Appendix A: Bilateral Implementation Plan – National Skills Agreement Policy Initiatives

PRELIMINARIES

1. This implementation plan is made between the Commonwealth of Australia (Commonwealth) and Queensland under the 2024–2028 National Skills Agreement (the NSA) and should be read in conjunction with the NSA and the NSA Bilateral Implementation Plan Guidance.

2. Once executed, this implementation plan and any updates agreed with the Commonwealth, will be appended to the NSA and will be published on the Commonwealth's Federal Financial Relations website (https://federalfinancialrelations.gov.au).

3. This implementation plan is expected to expire on 31 December 2028 (in line with the NSA), or on completion of the initiative, including final performance reporting and processing of final payments against milestones.

4. In all public materials relating to the policy initiatives, Queensland will acknowledge the Commonwealth's contribution with the following statement: Ensuring access to foundation skills training is a joint initiative between the Australian Government and Queensland Government.

REPORTING AND PAYMENTS

Reporting

1. Performance reporting will be due by 31 March and 30 September each year until the cessation of this Agreement, or the final payment is processed.

2. Queensland will provide to the Commonwealth a traffic light status and activity summary on all policy initiatives.

3. The Commonwealth will provide templates for the purposes of reporting.

Payments

1. The Commonwealth will make payment subject to performance reporting demonstrating the relevant milestone has been met.

2. As part of the performance reporting, Queensland will provide evidence of what has been delivered in the reporting period. Payments will be processed once performance reports have been assessed and accepted.

3. Where a payment is due at a reporting period (31 March and/or 30 September), Queensland will complete the relevant section of the reporting template and provide the evidence required as agreed in the Milestones and Payments associated with this Implementation Plan.

4. Under A92 of the NSA, if a State is unable to expend any Commonwealth funding provided for policy initiative milestone payments, the Commonwealth may reduce a future payment by an amount equivalent to the unspent funds

ENSURING ACCESS TO FOUNDATION SKILLS TRAINING (Clause A104 to A111 of the NSA)
Queensland commits to working cooperatively to develop the 10-year foundation skills strategy (clause A109 (c) refers).

The Bilateral Implementation Plan identifies opportunities to enhance foundation skills training in the Queensland context that will complement the *National Foundation Skills Strategy* (NFSS) and the existing programs and support being delivered at the national and state levels.

Defining Queensland's Adult Community Education (ACE) Sector and ACE Sector equivalent
The ACE sector in Queensland includes community owned or operated registered training organisations (RTOs) and TAFE Queensland as well as a diverse array of other organisations including but not limited to libraries, senior citizens associations, specialist literacy groups, computer clubs, University of the Third Age, workplace learning programs, English conversation groups, and community service organisations.

The Department of Trade, Employment and Training (DTET) maintains a voluntary register of ACE providers, however this is not comprehensive and encompasses a range of training areas such as first aid, food safety, marine and boating skills and cultural awareness as well as employment and language, literacy, numeracy and digital (LLND) skills.

Unlike other States and Territories such as New South Wales, Victoria and South Australia, there is no formal registration or set criteria to define Queensland's ACE sector.

For the purpose of this Bilateral Implementation Plan, Queensland's ACE sector and ACE sector equivalent encompasses all community owned or operated and not-for-profit (NFP) organisations, that deliver foundation skills training to adults, including VET students and members of the broader community. This includes:

- Registered Training Organisations (RTOs) that are specialised language, literacy, numeracy and digital (LLND) providers and deliver both accredited and non-accredited foundation skills training under the Australian Government's Skills for Education and Employment (SEE) Program, including TAFE Queensland and other NFP RTOs such as STEPS and Career Employment Australia
- NFP RTOs that provide accredited foundation skills training to VET students, including apprentices and trainees. Training providers are funded by DTET as Skilled Assured Suppliers (SAS) to deliver accredited foundation skills training.
- NFP RTOs and other NFP community-based organisations that deliver non-accredited foundation skills training. DTET supports non-accredited foundation skills training through Skilling Queenslanders for Work (SQW), however there is currently no comprehensive register of providers of non-accredited foundation skills.

1) Foundation skills assessment and referral that delivers a 'no-wrong door' experience for foundation skills learners (clause A107 refers).

Queensland's entry points and referrals process (current state)

VET pathways
Queensland's government funded entry points and referrals process for learners who require LLND skills support are predominantly integrated into VET delivery.

To ensure "no wrong door" for Queensland VET students, apprentices and trainees, the LLND skills of all students who undertake VET training are assessed at enrolment to identify any gaps between their capabilities and the requirements of the vocational qualification.

All Queensland Government funded SAS identify any foundation skills gaps and develop a training response that is tailored to the students' needs at enrolment. The Department advises SAS that both the Australian Core Skills Framework (ACSF) or the Core Skills for Work (CSfW) development framework can be used to benchmark a learner's current foundation skills capabilities.

Training is accredited and can be delivered concurrently alongside a VET qualification or by using a stepping-stone approach (foundation skills training preceding vocational training), and may be a single unit or module, multiple units or modules, or a full qualification or course based on the student's assessed needs.

Queensland's government funded approach provides customised and tailored opportunities for VET learners to build their foundation skills to the level required for the successful completion of their vocational qualification. It also recognises that integrated learning support measures and foundation skills development is needed to support students to achieve training outcomes and transition into employment.

Community-led pathways

Queensland provides entry points for individuals and communities who may need extra assistance accessing LLND and other foundation skills through additional investment in targeted programs, including:

- Skilling Queenslanders for Work (SQW) initiative with a total investment of $80 million in 2024-25 that funds NFP community-based organisations to develop and deliver tailored training and employment projects, under eight individual programs to provide support for unemployed or underemployed people with a focus on the attainment or pathway to a Certificate III qualification. SQW has an integrated service delivery model with partnerships formed between the NFP community sector providing tailored support, non-accredited foundation skills, employability skills and specialist assistance to address personal, health and social issues and SAS who deliver VET qualifications. SQW is voluntary and free for participants. SQW's focus on foundation skills is a distinguishing feature as it's recognised that non-accredited training, mentoring and support can be highly effective in developing enabling foundation skills, particularly for those marginalised from the more formal education system. Around 200 unique NFP community-based organisations, including over 60 Neighbourhood Centres, are funded under SQW each year.
- Community Foundation Skills program, an annual investment of $5 million, sits under the SQW initiative and invests in community-based, NFP organisations to deliver customised stand-alone accredited and non-accredited foundation skills training to disadvantaged Queenslanders with low level LLND skills.

Queensland recognises the importance of identifying and referring individuals in the broader community to foundation skills support. The Queensland Government supports Neighbourhood Centres to link people with formal and informal support with a "no wrong door" approach. The Neighbourhood Centres are located across Queensland in rural, remote and urban areas and provide practical support to community members through information, referrals to specialist services and assistance to connect with community resources and support, including foundation skills and LLND assistance. The Community Connect initiative is delivered in conjunction with Neighbourhood Centres and funds employment of a Community Connect Worker located in some centres to provide referrals and tailored support to individuals and families with complex needs.

Queenslanders also have access to foundation skills through the Australian Government's Skills for Education and Employment (SEE) Program (both general SEE delivery and SEE First Nations) and Adult Migrant English Program (AMEP). SEE Programs can be accessed through Queensland SEE providers, employment services providers, the National Customer Service Line or Centrelink.

SEE First Nations provides grants for Aboriginal Community Controlled Organisations (ACCOs), RTOs, ACE providers or peak bodies (applying on behalf of their eligible members) to work with communities to design appropriate training. AMEP can be accessed through Workforce Australia.

Through these established mechanisms, and other front facing client services, the Queensland Government has a number of pathways in place to identify and refer community members to foundation skills support.

The actions in this BIP will further ensure a "no wrong door" approach by:

- Developing a more comprehensive understanding of community referral pathways and providers, including those accessed through Neighbourhood Centres and client facing services.
- Enhancing access to foundation skills training for apprentices and trainees, including in regional, rural and remote locations.

Planned activity – Building better foundation skills pathways - assessment and referrals

Queensland is allocating $1.5 million to improve the assessment of foundation skills of VET students and support VET trainers and assessors to refer student to appropriate foundation skills training.

VET trainers and assessors in Queensland play an essential role in identifying students who require LLND support and referring them to the appropriate training solution. To maintain a "no wrong door" approach, this project will develop and deliver professional development (PD) courses for SAS VET trainers and assessors to enhance their capability and confidence to identify students in need of further LLND skills training and refer students to access the appropriate training pathway.

The initiative will be developed in consultation with stakeholders, and could include appropriate and effective communication with students who may require LLND skills support, up-to-date training in LLND assessment approaches to align with current LLND frameworks, including digital capability, and culturally safe approaches to communication and LLND assessment.

This will be delivered alongside Action 3 outlined below with Queensland government investment.

2) Provide no-or low-fee access to foundation skills training in the State's VET and Adult and Community Education (ACE) (or equivalent) systems, for learners who have been assessed as at or below Australian Core Skills Framework and/or Digital Literacy Skills Framework Level 3 (clause A108 refers).

Provision of foundation skills training in Queensland

The Queensland Government provides low or no-fee access to foundation skills training to VET students through the VET investment budget, as well as the targeted programs like SQW outlined in Section 1.

Queensland commits through this Bilateral Implementation Plan to continue to provide no- or low-fee access to foundation skills training in its VET and ACE sector or equivalent for learners with an assessed need during the term of the NSA.

In 2023-24, over 9,367 students undertaking training funded by the Queensland Government, including apprentices and trainees, were enrolled in accredited foundation skills training.

Accredited (non-apprenticeship and traineeship) training

In Queensland, eligible students are able to access a subsidised training place in a priority Certificate III or lower-level qualification. Foundation skills as part of the FSK package at Certificate I and II are subsidised under this initiative and can be delivered through a single unit or module, multiple units or modules, or a full qualification or course based on the student's assessed needs.

Enrolments are demand driven (uncapped) and the level of subsidy for a particular course and the subsequent units of competency/modules reflects the cost of the courses and the Queensland Government's investment in priority skills. Non-concessional students in foundation skills courses may be required to pay a co-contribution fee but it can be delivered fee-free as determined by the provider.

Apprentices and Trainees

Apprentices and trainees assessed as benefitting from additional LLND skills to undertake their apprenticeship or traineeship qualification can access an LLND approved supplier to deliver training support related to developing LLND skills.

Apprentices and trainees can access two LLND units of competency/module per financial year. Student fees are not applicable for foundation skills units delivered to Apprentices and Trainees.

Community-led training

In addition to providing access to LLND skills training to VET students, the Queensland Government also supports vulnerable Queenslanders to access broader foundation skills support, including employability skills, through the SQW initiative Community Foundation Skills program (available under SQW and delivering standalone foundation skills projects) and other targeted programs. The training and accompanying wrap around support is provided at no cost to participants. Examples of projects funded include:

- FNQ Volunteer Tutors Inc partnered with the Noosa Community Training Centre Inc to deliver the FSK20119 Certificate II in Skills for Work Vocational Pathways in 9 communities across Far North Queensland;
- The Townsville Multicultural Support Group Inc partnered with ACE Community Colleges to deliver SK20119 Certificate II in Skills for Work Vocational Pathways in Mundingburra and Hermit Park;
- Cairns African Association Inc delivered their non-accredited culturally appropriate Maisha Bora "better life" foundation skills program to African migrants and refugees, primarily African women, to develop employability skills, understand the Australian workplace and improve LLND skills;
- Lockhart River Aboriginal Shire Council received funding to deliver non-accredited LLND training to participants in the region; and
- Five Bridges Ltd as part of a broader funded project to address the shortfall of frontline workers in child safety, provided tailored support for employability skills and LLND assistance.

Queensland's support for foundation skills training complements the SEE programs and AMEP that provide free access to foundation skills training. All Queenslanders over the age of 15 who have left school and need LLND skills can access free accredited and non-accredited training through the SEE program, while those that speak little or no English are able to access free support through AMEP.

3) Activities that support the Adult Community Education sector or equivalent (clause A109a refers).

Queensland's Adult Community Education (ACE) sector equivalent

The Queensland Government has committed additional funding to support subsidised foundation skills training in Queensland and is predominantly delivered through SAS, with a focus on accredited LLND training. Non-accredited training, including employability skills, may be delivered by RTOs or alternative organisations.

The following projects will support the ACE sector equivalent in Queensland by:

- Building a better understanding of Queensland ACE providers delivering non-accredited foundation skills training by **mapping current community pathways for foundation skills support** (Action 1);
- Enhancing access to digital skills training for vulnerable cohorts through funding for community-based, not-for-profit organisations towards **delivery of digital technology training to upskill vulnerable Queenslanders** (Action 2);
- Improving the delivery of foundation skills training across Queensland with a focus on digital skills through support towards **professional development for foundation skills providers** (Action 3);
- Strengthening the network of DTET funded LLND providers to **enhance apprentice and trainee access to foundation skills training**, predominately in regional areas (Action 4).

Action 1: Mapping current community referral pathways for foundation skills support	As a Queensland Government funded initiative, DTET has a comprehensive understanding of SAS that are delivering accredited foundation skills. However, other pathways and networks of organisations that are delivering non-accredited foundation skill training to communities across Queensland could be strengthened. There are a number of pathways across the Queensland Government where Queenslanders may seek foundation skills support. This includes Neighbourhood Centres and Community Connect Workers, as well as client facing services such as housing service centres and transport and motoring services. This project will map the current organisations that provide non-accredited foundation skills training and support to community members in Queensland, including through the SQW initiative. Following the initial mapping of non-accredited foundation skills providers, the project will then scope opportunities to enhance access, coordination of community referral pathways and the delivery of quality foundation skills support to community members who would benefit from, but are not accessing, LLND support (see Action 3). Following the mapping and the opportunities analysis Queensland will explore activation of the new opportunities and enhance the coordination of community referral pathways. The action aligns with the access and inclusion national focus area under the NFSS and Queensland will continue to work collaboratively with other States and Territories and the Australian Government through the NFSS action plan to continue to ensure connected services and accessible training.
Objective	To increase understanding of ACE providers delivering non-accredited foundation skills in Queensland and the enhance pathways for community members to access these.

Delivery	This action will support Queensland to identify and adopt new opportunities for Queenslanders to access non-accredited foundation skills support and is intended to enhance community referral pathways to ensure increased access to non-accredited foundation skills support. The project will be delivered in three stages. Stage 1 – Mapping current community referral pathways for foundation skills This project will commence by mapping the current Queensland non-accredited foundation skills training sector. The mapping exercise will focus on the types of organisations providing foundation skills training, the types of training and support Queenslanders can access and the current referral pathways. This mapping exercise will be conducted through desktop research, stakeholder engagement and professional networks. Mapping of community pathways for foundation skills will be led by DTET in consultation with relevant Queensland Government departments, including Department of Women, Aboriginal and Torres Strait Islander Partnerships and Multiculturalism that support Queensland's Neighbourhood Centres. The mapping project will focus on non-VET student pathways and be inclusive of all foundation support services or organisations available to community. Stage 2 – Scope opportunities to enhance community referral pathways and access to foundation skills support Following the initial mapping of non-accredited foundation skills providers, the project will then scope opportunities to enhance access, coordination of community referral pathways and the delivery of quality foundation skills support to community members who would benefit from, but are not accessing, LLND support (see Action 3). The opportunities for enhanced coordination and community members' access to foundation skills support will be informed by the outcomes of the mapping exercise and targeted consultation with ACE providers. Stage 3 – Explore activation of stage 2 findings It is anticipated that through the delivery of stages 1 and 2 new opportunities for non-accredited foundation skill training and referral pathways will be identified and to further support the delivery of Action 3 (below), Queensland will explore activation of the new opportunities and enhance the coordination of community referral pathways.
Expected reach and additionality	Reach: The project will be inclusive of non-VET student pathways and ACE providers of non-accredited training across Queensland. Additionality: The project will bring together the existing activities of the Queensland Government to support community members, provide a more

	cohesive picture of available support and opportunities for collaboration to improve foundation skills pathways.		
Engagement and partnerships	DTET will work with all relevant departments including Department of Women, Aboriginal and Torres Strait Islander Partnerships and Multiculturalism, and leverage existing engagement mechanisms across the Queensland Government, including those with First Nations representation, to identify the community pathways for foundation skills support.		
Commonwealth Investment ($)	**State Investment ($)**	**Planned Start Date**	**Planned End Date**
$0	$300,000	July 2025	December 2028

Action 2: Delivery of digital technology training to upskill vulnerable cohorts.	This action will enhance the Community Foundation Skills (CFS) program and complement planned activity by Queensland to support disadvantaged Queenslanders to develop foundation skills required to pursue further training and/or employment. CFS is one of eight targeted skills and training programs delivered under the SQW initiative. CFS supports ACE providers that are community-based, NFP organisations to deliver both accredited and non-accredited LLND training programs to vulnerable cohorts, including seniors, Queenslanders from multicultural backgrounds, First Nations communities and those living in regional and remote areas. This action will support eligible organisations (community based and NFP) to enhance their ability to deliver digital capability training by providing a focused stream of funding specific to digital technology training under the CFS. Digital literacy is a comparatively new inclusion for foundation skills training and is increasingly critical for gaining and continuing meaningful employment, being able to access and navigate services, and participate in society. Vulnerable cohorts may be more at risk from poor digital literacy, including seniors, new culturally and linguistically diverse migrants and refugees, and those outside the labour force. This is compounded by lower rates of digital access for rural and remote Australians, First Nations communities and low-income households[1]. Rapid technology change means that digital skills need to continue to be updated to remain current and the definition of digital literacy will continue to evolve. There is likely to be an ongoing need for foundation skill providers to update and improve digital skills training to ensure vulnerable cohorts are not left behind. The Australian Government funding will be used to enhance the digital foundation skills capability under CFS by providing a new focused stream of support for digital skills training delivery enabling ACE providers to access enhanced grant opportunities and increase access of digital technology training for vulnerable cohorts in Queensland.

[1] The Digital Divide Makes its Presence Felt in Australia

	Queensland will continue to work with other States and Territories and the Australian Government to ensure that digital literacy is appropriately incorporated into qualifications and training as part of the NFSS action plan.		
Objective	Enhance access to digital skills training for vulnerable cohorts.		
Delivery	The additional investment in the CFS will be provided over three years for a specific digital stream that supports development and delivery of customised digital technology foundation skills training to vulnerable cohorts. Two contestable rounds of grant funding will be available annually, as part of the standard SQW funding round, for community-based, NFP organisations throughout Queensland. Grant funding is available for a maximum of 12-months. The level of funding is dependent on the type of project and nature of the training and assistance provided along with consideration of reach. Action 2 will be delivered in two stages. Stage 1 – Develop CFS guidelines to include a focused digital technology funding stream Funding guidelines will be updated to outline the additional support available for focused digital technology foundation skill training delivery. Stage 2 – CFS funding program lifecycle Communications and marketing will be planned to ensure increased awareness of the funding opportunity and the additional focused stream. SQW information sessions are held across the state and the Queensland Council of Social Service (QCOSS) partners with DTET to conduct grant writing workshops and webinars. This stage includes funding round open and close, application assessment process, regional committees review and recommend applications, DTET authorised delegate approves applications, and announcement, contracting, service delivery, monitoring and evaluation. Successful applicants must enter into a formal Services Agreement with DTET, which will include standard key performance indicators. All projects must be fully acquitted after completion.		
Expected reach and additionality	Reach: Funding will be available to community-based, NFP organisations to expand programs for digital skills to Queensland residents that are ineligible for Australian Government employment services, or are disadvantaged and require complementary services. Eligible participants must be aged 15 years and over and no longer enrolled in school. Additionality: The action expands on the $5 million allocated to the Community Foundation Skill program annually that supports broader foundation skills delivery to focus on digital skills.		
Engagement and partnerships	Organisations applying for funding will be required to work closely with target communities and cohorts to develop training that is tailored to their specific needs and circumstances.		
Commonwealth Investment ($)	**State Investment ($)**	**Planned Start Date**	**Planned End Date**

$4,002,000	NA Complemented by $5 M annual state investment in Community Foundations Skills program.	July 2025	December 2028

Action 3: Professional development for foundation skills providers	A key priority for Queensland is ensuring delivery of high-quality training across the state including regional, rural and remote areas to support local communities to build a sustainable workforce. This includes access to quality foundation skills training to ensure students are supported to successfully achieve their training and workforce goals. This project will focus on upskilling ACE providers across the state, with a particular emphasis on regional, rural and remote areas, to ensure students can access quality foundation skills training, irrespective of where they live. It will scope the current professional development (PD) and upskilling opportunities available to foundation skills providers. Upskilling providers in digital training will also be priority, with the PD exploring best practice, contemporary digital training. The initial focus of the PD will be to build capacity and capability through providers contracted by DTET, with options to expand at a later stage.
Objective	To enhance the quality of foundation skills delivery across the state, including regional, rural and remote locations, and ensuring providers are upskilled in digital literacy training.
Delivery	This action will fund the development and delivery of professional development (PD) for SAS foundation skills providers to ensure quality delivery of foundation skills across Queensland and support the sustainability of the foundation skills workforce. The project will be informed by Action 1 findings and following a procurement process to determine content expert required it will be delivered in three stages. <u>Stage 1 – Development of the PD resources</u> The PD resources, including digital capability, will be developed by a content expert and informed by current best practice and in consultation with SAS that deliver accredited foundation skills. The PD will focus on LLND skills delivered through the FSK training package by SAS and ensure that digital capability is embedded into LLND training in line with current best practice. Resources will be made accessible online and be suitable to support face-to-face delivery. <u>Stage 2 – Delivery of training in priority locations</u> The PD will be delivered to SAS in priority locations across Queensland to ensure Queenslanders in regional, rural and remote areas have access to quality support. This will include working with local organisations, including First Nations, to tailor PD resources to the particular needs of the local community.

	Delivery of the PD will be prioritised for locations where there is a high need for improved LLND skills, or areas where there is an identified need for quality providers. <u>Stage 3 – Explore options for expansion</u> Opportunities to upskill a broader network of foundation skills providers, including those providing non-accredited training, will be explored. This will be informed by the outcomes of Action 1 and in consultation with the sector. Potential delivery options include opportunities such as resource sharing and establishing network. The funding be used to engage expert/s in foundation skills delivery and VET sector professional development to deliver the project.		
Expected reach and additionality	Reach: The initial target audience for the PD will be Queensland Government funded SAS as ACE sector providers that deliver accredited LLND training, with the resources made available to all SAS that deliver LLND. Stage 3 of the project will explore opportunities to expand the delivery of the PD to a broader range of ACE providers, including those delivering non-accredited training. Additionality: The PD will complement the TAE training that trainers and assessors complete (TAESS00026 Foundation Skills Integration Skill Set), and build on the findings from Action 1.		
Engagement and partnerships	Queensland will consult with current SAS ACE providers and other key stakeholders to identify the training needs to be addressed by the PD, and will partner with content experts at a national and state level to develop the content. Local SAS providers, including First Nations, will be engaged to tailor the delivery of the PD to the particular needs of providers and local communities. Further engagement and partnerships will be explored as needed to support Stage 3 of the action.		
Commonwealth Investment ($)	**State Investment ($)**	**Planned Start Date**	**Planned End Date**
$1,500,000	NA Complemented by State investment in PD on assessment referral pathways.	July 2025	December 2028

Action 4: Enhance apprentice and trainee access to foundation skills training	Queensland supports all students engaged in the VET system, including apprentices and trainees, to access the foundation skills support that they need to be successful in their qualification and career. Approved LLND suppliers provide accredited LLND training to apprentices and trainees who have been assessed as needing further support. Through the planned activity outlined across actions 1 to 4 Queensland intends to support foundation skills providers with the knowledge and expertise to assess and develop participants' LLND skills. This highlights an opportunity to enhance apprentice and trainee access to LLND training, particularly in

	regional, rural and remote areas, at no-cost to meet their unique needs and circumstances. This action will review the accessibility of LLND training to apprentices and trainees (particularly in regional, rural and remote areas), and identify tailored solutions to enhance access. Scoping activity in Action 1 will support the review and identification of solutions. The solutions will focus on opportunities to increase the number of not-for-profit and community-based SAS (ACE providers) that are approved to deliver accredited LLND training to apprentices and trainees in regional, rural and remote areas, with alternative options explored as required. SAS identified RTOs within the ACE sector are best placed to deliver accredited LLND training to apprentices and trainees across Queensland as they have been assessed against a strong framework ensuring quality training delivery.
Objective	To enhance the network of LLND approved SAS ACE providers delivering accredited training in regional, rural and remote areas to support apprentices and trainees access tailored, no-cost training.
Delivery	This action will provide greater access to LLND training for apprentices and trainees in Queensland. It will be delivered in three stages. Stage 1 – Review DTET will review the reach of existing LLND approved SAS for delivering accredited LLND training to apprentices and trainees in regional, rural and remote areas to identify locations where there is a need for improved access. Stage 2 – Identify Where there is an access need identified, DTET will consult with ACE sector SAS in the region to identify potential opportunities to expand the network of approved LLND providers that can provide tailored support to apprentices and trainees. If there are no appropriate ACE sector SAS in the region, alternative options to expand access will be explored. This action will complement Queensland's new SAS framework that supports the delivery of government subsidised training in Queensland. Stage 3 - Implement The accredited LLND training provided to apprentices and trainees through the enhanced network of approved suppliers will be delivered at no cost to the students over the duration of this project to December 2028. The funding will be administered through contract arrangements with SAS and paid based on actual delivery.
Expected reach and additionality	A total of 4,637 apprentices and trainees enrolled in Queensland Government subsidised LLND in the FSK training package in 2023-24 FY at no cost through four approved SAS. It is anticipated that increasing the network of approved suppliers will enable more apprentices and trainees to access free LLND training that will be funded through this project. Engaging more eligible ACE SAS to deliver accredited LLND training to apprentices and trainees across Queensland is anticipated to further build

	the capacity of the ACE sector to meet the foundation skills needs of Queenslanders.		
Engagement and partnerships	Queensland will work with current LLND approved SAS and apprentice and training providers to identify locations with limited access to LLND training for apprentices and trainees. Solutions to improve access will be developed in consultation with regional SAS providers and tailored to the needs of local apprentices and trainees.		
Commonwealth Investment ($)	**State Investment ($)**	**Planned Start Date**	**Planned End Date**
$9,540,000	NA Complements the approximately $4 million invested annually by Queensland for current approved LLND providers to deliver the FSK training package at no cost to apprentices and trainees	January 2026	December 2028

Ensuring Access to Foundation Skills Training funding arrangements.

Details of funding	2025-26	2026-27	2027-28	2028-29	Total
Commonwealth contribution	$3,552,000	$5,520,000	$5,270,000	$700,000	$15,042,000

Performance Indicators

Each element of the policy initiative will be reported annually. The performance indicators will be refined and adjusted as delivery of the implementation plan progresses.

"No wrong door" for foundation skills
Quantitative indicators:

- Students enrolled in FSK that are concurrently enrolled with another SAS for their VET qualification by cohort and location, including First Nations referrals and regional, rural and remote locations.

Qualitative indicators:

- Description of the entry points and referral pathways for community, supported by testimonials from students, neighbourhood centres and/or providers.

No-or low fee access to foundation skills training
Quantitative indicators:

- Number of student enrolments in foundation skill training, including apprentices and trainees and First Nations participation
- Number of projects funded and/or participants accessing foundation skills training under SQW and expanded Community Foundation Skills program

Qualitative indicators:

- Testimonials of students and providers on the impact of no or low fee access.

Activities that support the ACE sector or equivalent

Action	Quantitative – annual reporting	Qualitative – reporting as appropriate
2. Enhancing access digital skills training for vulnerable cohorts	• Number of projects and or/participants supported through the Community Foundation Skills digital stream.	• Testimonials on the impact of digital training for individuals engaged in the programs.
3. Professional development for foundation skills providers	• Uptake and delivery of PD, including in regional, rural and remote areas.	• Qualitative evidence of the impact of the PD on the quality of delivery of foundation skills (e.g. trainers and assessor testimonials, participant satisfaction with PD training).
4. Enhance apprentice and trainee access to foundation skills	• Number of new ACE SAS approved to deliver LLND to apprentices and trainees. • Number of apprentices and trainees enrolled in LLND training by location (i.e. regional, rural and remote)	• Qualitative evidence of the impact of expanding the network of ACE SAS approved to deliver LLND to apprentices and trainees, including the impacts for the ACE sector and the impact for regional, rural and remote apprentices and trainees (e.g. ACE provider and student testimonials.

Evaluation arrangements

Evaluation framework – March 2026

The evaluation framework, including effectiveness, efficiency and appropriateness of the projects, will be developed and finalised by March 2026. The framework will be underpinned by a program logic the connects the action and outputs with the intended outcomes. Outcome indicators, both qualitative and quantitative will be defined to assess outcomes, with the long-term outcomes aligned with the NSA outcomes framework where possible. This includes consideration of the following indicators proposed at a national level:

- Completion rates including by Indigenous status, gender and disability,
- Employer satisfaction
- Student Satisfaction with Training including by Indigenous status
- Main reason for leaving study or training including by Indigenous status
- Improved Numerical Skills including by Indigenous status
- Improved Writing Skills including by Indigenous status
- Developed Problem-solving Skills including by Indigenous status

For non-VET outcomes, there is a gap in data availability to measure the LLND capability of the broader population, with the most recent survey completed in 2011-12. As such, qualitative indicators will be relied on to assess outcomes.

Key questions that the framework will seek to address include:

- *Implementation* – were the actions implemented as planned?
- *Appropriateness* – were the actions appropriate for supporting Queensland's ACE sector and enhancing foundation skills training delivery?
- *Effectiveness* – did the actions achieve the intended outcomes?
- *Efficiency* – were the actions cost-effective for delivering outcomes?

The evaluation framework will be shared with the Commonwealth and other states and territories with foundation skills bilateral implementation plans as appropriate.

Interim evaluation –March 2027

An interim evaluation will be completed by March 2027 to assess progress of the actions and identify any adjustments or changes required to ensure the actions achieve the intended outcomes.

Learnings from the interim evaluation will be shared with the Commonwealth and other states and territories through Senior Skills Officers Network (SSON) as appropriate.

Final evaluations – December 2028

The final evaluation will be completed by December 2028. The key findings from the evaluation and learnings for continued support for the ACE sector and delivery on foundation skills will be shared with the Commonwealth and other states and territories through SSON as appropriate.

MILESTONES AND PAYMENTS – ENSURING ACCESS TO FOUNDATION SKILLS TRAINING

Milestone	Evidence	Payment Value Up To (Commonwealth funded)	Commonwealth reporting period
Milestone 1: Initial payment on agreement of bilateral implementation plan (July 2025)	1: Bilateral implementation plan agreed with Commonwealth	1: $1,500,000	N/A
Milestone 2. Completion and Commonwealth acceptance of a report detailing progress on Actions 1, 2, 3 and 4, including consultation with key stakeholders, first drafts of key deliverables and next steps for implementation/delivery.	2. a) Progress report signed by Queensland senior official with responsibility for skills that outlines key activities of Actions 1, 2 3 and 4 to 31 March 2026, including Action 1 • Progress update. Action 2 • Enhancement of digital focus of the Community Foundation Skills initiative in grant guidelines. • Digital skills training projects underway. Action 3 • First draft of Professional Development resources supported by an implementation plan, including approach to consultation with SAS and engagement with a content expert, and hosting content online. Action 4 • First draft of review of reach of existing LLND approved SAS for delivering accredited LLND training to apprentices and trainees in regional, rural and remote areas and preliminary recommendation for locations where improved access is required.	2: $2,052,000	31 March 2026

	• Development and finalisation of an Evaluation framework, including effectiveness, efficiency and appropriateness of the projects.		
Milestone 3. Completion and Commonwealth acceptance of a report detailing progress on Actions 1, 2, 3 and 4, including finalisation of key deliverables, delivery of grants and development of tailored approaches to regional implementation.	3. Progress report signed by Queensland senior official with responsibility for skills that outlines key activities of Actions 1, 2 3 and 4 from 1 April 2026 to 30 September 2026 and relevant performance indicators, including: Action 1 • Progress update. Action 2 • Demonstration of delivery of tailored digital skills training to vulnerable cohorts evidenced by grant program data (including but not limited to number of eligible applications received, number of successful applications, anticipated reach of investment, total investment) Action 3 • Launch of PD resources online. • Priority locations for face-to-face delivery identified and planned approach to tailoring delivery to the local needs and context. • Delivery of PD in priority locations underway	3: $5,370,000	30 September 2026

	Action 4 • Development of tailored models to expand access to LLND for apprentices and trainees and commencement of implementation.		
Milestone 4. Completion and Commonwealth acceptance of an interim evaluation report.	4. Interim evaluation report in line with the evaluation framework.	4: $150,000	31 March 2027
Milestone 5. Completion and Commonwealth acceptance of a report detailing progress on implementation of Actions 1, 2, 3 and 4, and next steps.	5. Progress report signed by Queensland senior official with responsibility for skills that outlines key activities of Actions 1, 2 3 and 4 from 1 October 2026 to 30 September 2027 and relevant performance indicators, including: Action 1 • Progress update. Action 2 • Demonstration of delivery of tailored digital skills training to vulnerable cohorts evidenced by grant program data (including but not limited to number of eligible applications received, number of successful applications, anticipated reach of investment, total investment) Action 3 • Identification of opportunities/need to expand PD delivering to non-SAS in consultation with sector.	5: $5,270,000	30 September 2027

	Action 4 • Expanded LLND access for apprentices and trainees		
Milestone 6. Final review of all actions and final evaluation	6. a) Report signed by Queensland senior official with responsibility for skills summarising the review of Actions 1, 2, 3, 4 including final reporting of performance indicators. b) Final evaluation report in line with the evaluation framework.	6. $700,000	31 December 2028
	Total	**$15,042,000**	

The Parties have confirmed their commitment to this implementation plan as follows:

Signed *for and on behalf of the Commonwealth of Australia by*

The Honourable Andrew Giles MP
Minister for Skills and Training

27 / 7 / 2025

Signed *for and on behalf of the State of Queensland by*

The Honourable Ros Bates MP
Minister for Finance, Trade, Employment and Training

30 / 6 / 2025