

NSW Implementation Plan

NATIONAL PARTNERSHIP AGREEMENT ON SKILLS REFORM

Part 1: Preliminaries

1. This Implementation Plan is a schedule to the National Partnership Agreement on Skills Reform (NP) and should be read in conjunction with that Agreement. The NP will contribute to reform of the Vocational Education and Training (VET) system to deliver a productive and highly skilled workforce which contributes to Australia's economic future, and enable all working age Australians to develop the skills and qualifications needed to participate effectively in the labour market.
2. Reform of the VET sector through the NP will enable Australia to meet the challenges of changing economic conditions, maximising our productivity and prosperity in the longer term. The Commonwealth and the States are committed to a responsive, agile and equitable national training system that meets the needs of industry and students (including those from disadvantaged groups or locations) and provides pathways into and removes barriers between schools; adult and community; vocational and higher education; and employment.

Part 2: Terms of this Implementation Plan

3. This Implementation Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Skills, and the State of New South Wales, represented by the Minister for Education.
4. As a schedule to the NP, the purpose of this Implementation Plan is to provide the public with an indication of how projects intend to be delivered and demonstrate New South Wales' capacity to achieve the outcomes of the NP.
5. This Implementation Plan will cease on completion or termination of the NP, including the acceptance of final performance reporting and processing of final payments against performance benchmarks or milestones.
6. This Implementation Plan may be varied by written agreement between the Commonwealth and State Ministers responsible for it under the overarching NP.
7. The Parties to this Implementation Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to the plan and its full implementation.

Part 3: Strategy for NSW implementation

Project Information

8. The progress made toward achievement of the national reforms outlined in Part A clause 26 and Schedule 2 of the NP, that all states have agreed to implement, will be reported in each jurisdiction's annual performance report.
9. The planned project descriptions for the Part B structural reforms as outlined in clauses 27-29 and Schedule 2 are shown in Table 1:

Table 1: Project Descriptions

Outputs	Short description	Planned start date	Planned end date
Quality			
State criteria for access to public subsidy funding and/or complementary strategies	<p>In line with clause 27(a) of the NP, New South Wales will develop, implement and review a Smart and Skilled Quality Framework. This will include more stringent quality and performance measures for providers to deliver government funded training. The framework will include:</p> <ul style="list-style-type: none"> • <i>Regulation</i>: working closely with the national regulator to improve regulation and monitoring of quality and outcomes • <i>Contracts</i>: new strengthened eligibility and assessment criteria to deliver publicly subsidised training and sanctions for non-performance • <i>Performance monitoring</i> - performance framework with identified risk indicators • <i>Teaching and leadership</i>: targeted professional development requirements and support for providers to develop capability and capacity • <i>Consumer Protection</i>: clear avenues for complaint by consumers of VET services • <i>Evaluation</i>: structured feedback from students and employers on satisfaction with training. 	Dec 2012	Dec 2016

<p>External validation of RTO assessment practices</p>	<p>New South Wales will develop, pilot, evaluate and showcase models for independent validation of RTO assessment practices, with a view to informing the development of a national model, as per clause 27(b) of the NP.</p> <p>The pilot will be based on a risk managed approach, targeting key industry areas and student cohorts that have identified issues with quality training outcomes.</p>	<p>Dec 2012</p>	<p>Dec 2016</p>
<p>Publication of RTO quality measures through My Skills</p>	<p>New South Wales will work with the Commonwealth in the development and implementation of MySkills and ensure quality information on provider performance is published on an ongoing basis on MySkills and the NSW information portal, as per clause 27 (c) and 26 (d) of the NP.</p>	<p>July 2012</p>	<p>Dec 2016</p>
<p>Efficiency:</p>			
<p>Improved government to government information sharing</p>	<p>New South Wales will work with the Commonwealth to improve information exchange through development of a shared information model, as outlined in clause 29 (a) of the NP. The development of the model will be through NSOC and its committees.</p> <p>Information sharing will be complemented by the existing nationally led projects, including those led through the DPMPC. Projects including:</p> <ul style="list-style-type: none"> • VET data quality; • Quarterly reporting; • Unique Student Identifier; • VET data portal; • Total VET activity; and • My Skills. <p>The information, which becomes available to governments under this model, will facilitate the conduct of the Review of the National Partnership, as referenced in (clause 29(a)) of the NP.</p>	<p>Jul 2012</p>	<p>Dec 2016</p>

Support public training providers	<p>Support TAFE NSW to respond to the State's skill priorities and service the needs of industry, regions and disadvantaged learners under Smart and Skilled, and as per clause 29(b) of the NP. Measures to support TAFE NSW are:</p> <ul style="list-style-type: none"> • Governance changes to TAFE NSW to give greater autonomy to TAFE NSW Institutes • Development of a VET budget and funding model will support TAFE NSW to meet NSW Government economic priorities • The Minister for Education will issue a Statement of Owner Expectations, which explicitly states TAFE NSW priorities to ensure its provision is aligned to the Government's priorities, including meeting specialist skill needs and training in rural and remote areas. • A new Managing Director role for TAFE NSW to improve transparency between TAFE NSW and the Department • Payment loadings for training to disadvantaged learners and regional locations • Greater autonomy for TAFE Institutes to make local decisions about their business to meet local training needs and forge industry partnerships • More authority to allow greater flexibility to respond to training needs of industry and the community • Measures to improve TAFE NSW's ability to compete in the training market including an assets strategy to create modern, industry standard facilities; and course prioritisation to focus on high skills needs areas and prepare for the skills list under entitlements. 	Oct 2012	Dec 2016
Review	New South Wales Government will participate in the Terms of Reference for the Review, as per clause 57 of the NP and provide input to the review of the National Partnership Agreement, in	July 2013	Dec 2015

	line with clauses 54 to 58 of the NP.		
Access and Equity			
National Entitlement	<p>Under its Smart and Skilled reforms, New South Wales will develop and implement a student training entitlement for entry level training up to and including a Certificate III for the working age population, as per clause 28 (a) and schedule 3 of the NP.</p> <p>The entitlement will include selected foundation courses (including Certificate I and II courses) and full qualifications up to and including Certificate III (including pathway qualifications). New South Wales will consider expanding the entitlement after a year of implementation and review.</p> <p>A NSW Skills List will define the subsidised courses available under an entitlement.</p>	Oct 2012	Dec 2016
Increase access to ICLs	<p>Introduce Income Contingent Loans for government subsidised Diploma and Advanced Diploma qualifications through public and approved private providers as per clause 28 (b) and schedule 4 of the NP.</p> <p>Run pilots to offer ICLs to selected Certificate IV qualifications evaluate the introduction of ICLs and implement the agreed costs sharing arrangements for ICLs.</p>	Aug 2012	Dec 2016

10. In accordance with clause 11 of the NP, New South Wales has also included the following project in the New South Wales implementation plan:
 - Wrap-around service delivery model (NP clause 7) which will include a model for incorporating foundation skills in the student entitlement under *Smart and Skilled*, as per Attachment A - Appendix A.
11. New South Wales agrees to Part A- National Reform transparency projects as outlined in clauses 26(a) to (d) of the NP and milestones as specified at schedule 2 in the NP.
12. Projects relating to transparency as identified in Schedule 2 of the NP will be reviewed through the annual performance report.

Risk management

13. A risk management plan is in place. Risks have been actively identified, entered into a risk log and categorised in terms of impact and likelihood. The risk management plan is subject to the usual risk management processes in place for the New South Wales Government programs.

Relevant State or Territory Context

14. In developing this Implementation Plan, consideration has been given to the New South Wales context.
 - a. New South Wales is a large economy with a population of over seven million people and production of goods and services worth almost \$420 billion in 2011¹. Our economy is diverse, with industries in value-added services, manufacturing, mineral resources and agriculture. Almost 75 per cent of the State's economy is made up of services². The next ten years will see growth in demand for high-skilled jobs, particularly in value-added services such as healthcare, community services, professional and technical services (such as ICT) and technical and trade areas.
 - b. The NSW vocational education and training (VET) system delivered training to 587,000³ students in 2011. More than 2,000 training providers operate in the State, including 10 TAFE NSW Institutes, community and private providers.
 - c. The NSW Government promotes strong links with industry and supports the skills needs of businesses. As at March 2012, over 163,000 apprentices, existing worker trainees, and new entrant trainees were in training in New South Wales. Effort in improving completions has seen New South Wales achieve training completion rates above the national average⁴. Training for apprentices and trainees is competency-based and over 35 per cent of apprentices and trainees complete more than 6 months early⁵.
 - d. The NSW VET system supports young people to become job ready with entry-level training, including pre-vocational training and support. It also meets the demand for a highly skilled workforce by delivering higher-level vocational qualifications customised to industry need. There is a strong emphasis on pathways to higher-level qualifications and across education sectors.
 - e. The NSW Government is currently considering the findings of a cross-sectoral review of tertiary pathways based on the NSW State Plan goals for higher participation in and completion of tertiary qualifications. The Review is focused on three key pathways - school to VET, VET to higher education and school to higher education by students from key equity groups (low SES, Aboriginal, regional and remote).

¹ Australian Bureau of Statistics (2011) Australian National Accounts: State Accounts, 2010-11, 5220.0

² Access Economics (2010) The NSW Economy in 2020: A foresighting study. Report prepared for the NSW Innovation Council.

³ This figure includes all publicly-funded VET activity and fee-for-service training delivered by public providers.

⁴ National Centre for Vocational Education Research (2011) The likelihood of completing a VET qualification 2005-2008.

⁵ NSW Department of Education and Communities (2012) Integrated Vocational Education & Training System Data.

- f. New South Wales has a strong track record of quality training. We were the first state to refer regulatory powers to the national regulator, the Australian Skills Quality Authority. We maintain a high standard of quality through measures in managing contracted providers in the contestable training market.
- g. New South Wales led the development of a business case for the Unique Student Identifier through the Data and Performance Measurement Principal Committee. As a step to improve the provision of information on the NSW training system, the Department of Education and Communities consolidated 14 websites into a single one-stop-shop portal for individuals, employers and training providers (www.training.nsw.gov.au).
- h. The NSW Government supports disadvantaged students through student exemptions and concessions and tailored programs. For example, Indigenous students can access employment advisory services, funded work placements and mentoring. Another example of support for disadvantaged students is the Regional Training and Employment Strategy 2011-13. This Strategy is aimed at driving economic growth in rural and regional NSW. The Strategy has three key elements - unemployed and underemployed people, retrenched workers and school leavers. New South Wales supports the national skills reform agenda, which aims at improving productivity and social inclusion. The objectives of the NSW State Plan are closely aligned with these COAG objectives.
- i. To progress the COAG and State Plan objectives, the NSW Government held state-wide consultations on reform directions in October 2011. The consultations centred on five key areas:
1. increasing participation in vocational education and training
 2. targeting vocational education and training to business, industry and regional needs
 3. the role and function of TAFE NSW as the public provider
 4. greater choice for individuals and employers
 5. improving vocational education and training completion rates.
- j. Feedback from the consultations has informed the development of *Smart and Skilled* reforms. *Smart and Skilled* reforms have also been informed by extensive research and economic modelling conducted by the National Centre for Social and Economic Modelling (NATSEM).
- k. The NSW Education Minister announced key measures under *Smart and Skilled* in October 2012. The reforms will introduce:
- an entitlement for entry level training up to and including Certificate III
 - targeted support for higher level qualifications
 - informed choice with improved quality measures
 - recognition of the role and function of TAFE NSW as the public provider
 - greater support for regions and equity groups
 - better information for consumers.
- l. These policies reflect NSW's commitment to the reform areas of the NP, as detailed in Attachment A.

Table 2: Links with existing reforms or projects

Proposed project elements	Existing reforms or projects	Complementary nature of activities
Quality	Internal reviews of contracted RTOs servicing the contestable training market	Assures quality training as per clause 6(a) of the NP through self-evaluation and continuous improvement.
	Coordination of an independent assessment validation network	Informs the development of pilot options as per clause 27(b) of the NP.
	Targeted professional development programs for RTOs and trainers and assessors	Strengthens the capacity of RTOs to deliver training and support people in training as per clause 6(e) of the NP.
Transparency	A network of State Training Services regional offices provides advice on training options	Promotes transparency through better consumer information as per clause 6(h) of the NP.
	Integrated website providing a one-stop-shop for training information	
	Development of business case for the USI	Supports progress on implementation of the USI and related reforms as per clause 26 of the NP.
Efficiency	NSW Board of Vocational Education and Training provides independent advice on policy, planning and resource allocation	Promotes transparency and government accountability as per clause 6(h) of the NP.
	Business closures and retrenched worker inter-agency protocols	Improves linkages between government agencies and RTOs at state and local levels as per clause 8 (a) of the NP.

Proposed project elements	Existing reforms or projects	Complementary nature of activities
	<p>TAFE NSW Review of Business and Governance Arrangements which will support transition to new funding and governance arrangements under <i>Smart and Skilled</i> reforms.</p> <p>TAFE NSW measures to improve its ability to compete including an assets strategy to create modern, industry standard facilities; and a course prioritisation to focus on high skills needs areas and prepare for the skills list under entitlements.</p>	<p>Considered arrangements to enable TAFE NSW and its Institutes to become more locally responsive, flexible and autonomous, allowing them to operate in a more competitive environment under <i>Smart and Skilled</i> and continue to meet the State's skill needs as per clause 29(b) of the NP.</p>
Access and Equity	State Plan 2021 with strategies to improve social inclusion, outcomes for Aboriginal people, regions and local communities.	<p>Defines strategies to lift the social outcomes and training participation of equity groups and regions as per clauses 31 and 32 of the NP.</p> <p>Promotes participation in training for equity groups including Aboriginal, people with a disability, women and people in regional and remote areas as per clauses 31 and 32 of the NP.</p> <p>Facilitates smoother transitions between education sectors as per clause 8 (b) of the NP and promotes greater uptake of high-level studies as per clause 31(a).</p>
	Regional Training and Employment Strategy 2011-13	
	A pre-apprenticeship program (Tradeability) tailored for people with a disability	
	Development and implementation of a comprehensive strategy to increase the participation and completion of women in non-traditional trades	
Integrated Tertiary Pathway Degree project incorporates the practical, job-ready strengths of vocational training with conceptual level skills associated with higher education studies		

Estimated Costs

15. The maximum financial contribution to be provided by the Commonwealth for structural reform projects to the jurisdiction is \$365 million payable in accordance with milestones set out in Attachment A, and detailed in Schedule 2 of the NP – general implementation schedule. Payments linked to training outcomes will be based on achievement of agreed improvements against performance measures in years four and five of the Agreement. All payments are exclusive of GST.
16. The Commonwealth's estimated financial contribution to the New South Wales' VET structural reform and training (exclusive of GST) is set out in Table 3 (a breakdown by state is at Schedule 5 of the NP). The budget is indicative only and New South Wales retains the flexibility to move funds between components as long as outcomes are not affected
17. New South Wales' financial contribution to skills training and reform are set out in its budget papers.

Table 3: Estimated Commonwealth financial contributions to NSW

Administered item expenses (\$millions)		2012-13	2013-14	2014-15	2015-16	2016-17	Totals
National Partnership:							
65%	In advance payments 20%	56.16	56.16	0.00	0.00	0.00	112.32
	Structural reform milestones 45%	20.43	20.43	121.21	45.31	45.33	252.71
	Total structural reform payments	76.59	76.59	121.21	45.31	45.33	365.03
35%	Training outcomes 35%	0.00	0.00	0.00	75.98	120.58	196.56
Total Reform National Partnership		76.59	76.59	121.21	121.29	165.91	561.59

18. Table 4 represents the estimated Commonwealth financial contributions for VET structural reforms and the proportion of funding that will be withheld if the milestones for projects under the structural reform categories are not met as indicated in clause 51 of the NP.

Table 4: Structural Reform Payments for New South Wales

Outputs	2012-13	2013-14	2014-15	2015-16	2016-17	Total
	\$m	\$m	\$m	\$m	\$m	\$m
Quality (20%)						
<ul style="list-style-type: none"> State criteria for access to public subsidy funding and/or complementary strategies External validation of RTO assessment practices Publication of RTO quality measures through My Skills (under improved consumer information below) 						
Completion of one project (40%)	1.63	1.63	9.70	3.62	3.63	50.54
Completion of two projects (100%)	4.09	4.09	24.24	9.06	9.06	
Transparency (10%)						
<ul style="list-style-type: none"> Enhanced National data collections Improved and agreed timelines Improved consumer information Unique Student Identifier 						
Completion of one project (20%)	0.41	0.41	2.42	0.91	0.91	25.27
Completion of two projects (40%)	0.82	0.82	4.85	1.81	1.81	
Completion of three projects (60%)	1.23	1.23	7.27	2.72	2.72	
Completion of four projects (100%)	2.04	2.04	12.12	4.54	4.53	
Efficiency (10%)						
<ul style="list-style-type: none"> Improved government to government information sharing Support public training providers Review 						
Completion of one project (40%)	0.82	0.82	4.85	1.81	1.81	25.27
Completion of two projects (60%)	1.23	1.23	7.27	2.72	2.72	
Completion of three projects (100%)	2.04	2.04	12.12	4.54	4.53	
Access and equity (60%)						
<ul style="list-style-type: none"> National Entitlement Increase access to ICLs 						
Completion of one project (40%)	4.90	4.90	29.09	10.87	10.88	151.63
Completion of two projects (100%)	12.26	12.26	72.73	27.18	27.20	
Total Structural Reform Payment	20.43	20.43	121.21	45.32	45.32	252.71

19. In accordance with Clause 49 of the NP, and in the event a structural reform project annual milestone is not completed, 25% of the structural reform payment relevant to that project will be payable for completion of the relevant interim milestone. This payment will be subject to evidence of completion of the interim milestone being provided and assessed through the annual performance report and payable at that time.

PART 4: PERFORMANCE AND REPORTING ARRANGEMENTS

Milestones

20. The general performance and reporting arrangements are outlined in the NP. Performance and reporting arrangements that are specific to New South Wales are included as Attachments to this Implementation Plan.

Structural reform

21. **Attachment A** outlines the agreed project milestones for the jurisdictionally flexible outputs of the NP.

Training outcomes

22. New South Wales is committed to improving training outcomes in the VET sector. The New South Wales' specific objectives under the NP are to deliver increases in (clauses 30 to 32 refer):
 - a. qualification completions, to contribute to the national target of 375,000 additional completions nationally over the life of the agreement;
 - b. higher level qualification commencements;
 - c. completions by Indigenous Australians;
 - d. commencements by regional and remote students;
 - e. commencements in value-added services
23. **Attachment B** includes the agreed training outcomes targets for New South Wales and the technical specifications.
24. In accordance with clause 47 of the NP, training outcomes payments will be distributed between the five outcomes targets as follows.

Table 5: Training Outcomes Performance Targets

Outcomes target	Proportion	2015-16 (\$ million)	2016-17 (\$ million)	Total (\$ million)
Aggregate completions	25%	18.99	30.14	49.13
Higher level qualification commencements (Certificate III and above)	15%	11.40	18.09	29.49
Completions by Indigenous Australians	15%	11.40	18.09	29.49
Commencements by regional and remote students	20%	15.20	24.12	39.32
Commencements in value-added services	25%	18.99	30.14	49.13
Total	100%	75.98	120.58	196.56

Reporting

25. New South Wales will report annually on the achievement of project milestones (including partial achievement), during the life of the Agreement. Annual performance reports will be submitted to the Commonwealth by 30 April each year.
26. New South Wales agrees to provide an annual performance report to the Commonwealth based on an agreed template.


27. The final annual performance report will include achievements against milestones over the life of the Agreement.
28. Circumstances may give rise to additional reporting being sought from jurisdictions. Such requests should be kept to the minimum for the effective assessment of the project or reform. Requests should not place an undue reporting burden on jurisdictions and portfolio agencies.

Review and Evaluation

29. The Implementation Plan will be reviewed in conjunction with the review of the NP by 31 December 2015 about progress made by the Parties in respect of achieving the agreed outcomes.

Sign off

The Parties have confirmed their commitment to this agreement as follows:

Signature  Date **21 JUN 2013**

The Hon Adrian Piccoli MP
Minister for Education

 **23 June 2013**

Signature Date

The Hon Dr Craig Emerson MP
Minister for Tertiary Education, Skills, Science and Research

ATTACHMENT A: PROJECT MILESTONES

National reforms are outlined in clause 26 on the national structural reforms of the NP, and Schedule 2 sets out the relevant milestones and processes for these reforms for this Implementation Plan. Jurisdictionally flexible reforms are referred to in clauses 27-29 of the NP and are outlined below.

2012 milestones

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION	INTERIM MILESTONE/S
<p>Quality: Implementation of criteria specific to each state for access to public subsidy funding and complementary strategies (clause 27(a) refers)</p>	<p>Develop a draft Smart and Skilled Quality Framework for consultation with industry, employers and registered training organisations. The framework will include principles for:</p> <ul style="list-style-type: none"> • <i>Regulation:</i> working with the national regulator to improve regulation and monitoring of quality and outcomes • <i>Contracts:</i> strengthened criteria to deliver publicly subsidised training and sanctions for non-performance • <i>Performance monitoring</i> - performance framework with risk indicators • <i>Teaching and leadership:</i> targeted professional development and support for providers to develop capability • <i>Consumer Protection:</i> clear avenues for complaint by consumers • <i>Evaluation:</i> feedback from students and employers on satisfaction with training. 	<ul style="list-style-type: none"> • In-principle support for draft Smart and Skilled Quality Framework by NSW Board of Vocational Education and Training (BVET) and reported to DIISRTE in the Annual Performance Report. 	<p>Draft quality framework document is developed.</p>
<p>Quality: Development and piloting of independent validation of RTO assessment practices (clause 27(b))</p>	<p>In consultation with relevant industry and providers, research existing models and scope options for models to pilot and validate with industry and selected RTOs with a view to informing a national model.</p>	<ul style="list-style-type: none"> • Endorsement from NSW BVET on preliminary work undertaken in identifying pilot options and reported to DIISRTE in the Annual Performance Report. 	<p>Discussion paper developed on possible pilot models for approval by the NSW BVET.</p>

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION	INTERIM MILESTONE/S
refers)			
Access & Equity: Introducing and strengthening a national entitlement to a government subsidised training place (clause 28(a) refers)	Policy designed for Smart and Skilled reform for a student entitlement in 2014 for the NSW working age population to attain a first Certificate III qualification, in line with Schedule 3 of NP.	<ul style="list-style-type: none"> NSW Government announces Smart and Skilled reform for a student entitlement and reported to DIIRTE in the Annual Performance Report 	Modelling tool developed to model the policy design for a student entitlement.
Access & Equity: Supporting the expansion of the Commonwealth's ICLs scheme (clause 28(b) refers)	Income Contingent Loans scheme agreed with the Commonwealth for implementation in line with Schedule 4 of the NP.	<ul style="list-style-type: none"> NSW Government announces that ICLs will be available for all publicly subsidised Diplomas and Advanced Diplomas on the NSW Skills List CoreCert IV courses that will be included in NSW pilot of ICL for Cert IV have been finalised and provided to the Commonwealth. 	Undertake an assessment of Commonwealth requirements for RTOs offering ICLs for Diplomas and Advanced Diplomas against NSW contract requirements for delivery of NSW publicly subsidised training.
Efficiency: Improvements in government to government information exchange (clause 29(a) refers)	Structure of information sharing model agreed by National Senior Officials Committee (NSOC).	<ul style="list-style-type: none"> Scope of information sharing model agreed and developed with timeline for implementation as per this implementation plan Progress reported to DIIRTE through the Annual Report for the National Partnership. 	Discussions commenced with Commonwealth and other jurisdictions as appropriate to develop structure of the model.
Efficiency: Strategies which enable public providers to operate effectively in an environment of greater competition, recognising their important functions (clause 29(b))	Design strategies –new Governance arrangements to support TAFE NSW to respond to the State's skill priorities and service the needs of industry, regions and disadvantaged learners as per 29 (b)	<ul style="list-style-type: none"> NSW Government announces TAFE reforms and Smart and Skilled measures for TAFE NSW. A new Managing Director role for TAFE NSW is appointed to 	Governance changes to TAFE NSW introduced to give greater autonomy to TAFE NSW Institutes

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION	INTERIM MILESTONE/S
refers)		improve transparency between TAFE NSW and the Department. <ul style="list-style-type: none"> • TAFE NSW commences a course prioritisation strategy to increase focus on high skills needs areas. 	

2013 milestones

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION/PROGRESS	INTERIM MILESTONE/S
<p>Quality: Implementation of criteria specific to each state for access to public subsidy funding and complementary strategies (clause 27(a) refers).</p>	<p>Finalise Smart and Skilled Quality Framework, including strengthened criteria to deliver publicly subsidised training.</p>	<ul style="list-style-type: none"> Smart and Skilled Quality Framework is approved and published on website. 	<p>Consultations with industry, employers and registered training organisations are undertaken on a draft Smart and Skilled Quality Framework.</p>
<p>Quality: Development and piloting of independent validation of RTO assessment practices (clause 27(b) refers)</p>	<p>Develop pilot models for independent validation of RTO assessment practices and identify industry areas and RTOs to participate in pilots</p>	<ul style="list-style-type: none"> NSW pilot models developed Participating industry areas and RTOs finalised. 	<p>Consultations with relevant industry and providers to obtain commitment to participate in the development of the models completed.</p>
<p>Access & Equity: Introducing and strengthening a national entitlement to a government subsidised training place (clause 28(a) refers)</p>	<p>Smart and Skilled student entitlement model is developed in line with schedule 3 of the NP for commencement in 2014.</p>	<ul style="list-style-type: none"> Project plan for Smart and Skilled is developed NSW Skills List is published for public funded training under Smart and Skilled entitlement Independent Pricing and Regulatory Tribunal completes a review of price and fee arrangements for Smart and Skilled, including the entitlement. 	<p>Employment projections to inform the NSW Skills List are completed and IPART commences a review of price and fee arrangements.</p>

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION/PROGRESS	INTERIM MILESTONE/S
<p>Access & Equity: Supporting the expansion of the Commonwealth's ICLs scheme (clause 28(b) refers)</p>	<p>Develop arrangements for the introduction and piloting of ICLs for publicly subsidised training for commencement in 2014.</p>	<ul style="list-style-type: none"> • Framework (including cost sharing arrangements) for the introduction of ICLs for publicly subsidised Diplomas and Advanced Diplomas developed. • NSW TAFE Institutes approved to offer VET FEE-HELP 	<p>Framework for the Cert IV pilot has been developed.</p>
<p>Efficiency: Improvements in government to government information exchange (clause 29(a) refers)</p>	<p>New South Wales and Commonwealth collect data, analyse and exchange data as agreed in the model.</p>	<ul style="list-style-type: none"> • Scope of information sharing model agreed and developed with timeline for implementation plan as per this implementation plan • Progress to be reported to DIIRTE through the Annual Report for the National Partnership. 	<p>New South Wales participated in the development of the information sharing model and commenced collecting the data for exchange as agreed.</p>
<p>Efficiency: Strategies which enable public providers to operate effectively in an environment of greater competition, recognising their important functions (clause 29(b) refers)</p>	<p>Develop Business and Governance arrangements to support TAFE NSW to respond to the State's skill priorities and service the needs of industry, regions and disadvantaged learners as per 29 (b)</p>	<ul style="list-style-type: none"> • Framework for a VET Budget and Funding model is developed. • IPART provides advice on price loadings for disadvantaged and regional learners • Minister for Education issues a statement of owner expectations for TAFE NSW. • TAFE NSW continues its course prioritisation strategy to focus on high skills needs areas and prepare for the NSW Skills List under 	<p>Commence work to develop a VET Budget and Funding model framework which will equip TAFE NSW to meet government economic priorities and give greater autonomy to Institutes.</p>

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION/PROGRESS	INTERIM MILESTONE/S
		<ul style="list-style-type: none"> entitlements. TAFE NSW commences development of an assets strategy to create modern, industry standard facilities. 	
Review	Terms of reference for Review of the Agreement agreed by 30 April 2013 as per clause 57.		

2014 milestones

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION /PROGRESS	INTERIM MILESTONE/S
<p>Quality: Implementation of criteria specific to each state for access to public subsidy funding and complementary strategies (clause 27(a) refers).</p>	Implement Smart and Skilled Quality Framework, including strengthened criteria to deliver Smart and Skilled publicly subsidised training.	<ul style="list-style-type: none"> RTOs tenders are assessed against criteria established under the Smart and Skilled Quality Framework Contracts are established with RTOs to deliver publicly subsidised training under the Smart and Skilled Quality Framework. 	Smart and Skilled tender guidelines are published with criteria to assess approval to deliver publicly subsidised training.
<p>Quality: Development and piloting of independent validation of RTO assessment practices (clause 27(b) refers)</p>	Undertake NSW pilots of independent validation of RTO assessment practices with a view to informing a national model.	<ul style="list-style-type: none"> Pilot models conducted in collaboration with industry and training bodies Independent validation expert workshops have been conducted with pilot participants. 	Pilot models commenced.

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION /PROGRESS	INTERIM MILESTONE/S
<p>Access & Equity: Introducing and strengthening a national entitlement to a government subsidised training place (clause 28(a) refers).</p>	<p>Smart and Skilled student entitlement for qualifications up to and including Certificate III implemented as per Schedule 3 of the NP.</p>	<ul style="list-style-type: none"> • Contracts are established with RTOs to deliver the Smart and Skilled entitlement • An updated NSW Skills List and approved RTOs to deliver the Smart and Skilled entitlement are published on the website. 	<p>Smart and Skilled tender requirements for the student entitlement are published.</p>
<p>Access & Equity: Supporting the expansion of the Commonwealth's ICLs scheme (clause 28(b) refers)</p>	<p>Income Contingent Loans (ICLs) implemented in New South Wales as per schedule 4 of the NP.</p>	<ul style="list-style-type: none"> • ICLs for publicly subsidised Diplomas and Advanced Diplomas are introduced: <ul style="list-style-type: none"> ▪ Approved providers offer subsidised Diploma and Advanced Diploma courses with student access to VET FEE-HELP • Certificate IV pilots conducted • Arrangements for the sharing of costs of ICLs have been implemented. 	<p>Information has been published on Smart and Skilled consumer portal on:</p> <ul style="list-style-type: none"> • Providers that offer ICLs for publicly subsidised qualifications and what students need to do to access an ICL.
<p>Efficiency: Improvements in government to government information exchange (clause 29(a) refers)</p>	<ul style="list-style-type: none"> • New South Wales and Commonwealth collect data, analyse and exchange data as agreed in the model. • Continuous review of information exchange in conjunction with the 	<ul style="list-style-type: none"> • Provision of agreed data between New South Wales and jurisdictions. • Results of the review of information exchange to be reported to DIIRTE through the 	<p>New South Wales commenced collecting data for exchange as agreed.</p>

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION /PROGRESS	INTERIM MILESTONE/S
<p>Efficiency: Strategies which enable public providers to operate effectively in an environment of greater competition, recognising their important functions (clause 29(b) refers)</p>	<p>Commonwealth. Implement Business and Governance arrangements to support TAFE NSW to respond to the State's skill priorities and service the needs of industry, regions and disadvantaged learners as per 29 (b) of the NPA.</p>	<p>Annual Performance Report.</p> <ul style="list-style-type: none"> • VET Budget and Funding model is implemented, including transparent CSOs and operational base funding for TAFE NSW • TAFE NSW has commenced an assets strategy to create modern, industry standard facilities • TAFE NSW applies a course prioritisation strategy to increase its focus on high skills needs areas and prepare for the skills list under entitlements. 	<p>Approval is given for TAFE NSW Institutes to have greater autonomy to make local decisions about their business.</p>
<p>Review</p>	<p>Participate in consultations to contribute to the review of the National Partnership as outlined in Part 6 of the NPA.</p>		

2015 milestones

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION/PROGRESS	INTERIM MILESTONE/S
<p>Quality: Implementation of criteria specific to each state for access to public subsidy funding and complementary strategies (clause 27(a) refers).</p>	<p>Review the Smart and Skilled Quality Framework taking into account stakeholder feedback and outcomes of external validation pilots.</p>	<ul style="list-style-type: none"> Review of the Smart and Skilled Quality Framework is completed and documented Performance monitoring system with risk indicators is documented. 	<p>Review of the Smart and Skilled Quality Framework commences.</p>
<p>Quality: Development and piloting of independent validation of RTO assessment practices (clause 27(b) refers)</p>	<p>Evaluation of the pilot models is undertaken and completed and the report prepared to inform the development of a national model.</p>	<ul style="list-style-type: none"> Evaluation report prepared. Improvements in model identified. 	<p>Evaluation of the pilots has commenced.</p>
<p>Access & Equity: Introducing and strengthening a national entitlement to a government subsidised training place (clause 28(a) refers)</p>	<p>Monitor and review the Smart and Skilled student entitlement model and plan for expansion.</p>	<ul style="list-style-type: none"> New South Wales conducts a one year review of Smart and Skilled student entitlement. 	<p>Framework to review student entitlement model has been developed.</p>
<p>Access & Equity: Supporting the expansion of the Commonwealth's ICLs scheme (clause 28(b) refers)</p>	<p>Income Contingent Loans (ICLs) operation reviewed in line with schedule 4 of the NP.</p>	<ul style="list-style-type: none"> Review of the introduction of ICLs for publicly subsidised Diplomas and Advanced Diplomas has been undertaken Evaluation of Certificate IV has been undertaken. 	<p>ICLs take up of publicly subsidised Diplomas and Advanced Diplomas is monitored to inform the review of ICL arrangements.</p>
<p>Efficiency: Improvements in government to government information exchange (clause 29(a))</p>	<p>New South Wales reviews and evaluates information sharing model in conjunction with other jurisdictions.</p>	<ul style="list-style-type: none"> Provision of agreed data between New South Wales and jurisdictions 	<p>Review and evaluation of the information sharing model commenced.</p>

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION/PROGRESS	INTERIM MILESTONE/S
refers)		<ul style="list-style-type: none"> Review and evaluation of the model completed. A one year implementation review by NSW of Smart and Skilled takes into account impact on TAFE NSW Institutes, their customers and communities and Institutes' sustainability. 	<p>Framework to review strategies to support TAFE NSW has been developed.</p>
Efficiency: Strategies which enable public providers to operate effectively in an environment of greater competition, recognising their important functions (clause 29(b) refers)	Monitor and review strategies to support TAFE NSW to respond to the State's skill priorities and service the needs of industry, regions and disadvantaged learners as per 29 (b) of the NPA.		
Review	Review completed by 31 December 2015 as per clauses 54-58 of the NPA.		

2016 milestones

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION/PROGRESS	INTERIM MILESTONE/S
Quality: Implementation of criteria specific to each state for access to public subsidy funding and complementary strategies (clause 27(a) refers)	Implement an updated Smart and Skilled Quality Framework based on the NSW review of the Framework.	<ul style="list-style-type: none"> The Smart and Skilled Quality Framework document is updated and published Systems for obtaining feedback from students and employers on training quality have been implemented Avenues for consumer protection are implemented. 	<p>Audit and monitoring of providers on contract to deliver Smart and Skilled publicly subsidised training has been undertaken to ensure that they continue to meet quality criteria and contract requirements.</p>

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION/PROGRESS	INTERIM MILESTONE/S
<p>Quality: Development and piloting of independent validation of RTO assessment practices (clause 27(b) refers)</p>	<p>Participate in design of potential national independent validation model with a view to integrating model into National system</p>	<ul style="list-style-type: none"> Outcomes of NSW pilot models transmitted to and considered in developing the national model. 	<p>NSW evaluation report has been made available to inform development of national model.</p>
<p>Access & Equity: Introducing and strengthening a national entitlement to a government subsidised training place (clause 28(a) refers)</p>	<p>Implement a revised Smart and Skilled student entitlement model as per the review recommendations.</p>	<ul style="list-style-type: none"> The NSW Skills List of qualifications funded under the Smart and Skilled entitlement is updated and published. Implementation of revised Smart and Skilled student entitlement model is reported to DIISRTE in the Annual Performance Report. 	<p>A timeframe and framework is established to implement a revised Smart and Skilled student entitlement model.</p>
<p>Access & Equity: Supporting the expansion of the Commonwealth's ICLs scheme (clause 28(b) refers)</p>	<p>Update arrangements for ICLs for publicly subsidised Diplomas and Advanced Diplomas students, in line with schedule 4 of the NP.</p>	<ul style="list-style-type: none"> Updated ICL arrangements for Diplomas and Advanced Diplomas are implemented. NSW makes recommendations on ICLs for Cert IV qualifications based on NSW pilots. 	<p>Evaluation of Certificate IV pilot has been completed.</p>
<p>Efficiency: Improvements in government to government information exchange (clause 29(a) refers)</p>	<p>New South Wales implements any recommendations of the Review of the National Partnership which may improve the usefulness of the information sharing model.</p>	<ul style="list-style-type: none"> Provision of agreed data between New South Wales and jurisdictions Evidence of adopting agreed recommendations that are relevant to improving the NSW provision of data reported to the Commonwealth through the 	<p>Mechanisms to implement recommendations from the Review of the National Partnership in conjunction with the Commonwealth identified.</p>

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION/PROGRESS	INTERIM MILESTONE/S
<p>Efficiency: Strategies which enable public providers to operate effectively in an environment of greater competition, recognising their important functions (clause 29(b) refers)</p>	<p>Monitor ongoing arrangements to support TAFE NSW to respond to the State's skill priorities and service the needs of industry, regions and disadvantaged learners as per 29 (b) of the NP.</p>	<p>Annual Report for the National Partnership.</p> <ul style="list-style-type: none"> Business and governance arrangements for sustainable TAFE NSW Institutes to meet government priorities are implemented and reported to DIISRTE in the Annual Performance Report 	<p>VET Budget and Funding Model is operating and updated</p>

ATTACHMENT A – APPENDIX A: NSW OTHER PROJECT

<p>NP7</p> <p><i>Integrated Initiative</i></p> <p>To support the objective of the NP, the Commonwealth and the States will continue to explore a number of reform activities through mechanisms such as the Standing Council on Tertiary Education, Skills and Employment or other advisory groups.</p> <p><i>Policy and Program Alignment</i></p> <p>NP11 <i>Language, literacy and numeracy</i></p> <p>Subject to agreement on VET structural reform and training performance, the parties may consider ways to improve the efficiency and effectiveness of Commonwealth programs for language, literacy and numeracy for job seekers and related state programs, to improve language, literacy and numeracy outcomes.</p>	<p>New South Wales seeks to deliver on the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) priority to 'identify best practice in wrap-around service delivery for at risk cohorts'. Explore, propose and trial a model of wrap-around service delivery that can be implemented in NSW to complement measures announced under <i>Smart and Skilled</i> that will support foundation skills training for key equity groups. Identified groups include Aboriginal students, students with a disability, the long-term unemployed and students in regional and remote areas. NSW will enter into discussions with the Commonwealth LLNP team and relevant employment policy areas to ensure consistency with existing programs and <i>Smart and Skilled</i> in NSW as far as possible.</p> <p>Propose systemic changes building on the 'wrap-around service' modalities:</p> <ol style="list-style-type: none"> to improve VET delivery and engagement that support improved employment outcomes for these cohorts that include appropriate 'foundation skill' development that meets business and industry expectations which can be applied in other related settings that model effective linkages between registered training organisations, service providers, Centrelink, employers, job seekers and community peak bodies as appropriate as part of 'Foundation Skills' development and the wrap-around service model, identify mechanisms that will improve the efficiency and effectiveness of Commonwealth programs for language, literacy and numeracy for identified disadvantaged groups Efficiency and effectiveness improvements will explore optimum LLN funding arrangements, including opportunity for jurisdictions to leverage Commonwealth funding that support better outcomes. 										
<p>Milestones</p>	<table border="1"> <thead> <tr> <th data-bbox="965 1444 997 1767">2012</th> <th data-bbox="965 1193 997 1444">2013</th> <th data-bbox="965 875 997 1193">2014</th> <th data-bbox="965 591 997 875">2015</th> <th data-bbox="965 284 997 591">2016</th> </tr> </thead> <tbody> <tr> <td data-bbox="997 1444 1251 1767"> Project Plan negotiated with Commonwealth </td> <td data-bbox="997 1193 1251 1444"> Wrap-around service (WAS) model proposed. Obtain stakeholder engagement and commitment Confirm, outputs, outcomes & evaluation methodology First annual report to SCOTESE </td> <td data-bbox="997 875 1251 1193"> WAS model trialled Stakeholder satisfaction and continued commitment Progress on developing outputs Second annual report to SCOTESE </td> <td data-bbox="997 591 1251 875"> Model in place and being monitored Stakeholder feedback on model Testing outputs and measuring early outcomes Third annual report to SCOTESE </td> <td data-bbox="997 284 1251 591"> WAS model refined Lessons learnt and shared Evaluation of WAS model including foundation skills and LLN Final annual report to SCOTESE </td> </tr> </tbody> </table>	2012	2013	2014	2015	2016	Project Plan negotiated with Commonwealth	Wrap-around service (WAS) model proposed. Obtain stakeholder engagement and commitment Confirm, outputs, outcomes & evaluation methodology First annual report to SCOTESE	WAS model trialled Stakeholder satisfaction and continued commitment Progress on developing outputs Second annual report to SCOTESE	Model in place and being monitored Stakeholder feedback on model Testing outputs and measuring early outcomes Third annual report to SCOTESE	WAS model refined Lessons learnt and shared Evaluation of WAS model including foundation skills and LLN Final annual report to SCOTESE
2012	2013	2014	2015	2016							
Project Plan negotiated with Commonwealth	Wrap-around service (WAS) model proposed. Obtain stakeholder engagement and commitment Confirm, outputs, outcomes & evaluation methodology First annual report to SCOTESE	WAS model trialled Stakeholder satisfaction and continued commitment Progress on developing outputs Second annual report to SCOTESE	Model in place and being monitored Stakeholder feedback on model Testing outputs and measuring early outcomes Third annual report to SCOTESE	WAS model refined Lessons learnt and shared Evaluation of WAS model including foundation skills and LLN Final annual report to SCOTESE							

ATTACHMENT A – APPENDIX B:

Cost –sharing arrangements for JSA/DES clients referred to training under an entitlement model

PRELIMINARIES

1. Based on the cost sharing principles agreed by SCOTESE, the Commonwealth and jurisdictions have agreed a mechanism whereby the costs of providing access to subsidised accredited training for clients of Commonwealth employment services providers are shared between the two jurisdictions. This appendix outlines how this agreement will be implemented.

Objective

2. To equitably apportion the costs of delivering accredited training to eligible job seekers who are referred to training by Job Services Australia providers (JSAs) or Disability Employment Services (DESS) (known collectively as 'employment services providers') as part of their employment pathway, without treating these job seekers differently.

Principles

3. The following high level principles underpin the model of funding for clients of employment service providers under the national entitlement provisions of the NP:
 - a. We share a goal to achieve the best outcomes for job seekers. This includes employment services providers' support for training where it facilitates employment outcomes in both the short and long term for job seekers and RTOs' objective to facilitate course completions by students.
 - b. There should be equity in regards to the total price (fees, subsidies and other charges) of training charged for eligible job seekers (i.e. it should be the same price if the job seeker is engaged with, and referred by, a JSA / DES or if they enrol directly in training).
 - c. Employment services providers will work with clients to determine the best pathway for them. These providers will contribute towards the cost of training by meeting any gap payment if the price of a course selected exceeds the state subsidy and student concession fee, so long as the cost complies with Principle b. However, employment services providers will not be compelled to nominate training pathways or refer clients to courses they judge to be poor value.
 - d. States determine subsidies and concession policies for RTOs they fund, sometimes directly, sometimes through parameters applying to RTOs setting fees in a market. States will advise the Commonwealth on full fee prices, subsidies and other funded support, noting that these vary between and within jurisdictions, so employment services providers and Governments can judge value for money for the JSA's Employment Pathway Fund (EPF).
 - e. Employment services providers will continue to identify job seekers' vocational and non-vocational barriers to employment and negotiate how those barriers might best be addressed. RTOs will continue to provide learner support in order to assist students to complete their training and achieve their qualification, drawing on the principle that these students should not be treated differently

because they are employment service clients (COAG equity principle). Employment and training officials will work together to encourage effective collaboration and information sharing at local levels in meeting these needs; including identifying suitable training plans and non-attendance at training by the job seeker.

4. The following sections detail how the principles will be implemented.

Commonwealth implementation arrangements

5. Where an employment services provider does refer their eligible job seeker to training that is subsidised under state concession arrangements and the state subsidy only covers part of the full student price of the training course, the employment services provider will cover the gap. Where there is no gap because the state fully subsidises the qualification, the employment service provider will cover the equivalent to the gap based on agreed cost benchmarks.
 - a. The Commonwealth will, in consultation with jurisdictions, issue guidance to Australian government employment service providers about the new requirement to meet any gap fees for concessional clients referred to a government subsidised training place. This will include amendments to the Employment Pathway Fund guidelines to advise JSAs of the practical implications of this model.

State Implementation arrangements

6. This section sets out the various funding arrangements and definitions:
 - a. The 'total price of the course' is made up of the 'state government subsidy' and the 'full student fee';
 - b. The 'state government subsidy' means the contribution by the state government to the 'total price of the course';
 - c. The 'full student fee' is made up of the 'student concession fee' and the 'gap' (i.e. the 'gap' is the difference between the 'full student fee' and the 'student concession fee');
 - d. The 'student concession fee' is the concessional fee payable by an eligible student (or employment service provider);
 - e. The 'total price of the course' and the 'full student fee' are set by the NSW government; and
 - f. The 'state government subsidy' and the 'full student fee' vary according to the student's prior education attainment. Eligible individuals undertaking their first post-school qualification attract a higher 'state government subsidy' than those undertaking a subsequent post-school qualification. This means that the 'full student fee' for the first cohort will be less than of the second cohort.
7. States will ensure that their funding rules, for RTOs contracted to deliver subsidised accredited training, do not allow the RTO to charge the individual client of an employment services provider a higher fee than a comparable job seeker because they have been referred to training from an employment services provider.

8. States will ensure there are provisions in Service Agreements and related Guidelines that require RTOs to allow concessions on student fees to all eligible students.
9. States will, in consultation with the Commonwealth, issue guidance to contracted RTOs that when a student is eligible for a national entitlement place and a concession they should:
 - a. directly invoice the referring Australian government employment services provider for the 'gap', and
 - b. invoice the employment services provider or job seeker (as advised by the JSA/DES at time of referral) for the 'student concession fee'.
10. If a state government policy exists that a student is exempt from paying a student fee a benchmark price, to be paid by the employment services provider, will be negotiated between the Commonwealth and NSW DEC .
11. States will provide guidance to the Commonwealth on total prices charged for government subsidised courses (including subsidy rates and the 'full student fees' set by the government for RTOs to charge). This information will assist the Commonwealth and employment service providers to compare prices (both subsidy and student fees) charged, via publication on the My Skills website, as agreed under the Skills Reform National Partnership.

Referral Form

12. NSW DEC, , and DEEWR will work on the development of a referral form and procedures to facilitate cost sharing.
13. The referral form will include agreed mandatory data fields.

Referral procedure

14. The following procedures will apply for referrals:
 - a. The referral form indicates to the referring employment services providers to whom the completed form should be sent and the preferred method of delivery. It also indicates the 'gap' fee that the JSA/DES will pay and the 'student concession fee' that will be paid by the JSA/DES or job seeker. The RTO validates that the 'gap' fee proposed by the employment services provider is correct.
 - b. The RTO indicates the referral when lodging data to NSW DEC to claim for delivery of the related funded training and the 'gap' fee amount paid to them by the JSA/DES.
 - c. NSW DEC pays the RTO the government subsidy. The difference between the 'student concession fee' and the 'full student fee' is the 'gap' fee paid by the employment services provider to the RTO. The employment services provider may also pay the 'student concession fee'.

- d. NSW DEC undertakes periodic audits to confirm the validity of RTO claims.
15. In the longer term, NSW DEC, DIISRTE and DEEWR will work together to develop a means for NSW to reconcile payments made by employment services providers and those claimed by RTOs.

Joint arrangements

16. It is expected that RTOs and JSA/DES providers will use the agreed referral form for eligible job seekers who are enrolled in a course through these arrangements.
17. Where either State or Commonwealth officials are concerned about predatory pricing practices or other potential manipulation of the arrangement by either RTOs or employment service providers or at a system level, there will be immediate escalation to head of agency level for resolution.
18. Jurisdictions and the Commonwealth will encourage employment services providers and RTOs to share relevant information on the job seeker, which will assist both service providers to better address the learning needs of job seekers and ensure job seekers meet their participation requirements through the provision of attendance and non-attendance information.
19. The arrangements outlined above will take effect from a date bilaterally agreed, and will continue until the end of the National Partnership or as otherwise agreed in writing between the Commonwealth and State.

Agreed Milestones

Year	Action
2013	<p>Pre-national entitlement arrangements</p> <p>Joint milestones:</p> <ol style="list-style-type: none"> 1. Release complementary guidance material to JSAs/DEs and RTOs explaining the training system in NSW and costs for job seeker training prior to the national entitlement implementation. 2. If required, develop a referral form for JSAs/DEs to complete when referring job seekers to training. 3. Monitor compliance with these arrangements and notify the other party should concerns emerge.
2014	<p>Introduction of the national entitlement</p> <p>Joint milestones:</p> <ol style="list-style-type: none"> 1. Release complementary guidance material to JSAs/DEs and RTOs explaining the new cost-sharing arrangements, prior to national entitlement implementation in July 2014 2. Develop a referral form for JSAs/DEs to complete when referring job seekers to national entitlement training place 3. Monitor compliance with these arrangements and notify the other party should concerns emerge. <p>State milestone:</p> <ol style="list-style-type: none"> 1. Amend the state training policy as necessary to allow the new arrangement to take effect from 1 July 2014. <p>Commonwealth milestone:</p> <ol style="list-style-type: none"> 1. Amend the JSA Employment Pathway Fund Guidelines as necessary to allow the new arrangement to take effect from 1 July 2014.

ATTACHMENT B: Training outcomes targets

This Attachment specifies the training outcomes targets for New South Wales under the NP.

Training outcome 1: Aggregate qualification completions

	Aggregate completions	Completions above baseline	Target (cumulative above baseline)
Baseline (average 2008 and 2009)	115,707	-	-
2012	130,377	14,670	-
2013	127,675	11,968	-
2014	128,035	12,328	-
2015	134,644	18,937	57,903
2016	138,136	22,429	80,332

Annual completion targets above the baseline are as indicated above, calculated on a cumulative basis, and contribute to achievement of the total target. Achievement of the total target of 80,332 will be measured taking into account collective total activity over the five year period, and not measured solely on annual achievement of targets.

Training outcome 2: Government-funded and domestic fee-for-service commencements in higher qualifications

	Aggregate commencements	Commencements above baseline	Target (cumulative above baseline)
Baseline (2008-09)	190,010	-	-
2012	198,525	8,515	-
2013	196,957	6,947	-
2014	205,032	15,022	-
2015	207,921	17,911	48,395
2016	210,815	20,805	69,200

Annual commencement targets above the baseline are as indicated above, calculated on a cumulative basis, and contribute to achievement of the total target. Achievement of the total target of 69,200 will be measured taking into account collective total activity over the five year period, and not measured solely on annual achievement of targets.

Training outcome 3: AQF completions by Indigenous students

	Aggregate completions	Completions above baseline	Target (cumulative above baseline)
Baseline (2008-09)	3,791	-	-
2012	4,123	332	-
2013	4,062	271	-
2014	4,377	586	-
2015	4,490	699	1,888
2016	4,603	812	2,700

Annual completion targets above the baseline are as indicated above, calculated on a cumulative basis, and contribute to achievement of the total target. Achievement of the total target of 2,700 will be measured taking into account collective total activity over the five year period, and not measured solely on annual achievement of targets.

Training outcome 4: Government-funded and domestic fee-for-service AQF commencements by regional and remote students

	Aggregate commencements	Commencements above baseline	Target (cumulative above baseline)
Baseline (2008-09)	123,364	-	-
2012	128,668	5,304	-
2013	127,691	4,327	-
2014	132,720	9,356	-
2015	134,519	11,155	30,142
2016	136,322	12,958	43,100

Annual commencement targets above the baseline are as indicated above, calculated on a cumulative basis, and contribute to achievement of the total target. Achievement of the total target of 43,100 will be measured taking into account collective total activity over the five year period, and not measured solely on annual achievement of targets.

Training outcome 5: Government-funded and domestic fee-for-service AQF commencements in value-add services

	Aggregate commencements	Commencements above baseline	Target (cumulative above baseline)
Baseline (2008-09)	51,480	-	-
2012	54,286	2,806	-
2013	53,769	2,289	-
2014	56,429	4,949	-
2015	57,381	5,901	15,945
2016	58,335	6,855	22,800

Annual commencement targets above the baseline are as indicated above, calculated on a cumulative basis, and contribute to achievement of the total target. Achievement of the total target of 22,800 will be measured taking into account collective total activity over the five year period, and not measured solely on annual achievement of targets.

Technical specifications

	AVETMISS specifications	Primary data source	Secondary data source (if primary unavailable)
Target 1	VET Provider Collection Release 6.1 Data Elements Definition Edition 2.1	NCVER VocStats Database: Students and Courses – Qualification Completions <ul style="list-style-type: none"> • AQF qualifications only 	NSW administrative data
Target 2	VET Provider Collection Release 6.1 Data Elements Definition Edition 2.1	NCVER VocStats Database: Students and Courses – Course Enrolments <ul style="list-style-type: none"> • AQF qualifications only: Cert III, IV, Diploma and above • Course highest funding source: Government funded and domestic fee-for-service • Commencing course 	NSW administrative data
Target 3	VET Provider Collection Release 6.1 Data Elements Definition Edition 2.1	NCVER VocStats Database: Students and Courses – Qualification Completions <ul style="list-style-type: none"> • AQF qualifications only • Indigenous status: Indigenous 	NSW administrative data
Target 4	VET Provider Collection Release 6.1 Data Elements Definition Edition 2.1	NCVER VocStats Database: Students and Courses – Course Enrolments <ul style="list-style-type: none"> • AQF qualifications only • Course highest funding source: Government funded and domestic fee-for-service • Commencing course • Student remoteness (ARIA+) region: inner and outer regional, remote and very remote 	NSW administrative data

Target 5	<p>VET Provider Collection Release 6.1 Data Elements Definition Edition 2.1</p> <ul style="list-style-type: none"> ○ 	<p>NCVER VocStats Database: Students and Courses – Course Enrolments</p> <ul style="list-style-type: none"> • AQF qualifications only • Course highest funding source: Government funded and domestic fee-for-service • Commencing course • Selected value-added services in the following occupation (ANZSCO) groups (4 digit level): <ul style="list-style-type: none"> ○ Community and health services (1341, 4117, 4211, 4231, 4232, 4233) ○ Technician and trades workers (3121, 3312, 3341, 3411, 3423, 3212, 3311) ○ Information communication and technology (3131, 2621) 	NSW administrative data
----------	---	---	-------------------------