

# South Australian 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 Assistant Minister for Vocational Education and Skills, and the State of South Australia, represented by the Minister for Higher Education and Skills.
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 South Australia's 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 South Australian 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. Per paragraph 27(a) of the National Partnership	<p><b>Milestones</b></p> <ul style="list-style-type: none"> <li>• Skills for All training provider selection criteria and assessment procedures developed and published on the Skills for All website</li> </ul> <p><b>Complementary strategies</b></p> <ul style="list-style-type: none"> <li>• Skills for All Subsidy Framework (Version 1) developed and published</li> <li>• Skills for All Business Rules developed and published</li> <li>• Student eligibility and assessment criteria developed and published</li> <li>• Methodology for assessing proposed changes to the Funded Training List developed</li> <li>• Funded Training List published on the Skills for All website</li> <li>• Skills for All Training Provider model contract developed and published on the Skills for All website</li> <li>• Priority Training List developed</li> <li>• Caps and incentives implemented</li> <li>• Methodology for establishing subsidy level developed</li> <li>• Student exemption and concession categories formulated and publicised</li> <li>• Skills for All IT system (Vocational Education and Training Application or VETA) implemented</li> </ul>	2/7/2012	2016-17



	<ul style="list-style-type: none"> <li>• Skills for All Payment system implemented</li> <li>• Modifications to the Student Information System (SIS) finalised</li> <li>• Memoranda of Understanding between DFEEST and State Government Enterprise RTOs</li> </ul>		
<p>External validation of RTO assessment practices</p> <p>Per paragraph 27(b) of the National Partnership</p>	<p><b>Milestones</b></p> <ul style="list-style-type: none"> <li>• Independent Assessment Validation model* developed with a view to inform the national model</li> </ul> <p><b>Complementary strategies</b></p> <ul style="list-style-type: none"> <li>• Independent Assessment Validation model refined and expanded to industry sectors and courses identified to be high risk</li> <li>• Quality assurance through contract management - Skills for All Training Provider contract requires providers to submit information on student satisfaction, completion rates, training improvements and professional development activities</li> <li>• Skills for All Provider compliance and performance review and end of contract re-registration process</li> <li>• Industry sectors for trials identified and agreements reached with key stakeholders</li> <li>• Professional RTO development and capability building program aligned to improvements identified through evaluation of application assessments</li> <li>• Participate in meetings of the Tertiary Education, Quality and Pathways Principal Committee of SCOTese, State and Territory Reference Group</li> </ul> <p>*DFEEST will monitor RTO quality through gathering and analysing data at a systems level from providers, students and employers; real time monitoring of providers through the claims and payment system to confirm validity of claims; formal compliance monitoring through activities such as analysis of financial statements, data quality checks, site checks and monitoring of assessment validation.</p> <p><b>Transition of powers to the national regulator</b></p> <ul style="list-style-type: none"> <li>• Transfer regulatory powers to the national regulator under the <i>Vocational Education and Training (Commonwealth Powers) Act 2012 (SA)</i></li> </ul>	<p>1/1/2013</p>	<p>2016-17</p>

	<ul style="list-style-type: none"> <li>• Develop Memorandum of Understanding between DFEEST and the Australian Skills Quality Authority (ASQA)</li> </ul>		
<p>Publication of RTO quality measures through My Skills (under improved consumer information below)</p> <p>Per paragraph 27(c), 26(d) and as per milestone in Schedule 2 of the National Partnership</p>	<p><b>Milestones</b></p> <ul style="list-style-type: none"> <li>• Improved consumer information including release of comparable data on Skills for All and MySkills websites</li> </ul> <p><b>Complementary strategies</b></p> <ul style="list-style-type: none"> <li>• MySkills Implementation Plan agreed with the Commonwealth</li> <li>• This reform initiative will be implemented consistent with the timeframes agreed through SCOTese and milestones in Part A of Schedule 2 of the National Partnership.</li> </ul>	1/7/2014	2016-17
<b>Efficiency</b>			
<p>Improved government-to-government information sharing</p> <p>Per paragraph 29(a) of the National Partnership</p>	<p><b>Milestones</b></p> <ul style="list-style-type: none"> <li>• Improve Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) data capture in conjunction with the Commonwealth Government consistent with the recommendations of the Data and Performance Measurement Principle Committee (DPMPC) of the Standing Council on Tertiary Education, Skills and Employment (SCOTese).</li> <li>• Development of a shared information model, as outlined in clause 29(a). The development of the model will be through NSOC and its committees.</li> </ul> <p><b>Complementary strategies</b></p> <ul style="list-style-type: none"> <li>• Information sharing will be complemented by the existing nationally led projects, including those led through the Data and Performance Measurement Principal Committee (DPMPC). Projects include: <ul style="list-style-type: none"> <li>○ VET data quality;</li> <li>○ Quarterly reporting;</li> <li>○ Unique Student Identifier (USI);</li> <li>○ VET data portal;</li> <li>○ Total VET activity; and</li> <li>○ MySkills.</li> </ul> </li> <li>• The information which becomes available to governments under this model will facilitate the conduct of the Review of the National Partnership</li> </ul>	1/1/2014	2016-17



	<p>under clause 29(a) of the NP.</p> <ul style="list-style-type: none"> <li>SA will cooperate with the Commonwealth and the Standards Council, the National VET Regulator and Tertiary Education Quality Standards Agency (TEQSA) in developing strategies and an implementation plan for a simplified Reporting Framework.</li> </ul>		
<p>Support the public training provider</p> <p>Per paragraph 29(b) of the National Partnership</p>	<p><b>Milestones</b></p> <ul style="list-style-type: none"> <li>Proclamation of TAFE SA Act 2012 under which TAFE SA becomes a statutory corporation</li> <li>Memorandum of Administrative Arrangement (MAA) between DFEEST and TAFE SA to assist and strengthen TAFE SA's transition to a contestable market. The MAA covers TAFE SA evaluation, performance and quality standards</li> </ul> <p><b>Complementary strategies</b></p> <ul style="list-style-type: none"> <li>Skills for All states that the stability and quality of the training system will be underpinned by TAFE SA, and that governance and funding arrangements will be reformed so that TAFE SA has more independence to compete effectively in the open training market.</li> <li>TAFE SA subsidy differential - higher subsidy price is paid to TAFE SA to deliver training in recognition of the higher operating costs of TAFE SA as a public institution (e.g. using and maintaining more than 50 sites across the State, higher infrastructure costs in some program areas and staff employment conditions).</li> <li>Purchase agreements with TAFE SA will continue to support Community Service obligations not supported by the subsidy, such as funding for small campuses in regional locations and services to disadvantaged groups, such as those training on the Anangu Pitjantjatjara Yankunytjatjara (APY) lands and for the Aboriginal Access Centre; and to accommodate market transition risk.</li> <li>Appoint TAFE SA Board of Directors and develop reporting protocols</li> <li>TAFE SA Financial Management Framework implemented</li> <li>Under Skills for All increased and more effective credit transfer arrangements will be negotiated between the universities and TAFE SA</li> </ul>	<p>Feb 2011</p> <p>1/7/2012</p>	<p>1/11/2012</p> <p>1/1/2013</p>

	<ul style="list-style-type: none"> <li>• Revised TAFE SA Ministerial Charter and Performance statement developed, signed and reviewed at the end of each financial year by the Minister and Treasurer in consultation with TAFE SA</li> <li>• Establish a new role of Chief Financial Officer for each TAFE SA institute</li> <li>• New TAFE SA internal governance arrangements in place</li> <li>• TAFE SA Dividend Policy developed</li> <li>• New TAFE SA Asset Management Framework developed</li> </ul>		
Review	<ul style="list-style-type: none"> <li>• Skills for All 12 month evaluation</li> <li>• Review of subsidy rates will be undertaken annually or when requested by a provider</li> <li>• Priority qualifications list reviewed annually or as required</li> <li>• Funded training list reviewed annually or as required</li> <li>• Participate in a review of the NP and reforms in conjunction with the Commonwealth and other jurisdictions as outlined in the NP, in line with clauses 54 to 58 of the NP.</li> </ul>	<p>1/7/2013</p> <p>2/7/2013</p> <p>2/7/2013</p> <p>2/7/2013</p> <p>July 2013</p>	<p>30/9/2013</p> <p>Annual</p> <p>Annual</p> <p>Annual</p> <p>Dec 2015</p>
<b>Access and Equity</b>			
National entitlement Per paragraph 28(a) of the National Partnership	<p><b>Milestones</b></p> <ul style="list-style-type: none"> <li>• Implementation under Skills for All of a national entitlement to a training place up to a minimum Certificate III</li> </ul> <p><b>Complementary strategies</b></p> <ul style="list-style-type: none"> <li>• Fully subsidised Certificate I and II and priority qualifications</li> <li>• Implementation of Skills for All business and information systems and administrative funding arrangements</li> <li>• Under Skills for All fully subsidised Learner Support Services (LSS) is available to students with complex learning needs. Phase 2 of the LSS trial commences in July 2012 with LSS provided by selected eligible Skills for All providers and TAFE SA. Phase 2 will run for 12 months and will expand the numbers of VET students receiving Learner</li> </ul>	2/7/2012	2016-17



	<p>Support Services to 1,120 in 2012/13.</p> <ul style="list-style-type: none"> <li>• Removal of fees from designated Foundation Skills training at any Certificate level and for learners who have been or are under Guardianship of the Minister (at all Certificate levels).</li> <li>• <b>Recognition of Prior Learning</b> - government subsidy is paid for Recognition of Prior Learning (RPL) in a Unit of Competency when an eligible student is enrolled in a full qualification.</li> </ul>		
<p>Increase access to Income Contingent Loans</p> <p>Per paragraph 28(b) (Schedule 4) of the National Partnership</p>	<p><b>Milestones</b></p> <ul style="list-style-type: none"> <li>• TAFE SA implementation of Income Contingent Loans (ICLs) for Diplomas and Advanced Diplomas and selected Certificate IV qualifications</li> <li>• South Australia will participate in the trial of ICLs for certificate qualifications</li> </ul> <p><b>Complementary strategies</b></p> <ul style="list-style-type: none"> <li>• Provide activity and data reports on VET FEE-HELP to the Commonwealth</li> <li>• Obtain Commonwealth approval for TAFE SA to offer VET FEE-HELP under the <i>Higher Education Support Act 2003</i> (Cth)</li> <li>• Implement agreed cost sharing arrangement for Income Contingent Loans</li> <li>• Modify existing policies to streamline with Commonwealth VET FEE-HELP policies including TAFE SA Academic Grievances for VET FEE-HELP Policy and Procedure, TAFE SA VET FEE-HELP Personal Information for Students and VET FEE-HELP Refunds and Re-Credit Policy and Procedure</li> <li>• Publish full list of courses in scope for VET FEE-HELP</li> <li>• Implement relevant enhancements to Student Information System (SIS)</li> <li>• Establish policy to allow Skills for All training providers to establish their own student fee payment arrangements for Certificate III and IV courses, and for Diploma and Advanced Diploma as an alternative to VET FEE-HELP.</li> </ul>	<p>1/1/2013</p> <p>1<sup>st</sup> report by 31/3/13</p>	<p>2016-17</p> <p>2016-17</p>

10. South Australia agrees to the Part A – National Reform transparency projects as outlined in clauses 26(a) to (d) of the NP, and milestones as specified in the NP.

11. Projects relating to transparency as identified in Schedule 2 of the NP will be reviewed through the annual performance report.

### **Risk management**

12. 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 South Australian Government programs including those related to Skills for All.

### **Relevant State or Territory Context**

13. In developing this Implementation Plan, consideration has been given to contextual information that is relevant to South Australia.
  - a. Under the Skills for All reforms, the State Government is transforming the vocational education and training sector through a commitment to invest \$194 million over six years, to create 100,000 new training places to boost the skills and qualifications of the South Australian workforce.
  - b. South Australia has a labour force participation rate that is historically 2-3 percentage points below the national average.
  - c. South Australia currently has a low unemployment rate of around 5.0 per cent, similar to the national average.
  - d. Employment has declined over the past year in South Australia but remains at high levels. This compares with a modest increase in the national average.
  - e. Half of South Australia's employment is in the Health Care and Social Assistance, Retail Trade, Manufacturing, Construction, and Education and Training sectors.
  - f. South Australia's economy is experiencing growth in the Mining and Defence sectors, with 72% of Australian defence companies located in South Australia.
  - g. In comparison with other the states and territories, South Australia has a lower proportion of the population aged 15 to 64 years with post-school qualifications at the Certificate III level and above.
  - h. South Australia has a relatively high proportion of people from lower socioeconomic backgrounds that remain disadvantaged in the labour market.
  - i. In 2011, around 123,000 students undertook vocational education and training in South Australia.
  - j. In 2010 there were 270 training providers operating in South Australia (including the three public TAFE SA institutes), and 58 community education providers. TAFE SA, the State's largest provider of training has around 67% of market share.
  - k. In 2012-13 the South Australian government will contribute around \$250 million to the VET sector.
  - l. TAFE SA trains around 80,000 people a year including 26,000 students in regional and remote South Australia at more than 50 campuses and has a student satisfaction rate of 91%, according to the National Centre for Vocational Education and Research (NCVER).



Table 2: Links with existing reforms or projects

Proposed project elements	Existing reforms or projects	Complementary nature of activities
	<ul style="list-style-type: none"> <li>• Skills for All training provider selection criteria and assessment processes established</li> <li>• External validation of Skills for All training provider assessment processes and outcomes</li> <li>• Caps and incentives implemented to support relevant and high quality training provision by RTOs</li> </ul>	<ul style="list-style-type: none"> <li>• In order to become a Skills for All provider, an applicant must demonstrate capability and accountability across a range of governance, financial and risk management and industry engagement criteria, over and above the requirements to become a nationally registered RTO.</li> <li>• 10 broad criteria are used to assess applications by RTOs to become Skills for All providers (contained in Fact Sheet 3 – Selection Criteria for the Assessment of Applications to be a Skills for All Training Provider).</li> </ul>
Quality	<ul style="list-style-type: none"> <li>• Skills for All Training Provider contract and evaluation criteria</li> </ul>	<ul style="list-style-type: none"> <li>• The Skills for All Training Provider model contract (available on the Skills for All website) contains the performance, compliance and accountability criteria to be met by Skills for All providers.</li> <li>• DFEEST will monitor the performance of Skills for All training providers throughout the contract term by (1) gathering and analysing data at a systems level from providers, students and employers; (2) real time monitoring of providers through the claims and payment system to confirm validity of claims; and (3) formal compliance monitoring through activities such as analysis of financial statements, data quality checks, site checks and monitoring of assessment validation.</li> </ul>

Efficiency

<p><i>TAFE SA Act 2012 (SA)</i> proclaimed</p> <p>Signing of Memorandum of Administrative Arrangement between DFEEST and TAFE SA</p> <p>TAFE SA Performance Agreement and Community Services Agreement in place</p> <p>TAFE SA Financial Management Framework established</p> <p>Agreement with the Commonwealth to enhance the national data collection (joint project with the Commonwealth)</p> <p>Skills for All supports industry through the funding of designated skill sets for individuals for licensing and regulatory requirements or in partnership with industry once Certificate III qualifications have been achieved; and through co-investment with industry in workforce development strategies.</p>	<p>Skills for All emphasises the role of TAFE SA as the public provider, and outlines the governance and accountability reforms that will assist it operate effectively in a demand-led training market.</p> <p>The changes to TAFE SA including its transition to a statutory authority will provide it with greater commercial autonomy and accountability to operate in a demand-led, contestable training market.</p> <p>In addition to the subsidy price for VET, TAFE SA may receive additional funding for the purchase of specific services over and above AQTF delivery requirements and not intended to be funded through the subsidy framework; Community Service Obligations, regional training provision and funding for market transition risks.</p>
<p>Investment of \$125 million in the Sustainable Industries Education Centre, at Tonsley Park</p> <p>Ongoing investment in VET infrastructure.</p>	<p>South Australian Government will offer targeted co-investment funding under Skills for All to raise skill levels across enterprise networks, industry clusters, or supply and distribution chains.</p>
<p><b>Traineeships and apprenticeships</b> – Skills for All, through the introduction of the training subsidy, aligns the subsidy with fee arrangements for qualifications at the same level, with or without a training contract.</p>	



<p>Access and Equity</p>	<p>Skills for All implements the Commonwealth's National Entitlement</p> <p>TAFE SA offers Income Contingent Loans (ICLs) for Diplomas and Advanced Diplomas and selected Certificate IV qualifications and participates in the trial extension of VET FEE-HELP for selected Certificate IV qualifications</p> <p>Agreed cost sharing arrangement for Income Contingent Loans in place</p> <p>Learner Support Services (LSS) Phase 1 trial completed and assessed</p> <p>Aboriginal cultural competency training is available to foster and develop inclusive work practices and support and address the needs of Aboriginal people in the workplace</p> <p>Wage subsidies are available to employers who employ eligible Aboriginal people, with additional funds available for the employment of Aboriginal apprentices and trainees</p> <p>Non-accredited training provides foundation skills for Aboriginal people into accredited training.</p> <p>Fully subsidised Foundation skills training under Skills for All</p> <p>Improved referral processes through Centrelink for long term unemployed South Australians</p> <p>On-line courses offered by an approved Skills for All provider are covered, to improve learning opportunities across the state.</p>	<p>To assist the SA ICL scheme TAFE SA withdrawal and refund policies will be more closely aligned with Commonwealth VET FEE HELP policies</p> <p><b>Location loading</b> - The Skills for All Subsidy Framework (clause 3.6) provides that a course or unity of competency may attract an additional payment if the delivery location is outside the Adelaide metropolitan area.</p> <p><b>Recognition of Prior Learning</b> - The government subsidy is paid for Recognition of Prior Learning (RPL) in a Unit of Competency (AVETMISS result code 51 or 52) when an Eligible Student is enrolled in a full qualification. Provision of RPL in remote learning centres is also eligible for payment of location loading.</p> <p><b>Bridging Units</b> – The Government subsidy may be paid for up to 5 Units of Competency if undertaken by an eligible student.</p>
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### Estimated Costs

14. The maximum financial contribution to be provided by the Commonwealth for each structural reform project to South Australia is \$82.5 million payable in accordance with milestones set out in Part 5, and detailed in Schedule 2 of the NP. 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.

15. South Australia's financial contributions to skills training and reform are set out in Budget Paper 3, 2012-13.
16. The Commonwealth's estimated financial contribution to South Australia's 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 Commonwealth contribution can only be moved between years with the agreement of the Commonwealth. The budget is indicative only and South Australia retains the flexibility to move funds between components as long as outcomes are not affected.

**Table 3: Estimated Commonwealth financial contributions to South Australia**

Administered item expenses (\$millions)	2012/13	2013/14	2014/15	2015/16	2016/17	Totals
<b>Reform National Partnership:</b>						
<b>20 %</b> <i>In Advance Payments</i>	12.70	12.70	0.00	0.00	0.00	<b>25.39</b>
<b>45 %</b> <i>Structural Reform payment</i>	4.62	4.62	27.40	10.24	10.25	<b>57.13</b>
Total structural reform payments	17.31	17.31	27.40	10.24	10.25	<b>82.52</b>
<b>35 %</b> <i>Training Outcomes</i>	0.00	0.00	0.00	17.18	27.26	<b>44.43</b>
<b>Total Reform National Partnership</b>	<b>17.31</b>	<b>17.31</b>	<b>27.40</b>	<b>27.42</b>	<b>37.51</b>	<b>126.95</b>

17. Table 4 represents the estimated Commonwealth financial contributions for VET structural reforms and the proportion of funding that would 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

Outputs	2012-13	2013-14	2014-15	2015-16	2016-17	Total
	\$m	\$m	\$m	\$m	\$m	\$m
<b>Quality (20%)</b>						
<ul style="list-style-type: none"> <li>• State criteria for access to public subsidy funding and/or complementary strategies</li> <li>• External validation of RTO assessment practices</li> <li>• Publication of RTO quality measures through My Skills (under improved consumer information below)</li> </ul>						
Completion of one project (40%)	0.37	0.37	2.19	0.82	0.82	11.43
<b>Completion of two projects (100%)</b>	<b>0.92</b>	<b>0.92</b>	<b>5.48</b>	<b>2.05</b>	<b>2.05</b>	
<b>Transparency (10%)</b>						
<ul style="list-style-type: none"> <li>• Enhanced National data collections</li> <li>• Improved and agreed timelines</li> <li>• Improved consumer information</li> <li>• Unique Student Identifier</li> </ul>						
Completion of one project (20%)	0.09	0.09	0.55	0.20	0.20	5.71
Completion of two projects (40%)	0.18	0.18	1.10	0.41	0.41	
Completion of three projects (60%)	0.28	0.28	1.64	0.61	0.61	
<b>Completion of four projects (100%)</b>	<b>0.46</b>	<b>0.46</b>	<b>2.74</b>	<b>1.02</b>	<b>1.02</b>	
<b>Efficiency (10%)</b>						
<ul style="list-style-type: none"> <li>• Improved government to government information sharing</li> <li>• Support public training providers</li> <li>• Review</li> </ul>						
Completion of one project (40%)	0.18	0.18	1.10	0.41	0.41	5.71
Completion of two projects (60%)	0.28	0.28	1.64	0.61	0.61	
<b>Completion of three projects (100%)</b>	<b>0.46</b>	<b>0.46</b>	<b>2.74</b>	<b>1.02</b>	<b>1.02</b>	
<b>Access and equity (60%)</b>						
<ul style="list-style-type: none"> <li>• National Entitlement</li> <li>• Increase access to ICLs</li> </ul>						
Completion of one project (40%)	1.11	1.11	6.58	2.46	2.46	34.28
<b>Completion of two projects (100%)</b>	<b>2.77</b>	<b>2.77</b>	<b>16.44</b>	<b>6.15</b>	<b>6.15</b>	
<b>Total Structural Reform Payment</b>	<b>4.62</b>	<b>4.62</b>	<b>27.40</b>	<b>10.24</b>	<b>10.25</b>	<b>57.13</b>

18. In accordance with Clause 49 of the NP, if a state does not meet a structural reform project annual milestone, 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

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

## Structural reform

20. **Attachment A** includes the agreed project milestones for the jurisdictionally flexible outputs of the NP.

## Training outcomes

21. South Australia is committed to improving training outcomes in the VET sector. South Australia's specific objectives under the NP are to deliver increases in:
- Qualification completions, to contribute to the national target of 375,000 additional completions nationally over the life of the agreement;
  - Higher level qualifications completions;
  - Indigenous Australians completions;
  - Mature age learners completions; and
  - Students with disabilities completions.
22. **Attachment B** includes the agreed training outcomes targets for South Australia and technical specifications.
23. In accordance with clause 47 of the NP, training outcomes payments will be distributed between the five outcomes targets as follows:

**Table 6: Training Outcomes Performance Targets**

Outcomes target	Proportion	2015-16 (\$ million)	2016-17 (\$ million)	Total (\$ million)
Aggregate completions	15 %	2.58	4.09	6.67
Higher level qualification commencements (Cert III and above)	15%	2.58	4.09	6.67
Indigenous commencements (Cert III and above)	15 %	2.58	4.09	6.67
Mature age learners	15%	2.58	4.09	6.67
Students with disabilities	40%	6.87	10.90	17.77
<b>Total</b>	<b>100%</b>	<b>17.18</b>	<b>27.26</b>	<b>44.45</b>

## Reporting

24. South Australia 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.
25. South Australia agrees to provide an annual performance report to the Commonwealth based on the agreed template.
26. The final annual performance report will include achievements against milestones over the life of the Agreement.



27. Circumstances may give rise to additional reporting being sought from South Australia. 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

28. 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

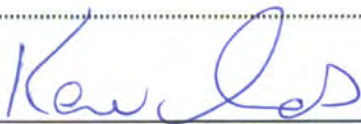


Date 5/3/17

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The Hon Susan Close MP, Minister for Higher Education and Skills

Signature



Date 23.3.17

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The Hon Karen Andrews MP, Assistant Minister for Vocational Education and Skills

## ATTACHMENT A: PROJECT MILESTONES

National reforms are outlined in clause 26 of 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.

Transparency milestones have been included as per Table 4 and the National Partnership Agreement on Skills Reform (Schedule 2).

Evidence of completion of each milestone will be outlined within the Annual Performance Report to be presented to DIISRTE by 30 April 2013. This would include URL links to any relevant published papers such as reports and frameworks that have been identified as evidence of completion of milestones.

### 2012 milestones

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION	INTERIM MILESTONE/S
<p><b>Quality:</b> Implementation of criteria specific to each state for access to public subsidy funding and complementary strategies</p>	<ul style="list-style-type: none"> <li>Skills for All training provider selection criteria and assessment procedures established and published on the Skills for All website</li> <li>Funded Training List developed and published on the Skills for All website</li> <li>Skills for All Business Rules developed and published</li> </ul>	<ul style="list-style-type: none"> <li>Subsidy caps and incentives implemented and publicised</li> <li>Pricing and funding structure for VET publicised</li> <li>Student eligibility and assessment criteria developed</li> <li>Subsidised course list, subsidy rates, VET pricing and funding structure</li> <li>Approved provider list, explanatory guides (e.g. on the Skills for All Subsidy Framework)</li> <li>Publish eligibility Evidence guide, and subsidy prices, regional loading, student fee caps and concessions for the following year.</li> </ul>	<ul style="list-style-type: none"> <li>Skills for All Subsidy Framework (Version 1) developed and publicised</li> </ul>



<p><b>Quality:</b> Development and piloting of independent validation of RTO assessment practices</p>	<ul style="list-style-type: none"> <li>Independent Assessment Validation model developed and documented with a view to inform the national model</li> </ul>	<ul style="list-style-type: none"> <li>Memorandum of Understanding concluded with the Australian Skills Quality Authority (ASQA)</li> </ul>	<ul style="list-style-type: none"> <li>Arrangements agreed with three industry sectors to trial the Independent Assessment Validation model</li> </ul>
<p><b>Access &amp; Equity:</b> Introducing and strengthening a national entitlement to a government subsidised training place</p>	<ul style="list-style-type: none"> <li>Implementation under Skills for All of the National Entitlement</li> <li>Review Learner Support Services pilot program and assess whether to extend program to other selected providers</li> </ul>	<ul style="list-style-type: none"> <li>Online Claims and Payment System implemented</li> <li>Skills for All Caps and incentives implemented</li> <li>Skills for All Training Provider Register published on the Skills for All website</li> <li>Implementation of Skills for All business and information systems, and administrative funding arrangements in place</li> <li>Skills for All IT system (VETA) implemented</li> <li>Pilot Training Guarantee for SACE Students in school</li> <li>Funded Training List published on the Skills for All website</li> </ul>	<ul style="list-style-type: none"> <li>Removal of fees for all designated Foundation Skills training at all Certificate levels</li> </ul>
<p><b>Access &amp; Equity:</b> Supporting the expansion of the Commonwealth's ICLs scheme</p>	<ul style="list-style-type: none"> <li>TAFE SA offers VET-FEE HELP to students undertaking diploma and advanced diploma training</li> <li>TAFE SA participates in a trial of VET FEE-HELP extension to Cert IV qualifications</li> </ul>	<ul style="list-style-type: none"> <li>7 South Australian RTOs approved to offer VET FEE-HELP (at 30/6/2012)</li> <li>Policy implemented to allow Skills for All training providers to establish their own student fee</li> </ul>	<ul style="list-style-type: none"> <li>Provide activity reports to the Commonwealth</li> </ul>

	<ul style="list-style-type: none"> <li>• Modify existing policies relating to VET FEE-HELP including TAFE SA Academic Grievances for VET FEE-HELP Policy and Procedure, TAFE SA VET FEE HELP Personal Information for Students and VET FEE-HELP Refunds and Re-Credit Policy and Procedure</li> <li>• Commonwealth approves VET FEE-HELP application to authorise TAFE SA VET FEE-HELP</li> </ul>	<p>payment arrangements for Certificate III and IV courses, and for Diploma and Advanced Diploma as an alternative to VET FEE-HELP</p> <ul style="list-style-type: none"> <li>• Full list of courses in scope for VET FEE-HELP publicised</li> </ul>	
<p><b>Efficiency:</b> Improvements in government-to-government information exchange</p>	<ul style="list-style-type: none"> <li>• DFEEST collects and publishes RTO consumer information as agreed by NSOC</li> </ul>	<ul style="list-style-type: none"> <li>• Information submitted by Skills for All RTOs meets required standards</li> </ul>	<ul style="list-style-type: none"> <li>• Skills for All RTO information placed on Skills for All website</li> </ul>
<p><b>Efficiency:</b> Strategies which enable public providers to operate effectively in an environment of greater competition, recognising their important functions</p>	<ul style="list-style-type: none"> <li>• TAFE SA Act 2012 passed by the Parliament</li> <li>• Memorandum of Administrative Arrangement (MAA) between DFEEST and TAFE SA</li> <li>• TAFE SA Board of Directors appointed</li> <li>• Ministerial Charter signed with TAFE SA operating as a statutory authority, which recognises the functions of TAFE SA as the public provider</li> </ul>	<ul style="list-style-type: none"> <li>• Under the TAFE SA Act 2012, TAFE SA is established as a single Statutory Authority, comprised of three institutes. This will ensure that system-wide benefits of TAFE SA are preserved.</li> <li>• Establish Asset Management Framework and separation of financial accounts with supporting systems</li> <li>• TAFE SA performance reviewed against agreed performance standards under the MAA</li> <li>• TAFE SA Community Service Agreement signed</li> <li>• TAFE SA Performance Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase agreements with TAFE SA to provide support for small regional campuses and other services which cannot be adequately supported by the subsidy signed</li> </ul>



		<p>finalised</p> <ul style="list-style-type: none"> <li>• Amended TAFE SA delegations to reflect statutory functions under the TAFE SA Act 2012 (SA)</li> <li>• TAFE SA financial management framework developed and implemented</li> <li>• Transfer of functions and powers from the CEO, DFEEST to the chief executive, TAFE SA completed</li> <li>• Establish a temporary market adjustment risk management reserve to support a managed transition for TAFE SA to a market-based training market.</li> </ul>	
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### 2013 milestones

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION	INTERIM MILESTONE/S
<p><b>Quality:</b> Implementation of criteria specific to each state for access to public subsidy funding and complementary strategies</p>	<ul style="list-style-type: none"> <li>• Evaluation of first 12 months of Skills for All completed</li> <li>• Methodology and process for assessing proposed changes to the Funded Training List developed and implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Skills for All policies revised as required to address quality issues</li> <li>• Skills for All training providers selection criteria revised</li> <li>• Revised application forms published to Skills for All website</li> <li>• Approved Skills for All training providers monitored against Skills for All selection criteria</li> <li>• Funded Training List reviewed and</li> </ul>	<ul style="list-style-type: none"> <li>• Student Profile and Training Account system implemented</li> </ul>

		<p>revised as required</p> <ul style="list-style-type: none"> <li>• Skills for All Subsidy caps and incentives are adjusted to reflect market demand, supply and training quality</li> <li>• Publication of subsidy prices, regional loading, student fee caps and concessions for the following year</li> </ul>	
<p><b>Quality:</b> Development and piloting of independent validation of RTO assessment practices</p>	<ul style="list-style-type: none"> <li>• Independent Assessment Validation model refined and expanded to industry sectors and courses identified to be high risk</li> </ul>	<ul style="list-style-type: none"> <li>• Reports from independent assessment validation provided to each Skills for All provider</li> <li>• Results from assessment validation published (providers not identified)</li> <li>• Data on approved and refused applicants reviewed to determine quality issues</li> <li>• Risks to quality identified by analysis of data on training and assessment services delivered by approved Skills for All training providers</li> <li>• Where quality issues are identified reports provided to ASQA for investigation</li> <li>• Quality issues linked into professional development and capability programming addressed</li> <li>• Pilot assessment with selected</li> </ul>	<ul style="list-style-type: none"> <li>• First quality pilot program with selected RTOs completed</li> </ul>



<p><b>Access &amp; Equity:</b> Introducing and strengthening a national entitlement to a government subsidised training place</p>	<ul style="list-style-type: none"> <li>• Evaluation of first 12 months of Skills for All published</li> <li>• Evaluation of Learner Support Services (LSS) pilot</li> <li>• Review Foundation Skills qualifications list and update as required</li> <li>• Review Training Guarantee for SACE Students Pilot</li> <li>• Review VET Pathway Program for disengaged school students</li> </ul>	<p>RTOs</p> <ul style="list-style-type: none"> <li>• Skills for All guidelines, policies, and handbooks are published on the Skills for All website</li> <li>• Subsidy caps and incentives are adjusted to reflect market demand, supply and training quality</li> <li>• Skill for All Funding Training List reviewed and revised as required</li> <li>• Skills for All Providers can establish Skills for All Training Agreements online</li> </ul>	<ul style="list-style-type: none"> <li>• Skills for All provider payment online system implemented</li> </ul>
<p><b>Access &amp; Equity:</b> Supporting the expansion of the Commonwealth's ICLs scheme</p>	<ul style="list-style-type: none"> <li>• Improvements made to the Student Information System (SIS) to enhance information sharing with the Commonwealth Government</li> </ul>	<ul style="list-style-type: none"> <li>• Selected Certificate IV courses available on a trial basis</li> </ul>	<ul style="list-style-type: none"> <li>• VET FEE-HELP introduced for Skills for All Training Providers</li> </ul>
<p><b>Efficiency:</b> Improvements in government to government information exchange</p>	<ul style="list-style-type: none"> <li>• DFEEST collects and publishes RTO consumer information as agreed by NSOC</li> <li>• SA will cooperate with the Commonwealth and the Standards Council, the National VET Regulator and Tertiary Education Quality Standards Agency (TEQSA) in developing strategies and an implementation plan towards development of a simplified Reporting Framework</li> </ul>	<ul style="list-style-type: none"> <li>• SA participates on national technical and working groups to improve data collection and reporting standards</li> <li>• Development of a shared information model</li> </ul>	<ul style="list-style-type: none"> <li>• SA will cooperate with the Commonwealth and the Standards Council, the National VET Regulator and Tertiary Education Quality Standards Agency (TEQSA) in developing strategies and an implementation plan towards development of a simplified Reporting Framework</li> </ul>

<p><b>Efficiency:</b> Strategies which enable public providers to operate effectively in an environment of greater competition, recognising their important functions</p>	<ul style="list-style-type: none"> <li>• TAFE SA offers VET-FEE HELP for all eligible courses at degree level</li> <li>• Review of ongoing support for key areas of TAFE SA's role in the VET market in the form of a differential price to address agreed cost differentials</li> </ul>	<ul style="list-style-type: none"> <li>• TAFE SA 1st Annual report</li> </ul>	<ul style="list-style-type: none"> <li>• TAFE SA Charter and Performance agreement reviewed and revised as appropriate</li> </ul>
<p>Terms of Reference to the review of the National Partnership to be agreed by all jurisdictions by 30 April 2013, as per clause 57.</p>			
<p><b>Review</b></p>			

**2014 milestones**

OUTPUT		EVIDENCE OF COMPLETION	INTERIM MILESTONE/S
<p><b>Quality:</b> Implementation of criteria specific to each state for access to public subsidy funding and complementary strategies</p>	<ul style="list-style-type: none"> <li>• Further revision of selection criteria and application assessment processes based on analysis of data from Quality Assurance and Monitoring and assessment of risks to quality outcomes</li> <li>• Revised Skills for All policies published</li> </ul>	<ul style="list-style-type: none"> <li>• Skills for All policies revised as required to address quality issues</li> <li>• Revised application forms and assessment procedures</li> <li>• Quality Assurance and Compliance Framework informing Skills for All policies</li> <li>• Subsidy caps and incentives are adjusted to reflect market demand, supply and training quality Caps and incentives reviewed – annually</li> <li>• Funded Training List reviewed and revised as appropriate</li> <li>• Publication of subsidy prices, regional loading, student fee caps and concessions for the following year</li> </ul>	<ul style="list-style-type: none"> <li>• Reports on quality under Skills for All published to sector supported by ongoing information and professional development with approved Skills for All training providers to raise performance and service quality.</li> </ul>



<p><b>Quality:</b> Development and piloting of independent validation of RTO assessment practices</p>	<ul style="list-style-type: none"> <li>Assessment model further developed including models for sustainable long term operation</li> </ul>	<ul style="list-style-type: none"> <li>Assessment validation operational in at least six key industry sectors</li> <li>Data on approved and refused applicants reviewed to determine quality issues and inform quality assurance</li> <li>Risks to quality identified by analysis of data on training and assessment services delivered by approved Skills for All training providers</li> </ul>	<ul style="list-style-type: none"> <li>Model of sustainable independent industry assessment validation trialled in (at least) 3 industry sectors.</li> </ul>
<p><b>Access &amp; Equity:</b> Introducing and strengthening a national entitlement to a government subsidised training place</p>	<ul style="list-style-type: none"> <li>Program of professional development and sector capacity building</li> <li>Learner Support Services final review and recommendations regarding systemic rollout</li> <li>Review Foundation Skills Qualification list</li> <li>Review all access and equity measures trialled through Learner Support Services for different equity groups</li> </ul>	<ul style="list-style-type: none"> <li>Subsidy caps and incentives are adjusted to reflect market demand, supply and training quality Caps and incentives reviewed</li> <li>Providers offer courses based on relevance and demand</li> </ul>	<ul style="list-style-type: none"> <li>Consultation and discussion papers developed for Skills for All Review</li> </ul>
<p><b>Access &amp; Equity:</b> Supporting the expansion of the Commonwealth's ICLs scheme</p>	<p>Full implementation by TAFE SA of Income Contingent Loans for Diplomas and Advanced Diplomas and participation in trial of extension of ICLs for selected Certificate IV qualifications</p> <ul style="list-style-type: none"> <li>South Australia and the Commonwealth collect data, analyse, and exchange data as agreed in the model</li> </ul>	<p>Students commencing Diplomas, Advanced Diplomas and selected Certificate IV qualifications are able to access ICLs</p>	<p>DFEEST provides in arrears reports on ICL activity across TAFE SA to the Commonwealth each semester or census date</p>
<p><b>Efficiency:</b> Improvements in government to government information exchange</p>		<ul style="list-style-type: none"> <li>Results of the review of information exchange to be reported to DIISRTE through the Annual Report for the</li> </ul>	<ul style="list-style-type: none"> <li>Communication strategy developed to explain and promote the USI</li> </ul>

	<ul style="list-style-type: none"> <li>Continuous review of information exchange in conjunction with the Commonwealth</li> </ul>	NP	
	<ul style="list-style-type: none"> <li>Review structural adjustment funding to TAFE SA in light of any identified issues related to the transitional process</li> </ul>	<ul style="list-style-type: none"> <li>TAFE SA Charter and Performance agreement reviewed and revised as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Review of ongoing support for key areas of TAFE SA's role in the VET market in the form of a differential price to address agreed cost differentials</li> </ul>
<b>Review</b>	Participation in consultations to contribute to the review of the National Partnership as outlined in Part 6 of the NP.		

### 2015 milestones

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION	INTERIM MILESTONE/S
<p><b>Quality:</b> Implementation of criteria specific to each state for access to public subsidy funding and complementary strategies</p>	<ul style="list-style-type: none"> <li>Further revision of selection criteria and application assessment processes based on analysis of data from Quality Assurance and Monitoring and assessment of risks to quality outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Skills for All policies revised as required to address quality issues</li> <li>Applicants assessed against revised Skills for All selection criteria</li> <li>Caps and incentives reviewed and adjusted to support relevant and high quality training provision by RTOs</li> <li>Funded Training List reviewed and revised as appropriate</li> <li>Subsidy caps and incentives are adjusted to reflect market demand, supply and training quality Caps and incentives reviewed</li> </ul>	<ul style="list-style-type: none"> <li>Reports on quality under Skills for All published to sector supported by ongoing information and professional development with approved Skills for All training providers to raise performance and service quality</li> </ul>



			<ul style="list-style-type: none"> <li>• Publication of subsidy prices, regional loading, student fee caps and concessions for the following year</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting systems and pro forma / online documents developed</li> </ul>
<p><b>Quality:</b> Development and piloting of independent validation of RTO assessment practices</p>	<ul style="list-style-type: none"> <li>• External validation processes fully implemented for all Skill for All providers</li> </ul>	<ul style="list-style-type: none"> <li>• Skills for All providers provide required information to DFEEST to enable validation</li> </ul>		<ul style="list-style-type: none"> <li>• Subsidy caps and incentives are adjusted to reflect market demand, supply and training quality Caps and incentives reviewed</li> </ul>
<p><b>Access &amp; Equity:</b> Introducing and strengthening a national entitlement to a government subsidised training place</p>	<ul style="list-style-type: none"> <li>• Local implementation under Skills for All of the National Entitlement to a Quality Training Place</li> <li>• Review Learner Support Services (if implemented systemically)</li> <li>• Review Foundation Skills Qualification List</li> </ul>	<ul style="list-style-type: none"> <li>• Data on approved and refused applicants reviewed to determine quality issues</li> <li>• Risks to quality identified by analysis of data on training and assessment services delivered by approved Skills for All training providers</li> </ul>		<ul style="list-style-type: none"> <li>• DFEEST provides in arrears reports on ICL activity across TAFE SA to the Commonwealth each semester or census date</li> <li>• Students commencing Diplomas, Advanced Diplomas and selected Certificate IV qualifications access ICLs</li> </ul>
<p><b>Access &amp; Equity:</b> Supporting the expansion of the Commonwealth's ICLs scheme</p>	<ul style="list-style-type: none"> <li>• Implementation by TAFE SA of Income Contingent Loans for Diplomas and Advanced Diplomas and selected Certificate IV qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting on VET FEE HELP activity</li> </ul>		<ul style="list-style-type: none"> <li>• Information placed on Skills for All website</li> </ul>
<p><b>Efficiency:</b> Improvements in government to government information exchange</p>	<ul style="list-style-type: none"> <li>• DFEEST collects and publishes RTO consumer information as agreed by NSOC</li> <li>• Online data submission systems from state-owned RTOs are AVETMISS 7.0 compliant</li> </ul>	<ul style="list-style-type: none"> <li>• Information submitted by Skills for All RTOs meets required standard</li> </ul>		

	<ul style="list-style-type: none"> <li>Improved consumer information including release of comparable data on Skills for All and MySkills websites</li> <li>Review structural adjustment funding to TAFE SA in light of any identified issues related to the transitional process</li> </ul>	<ul style="list-style-type: none"> <li>TAFE SA Charter and Performance agreement reviewed and revised as required</li> <li>Review of ongoing support for key areas of TAFE SA's role in the VET market in the form of a differential price to address agreed cost differentials</li> </ul>
<b>Review</b>	<p>South Australia will participate in the review of the NP as set out in clauses 54 – 58 of the NP. Timely provision of data and other relevant information agreed under the National Partnership to contribute towards the review to be completed by 31 December 2015</p>	

### 2016 milestones

OUTPUT	MILESTONE	EVIDENCE OF COMPLETION	INTERIM MILESTONE/S
<p><b>Quality:</b> Implementation of criteria specific to each state for access to public subsidy funding and complementary strategies</p>	<ul style="list-style-type: none"> <li>Refinement of selection criteria and application assessment processes based on analysis of data from Quality Assurance and Monitoring and assessment of risks to quality outcomes</li> </ul>	<ul style="list-style-type: none"> <li>WorkReady policies and assessment processes revised as required to address quality issues</li> <li>Subsidised Training List reviewed and revised as appropriate to reflect public subsidy priorities (based on public value).</li> </ul>	<ul style="list-style-type: none"> <li>Reports on quality under WorkReady published and supported by ongoing information and professional development with approved WorkReady training providers to raise performance and service quality.</li> </ul>
<p><b>Quality:</b> Development and piloting of independent validation of RTO assessment practices</p>	<ul style="list-style-type: none"> <li>Refinements made to Independent Assessment Validation model</li> <li>Outcomes of pilot will contribute to the National Model</li> </ul>	<ul style="list-style-type: none"> <li>Data on approved and refused applicants reviewed to determine quality issues</li> <li>Risks to quality identified by analysis of data on training and assessment services delivered by</li> </ul>	



		approved Skills for All training providers	
<p><b>Access &amp; Equity:</b> Introducing and strengthening a national entitlement to a government subsidised training place</p> <p><b>Access &amp; Equity:</b> Supporting the expansion of the Commonwealth's ICLs scheme</p> <p><b>Efficiency:</b> Improvements in government to government information exchange</p>	<ul style="list-style-type: none"> <li>Prepare a status report on the operation of the training system in South Australia.</li> <li>Provide activity and data reports on VET FEE-HELP take-up to the Commonwealth</li> <li>AVETMISS improvements fully implemented</li> <li>MySkills fully implemented</li> <li>Implement any recommendations of the Review of the National Partnership which may impact on the usefulness of the information sharing model.</li> <li>South Australia and the Commonwealth collect data, analyse and exchange data as agreed in the model including any refinements</li> <li>Review structural adjustment funding to TAFE SA in light of any identified issues related to the transitional process</li> <li>Review of ongoing support for key areas of TAFE SA's role in the VET market in the form of a differential price to address agreed cost differentials</li> </ul>	<ul style="list-style-type: none"> <li>Status report prepared.</li> <li>Provide activity and data reports on VET FEE-HELP take-up to the Commonwealth</li> <li>Evidence of improvements in the quality and quantity of government to government information exchange to be reported to DIISRTE through the Annual Report for the NP.</li> <li>Work Ready Training Providers provide data that meets the AVETMISS 7.0 standard</li> <li>TAFE SA meets agreed objectives as established by the Charter and Performance Statement.</li> <li>TAFE SA supported to operate in a demand-led commercial market.</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly monitoring of the profile of training.</li> <li>DSD provides in arrears reports on ICL take up across TAFE SA to the Commonwealth each semester or census date</li> <li>AVETMISS improvements implemented</li> <li>TAFE SA Charter and Performance reviewed and revised as appropriate</li> </ul>
<p><b>Efficiency:</b> Strategies which enable public providers to operate effectively in an environment of greater competition, recognising their important functions</p>			

**Review**

As per clause 58, the SCOTSESE-appointed expert panel will report to all governments in the second half of 2016 on options for future VET funding arrangements.



## ATTACHMENT B: TRAINING OUTCOMES TARGETS

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

The following table incorporates both government-funded and fee-for-service training components. Given the South Australian government's inability to influence fee-for-service completions, relative to government-funded training, the Commonwealth will take this into account when assessing performance against these training outcome targets, should fee-for-service activity grow at less than 3.71 per cent per annum.

The qualification completions target may also be derived as an increase attributable to the working age population growth and the increase attributable to an improvement in training outcomes. The national working age population growth rate is the weighted average of the working age population growth rates across the states and territories.

The aggregate completions target has been set with the assumption that each State's share of the growth in the nation's working age population is the same as its population share. Should SA's share of the growth in the nation's working age population continue to be less than its population share (SA accounted for 2% of the growth in the nation's working age population in 2011 compared to a 7.2% population share) then the South Australian government has significantly less capacity to achieve its growth targets compared to the relatively higher population growth States. The Commonwealth will take this into account when it assesses South Australia's actual performance for the purposes of payments made for achievement of Training outcomes.

### Training outcome 1: Aggregate qualification completions

	Aggregate completions	Completions above baseline	Target (cumulative above baseline)
<b>Baseline (average 2008 and 2009)</b>	29,662		
<b>2012</b>	31,744	2,082	2,082
<b>2013</b>	32,491	2,829	4,911
<b>2014</b>	33,265	3,603	8,514
<b>2015</b>	34,068	4,406	<b>12,920</b>
<b>2016</b>	34,900	5,238	<b>18,158</b>

**Training outcome 2: Completions of higher qualifications (certificate III, certificate IV, diploma and advanced diploma)**

	Aggregate completions	Completions above baseline	Target (cumulative above baseline)
<b>Baseline (average 2008 and 2009)</b>	20,480		
<b>2012</b>	21,100	620	620
<b>2013</b>	21,730	1,250	1,870
<b>2014</b>	22,380	1,900	3,770
<b>2015</b>	23,050	2,570	<b>6,340</b>
<b>2016</b>	23,750	3,270	<b>9,610</b>

**Training outcome 3: Completions by Aboriginal Australians**

	Aggregate completions	Completions above baseline	Target (cumulative above baseline)
<b>Baseline (average 2008 and 2009)</b>	800		
<b>2012</b>	825	25	25
<b>2013</b>	850	50	75
<b>2014</b>	875	75	150
<b>2015</b>	900	100	<b>250</b>
<b>2016</b>	930	130	<b>380</b>

**Training outcome 4: Completions by Australians reporting a Disability**

	Aggregate completions	Completions above baseline	Target (cumulative above baseline)
<b>Baseline (average 2008 and 2009)</b>	1,610		
<b>2012</b>	1,655	45	45
<b>2013</b>	1,705	95	140
<b>2014</b>	1,760	150	290
<b>2015</b>	1,820	210	<b>500</b>
<b>2016</b>	1,870	260	<b>760</b>



## Training outcome 5: Completions by mature-aged (45-64) employed Australians

	Aggregate completions	Completions above baseline	Target (cumulative above baseline)
Baseline (average 2008 and 2009)	3,700		
2012	3,810	110	110
2013	3,920	220	330
2014	4,040	340	670
2015	4,160	460	1,130
2016	4,290	590	1,720

### Technical specifications

	AVETMISS specifications	Primary data source	Secondary data source (if primary unavailable)
Target 1	<ul style="list-style-type: none"> <li>AVETMISS VET Provider Collection specifications, Release 6.1 July 2011, page 41</li> </ul>	NCVER VET provider collection (VOCSTATS)	DFEEST Internal data
Target 2	<ul style="list-style-type: none"> <li>As above</li> </ul>	As above	As above
Target 3	<ul style="list-style-type: none"> <li>As above</li> </ul>	As above	As above
Target 4	<ul style="list-style-type: none"> <li>As above</li> </ul>	As above	As above
Target 5	<ul style="list-style-type: none"> <li>As above</li> </ul>	As above	As above

ANY USE OF SECONDARY DATA SOURCES WILL BE AGREED BETWEEN THE COMMONWEALTH AND SOUTH AUSTRALIA AS NECESSARY.