Agreements with DEEWR;
- meeting all obligations contained in Master/Overarching Funding Agreements with DEEWR, including acquitting all Program funding, as per the established administrative processes and procedures between the Education Authority and their schools;
- ensuring projects correctly adhere to Program branding and acknowledgement requirements as required by the Project Funding Agreements;
- providing or facilitating provision of progress and annual reports outlined in both Project Funding Agreements and Master/Overarching Funding Agreements, including student activity, progress and outcome data; and
- participating in, and meeting Program monitoring and evaluation obligations.

Contact details for Education Authorities are listed at www.tradetrainingcentres.deewr.gov.au.

2.2 Schools

Schools are responsible for:

- working with their Education Authority, as per the established administrative processes and procedures between the school and their Education Authority for the delivery of the TTC Program;
- working with their Education Authority, as per the established administrative processes and procedures between the schools and their Education Authority, to develop a consultation strategy for engagement between the schools, Local Communities and Education Authority to develop Individual Project Proposals for the Round;
- working with their Education Authority, as per the established administrative processes and procedures between the school and their Education Authority, to
 - identify when they may seek funding under the Program
 - respond to them and provide necessary information and access as required to fulfil their roles

- nominate a Lead School for cluster school projects. Where a cluster involves schools from more than one education sector, each school will be responsible for working with their respective Education Authority to nominate the Lead School, and
- appoint a project leader (for example, a school Principal or an Education Authority representative) to
- develop their Individual Project Proposal for the Sectoral Plan, including capital works and/or equipment requirements, qualifications and amount of funding required
- ensure that a suitably qualified and experienced quantity surveyor is engaged for all projects involving a capital works component of at least \$1 million
- make a case seeking DEEWR's approval to fund qualifications under the OLD category, where applicable
- prepare and send to DEEWR full documentation and costings for their project, following approval of the Sectoral Plan
- facilitate execution of their Project Funding Agreement
- manage school obligations during the construction phase, and
- organise an opening ceremony for their project, where required;
- completing a declaration in the Sectoral Plan
 - confirming their involvement in the development of their Individual Project Proposal, including providing input into the capital works and/or equipment requirements, qualifications and amount of funding required
 - stating that their Individual Project Proposal is supported in the Local Community, and
 - signifying their agreement to their project details. For cluster proposals, all schools in the project are required to provide the declaration through the Lead School;
- meeting all obligations contained in their Project Funding Agreement, as per the established administrative processes and procedures between the school and their Education Authority. This includes milestone reporting, financial reporting and acquitting all project funding as appropriate;
- ensuring their project correctly adheres to Program branding, acknowledgement and usage as required by Funding Agreements; and
- working in conjunction with their Education Authority to provide or facilitate provision of progress and annual reports outlined in Funding Agreements, including student activity, progress and outcome data, and participating in Program evaluation activities as required.

2.3 Department of Education, Employment and Workplace Relations (DEEWR)

DEEWR is responsible for the overall management of the Program and will develop and maintain strong relationships and provide support to key stakeholders, including Education Authorities and schools by:

- communicating regularly with government and non-government education sectors ensuring consistency in interpretation and application of policy by acting as a reference point, final arbiter, policy helpdesk and author of Program related documents;

- developing, and notifying Education Authorities of their
 - Indicative Priority List of eligible schools in terms of relative socio-economic disadvantage, (noting that the list is a starting point only for consideration by Education Authorities which may seek to alter the list where they identify other factors at the school level affecting relative socio-economic disadvantage not reflected in the statistical methodology upon which the Indicative Priority List is based (see Section 4.2.1), and
 - Funding Allocation for the particular Round;
- assigning DEEWR officers as account managers as a point of contact to provide operational support for approved projects;
- developing and maintaining the Program website;
- developing and updating Program documentation;
- operating a dedicated call centre;
- communicating and reporting on the Program in the public domain; and
- managing complaints in relation to Program funding and/or administration.

Throughout the life of the Program, DEEWR is responsible for:

- advising the Minister and other Australian Government departments about the Program;
- promoting the Program, including developing and managing a national communication strategy;
- maintaining the partnership arrangements with government and non-government education sectors;
- advising all Education Authorities of the Program Objectives and Program Priorities, including advising of key Program dates, time lines and Funding Allocations before the funding Round opens;
- evaluating Sectoral Plans, including Individual Project Proposals, and making recommendations to the Minister regarding approval of
 - Sectoral Plans, including variations from the Indicative Priority List where Education Authorities identify other factors affecting relative socio-economic disadvantage, and for other reasons (such as the readiness of schools to participate in the Round)
 - the final list of schools for funding
 - the total funding for each sector, and
 - in-principle funding for individual projects;
- making Program decisions in relation to the administration of the Program;
- working with Education Authorities and schools, as appropriate, to negotiate final project funding amounts and execute Project Funding Agreements;
- making and monitoring payments and managing financial compliance under the relevant Funding Agreements;
- monitoring and managing the Program budget;
- undertaking project compliance checks; and
- managing the monitoring, evaluation and reporting of the Program.

3. Eligibility Requirements

This section outlines the Eligibility Requirements for funding under the Program. Education Authorities must have regard to these requirements in developing their Sectoral Plans.

3.1 School eligibility

A school is eligible for funding under the Program, and hence may be included in an Individual Project Proposal within an Education Authority's Sectoral Plan if:

- the school enrolls students at year 9 level or higher; and
- the school attracts Commonwealth funding under either
 - the National Education Agreement (if it is a government school) or
 - Part 4 of the *Schools Assistance Act 2008* (if it is a non-government school).

A school that satisfies the above requirements and is a registered RTO is also eligible for funding under the Program.

A school is ineligible for funding under the Program, and hence may not be included in an Individual Project Proposal within an Education Authority's Sectoral Plan if:

- it is not financially viable; or
- it has been identified for closure or amalgamation. Schools in the process of amalgamation will not be considered for funding until after the amalgamation is finalised.

Group Training Organisations (GTOs), RTOs (except for schools that are RTOs as set out above) and TAFEs are not eligible for funding under the Program.

3.2 School profile

The following table sets out other matters in relation to school profiles that should be considered by Education Authorities when developing their Sectoral Plan. They will be considered by DEEWR when evaluating Sectoral Plans for approval:

Schools with year 11 and 12 enrolments	can be either a Lead School or a cluster school.
Schools with no enrolments beyond Years 9 and 10	can only be a Lead School if they are in remote Australia (ASGC 3 or ASGC 4 locations) and not located near a school with year 11 and 12 enrolments.
Multiple campus schools	will be treated as a single school for funding purposes unless approval is given by DEEWR to be treated as more than one entity. Education Authorities should consult with DEEWR as early as possible where they are considering applying for a school campus to be treated as a separate entity for funding. Approval is required before the Sectoral Plan is submitted.
Special education schools	offering special education programs for students with disability must demonstrate in the Individual Project Proposal that the trade training proposal is relevant to their students before they will be considered for funding.

Schools with funding from other sources for trade training facilities	If funded within the last ten years from other Australian Government or state and territory government funding Programs or non-government sources, these schools will not normally be considered for Program funding until all eligible schools in their sector have received Program funding.
Schools that have already received Program funding	If funded from the Program these schools will not normally be considered for further support ahead of schools that have not yet received Program funding. Individual Project Proposals would need to provide an extremely strong case for funding in the Sectoral Plan by demonstrating that further funding will support the needs of the Local Community.
New schools	DEEWR expects the planning process for new schools to have already considered the need for trade training facilities. Therefore proposals related to new schools may not be a priority for the Program and would need to provide an extremely strong case for funding in the Sectoral Plan.

A school may seek Program funding through the Education Authority's Sectoral Plan as a:

- Stand Alone School Project - a project made up of a single school, which will be known as the Lead School.
- Cluster Project - two or more schools working together to establish a shared TTC. Cluster projects must nominate one of their schools as a Lead School. A cross-sectoral cluster involves schools from more than one education sector, for example a mix of government/Catholic/Independent schools. A cluster may also involve schools from more than one state or territory.

3.3 Eligible qualifications

Under the Program, only Individual Project Proposals that will deliver Certificate III (AQF Level 3) or direct pathway training qualifications leading to Certificate III (AQF Level 3) will be considered for funding. Direct pathway training qualifications include:

- Certificate I and II qualifications; and
- pre-vocational programs, VET 'taster' programs that help students make informed choices about their trade occupations or accredited VET programs with structured workplace learning placements.

Training must be suitable for delivery to secondary school students.

Eligible qualifications for Program funding are:

- *Traditional Trades*: These are Certificate III (AQF Level 3) or direct pathway qualifications required for occupations on the National Skills Needs List (NSNL) and Agriculture (Australia wide) and Horticulture (in rural and regional Australia only) occupations. These occupations are listed at <http://australianapprenticeships.gov.au/FAQ/Documents/NationSkillNeedList.pdf>. See www.tradetrainingcentres.deewr.gov.au for a list of the required qualifications for each of these occupations.
- *Occupations in Local Demand (OLD)*: In addition to the range of eligible traditional trade Certificate III (AQF Level 3) or direct pathway qualifications listed above, DEEWR may approve qualifications for funding in occupations experiencing local or regional skill shortages or emerging demand (OLD category).

These qualifications must include an investment in either infrastructure or equipment similar to that required for traditional trade qualifications. Education Authorities should consult with DEEWR as early as possible where they propose to deliver any qualification in the OLD category. A rationale for delivery of OLD qualifications must be provided for consideration and approval by DEEWR. Qualifications which may be considered for funding under the OLD category include but are not limited to:

- Resources Industry
- Laboratory Skills
- Aged Care
- Allied Health.

Further information on approval of courses under the OLD category for the funding Round is set out at www.tradetrainingcentres.deewr.gov.au.

Remote Aboriginal and Torres Strait Islander schools (with at least 80 per cent Aboriginal and Torres Strait Islander enrolments in ASGC 3 locations or 50 per cent in ASGC 4 locations) may also apply under the OLD category to deliver a broader range of pre-vocational, Certificate I or II qualifications that focus on the needs and education levels of their community.

The primary intent of the Program is to provide increased student access to trade training. Whilst the Program is flexible to local demand, the focus will remain on trade training. DEEWR will not approve funding for qualifications that do not require a significant capital investment for building infrastructure and/or equipment, such as Business and Administration, Retail, Performing Arts, Property Services, and Information and Communication Technology (ICT) qualifications.

3.4 Use of Program funds

Program funds can only be used for certain purposes relating to the establishment of a new TTC or upgrade of existing facilities.

Funds **can** be used for:

- Major capital works - defined as construction of a new facility or a major refurbishment of existing facilities of at least \$1 million. In exceptional circumstances, and on demonstration of value for money, DEEWR may also consider funding the purchase of land or a building to establish a TTC;
- Minor capital works - defined as construction of a new facility or minor upgrade or refurbishment of existing facilities of less than \$1 million;
- Equipment directly related to the qualifications to be delivered through the TTC. Equipment must meet industry requirements for qualification delivery. Funding does not cover recurrent costs for ongoing maintenance or replacement of equipment;
- Mobile training facilities;
- Trade training facilities that contains a multi-purpose room for temporary teacher accommodation to support a block training delivery model. Funding can only be used for this purpose for schools in ASGC 3 or 4 locations;
- Enhancement of existing infrastructure combined with other funding sources, including contributions from other Australian Government capital grants programs, state and territory grants, school communities, industry, RTOs or employers;
- Reasonable costs associated with project management (which must not exceed 15 per cent of the capital works cost), contingency (which must not exceed 10 per cent of capital works and equipment costs) and recognition (see Section 5.6).

Funds **cannot** be used for:

- meeting recurrent costs for the ongoing operation of TTC facilities, such as
 - consumables, repairs, maintenance or replacement of class sets of equipment and tools
 - utilities, phone, staff training
 - teacher/school staff salaries – including specialist teachers, tutors, relief teacher wages, overtime, long-service levies
 - ongoing expenses such as computer maintenance, licence fees, security personnel, surveillance
 - insurance of equipment and facilities
 - transportation for students or teachers to/from the TTC, and
 - procurement of human resource or personnel services;
- overhead costs incurred in distributing funds;
- student accommodation;
- teacher accommodation (except as described above for schools in ASGC 3 or 4 locations);
- building multi-purpose rooms/facilities for broader school use other than students participating in the TTC (except as described above for teacher accommodation at schools in ASGC 3 or 4 locations);
- buses or any other vehicle to transport students to or from a TTC or on-the-job training/work experience placements;
- landscaping costs that are not related to site preparation (pre-construction) or site restoration (post-construction) of the TTC;
- the replacement of fully functional existing classroom furniture;
- constructing a meat processing facility, for example, an abattoir/slaughterhouse, or buying equipment to slaughter livestock; and
- projects that have already commenced, either with previous funding from this Program or from another program.

3.5 Location of Trade Training Centres

Sectoral Plans will only be approved if all Individual Project Proposals demonstrate that TTCs will be located on:

- a school site/s; or
- a non-school site/s so long as
 - the non-school site is servicing a cluster of schools or
 - there is insufficient space on the school's grounds or
 - relevant occupational health and safety (OHS) requirements could not be met if the TTC was located on a school site, or
 - it would not unnecessarily duplicate existing training facilities (for example, where there is a nearby, accessible training provider and it would be more cost-effective for those facilities to be upgraded or expanded for use by nearby schools).

DEEWR will consider funding facilities in multiple locations for cluster projects. Individual Project Proposals proposing facilities at multiple sites must demonstrate what arrangements exist to ensure fair and equitable access is shared by all students in the cluster, particularly where schools are not located in close proximity to each other.

As TTC infrastructure will generally be a fixture on the land it is built on, the Australian Government requires assurance that the Funding Recipient has control over that land. Individual Project Proposals should indicate whether a proposed Funding Recipient owns the land on which the TTC will be built, and if not, how assurance will be provided that the funded infrastructure will continue to be available for use as a TTC over the designated use period.

4. Funding

This section provides important information about the level of Program funding and the funding approval process.

4.1 Funding levels

Before the Round opens, DEEWR will advise Education Authorities in each sector in each state and territory of their Funding Allocation for the Round. Funding allocations for each Education Authority for the Round will be determined by their sector's proportion of the total student population in Years 9–12 for all eligible schools across Australia, using data from the 2010 Census.

Program funding will also include a discrete allocation for Remote Service Delivery (RSD) schools (see Section 7.8).

Education Authorities are responsible for developing a Sectoral Plan in consultation with eligible schools in their sector, and working to assist them in developing Individual Project Proposals, which will include capital works and/or equipment requirements, qualifications and the amount of funding required for the project. Sectoral Plans will include the total funding sought for all Individual Project Proposals. This amount cannot be more than the sector's Funding Allocation for the Round unless DEEWR approves otherwise. Education Authorities should consult with DEEWR for approval to exceed their Funding Allocation before they submit their Sectoral Plans. DEEWR may approve on a case-by-case basis exceeding a sector's Funding Allocation subject to availability of funds:

- where that Funding Allocation is too small to fund even one Individual Project Proposal (which may involve one or more schools); or
- where an Education Authority has sufficient funds allocated for multiple Individual Project Proposals but the final project proposed would exceed the Funding Allocation so that a sector's Individual Project Proposals are not artificially compromised to fit within a fixed Funding Allocation.

There is no minimum amount of funding that an Education Authority can seek for an Individual Project Proposal in their Sectoral Plan. Although the maximum funding per eligible school is \$1,500,000, there is no general school entitlement to this amount. After Round Five, Education Authorities will develop, in conjunction with their eligible schools and Local Communities, a strategy for completing the rollout of TTCs within their jurisdiction. To manage the high demand for TTCs and to support the rollout strategies of Education Authorities, maximum funding for projects will generally only be supported by DEEWR for schools with a very high need for trade training, or projects that benefit a large number of students.

The amount of funding attributed to each school in a cluster proposal will be equal (except where a school partner has received previous Program funding). This method of attribution recognises that all schools in a cluster should have equal access to all facilities that form part of the proposed TTC.

DEEWR will provide Funding Allocations for each sector, as soon as practicable, in preparation for future rounds.

4.2 Funding approval process

- Step 1** DEEWR will provide Education Authorities with:
- an Indicative Priority List of eligible schools in terms of socio-economic measures (noting that the list is a starting point only for consideration by Education Authorities which may seek agreement from DEEWR to alter the list where there are other factors at the school level affecting relative socio-economic disadvantage that may not be reflected in the statistical methodology upon which the Indicative Priority List is based (see Section 4.2.1); and
 - their Funding Allocation for the particular Round.
- Step 2** Education Authorities will develop Sectoral Plans working closely with their eligible schools and submit those Plans to DEEWR. Each Sectoral Plan will provide a strategic approach for that sector's rollout of TTCs within the Funding Allocation advised by DEEWR and will include Individual Project Proposals for funding. Schools will complete a declaration confirming their involvement in the development of their proposal, Local Community support and signifying agreement to their Individual Project Proposal details, including capital works and/or equipment requirements, qualifications and amount of funding required. Sectoral Plans and Individual Project Proposals will address:
- a. the Indicative Priority List of eligible schools by socio-economic disadvantage including any variations sought (see Sections 4.2.1 and 4.2.2);
 - b. the Eligibility Requirements (see Section 3); and
 - c. Program Priorities established by the Australian Government (see Section 1.5).
- Step 3** DEEWR will evaluate Sectoral Plans and negotiate (where necessary) with Education Authorities to ensure the Plans address the Guidelines to DEEWR's satisfaction. Education Authorities may seek agreement to variations to the Indicative Priority List where there are factors at the school level affecting relative socio-economic disadvantage that are not adequately captured by the statistical methodology from which the Indicative Priority List is derived (see Section 4.2.1). Eligible schools that are highly ranked on the Indicative Priority List in terms of relative socio-economic disadvantage may not be included in a Sectoral Plan for funding in some circumstances, for example, due to their lack of readiness to seek funding or as a result of clustering arrangements between schools. DEEWR will make recommendations to the Minister regarding the approval of Sectoral Plans.
- Step 4** The Minister will announce approved Sectoral Plans and in-principle funding for Individual Project Proposals.
- Step 5** DEEWR will negotiate and execute Project Funding Agreements with Education Authorities and schools. Schools will work with their respective Education Authorities as per the established administrative processes and procedures between the school and their Education Authority, to support the development and submission of fully documented and costed proposals to DEEWR, to finalise the project funding amount and to execute Project Funding Agreements. The Australian Government is not committed to provide any project funding to an Education Authority until Project Funding Agreements have been executed.

4.2.1 Step 1 - List of Eligible Schools, and Funding Allocations

DEEWR will develop an Indicative Priority List of eligible schools in terms of socio-economic measures by sector and will provide this list to Education Authorities. The Indicative Priority List must be used as a starting point for Education Authorities to develop Sectoral Plans, however DEEWR will consider variations requested by Education Authorities where they identify other factors at the school level affecting relative socio-economic disadvantage that may not be reflected in the statistical methodology upon which the Indicative Priority List is based.

This Indicative Priority List of eligible schools will be determined using the Index of Relative Socio-Economic Disadvantage (IRSD) for government schools and the published Socio-Economic Status (SES) score for non-government schools. IRSD will not be used to rank non-government schools as the SES score is an established measure of relative need for non-government schools. IRSD and SES both use data collected at the census collection district level from the 2006 Census of Population and Housing. Any Education Authority can seek approval for variations to the Indicative Priority List where they identify other factors at the school level affecting relative socio-economic disadvantage. Unlike SES, IRSD reflects the level of socio-economic disadvantage based on the location of the school, rather than the residential locations of enrolled students. Accordingly, for government schools in particular, there may be instances where IRSD does not adequately reflect the level of socio-economic disadvantage of a government school's student cohort where, for example, it differs significantly from the general community in which the school is located. In these cases, the Director-General (or equivalent position) of the Education Authority for government schools, or the Block Grant Authority associated with the peak education body of the jurisdiction for non-government schools, may seek agreement from DEEWR to vary the priority ranking of that school where justification is provided based on socio-economic data at the school level.

As per Section 4.2.3, a case to vary the Indicative Priority List will require approval from the TTC National Advisory Panel, which may take into account any relevant data or information held by DEEWR, prior to making recommendations to the Minister about Sectoral Plans. DEEWR will also advise each Education Authority of their Funding Allocation for the Round.

4.2.2 Step 2 - Development and submission of Sectoral Plans

In 2012, Sectoral Plans will be required for Round Five Program funding only, although those Plans should, to the extent reasonably possible, present the proposed approach for Round Five in the context of an indicative broader strategic approach to the rollout of TTCs over the remainder of the Program.

In 2013, DEEWR anticipates Sectoral Plans will provide a strategic approach to the rollout of TTCs over the remainder of the Program (i.e. Rounds Six and beyond).

Education Authorities are responsible for developing a Sectoral Plan in consultation with their eligible schools. The Sectoral Plan will include the Education Authority's strategic approach for the rollout of the Program, including cross-sector partnerships and any variations to the indicative list of relative socio-economic disadvantage (as per Section 4.2.1). It will include Individual Project Proposals that address, within the Funding Allocation advised by DEEWR:

- a) the Indicative Priority List of eligible schools;
- b) the Eligibility Requirements (see Section 3); and
- c) the other Program Priorities (see Section 1.5).

Lower priority schools in the Indicative Priority List can only be included in the Sectoral Plan through negotiation with DEEWR. DEEWR acknowledges that some higher priority eligible schools on the Indicative Priority List may not be included in a Sectoral Plan for funding, for example, due to their lack of readiness to seek funding or as a result of clustering arrangements between schools.

Where an Education Authority proposes to seek funding for a lower priority school, the Sectoral Plan must include a justification for each relevant Individual Project Proposal that explains why:

- the schools ranked higher on the Indicative Priority List for the sector than the school with the highest IRSD/SES score for that Individual Project Proposal are not being proposed for funding in the current Round, including how and when the needs of those schools will be addressed. The only exception is where any school ranked higher has been included in another Individual Project Proposal for the Round; and
- any school(s) ranked lower on the Indicative Priority List for the sector than the school with the highest IRSD/SES score for that Individual Project Proposal school is/are being included. This justification must clearly demonstrate that the needs of that school more closely align with socio-economic disadvantage and other Program Priorities than higher priority schools on the Indicative Priority List.

Education Authorities are encouraged to consult DEEWR as early as possible where they are considering submitting Individual Project Proposals involving a deviation from the Indicative Priority List.

Schools are responsible, as part of the Sectoral Plan, for:

- developing their Individual Project Proposal for funding in conjunction with their Education Authority, including providing input into the capital works and/or equipment requirements, qualifications and amount of funding required; and
- providing a declaration from all schools in the project
 - confirming their involvement in the development of their Individual Project Proposal
 - stating that their Individual Project Proposal is supported by their Local Community, and
 - signifying their agreement to the project details included in that Sectoral Plan.

Individual Project Proposals must include the following project details:

- project name;
- a project description;
- information on the Program Priorities for funding (see Section 1.5);
- school(s) involved in the project;
- total funding required and a cost breakdown of this funding; and
- evidence of quality, financial viability and value for money.

For the Round DEEWR will email the Sectoral Plan Strategy template (and instructions for completion) to all Education Authorities.

Individual Project Proposal(s) - pre-populated Individual Project Proposals will be available for Education Authorities on DEEWR's *School Entry Point*.

Schools that wish to receive a copy of the Individual Project Proposal template and guide may obtain one from their Education Authority. Education Authorities will lodge, by the due date which is advised at www.tradetrainingcentres.deewr.gov.au:

- their completed Sectoral Strategy with DEEWR by emailing tradetraining@deewr.gov.au. DEEWR will send an email notification to the Education Authority within one business day of a Sectoral Strategy being submitted correctly;

their completed Individual Project Proposal(s) via *School Entry Point*. DEEWR will send an email notification to the Education Authority within one business day of an Individual Project Proposal being submitted correctly. DEEWR reserves the right to accept submissions of the Sectoral Strategy or Individual Project Proposal(s) after the closing date.

4.2.3 Step 3 - Evaluating Sectoral Plans

Following receipt of Sectoral Plans, DEEWR will evaluate them to ensure they satisfactorily address:

- Program Priorities; and
- all other requirements as set out in these Guidelines.

As part of this process, DEEWR will undertake liaison and negotiation as required with Education Authorities regarding their Sectoral Plans.

Once evaluated, all Sectoral Plans will be referred to a TTC National Advisory Panel (NAP) of senior DEEWR staff who have Program expertise. The NAP will scrutinise a Sectoral Plan's consistency with Program Priorities and all other requirements set out in these Guidelines (including the Indicative Priority List and any departures from that list recommended by the Education Authority). It is the responsibility of the NAP to make recommendations to the Minister on whether or not to approve Sectoral Plans.

4.2.4 Step 4 - Ministerial approval

The Minister will consider recommendations from DEEWR and announce approval of:

- Sectoral Plans;
- the final list of schools for funding;
- the total funding for each sector; and
- in-principle funding for Individual Project Proposals.

The Minister's decisions are final.

DEEWR will provide written advice of the Minister's decision to:

- Education Authorities for all schools in their Sectoral Plan; and
- Lead school(s), with copies to cluster schools where relevant.

Unsuccessful schools may discuss with their Education Authority the possibility of seeking funding in a future funding Round. Individual Project Proposals will not be automatically rolled forward into subsequent rounds.

4.2.5 Step 5 - Executing Project Funding Agreements

After the Minister announces approved Sectoral Plans, schools will work with their respective Education Authorities to prepare and submit full documentation and costings for their approved project to DEEWR to finalise their Project Funding Agreement.

DEEWR will:

- provide a Full Documentation template and Guide at www.tradetrainingcentres.deewr.gov.au listing the documentation requirements. These will include
 - a copy of a signed Memorandum of Understanding (MOU) for schools participating in a cluster
 - a copy of a signed MOU for schools partnering with an RTO to deliver qualifications
 - written confirmation from the site owners detailing access arrangements by all cluster schools for the duration of the designated use period (for example, a 20 year lease)
 - budget and financial plan documentation, and
 - site plans and floor plans for the capital works/refurbishments;
- apply a quality assurance process to ensure the documentation and costing for each approved project satisfies the Program Priority for quality, viability and value for money.

This will include DEEWR engaging a suitably qualified and experienced quantity surveyor to conduct an external capital works assessment to evaluate value for money for all projects where the cost of capital works is at least \$1 million (see Section 4.3 for further information on the quality assurance process);

- negotiate with Education Authorities and/or schools to determine the final project funding amount and execute Project Funding Agreements. The final funding amount may differ from, but must not exceed the in-principle funding approved by the Minister for the Individual Project Proposal.

If an Education Authority disagrees with DEEWR's decision about final project funding, the Education Authority should lodge a written complaint with DEEWR. DEEWR will investigate the complaint and refer it to the NAP which may, at its discretion, seek further independent expert analysis to decide an outcome (see Section 6.5 for further information on the appeals and complaints management process).

DEEWR is under no obligation to provide funding until Project Funding Agreements are executed. Funding will only be provided in accordance with the terms and conditions of those Project Funding Agreements.

4.3 Evaluation of quality, viability and value for money

DEEWR will evaluate projects to ensure they satisfy the Program Priority for quality, viability and value for money to support full achievement of Program Objectives. This process will be undertaken in two stages:

1. at Step 3 of the Funding Approval Process at 4.2.3 above, through an evaluation of relevant sections within the Sectoral Plan, including Individual Project Proposals, that will provide an initial indication that quality, viability and value for money is likely to be achieved; and
2. at Step 5 of the Funding Approval Process at 4.2.5 above, through the quality assurance process applied to the detailed documentation, evidence and costings provided to DEEWR for each approved project prior to executing Project Funding Agreements. DEEWR's evaluation criteria for quality, viability and value for money for each project are set out below.

4.3.1 Quality

In evaluating projects for quality, DEEWR will consider:

- the strength of the training partnerships schools have with RTOs, employers, industry and other schools (for cluster proposals), to ensure robust partnership arrangements are in place that will strengthen and support the ongoing operation of the TTC and achieve identified training outcomes through the designated use period.

Education Authorities/schools need to provide evidence that includes

- details of formal agreements with cluster schools (where relevant) and training providers, setting out roles and responsibilities for each partner
- indicating the practical support projects will receive from employers, such as work placements, Australian School-based Apprenticeship opportunities, financial or in-kind contributions, and

- the quality of the proposed training model and the provision made for student support services, to ensure they will successfully underpin delivery of trade training in the school/cluster.

In relation to the training model, Education Authorities/schools need to provide evidence that includes

- describing the qualifications schools will deliver
- training arrangements with qualified providers
- pathways for students to complete training qualifications post-school
- opportunities for students to access industry recognised on-the-job training
- structured work placements
- apprenticeships, and
- accessibility of the training facility to students across schools (where cluster schools are involved).

In relation to student support services, Education Authorities/schools need to provide evidence that demonstrates

- high quality VET career and transition services, and
- literacy and numeracy support tailored to the training courses.

Projects with multiple schools must demonstrate how equal access will be provided for students from all partner schools to all TTC facilities.

Projects also need to indicate whether training complies with the Australian Quality Training Framework standards, endorsed Training Package requirements and meets industry requirements for training delivery.

4.3.2 Viability

DEEWR will evaluate projects to determine the financial viability of each school member and financial ability to meet Funding Recipient obligations should DEEWR enter into a Project Funding Agreement. Education Authorities/schools need to demonstrate long term financial viability of their projects to ensure the ongoing operation of the TTC for the designated use period.

In evaluating whether a project is viable, DEEWR will consider:

- sustainability and financial viability, through the project's ability to meet future recurrent costs through the designated use period; and
- the level of expertise to ensure the successful project implementation.

Sustainability and financial viability

Education Authorities/schools need to provide evidence that demonstrates how recurrent costs for the TTC will be met. Recurrent costs include salaries of teachers, therapists and support staff; essential travel and transport of children and staff; consultancy and advisory services; curriculum development; monitoring and evaluating educational programs and other services; professional development programs associated with special education; and purchase of specialist educational equipment and technology.

DEEWR will:

- take advice from Education Authorities regarding the financial viability of all schools (Lead Schools and cluster schools); and
- undertake additional financial viability checks using annual data provided to DEEWR or, in the case of Independent schools, through the provision of financial statements for a period of no less than five years.

In relation to the viability of a project's construction, DEEWR will require an assurance from the school/Education Authority that the project will comply with:

- state and territory building codes and Occupational Health and Safety (OHS) insurance and workers' compensation requirements;
- the *National Code of Practice for the Construction Industry* and the Australian Government *Implementation Guidelines for the National Code of Practice for the Construction Industry*; and
- the Australian Government Building and Construction Occupational Health and Safety Accreditation Scheme.

Project implementation expertise

Education Authorities/schools need to provide evidence that demonstrates:

- appropriate expertise/skills/project management of the personnel responsible for project implementation;
- compliance with necessary building requirements;
- an appropriate risk mitigation strategy is in place;
- a conflict of interest management strategy is in place; and
- reasonable time frames for project construction have been established, taking into consideration any state/territory procurement requirements.

4.3.3 Value for money

DEEWR will evaluate projects to determine whether they provide value for money to the Australian Government in relation to the cost of constructing the building and/or purchasing the equipment and the quality of the proposal. For projects involving a capital works component of at least \$1 million, this will include engagement of a suitably qualified and experienced quantity surveyor to conduct an external capital works assessment to advise DEEWR whether the size, utilisation, project timeline, resourcing requirements and construction cost rate for the project demonstrate value for money.

In evaluating projects for value for money, DEEWR will consider:

- facility utilisation levels;
- student numbers undertaking training;
- project management costs as a proportion of major capital works construction costs;
- building and equipment cost variations across Australia;
- whether the proposal is an efficient and effective use of funding, including the nature and extent of any previous funding provided for trade training facilities, and whether multiple facilities will be built that deliver similar qualifications;
- the nature and value of contributions made by other parties;
- the extent that the proposed TTC aligns with and complements existing infrastructure, without unnecessary duplication;
- whether a project will establish a regional skills hub enabling schools to develop partnerships for improved trade training delivery; and
- whether a project will establish joint/shared facilities for schools from government and non-government sectors.

Schools/Education Authorities need to provide evidence of the anticipated utilisation rate for the TTC, including the number and duration of teaching periods per week as a proportion of the standard school week and class sizes.

4.4 Withdrawal of projects or schools

An Education Authority may withdraw a school or a project from their submitted (unapproved) or approved Sectoral Plan prior to a Project Funding Agreement being executed. Likewise, a school or project may choose to withdraw from the submitted (unapproved) or approved Sectoral Plan prior to a Project Funding Agreement being executed. In either instance funding will not be re-allocated to another school or project in the current Round. However withdrawal of a cluster school will have implications for the project. This may include re-scoping the project, reducing funding amounts for the project or, in exceptional circumstances, withdrawing the project entirely.

DEEWR will require written agreement from the school for its withdrawal from the Sectoral Plan.

Once Project Funding Agreements have been executed, any withdrawal/cancellation/termination of a project will be subject to the terms of the Master/Overarching Funding Agreement and the Project Funding Agreement.

4.5 Non-approval of Sectoral Plans or Individual Project Proposals

If a Sectoral Plan does not meet DEEWR's requirements set out in these Guidelines, DEEWR will provide reasons to the Education Authority and use best endeavours to negotiate with the Education Authority so that it can revise the Sectoral Plan to a form that meets these Guidelines to DEEWR's satisfaction. If, after negotiation, the Sectoral Plan still does not satisfy DEEWR's requirements under these Guidelines, DEEWR will recommend to the Minister that the Sectoral Plan and funding for the Individual Project Proposals in that Plan not be approved.

If an Individual Project Proposal in a Sectoral Plan does not meet DEEWR's requirements set out in these Guidelines, DEEWR will negotiate with the Education Authority and the school(s) as appropriate, in an attempt to meet those requirements. If, after negotiation, the Individual Project Proposal still does not satisfy DEEWR's requirements, DEEWR will recommend to the Minister that funding for that particular Individual Project Proposal not be approved. In these circumstances, funding will be available to the Education Authority in a future Round.

4.6 Time frames

The Program will have one funding Round in 2012 for Round Five.

Key dates for Round Five, including opening and closing dates for Sectoral Plans, will be advertised at www.tradetrainingcentres.deewr.gov.au.

5. Funding Administration

This section provides details about funding arrangements and obligations of successful projects.

5.1 Funding Agreements and obligations

Project Funding Agreements will include, amongst other things, the following details:

- the approved project;
- funding approved by the Australian Government;
- expected commencement and completion dates for construction and commencement of training;

- payment schedule and milestones;
- funding allocated for specific items;
- training course(s) to be delivered; and
- reporting requirements during the capital works phase, training obligation period and designated use period (see Sections 5.4 and 5.7).

Funding arrangements differ slightly for education sectors:

- for government led projects, funding is paid by project milestone to the relevant state/territory Treasury
- for non-government led projects, funding is paid to the relevant Block Grant Authority.

From Round Six onwards funding for the state and territory government education sectors will operate under a National Partnership Agreement.

5.2 Variations to approved projects

DEEWR will consider variations to Project Funding Agreements on a case-by-case basis. The conditions under which variations will be approved are set out in the Funding Agreements with government and non-government sectors.

DEEWR will not approve requests to:

- increase funds beyond the approved grant amount;
- substitute a new project for the project outlined in the original proposal; or
- transfer funds from one annual funding Round to another or from one project to another.

5.3 Goods and Services Tax

If Goods and Services Tax (GST) is payable by a Funding Recipient on the transaction between the Australian Government and the Funding Recipient, the Australian Government will increase the funding to cover the GST payable.

5.4 Project reporting

Funding Recipients need to provide specified documentation and reports at certain activity and milestone points during the capital works phase. These include:

- outcomes of tender processes;
- final budget documentation;
- commencement of capital works;
- midpoint of construction (for major capital works);
- completion of construction;
- commencement of training at the TTC; and
- acquittal of funds.

All reporting requirements are detailed in Funding Agreements.

5.5 Compliance with Funding Agreements

DEEWR will monitor compliance with the obligations of Funding Recipients under their Funding Agreements. This includes whether Program funds are being used properly and efficiently, and whether Program Objectives and Program Priorities have been achieved. DEEWR may withdraw funds if the project has not commenced within agreed time frames. DEEWR officers may visit projects to monitor compliance. Following the initial compliance check for a project, the project will be monitored through the annual reporting obligations for the remainder of the Designated Use Period.

Further information is contained in the Compliance Fact Sheet set out at www.tradetrainingcentres.deewr.gov.au.

5.6 Recognition requirements

Schools must recognise and correctly acknowledge the Australian Government's contribution to the Program.

A maximum amount of \$1000 is available to assist with recognition costs for equipment; minor capital works projects; or, major capital works projects with a single site for the TTC. Major capital works projects with multiple sites may wish to include an amount greater than \$1000. The maximum amount for recognition funding is \$5000 and will only be approved for major capital works projects that involve multiple sites.

Further information is contained in the Recognition Requirements Fact Sheet set out at www.tradetrainingcentres.deewr.gov.au.

5.7 Program monitoring and evaluation

DEEWR will be responsible for evaluating the Program's appropriateness, effectiveness and efficiency in achieving Program outcomes. DEEWR has developed a Reporting and Evaluation Strategy, which provides a mechanism for assessing the Program's objectives in the medium to longer term, and the impact of the Program in achieving broader goals.

Key stakeholders, including schools and Education Authorities, may be asked to participate and contribute to Program monitoring and evaluation activities. This includes the completion of surveys, participation in focus groups and the provision of data relating to TTCs including the number of students who have commenced approved training courses delivered by TTCs and the number of students who have completed these approved training courses.

The data requirements for each TTC are outlined in the Project Funding Agreement and any subsequent variations agreed by DEEWR. They include reporting requirements for the Training Obligation Period and the Designated Use Period. The Training Obligation Period starts from the date the TTC commences operation and extends for ten years or for the life of the Program, whichever is longer. The Designated Use Period extends for 20 years from the date the TTC commences operation. During the Training Obligation Period, the Lead School must provide annual reports on the previous year's activity to DEEWR by 1 March each year. From the end of the Training Obligation Period for the remainder of the Designated Use Period, schools will provide a written report, if requested by DEEWR, with information on the continued use of the facilities for TTC delivery.

DEEWR is committed to ensuring that reporting and evaluation activities for TTCs will be consistent as far as possible across the various funding rounds.

6. Additional Information

This section provides important information about obligations of DEEWR and stakeholders in administering the Program.

6.1 Conflict of interest

Schools must identify any potential or actual conflicts of interest they believe will or may arise from submitting their Individual Project Proposals. This should address their responsibilities to the Australian Government and other parties in the course of establishing and managing TTC facilities.

A conflict of interest can arise when an applicant's integrity, objectivity or fairness in performing the services is at risk due to a pecuniary interest of a person or organisation associated with the applicant or a conflicting business arrangement.

Individual Project Proposals submitted to DEEWR must include an undertaking, as part of the funding approval process, that actual or perceived conflicts of interest have been identified and will be addressed and monitored to ensure they do not compromise the outcomes desired for this funding process. Evidence of the conflict of interest management strategy must be provided to DEEWR upon request.

For example, supporting quotes and cost estimates provided to DEEWR should be from a source that is independent from the personnel involved in the management of the project to avoid a perceived conflict of interest. If there is in any doubt as to whether a conflict exists, the issue should be identified to DEEWR for consideration.

DEEWR reserves the right to assess the potential impact of the conflict or perceived conflict and what plans, if any, are proposed to address the conflict of interest in relation to the Individual Project Proposal. DEEWR is under no obligation to fund a project if it is not satisfied that there are arrangements in place to appropriately address/manage a perceived or actual conflict of interest.

6.2 Freedom of Information

All documents created or held by DEEWR with regard to the Program are subject to the *Freedom of Information Act 1982* ("FOI Act"). Unless a document falls under an exemption provision, it will be made available to the public if requested under the FOI Act.

All FOI requests are to be referred to the Administrative Law Team of the Legal and Investigations Group, in DEEWR's National Office:

By email: foi@deewr.gov.au

By mail: FOI Team Leader

Administrative Law Team

Legal and Investigations Group

Department of Education, Employment and Workplace Relations

GPO Box 9880

CANBERRA ACT 2601

Decisions regarding requests for access will be made by the authorised FOI decision-maker in accordance with the requirements of the FOI Act.

For more information on making a request for access to documents in the possession of DEEWR under the FOI Act, go to the Freedom of Information webpage on the DEEWR website at www.deewr.gov.au/department/pages/freedomofinformation.aspx.

6.3 Personal information

Personal information about individuals may be collected during the submission of Sectoral Plans, the development of Project Funding Agreements and throughout the general administration of the Program. DEEWR and its contracted service providers (including bodies and organisations) are bound, in administering the program, by the provisions of the *Privacy Act 1988* (the Privacy Act) (see www.privacy.gov.au).

Section 14 of the Privacy Act contains the Information Privacy Principles (IPPs), which prescribe the rules for handling personal information (see www.privacy.gov.au/publications/ipps.html).

DEEWR and any contracted service providers involved in the Program must abide by the IPPs and the Privacy Act when handling personal information collected for the purposes of that Program. In particular, this means that DEEWR and relevant contracted service providers must ensure that:

- personal information is collected in accordance with IPPs 1-3;
- suitable storage arrangements, including appropriate filing procedures, are in place;
- suitable security arrangements exist for all records containing personal information;
- access to a person's own personal information held by the organisation is made available to the person at no charge;
- records are accurate, up-to-date, complete and not misleading;
- where a record is found to be inaccurate, the correction is made;
- where a person requests that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment are noted on the record;
- the personal information is only to be used for the purposes for which it was collected, unless an exemption under IPP 10 applies; and
- personal information is only disclosed in accordance with IPP 11.

6.4 Confidential information

Education Authorities and schools must identify any information contained within Sectoral Plans, Individual Project Proposals, or in any other documentation that is provided to DEEWR which they consider should be treated as confidential and provide reasons for the request. DEEWR reserves the right to accept or refuse a request to treat information as confidential.

Information provided to DEEWR that has not been accepted as confidential by DEEWR may be shared or published, as determined by DEEWR.

6.5 Appeals and complaints management

Education Authorities have responsibility for managing a process by which eligible secondary schools in their sector can appeal decisions made by the Education Authority as part of the development and submission of their Sectoral Plan. Further details on the appeals process will be available through each Education Authority.

DEEWR has responsibility for managing complaints in relation to funding and/or administration of the Program. Complaints or concerns about the Program should be directed in writing to the National TTC Program Manager (contact details below):

By email: tradetraining@deewr.gov.au

By mail: National TTC Program Manager
Trade Training Centres in Schools Program
Infrastructure Program Delivery Branch
Infrastructure and Delivery Group
Department of Education, Employment and Workplace Relations
GPO Box 9880
CANBERRA ACT 2601

Complaints will be registered on the TTC Program Complaints Register and all complaints will be acknowledged in writing within 14 business days.

Upon receipt of a complaint the National TTC Program Manager will consider the concerns raised and:

- respond to the complaint; and/or
- consult with the TTC NAP;
- discuss the complaint with the Education Authority to determine a resolution; and /or
- investigate the complaint further.

If the complaint relates to a matter that is the responsibility of an organisation other than DEEWR, for example an Education Authority or a school, the National TTC Program Manager may refer the matter to that other organisation, and advise the complainant of that referral.

If a complainant is dissatisfied with the outcome of the above process, they may raise their concerns with the Commonwealth Ombudsman.

7. *Supplementary Provisions for Remote Service Delivery (RSD) Schools*

7.1 Overview

This section sets out additional provisions that apply only to schools with year 9 or higher secondary enrolments that service the 29 national RSD locations (RSD schools) identified through the National Partnership on Remote Service Delivery. Unless specified in this section, all other provisions of the Guidelines apply.

These additional provisions aim to facilitate and accelerate the rollout of the Program to RSD schools to address the Australian Government's objective to respond flexibly and quickly to remote Aboriginal and Torres Strait Islander community needs.

7.2 School eligibility

The list of RSD schools eligible for Program funding is available on the TTC website at www.tradetrainingcentres.deewr.gov.au.

7.3 Eligible qualifications

These are set out in Section 3.3.

RSD schools proposing to deliver qualifications other than traditional trades that address local employment opportunities or other Local Community needs should work closely with their Education

Authority and the dedicated DEEWR officer to explain the need for those qualifications in their Sectoral Plan. Examples include but are not limited to training in areas such as health and community services (for example aged care, disability services and environmental health) that meet community needs and identified employment opportunities from Local Implementation Plans.

Further information on eligible qualifications is available on the TTC website at www.tradetrainingcentres.deewr.gov.au.

7.4 Dedicated Program Officer

A DEEWR Program officer in the Infrastructure Program Delivery Branch has been dedicated to work closely with Education Authorities, schools and community stakeholders, to provide specialised and intensive assistance to support development of robust Individual Project Proposals for RSD schools.

Particular attention is given to:

- addressing training needs set out in Local Implementation Plans for each RSD community;
- ensuring appropriate partnerships are in place between the RSD school and Local Community stakeholders/training providers/regional employers; and
- ensuring Education Authorities and schools have a clear understanding of the Program Priorities and funding approvals process.

7.5 Time frames

In 2012, one funding round will be held for RSD schools, coinciding with the mainstream funding round for Round Five.

It is anticipated that from 2013 onwards, two funding rounds for RSD schools will be held each calendar year. One funding round will coincide with the time frame for mainstream requests for funding and the second round will be held approximately six months later.

Opening and closing dates for each RSD funding Round will be advertised on the TTC website at www.tradetrainingcentres.deewr.gov.au.

7.6 Funding approval process – Sectoral Plans

Education Authorities will identify the RSD school projects proposed for funding as part of their Sectoral Strategy.

RSD schools are considered high priority schools for Program funding.

7.7 Executing Project Funding Agreements

The process for executing Project Funding Agreements is set out at Section 4.2.5.

7.8 Funding levels

Up to \$1.5 million per RSD school has been set aside by DEEWR for the remaining RSD schools that are yet to be funded. There is no limitation on the number of RSD school projects submitted in any single funding Round.

Funding of school cluster proposals involving a mix of both RSD and non-RSD schools will be sourced from a combination of the RSD funding pool (for RSD schools) and the Funding Allocation for non-RSD schools.

8. Glossary

This glossary is a guide to assist Education Authorities and schools to complete Sectoral Plans and Individual Project Proposals. It is not intended to substitute for the defined terms in the Funding Agreements.

Acquittal: formal statement by the Funding Recipient of income and expenditure in accordance with the Funding Agreement.

Australian Qualifications Framework (AQF): is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

ASGC: (see Remoteness Structure).

Block Grant Authorities (BGAs): companies formed under the umbrella of the Association of Independent Schools and the Catholic Education Commission for each state and territory. There are fourteen BGAs in Australia, two in each state, and the Northern Territory and the Australian Capital Territory each have a combined Catholic and Independent BGA.

Cluster: two or more secondary schools working together to establish a shared TTC. A cross-sectoral cluster involves schools from more than one education sector. A cluster may also involve schools from more than one state or territory.

Commencement of Capital Works: a school project is considered to have commenced when a letter of award has been provided to the successful contractor and the site has been handed over to the contractor.

Commencement of Construction: (see Commencement of Capital Works).

Complaint: a grievance from a stakeholder about funding and/or the administration of the Program. The complaint could be received by any form of communication – letter, email or oral.

Completion of Construction: (see Practical Completion).

DEEWR: the Department of Education, Employment and Workplace Relations.

Designated use period: for a TTC project commences on the date on which the TTC starts operation, as defined in the respective Funding Agreement, and ends on the day which is twenty years from that date.

Education Authorities: For the purpose of these Guidelines, these comprise the following education sectors and their recognised authorities:

- the state and territory governments through their respective departments of education;
- the Catholic education sector through the relevant Catholic Education Commission Office and/or Block Grant Authority (BGA) in each state or territory; and
- the Independent education sector through the relevant state and territory Association of Independent Schools (AIS) and BGA.

Funding Agreements: a generic term that refers to the Funding Agreements in place with government and non-government education sectors for the purposes of the TTC Program. Overarching Funding Agreements are in place between the Australian Government and all relevant state and territory departments of education. In addition, for each successful government school project, a Project Specific Schedule (forming a schedule to the Overarching Funding Agreement) is developed and signed by the respective delegate who is legally authorised to bind the school(s). In the non-government sector, Master Funding Agreements are in place between the Australian Government and all Block Grant Authorities (BGAs) except in the ACT where the Master Funding

Agreement is with the Catholic Education Commission for the Catholic school sector. In addition, for each successful non-government school project, a School Project Agreement, incorporating a Project Specific Schedule is also entered into between the Australian Government and the entity which is legally able to bind the Lead School. (See also Project Funding Agreement.)

Funding Allocation: the amount of Program funding available to each education sector for a nominated funding Round, as advised by DEEWR.

Funding Recipient: is the Education Authority or Block Grant Authority that will receive the payments for a project, in advance, and distribute the funds to the Lead School on production of milestone reporting documentation.

Guidelines: the *Trade Training Centres in Schools Program* Guidelines – the short title for this document.

Index of Relative Socio-Economic Disadvantage (IRSD): an index of socio-economic disadvantage for government schools. IRSD is derived from 2006 Australian Bureau of Statistics Census data attributes that reflect disadvantage, such as low income, low educational attainment, high unemployment and the proportion of the workforce in relatively unskilled occupations.

Indicative Priority List (IPL): A list of eligible schools in terms of relative socio-economic disadvantage, developed by DEEWR that must be used as a starting point for Education Authorities to develop Sectoral Plans. This list uses the Index of Relative Socio-Economic Disadvantage (IRSD) for government schools and the published Socio-Economic Status (SES) score for non-government schools.

Individual Project Proposal: describes an individual project included in a Sectoral Plan for funding through the Program, involving one or more schools. Before Round Four, the information contained in an Individual Project Proposal was captured in the application form. Section 4.2.2 sets out the information that must be included in an Individual Project Proposal.

In-principle funding amount: this is the amount of funding set out for an Individual Project Proposal in the Sectoral Plan that is approved by the Minister. However, the in-principle funding amount may change as part of the negotiation process to execute the Project Funding Agreement (see Section 4.2.5).

Lead School: where a TTC proposal involves a cluster of schools, the cluster will be responsible for agreeing on a Lead School to be the point of contact on the cluster's behalf with DEEWR. For a project with only one school, that school is the Lead School.

Local Community: refers to local industry, industry organisations and local employers who have indicated their support for the TTC. This support may include financial contributions, materials, access to equipment or trainers, provision of on the job placements or ASBAs. Local community stakeholders also include parents and community organisations such as local councils and planning authorities, whose continued support will be a key indicator of the ongoing success of a TTC.

Local Implementation Plans: the central mechanism for coordinating commitments and actions in the 29 priority Remote Service Delivery communities. Local Implementation Plans are publicly available documents that reflect service delivery priorities agreed between community groups and governments, as well as non-government and private sector organisations, consistent with COAG targets.

Major Capital Works: a TTC project involving a construction component of at least \$1 million. This includes new TTC projects, refurbishments or major expansion of existing facilities.

Milestones: key achievements at specific stages in the project. Payments of grant instalments are generally tied to the achievement of milestones, usually at dates set out in the Project Specific Schedule. (See also Funding Agreements.)

Minister: the Australian Government Minister responsible for School Education, Early Childhood and Youth.

Minor Capital Works: a TTC project involving construction and/or building refurbishments of less than \$1 million.

National Advisory Panel (NAP): comprises a group of senior DEEWR staff who have Program expertise. The NAP scrutinises each Sectoral Plan's consistency with Program Priorities and all other requirements set out in the Guidelines. The NAP also makes recommendations to the Minister on whether or not to approve Sectoral Plans.

New school: is a school that attracts Commonwealth funding as set out in Section 3.1 of the Program Guidelines and that has commenced operation since the 2010 School Census. A school that has commenced operation as a result of an amalgamation of existing schools is not considered to be a new school for the purposes of the Program.

Practical Completion: is when all the capital works of the project are complete, free from errors and fit for the designated use or where a certificate of occupancy is provided.

Priority Employment Areas: these areas were initially identified by the Australian Government as highly vulnerable as a result of the global recession. While Australia recovered well from the Global Financial Crisis and some areas are experiencing growth, others continue to experience labour market disadvantage. As part of its response to the patchwork nature of the economy, the Australian Government has extended the Priority Employment Area (PEA) initiative until 2013. Twenty PEAs have been identified as requiring additional assistance to help address local labour market issues.

These are set out below and in more detail at: www.deewr.gov.au/Employment/Programs/PEA/Pages/default.aspx

New South Wales

Canterbury-Bankstown and South Western Sydney
Sydney West and Blue Mountains
Central Coast-Hunter
Illawarra
Richmond-Tweed and Clarence Valley
Mid-North Coast

Queensland

Ipswich-Logan
Caboolture-Sunshine Coast
Southern Wide Bay-Burnett
Bundaberg-Hervey Bay
Cairns
Townsville

South Australia

Northern and Western Adelaide
Port Augusta-Whyalla-Port Pirie

Victoria

South Eastern Melbourne
North Western Melbourne
Ballarat-Bendigo
North Eastern Victoria

Tasmania

North West / Northern Tasmania

Western Australia

South West Perth

Each Priority Employment Area is the focus of a range of Government activities designed to respond rapidly to the needs of workers who are made redundant and to ensure maximum effectiveness of government, community and business efforts to stimulate the local economy and generate new jobs.

Priority List: (see Indicative Priority List).

Program: the *Trade Training Centres in Schools Program*.

Program website: www.tradetrainingcentres.deewr.gov.au.

Project Funding Agreement: a generic term that refers to the funding agreement in place for a specific project. For school projects in the government sector, this is the Project Specific Schedule, which forms a schedule to the Overarching Funding Agreement. For schools in the non-government sector, this is a School Project Agreement, incorporating a Project Specific Schedule. (See also Funding Agreements.)

Project leader: A school(s) must work with their Education Authority, as per the established administrative processes and procedures between the school and their Education Authority, to appoint a project leader (for example, a school Principal or an Education Authority representative) for their school Individual Project Proposal to undertake a range of key tasks:

- develop their Individual Project Proposal for the Sectoral Plan, including the amount of funding required;
- make a case seeking DEEWR's approval to fund qualifications under the OLD category, where applicable;
- prepare and send to DEEWR fully documented and costed proposals for their project, following approval of the Sectoral Plan;
- facilitate execution of their Project Funding Agreement;
- manage school obligations during the construction phase; and
- organise an opening ceremony for their project, where required.

Registered Training Organisations (RTOs): means a vocational education and training organisation registered by a state or territory registering body in accordance with the Australian Quality Training Framework (AQTF) Essential Standards for Registration, as defined in the Glossary of Terminology of the Australian Qualifications Framework July 2011.

Remote Service Delivery schools: these are schools that service the 29 priority locations across Australia identified in the National Partnership on Remote Service Delivery that came into effect in January 2009 to implement a new remote service delivery model to ensure that Aboriginal and Torres Strait Islanders living in remote communities receive and actively participate in government services.

Remoteness Structure: a classification of remoteness determined by the Australian Standard Geographical Classification (ASGC). Major cities of Australia = ASGC 0; inner regional Australia = ASGC 1; outer regional Australia = ASGC 2; remote Australia = ASGC 3; very remote Australia = ASGC 4.

Sectoral Funding Allocation: (see Funding Allocation).

Sectoral Plans: a document developed by each Education Authority in consultation with their schools, setting out a strategic approach for the rollout of the TTC Program in their sector, including cross sector partnerships, and including Individual Project Proposals seeking Program funding, within the Funding Allocation advised by DEEWR before each funding Round.

Socio-Economic Status (SES) score: an index of socio-economic disadvantage used for schools in the non-government sector. A school's SES score is derived from their students' residential addresses and 2006 Australian Bureau of Statistics Census data. This index measures the income, education and occupation levels of residents within a Census Collection District.

Training obligation period: for a TTC project commences on the date on which the TTC starts operation, as defined in the respective Funding Agreement, and continues for ten years or for the life of the Program, whichever is longer.

Year 12 retention rate: expressed as a percentage and calculated by dividing the number of students in Year 12 in a given calendar year by the number of students who were in the first year of secondary school when the current Year 12 cohort commenced secondary school. The students observed in Year 12 need not necessarily have been in the specific cohort when the cohort commenced secondary school.

Further information and enquiries

Further information about the Program can be found:

- at the TTC website. www.tradetrainingcentres.deewr.gov.au
- by calling the TTC information telephone hotline on 1300 363 079 or
- by sending an email to tradetraining@deewr.gov.au.

END OF DOCUMENT