



Australian Government

Department of Education, Employment
and Workplace Relations

Trade Training Centres in Schools Program



**Program Guidelines - 2008
(Round One Phase Two)**



Table of Contents

1. OVERVIEW	4
1.1 Introduction	4
1.2 Program Objectives	4
1.3 Program Priorities	4
1.4 Purpose of the Guidelines	5
1.5 Further Information and Enquiries	5
2. STAKEHOLDER ROLES AND RESPONSIBILITIES.....	6
2.1 Schools.....	6
2.2 State and Territory Education and Training Departments	7
2.3 Non-Government Education Authorities.....	8
2.3.1 Catholic schools sector	8
2.3.2 Independent schools sector	9
2.4 Department of Education, Employment and Workplace Relations	9
3. ELIGIBLE PROPOSALS.....	11
3.1 Eligibility of schools.....	11
3.1.1 Secondary schools with enrolments only to Year 10	11
3.1.2 Schools with multiple campuses	11
3.2 Funding Levels	12
3.3 Use of Funds	12
3.3.1 Equipment	13
3.3.2 Minor upgrade of facilities	13
3.3.3 Major capital works	14
3.4 Location of Trade Training Centres.....	14
3.5 Eligible Training Qualifications	15
3.5.1 Traditional trades	15
3.5.2 Emerging industry qualifications	16
3.5.3 Other eligible Certificate III or above qualifications.....	16
3.6 Flexible Arrangements for Delivery of Training.....	17
4. APPLICATION PROCESS.....	18
4.1 2008 Application round	18
4.1.1 Support for schools.....	18
4.1.2 Use of Expression of Interest data submitted for Phase Two	19
4.2 2008 Round: Submitting an Application for Phase Two Funding in 2008	19
4.2.1 Project Implementation Plan.....	20
4.2.2 Conflict of interest.....	20
4.3 Future Application rounds	21
4.4 Application Acknowledgement.....	21
4.5 Confidentiality.....	21
5. ASSESSMENT OF APPLICATIONS	22
5.1 Overview of Assessment Process	22
5.2 Assessment Criteria – Quality of Proposal.....	24
5.2.1 Quality of proposal – local partnerships	24
5.2.2 Quality of proposal – high quality trade training and student support	24
5.2.3 Quality of proposal – sustainability	26



5.2.4	Quality of proposal – project implementation expertise	26
5.3	Assessment Criteria – Need and Capacity to Benefit	27
5.3.1	Need for trade training.....	27
5.3.2	Capacity for the school and broader community to benefit.....	27
5.4	Assessment Criteria – Value for Money	27
5.4.1	Efficient and effective use of funding.....	27
5.5	Assessment Criteria – Financial Viability	28
5.5.1	Financial viability	28
5.6	Assessment Panels.....	28
5.6.1	State and Territory Assessment Panels	28
5.6.2	National Assessment Panel	28
5.7	Process for Advising Applicants of Assessment Outcomes	29
5.8	Opportunity for Feedback	29
6.	CONTRACTING AND FUNDING ARRANGEMENTS	30
6.1	Funding Agreements.....	30
6.2	Funding Obligations	30
6.3	Recognition and Acknowledgement.....	31
6.3.1	Equipment and/or minor refurbishment	31
6.3.2	Major capital works	32
6.4	Goods and Services Tax	32
6.5	Variations to Approved Projects.....	32
6.6	Withdrawing after Approval	32
6.7	Compliance	32
6.8	Payments and Acquittals	33
6.9	Commonwealth Right to Repayment	33
7.	MONITORING AND EVALUATION	34
7.1	Program Monitoring	34
7.2	Program Review.....	34
8.	ADDITIONAL INFORMATION.....	36
8.1	Freedom of Information	36
8.2	The Privacy Act.....	36
8.3	Privacy Complaints.....	36
8.4	Amendments, Suspension and Termination	37
9.	GLOSSARY	37
ATTACHMENT A:	Partnership Arrangements between the Commonwealth and the State and Territory Governments.....	40
ATTACHMENT B:	Partnership Arrangements between the Commonwealth and the Catholic schools sector.....	43
ATTACHMENT C:	Partnership Arrangements between the Commonwealth and the Independent schools sector.....	47
ATTACHMENT D:	National Skills Needs List	50



1. Overview

1.1 Introduction

The *Trade Training Centres in Schools Program* is an important element of the Commonwealth Government's Education Revolution. It will provide \$2.5 billion over 10 years to enable all secondary schools across Australia to apply for funding of between \$500,000 and \$1.5 million for Trade Training Centres.

Funding will be provided through an annual national application process to build or upgrade metal, woodwork, automotive, building and construction, electrotechnology and other trade workshops for secondary school students. Funding will extend to technical facilities such as commercial cookery and hairdressing facilities.

The Program will also fund the purchase or replacement of a range of equipment, such as:

- safety equipment; soldering and welding equipment;
- ovens; wood and metal turning lathes, grinders and drills; and
- equipment that will give students experience with new information and communication technology (ICT) found in trades workplaces and emerging industries.

The Program is underpinned by a strong partnership approach between the Australian and State and Territory Governments.

1.2 Program Objectives

Trade Training Centres are being established to help increase the proportion of students achieving Year 12 or an equivalent qualification to 85% by 2015 and 90% by 2020. An important step in increasing the proportion of students achieving Year 12 or an equivalent qualification is to ensure students have access to high quality, relevant education and training opportunities that continue to engage them and encourage them to complete their studies.

The Program is also an important element of the Commonwealth Government's workforce development agenda and will help address national skills shortages in traditional trades and emerging industries by improving the relevance and responsiveness of trade training programs in secondary schools.

Through the Program, the Commonwealth aims to:

- improve student access to trade training facilities that meet industry standards;
- improve the quality of schooling offered to secondary students undertaking trade related pathways; and
- assist young people to make a successful transition from school to work or further education or training.

1.3 Program Priorities

In the initial stages of the Program, funding will be prioritised to secondary schools with the greatest need for and capacity to benefit from a new or upgraded Trade Training Centre. Over the life of the Program, the aim is that there will be an equitable share of funding among States, Territories and education sectors. The final distribution of funds will, however, be dependent on the quality of applications received from each sector in each State and Territory.

The assessment of need and capacity to benefit will be closely linked to the Program objectives, which are to increase the proportion of students achieving Year 12 or an equivalent qualification and help address skills shortages in traditional trades and emerging industries. In allocating funds, priority will be given to applications that:

- establish regional skills hubs whereby secondary schools in rural and regional locations develop partnerships for improved trade training delivery;



- establish joint facilities in urban areas that can be utilised by secondary schools and which are accessible to students from government and non-government school sectors;
- link into existing training infrastructure including Registered Training Organisations (RTOs), industry skills centres and existing infrastructure within schools;
- support secondary school communities with Indigenous students, and students from rural, regional or other disadvantaged communities;
- allow a student to enrol in a Certificate III or above qualification in traditional trades experiencing skills shortages or emerging industries, make considerable progress towards its achievement, and provide guaranteed and accessible pathways for the student to achieve that qualification after finishing Year 12;
- include local industry and take into account local employment opportunities; and
- build on and complement other Commonwealth and State or Territory programs aimed at improving transition from school to work and increasing Year 12 or equivalent attainment.

1.4 Purpose of the Guidelines

The purpose of the *Trade Training Centres in Schools Program* Guidelines (the Guidelines) is to assist eligible applicants to submit applications for 2008.

The Guidelines set out arrangements for the administration and delivery of the Program. The Commonwealth reserves the right to amend these Guidelines as necessary. Information concerning changes to the Guidelines will be posted on the Program website.

1.5 Further Information and Enquiries

Further information about the *Trade Training Centres in Schools Program* and the application process can be found:

- by calling the Trade Training Centres Information telephone hotline 1300 363 079;
- at the Trade Training Centres Program website www.tradetrainingcentres.deewr.gov.au; or
- by sending an email to tradetraining@deewr.gov.au.



2. Stakeholder Roles and Responsibilities

This section sets out the roles and responsibilities of schools, State and Territory Education Departments, State and Territory non-government education authorities and the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR).

2.1 Schools

Schools will be responsible for managing the application process for the Program and working with their education authority or school sector during the development of the application:

- government schools must develop the application jointly with their State and Territory Education and Training Department;
- Catholic schools must develop the application jointly with the relevant Catholic Education Commission Office/or Block Grant Authority in each State or Territory; and
- Independent schools will be assisted by the relevant State and Territory Association of Independent Schools and Block Grant Authority.

Schools must appoint a project leader (who may be the school principal) to be responsible for the following key tasks:

- working with their education authority or school sector during the development of the application;
- undertaking and/or coordinating consultation with the school community, including parents, relevant community organisations and other appropriate local organisations (such as other schools, industry groups/associations, employers, Registered Training Organisations, Group Training Organisations, Local Community Partnerships, small business and local government) to assess the demand, support for and nature of the Trade Training Centre and the focus of its training delivery;
- demonstrating that their application for funding responds to local skill shortage occupations and/or emerging industries (see Section 3.5 for more information);
- negotiating appropriate consortium arrangements (where applicable) for operating the Trade Training Centre, including with other local schools, industry groups, employers, Registered Training Organisations, Group Training Organisations, industry skills centres and other appropriate organisations;
- developing strategies for effective engagement with communities that have high Indigenous populations;
- taking account of the assessment criteria set out in Section 5 of the Guidelines in developing the application;
- ensuring compliance with all legislative and other requirements and permissions necessary for the upgraded or new Trade Training Centre;
- submitting an application and ensuring all information in the application is correct;
- where applicable, providing evidence that there has been written agreement from all organisations participating in the consortium, and their endorsement of the application;
- facilitating execution of the Funding Agreement jointly with the relevant authority for their school sector as set out in Section 6 of the Guidelines;
- overseeing the operations of the Trade Training Centre in line with the approved proposal;
- promoting the Trade Training Centre to students, parents and the local community; and
- ensuring compliance with all provisions of the Funding Agreement.

The project leader may convene a Project Steering Committee, or use an existing committee, to assist in coordinating and managing the Trade Training Centre project.



Where a Trade Training Centre will involve a cluster of schools from the non-government sector and/or government sectors, each school will be responsible for working with their education authority, and for agreeing on a lead school to submit the application.

2.2 State and Territory Education and Training Departments

States and Territories will play a critical role in implementing the Program, particularly in the process of developing applications for funding.

During the submission process States and Territories will:

- promote the Program to school communities and other local stakeholders, including industry and employers;
- work with government schools (and non-government schools where appropriate) to jointly develop submissions for funding;
- contribute knowledge of local environments, to ensure that applications put forward each round address State, regional and local needs and build appropriate partnerships that ensure efficiency of investment is maximised;
- manage expectations within their jurisdiction about the likely funding for different types of submissions (equipment; equipment and minor upgrade of facilities; and major capital works), noting that there will be a competitive process for each round of the Program;
- ensure proposed projects from government schools comply with all relevant laws and policies and that arrangements are in place to meet OH&S, insurance and workplace compensation requirements; and
- facilitate partnerships between schools (government and non-government) and with industry, employers and the training sector where proposals for regional skills centres or shared facilities are being developed.

In the initial stages of the Program, the Australian, State and Territory Governments will establish a joint dedicated Trade Training Centres in Schools support unit in each State and Territory to proactively engage with government schools or any cluster of schools with government school membership, particularly in regional and remote areas, to help generate high quality, sustainable proposals that are built on strong local partnerships. The unit may also be able to assist smaller regional and remote schools with ongoing project management of their Trade Training Centre proposal if it is approved for funding. Additionally, this unit may provide advice in relation to labour market trends, industry skills need, information in relation to training activity across the State or Territory and information on the *Trade Training Centres in Schools Program* to all schools.

During the assessment process, States and Territories will:

- provide an assessment of all applications, from government and non-government schools, that:
 - indicates whether the application aligns with the State/Territory's skills priorities, engages appropriate local/regional bodies and stakeholders and avoids duplication of existing infrastructure;
 - helps identify those schools with greatest need and capacity to benefit, to ensure funds are targeted appropriately, including identifying recent investments in trade training facilities; and
- for government schools, provide a further assessment that indicates the degree of support for proposals and confirms their viability.

During the assessment of proposals involving schools from more than one sector, each relevant sector will have the opportunity to contribute to the assessment, consistent with their role during the assessment process as set out in the respective Partnership Arrangements.

During the funding process:

- Funding Agreements will be signed by person(s) who are legally authorised to bind the school by entering into an agreement with the Commonwealth (this person may be the principal of the school).



For additional information about contracting and funding arrangements, see Section 6.1. For additional information about obligations for the ongoing operation of the Trade Training Centre, consistent with the proposal being approved, see Section 6.2.

The roles outlined above are contained in the Partnership Arrangement between the Commonwealth and State and Territory Governments, a copy of which is at **Attachment A**.

2.3 Non-Government Education Authorities

The role of non-government education authorities is described below.

2.3.1 Catholic schools sector

The Catholic schools sector, as represented by the Catholic Education Commission or Block Grant Authority in each State or Territory, will play an important role in implementing the Program, particularly in the process of developing submissions for funding.

During the submission process the Catholic schools sector, as represented by the Catholic Education Commission or Block Grant Authority in each State or Territory will:

- promote the Program to Catholic schools and communities;
- work with Catholic schools to jointly develop submissions for funding;
- ensure applications from Catholic schools comply with all laws and policies and that arrangements are in place to meet OH&S, insurance and workplace compensation requirements; and
- facilitate partnerships between schools and industry, employers and the training sector where proposals for regional skills centres or shared facilities are being developed.

During the assessment process, the relevant Catholic Education Commission or Block Grant Authority in each State or Territory will:

- provide an assessment of all applications, from Catholic schools that:
 - indicates the degree of support for proposals and confirms that applications meet Catholic sector requirements for capital development;
 - confirms that Catholic schools involved in the application have the capacity to meet the recurrent costs associated with the ongoing operation of Trade Training Centres; and
- identifies whether Catholic schools are submitting the same capital bid under another program.

During the assessment of proposals involving schools from more than one sector, each relevant sector will have the opportunity to contribute to the assessment, consistent with their role during the assessment process as set out in the respective Partnership Arrangements.

During the funding process:

- Funding Agreements will be signed by person(s) who are legally authorised to bind the school by entering into an agreement with the Commonwealth (this person may be the principal of the school); and
- the Commonwealth will pay the first 12 months of the contract value to the relevant Catholic Education Commission or Block Grant Authority in each State or Territory up front, with payments to be passed on to schools in accordance with the Funding Agreement. In the case of Funding Agreements for major capital projects, payments linked to milestones will only be made to schools with the prior written approval of the Department of Education, Employment and Workplace Relations.

For additional information about contracting and funding arrangements, see Section 6.1. For additional information about obligations for the ongoing operation of the Trade Training Centre, consistent with the proposal being approved, see Section 6.2.

The roles outlined above are contained in the Partnership Arrangement between the Commonwealth and the Catholic schools sector, a copy of which is at **Attachment B**.



2.3.2 Independent schools sector

The Independent schools sector, as represented by relevant State and Territory Associations of Independent Schools and Block Grant Authorities, will play an important role in implementing the Program, particularly in the process of developing submissions for funding.

During the submission process the Independent schools sector, as represented by State and Territory Associations of Independent Schools and Block Grant Authorities will:

- promote the Program to Independent schools and communities;
- assist Independent schools to develop submissions for funding;
- assist Independent schools to ensure there are processes in place whereby proposed projects comply with all relevant laws and policies and that arrangements are in place to meet OH&S, insurance and workplace compensation requirements; and
- assist Independent schools to develop partnerships between schools and with industry, employers and the training sector where proposals for regional skills centres or shared facilities are being developed.

During the assessment process, the relevant Association of Independent Schools and/or Block Grant Authority will:

- provide an assessment of each application that:
 - indicates the financial viability of the application;
 - indicates whether the application meets capital development requirements; and
- identify whether the Independent school is submitting the same capital bid under another program.

During the assessment of proposals involving schools from more than one sector, each relevant sector will have the opportunity to contribute to the assessment, consistent with their role during the assessment process as set out in the respective Partnership Arrangements.

During the funding process:

- Funding Agreements will be signed by person(s) who are legally authorised to bind the school by entering into an agreement with the Commonwealth (this person may be the principal of the school); and
- the Commonwealth will pay the first 12 months of the contract value to the relevant Association of Independent Schools (AIS) or Block Grant Authority up front, with payments to be passed on to schools in accordance with the Funding Agreement. In the case of Funding Agreements for major capital projects, payments linked to milestones will only be made to schools with the prior written approval of the Department of Education, Employment and Workplace Relations.

For additional information about contracting and funding arrangements, see Section 6.1. For additional information about obligations for the ongoing operation of the Trade Training Centre, consistent with the proposal being approved, see Section 6.2.

The roles outlined above are contained in the Partnership Arrangement between the Commonwealth and Independent schools sector, a copy of which is at **Attachment C**.

2.4 Department of Education, Employment and Workplace Relations

DEEWR is responsible for the overall management of the program on behalf of the Commonwealth. DEEWR's Program Delegate is the Branch Manager, Trade Training Centres in Schools Taskforce, located in DEEWR's National Office in Canberra. The roles and responsibilities of DEEWR are outlined below:

- advising the Commonwealth Minister for Education and other Commonwealth Departments about the Program;



- promoting the Program, including developing and managing a marketing and national communication strategy;
- developing and maintaining strong relationships with Program stakeholders;
- negotiating partnership arrangements with government and non-government education sectors;
- communicating regularly with government and non-government education sectors;
- ensuring consistency in interpretation and application of policy by acting as a reference point, final arbiter, policy helpdesk and author of Program related documents;
- developing and updating Program documentation;
- operating a dedicated call centre;
- developing and maintaining the Program website, including the on-line application form;
- managing the application process;
- undertaking assessment of applications for funding against the assessment criteria for the purposes of making recommendations to the Minister;
- negotiating Funding Agreements for the Program;
- monitoring adherence with Funding Agreements;
- making payments in accordance with Funding Agreements;
- monitoring and managing the Program budget; and
- monitoring, evaluating and reporting on the Program.



3. Eligible Proposals

3.1 Eligibility of schools

Applications for funding can be made by a secondary school with Year 11 and 12 enrolments that:

- attracts Commonwealth general recurrent grants funding under the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* (the Act) legislation;
- is delivering a level of secondary education as determined by the Minister under the Act; and
- meets financial and educational accountability requirements of Commonwealth and State legislation.

A single school may submit an application to operate a Trade Training Centre. A school may also submit an application on behalf of:

- a cluster of secondary schools working together to establish a Trade Training Centre; or
- a consortium, which means a single secondary school, or cluster of secondary schools, working in partnership with other bodies, for example, Registered Training Organisations (RTOs), Group Training Organisations (GTOs), and/or employers to establish a Trade Training Centre as a shared facility.

It is anticipated that as part of the planning for new schools the need for trade training facilities in the region would have been considered. Therefore, new schools may not be a priority through this program and will need to provide a strong case for funding.

Applications for funding can also be made by secondary schools that meet the criteria set out in Sections 3.1.1 and 3.1.2.

3.1.1 Secondary schools with enrolments only to Year 10

Secondary schools that only enrol students to Year 10 are able to apply for funding as part of a cluster or consortium, where articulation arrangements with senior secondary schools enrolling students to Year 12 exist and where pathways to qualification attainment can be demonstrated as part of the application. In these instances, secondary schools that only enrol students to Year 10 may be a member of a cluster or consortium, and must not be nominated as the lead school to submit the application on behalf of the cluster or consortium.

In exceptional circumstances, a secondary school with enrolments only to Year 10 in a remote location can apply for funding in a consortium with a RTO, without the involvement of a senior secondary school. DEEWR will only accept such applications where there is no nearby senior secondary school, and where the most appropriate articulation arrangement for the students is to achieve Year 12 and/or equivalent qualification at the RTO. Approval in writing should be sought from DEEWR in these circumstances, prior to submitting the application.

3.1.2 Schools with multiple campuses

Schools with multiple campuses will be treated as a single school for funding purposes unless DEEWR has given written approval for the campuses to be treated as separate schools. Applications for campuses to be treated as separate schools will be considered on a case by case basis, taking account of secondary student enrolment numbers across the campuses and the reasons for establishing the campus arrangements.

Schools seeking a decision on this matter should email the Trade Training Centres in Schools Taskforce at tradetraining@deewr.gov.au requesting an “Application for Funding Eligibility for School Campuses” form. Submission of this form does not automatically lead to campuses gaining approval to be treated as separate schools and DEEWR reserves the right to request further information prior to making a decision. Applicants will be notified of the outcome in writing. Schools should return the completed form promptly to the Trade Training Centres in Schools Taskforce at tradetraining@deewr.gov.au in order for this matter to be considered well in advance of a full application being submitted by the closing date. Decisions to approve campuses as individual schools will be published on the Program website.



3.2 Funding Levels

Eligible schools can seek funding of between \$500,000 and \$1.5 million in total over the life of the Program to establish or upgrade Trade Training Centres. Funding will be based on the needs of each school and the quality of submissions, and not all schools will receive maximum funding.

Program funding levels will be indexed annually over the life of the Program.

Schools can apply for funding of *less* than \$500,000 in any round, however, such applications will be expected to meet the assessment criteria (as outlined in Section 5).

Where a group of schools submit a joint Trade Training Centre proposal, the total possible funding envelope applies to each school in the cluster. For example, if four schools applied as a cluster for major capital works funding, their funding allocation could be from \$2.0 million to a maximum of \$6.0 million (subject to need and the quality of the application).

Where a secondary school that enrolls students only to Year 10 applies as part of a consortium with a Year 11-12 senior secondary school (for example where the senior college system operates in Tasmania and the ACT), each school is eligible to apply for between \$500,000 and \$1.5 million over the life of the program. DEEWR will take account of enrolment numbers in each school when assessing value for money and determining the appropriate level of funding for the application (see Section 5.4 – Assessing Value for Money).

Where schools submit a joint application, the amount of funding attributed to each school will be equal. For example, if four schools successfully apply as a cluster for \$4.0 million then each school would be attributed \$1.0 million dollars of funding. Therefore the maximum funding possible that each school could apply for in future funding rounds would be \$500,000.

3.3 Use of Funds

Funds are available for:

- equipment; and/or
- minor upgrade of facilities; and/or
- major capital works.

It is expected that funding for major capital works would generally be higher than funding to purchase or upgrade equipment in existing training centres. It will be up to each school (in consultation with their government or non-government school system) to determine which form of investment will be in line with their long term capital investment strategies, and will best meet the needs of their students and local employers.

Funds can be used to enhance existing infrastructure and may be combined with other funding sources including contributions from State and Territory grants, school communities, RTOs and/or employers.

Up to \$1,000 of funds can be used for recognition arrangements (see Section 6.3).

Program funds cannot be used for any other purpose. Under the Program, these include, but are not limited to:

- procurement of human resource or personnel services; and
- overhead costs incurred in distributing funds.

All the above costs are the responsibility of the Funding Recipient. An exception is that Program funds can be used for building project management fees associated with major capital works (see Section 3.3.3).

No additional funding is available to meet recurrent costs associated with the ongoing operation of Trade Training Centre facilities. These types of costs include, but are not limited to:

- consumables, repairs, maintenance or replacement of class sets of equipment and tools;
- electricity usage, phone, staff training;
- salaries – specialist teachers, tutors, relief teacher wages, overtime, long service levies;



- ongoing expenses such as computer maintenance, security personnel, surveillance;
- insurance of equipment and facilities; and
- transportation.

All recurrent costs are the responsibility of the school.

3.3.1 Equipment

Funds can be used to purchase or replace a range of equipment. Examples of equipment or materials that may receive funding under the Program include, but are not limited to:

- safety equipment;
- soldering and welding equipment;
- ovens;
- wood and metal running lathes, grinders and drills;
- class sets of equipment, such as kitchen knives and cutting boards for use in commercial kitchens; and
- equipment that will give students experience with new ICT found in trades workplaces and emerging industries.

Equipment purchases can include new or second hand equipment. While the use of funds can extend to sets of equipment to establish a Trade Training Centre, funding would not cover recurrent costs associated with replacement of class sets of equipment.

Due to the significant costs associated with purchasing highly technical equipment that may quickly become obsolete or no longer meet contemporary industry requirements, schools are able to apply for funds for the lease of equipment where it can be shown in the application that this would be more cost effective over a given period than purchasing. Proposals to lease equipment must present a business case identifying the number of years the school intends to lease equipment and a comparison of lease costs against purchasing price. Funding from the Commonwealth would only cover the initial lease period in the business case, not ongoing lease, and residual or renewal costs.

Project proposals that include purchase of equipment must take into consideration any relevant State/Territory purchasing and procurement guidelines such as using preferred supplier contracts where required.

Equipment will need to meet industry requirements for the delivery of training in the designated Australian Qualifications Framework (AQF) qualification.

3.3.2 Minor upgrade of facilities

Funding can be used for minor upgrade of existing facilities to improve the infrastructure of the school in order to offer higher level training in traditional trades and/or emerging industries. Examples of minor upgrade of facilities include, but are not limited to:

- building refurbishments; and
- rewiring existing facilities to meet legislative requirements.

An application for minor upgrade of facilities may also include funding to purchase or upgrade equipment in that facility as defined in Section 3.3.1.

Schools considering funding being used for the upgrade of existing facilities should note that only amounts up to \$1.0 million will be considered a minor upgrade of existing facilities. Any applications involving an amount above this will be considered major capital works (refer to Section 3.3.3).

Where a school is applying to upgrade existing leased premises, the application will need to demonstrate that the school has the owner's permission to undertake the upgrades and a commitment to use the premises for a Trade Training Centre for a 20 year minimum.



3.3.3 Major capital works

Funds may be used for major capital works to establish a new Trade Training Centre, or to undertake a major expansion of an existing training centre to offer higher level training in traditional trades and/or emerging industries.

DEEWR will consider funding applications that involve the purchase of land and/or a building to establish a Trade Training Centre. Through the application process, applicants will need to:

- provide the reasons for taking this approach;
- demonstrate that this approach represents an effective and efficient use of Commonwealth funding; and
- show that the proposal is a highly sustainable and a viable approach to delivering high quality trade training and will meet the needs of the school/s and students.

Applicants are responsible for following relevant building or construction requirements and for obtaining necessary approvals before applying. While it is preferable to have confirmed approvals, applications may be submitted with planning approval pending. Planning approval must be obtained to meet the accountability requirements of the Program.

It is a requirement for construction projects that professional, appropriately licensed tradespersons, with appropriate insurance to cover the construction project, are used for all aspects of the project.

Consultancy, project management and statutory costs such as building application fees can be included in applications for major capital works involving construction. Project management costs include:

- building design and development;
- tender and contract documentation; and
- building project management fees.

The proportion of consultancy, project management and statutory costs sought in any major capital proposal involving construction would need to be commensurate with the proportion of total costs being met by the Commonwealth, and would be a factor considered in assessing the value for money of each application.

Funding Recipients for capital works of a value greater than \$5.0 million must:

- comply with the National Code of Practice for the Construction Industry and the Australian Government Implementation Guidelines for the National Code of Practice for the Construction Industry, revised September 2005, reissued June 2006 (for more information on the code see www.workplace.gov.au/building); and
- only use contractors accredited under the Australian Government Building and Construction Occupational, Health and Safety Scheme (for more information on this scheme see www.fsc.gov.au/ofsc/Theaccreditationscheme).

Where a school intends to lease a site for the location of a major capital works as part of its application, the lease arrangement should contract a 20 year minimum lease provision.

3.4 Location of Trade Training Centres

A Trade Training Centre can be located on:

- school premises; or
- non-school premises (for example, a consortium member's site) where:
 - it is servicing a cluster of schools;
 - there is insufficient space on the school's grounds;
 - relevant occupational health and safety requirements could not be met if the Centre were located on school premises; or



- it would unnecessarily duplicate existing training facilities (for example where there is a nearby, accessible training provider and it would be more cost-effective for those facilities to be upgraded or expanded for use by nearby schools).

Mobile training facilities may also be a cost effective means of establishing a Trade Training Centre that can provide training to clusters of schools, particularly in regional and remote areas.

3.5 Eligible Training Qualifications

Eligible training qualifications with the highest priority for Trade Training Centres are:

- AQF Certificate III or above qualifications in traditional trade occupations experiencing skills shortages; and
- AQF Certificate III or above trade qualifications in emerging industries.

Other eligible training qualifications include:

- Pre-apprenticeship programs that articulate or otherwise gain credit against a relevant trade qualification, including suitable AQF Certificate II programs that the relevant Industry Skills Council indicates are designed to provide an appropriate pathway to a full trade qualification; and/or
- Pathways for students in Years 9 and 10 that include programs that equip potential tradespersons/students to make informed choices about their choice of trade occupation – such as vocational education and training ‘taster’ programs in Year 9, and accredited vocational education and training programs with structured workplace learning placements in Year 10.

3.5.1 Traditional trades

Traditional trade occupations experiencing skills shortages will be determined by national and regional information on skill shortages. Priority will be given to trade qualifications required for occupations as identified on the following National Skill Needs List (NSNL) (published on the Australian Apprenticeships Website www.australianapprenticeships.gov.au):

Aircraft Maintenance Engineer (Avionics)	Floor Finisher	Pressure Welder
Aircraft Maintenance Engineer (Mechanical)	Furniture Finisher	Printing Machinist
Automotive Electrician	Furniture Upholsterer	Refrigeration and Air-conditioning Mechanic
Baker	Gasfitter	Roof Plumber
Binder and Finisher	General Electrician	Roof Slater and Tiler
Boat Builder and Repairer	General Plumber	Screen Printer
Bricklayer	Hairdresser	Shearer
Butcher	Joiner	Sheet metal Worker (First Class)
Cabinetmaker	Lift Mechanic	Sign writer
Carpenter	Locksmith	Solid Plasterer
Carpenter and Joiner	Mechanical Services and Air-conditioning Plumber	Stonemason
Cook	Metal Fabricator	Toolmaker
Drainer	Metal Machinist (First Class)	Tree Surgeon
Electrical Powerline Tradesperson	Motor Mechanic	Vehicle Body Maker
Electrician (Special Class)	Optical Mechanic	Vehicle Painter
Electronic Equipment Tradesperson	Painter and Decorator	Vehicle Trimmer
Fibrous Plasterer	Panel Beater	Wall and Floor Tiler
Fitter	Pastry Cook	Welder (First Class)
Flat Glass Tradesperson	Picture Framer	Wood Machinist (A-Grade)



See **Attachment D** for a list of the above trade occupations and required qualifications.

Schools may submit applications for Trade Training Centres offering training in traditional trades that do not appear on the list above. The school will be required to provide evidence that a local or regional skills shortage exists and this will need to be confirmed by the State or Territory Training Department. DEEWR will also consider whether high cost capital equipment is required to deliver the training before approving it for Trade Training Centre funding.

3.5.2 Emerging industry qualifications

The following additional qualifications, drawn from the qualifications that attract additional innovation incentives for an employer who employs an apprentice, are eligible:

- Certificate III in Competitive Manufacturing;
- Certificate III in Electrotechnology;
- Certificate III in ESI Generation;
- Certificate III in Gas Industry Operations;
- Certificate III in Laboratory Skills;
- Certificate III in Pharmaceutical Manufacturing;
- Certificate III in Plastics;
- Certificate III in Process Manufacturing;
- Certificate III in Process Plant Operations;
- Certificate III in Rubber; and
- Certificate III in Seafood Industry (Aquaculture).

The above qualifications must be from nationally endorsed Training Packages. Applicants should reference the full qualification title and code in their application.

3.5.3 Other eligible Certificate III or above qualifications

In 2008 the following qualifications are also eligible:

- RTE30103 Certificate III in Agriculture;
- RTE31903 Certificate III in Rural Operations; and
- RTF30103 Certificate III in Horticulture.

The above qualifications will only be eligible for schools in rural areas and/or where significant support from local industry can be demonstrated.

Additional eligible qualifications may be included in future funding rounds. Requests for additional qualifications need to be submitted in writing to the Program Delegate.

DEEWR will consider whether they align with priority occupations experiencing skills shortages and whether there is a requirement for high cost capital equipment to deliver the training. Additional eligible qualifications will be published on the website and included in program guidelines when they are updated from time to time.

Skills Australia is being established by the Commonwealth to provide independent, expert advice on priority workforce skills and workforce development needs. Once Skills Australia is in place, the Government will take into consideration its advice on skills shortages in determining eligible qualifications.



3.6 Flexible Arrangements for Delivery of Training

DEEWR will consider a range of flexible arrangements for the delivery of training to students. Examples include, but are not limited to:

- arrangements where RTO staff provide the off-the-job training to students in a Trade Training Centre located on school premises, or where some modules of training are undertaken on the RTO's premises; and
- applications that include some facilities for Year 9 and 10 students to improve the quality of pathways into training in Years 11 and 12 as part of an integrated training model. An integrated model could include vocational education and training 'taster' programs in Year 9, accredited vocational education and training programs with structured workplace learning in Year 10, and school-based apprenticeships in Years 11 and 12. Trade Training Centre facilities could be used to support all of these elements of training.



4. Application Process

This section provides advice to applicants to obtain, complete and submit an application.

Applications can only be submitted during the annual application round. Schools will be responsible for determining whether they are eligible (see Section 3.1) and managing the timing and submission of their application(s) over the life of the Program.

In developing a proposal, all applicants should examine other Australian and State/Territory government programs that are designed to improve school capital infrastructure and therefore may be more appropriate than the *Trade Training Centres in Schools Program* to fund the project that they are developing.

The *Trade Training Centres in Schools Program* is not a substitute for the supplementary funding provided under the Commonwealth's Capital Grants Program or funding provided by the State and Territory government and non-government education authorities, which have the primary responsibility for providing, maintaining and upgrading their school facilities.

4.1 2008 Application Round

Applicants should note that the 2008 application round has **two phases**. Schools that were well advanced in their planning were able to submit an application as part of Phase One in May 2008. Successful Round One (Phase One) schools were announced on 15 July 2008. Schools that can lodge an application for Phase Two must either have:

- been unsuccessful with their Phase One application; or
- lodged an Expression of Interest (EOI) by 9 May 2008.

Phase Two of the 2008 application round will open on **23 July 2008**. Schools must lodge Phase Two applications by **17 October 2008**.

DEEWR will accept applications for equipment, minor upgrade of facilities and major capital works for Phase Two.

The submission of an EOI does not bind a school to continue through to a full application for Phase Two.

Applicants who were unsuccessful with their Phase One application will be given the opportunity to submit an application in Phase Two. Schools should note that the Phase One applications will not be automatically rolled over to Phase Two – a new application for Phase Two will need to be submitted. Schools that require a copy of their unsuccessful Phase One application can request a copy from DEEWR to assist in revising it for Phase Two or a future annual funding round.

All applications must be submitted electronically using the *Trade Training Centres in Schools Program* on-line application form, unless prior agreement has been reached with DEEWR. Applicants can obtain the application form from the Program website at www.tradetrainingcentres.deewr.gov.au.

DEEWR reserves the right to accept both EOIs and applications after the EOI closing date (which was 9 May 2008). DEEWR will not provide any formal feedback to schools with regard to their completed EOI forms.

4.1.1 Support for schools

Schools needing support to complete their applications or with general enquiries regarding the Program can contact the dedicated call centre open from 8.00 am – 6.00 pm, AEST Monday to Friday. Schools can also refer to the "Application Help" support available from the Program website.

Independent schools can also access assistance from the State or Territory Associations of Independent Schools and Block Grant Authority.

Catholic schools can also access assistance from the Catholic Education Commission or Block Grant Authority in each State or Territory.



Government schools will receive support from a joint dedicated Trade Training Centres in Schools support unit in each State and Territory. The unit will proactively engage with government schools or any cluster of schools with government school membership, particularly in regional and remote areas, to help generate high quality, sustainable proposals that are built on strong local partnerships. The unit may also be able to assist smaller regional and remote schools with ongoing project management of their Trade Training Centre proposal if it is approved for funding. Additionally, this unit may provide advice in relation to labour market trends, industry skills need, information in relation to training activity across the State or Territory and information on the *Trade Training Centres in Schools Program* to all schools.

4.1.2 Use of Expression of Interest data submitted for Phase Two

DEEWR will use data submitted in the EOI process to determine overall demand for the Program in 2008. The EOI included core information about the proposed application for Phase Two, such as:

- a description of the proposal;
- the approximate amount of Program funds being sought;
- the cluster/consortium members (where applicable); and
- the nature of training being offered through the Trade Training Centre.

Based on EOI data, the Commonwealth may choose to work with State and Territory government and non-government education authorities to manage expectations around the number of applications to be funded during 2008, taking account of the priority given to schools with the greatest need and capacity to benefit. Applicants should note that information regarding, and contained in, their EOI may be shared with relevant Commonwealth and State/Territory government agencies, and with any other organisations and individuals that DEEWR considers relevant.

4.2 2008 Round: Submitting an Application for Phase Two Funding in 2008

To apply for Phase Two funding, schools must lodge a completed application with DEEWR by **17 October 2008** with sufficient information and supporting documentation to enable DEEWR to assess the application, taking account of the criteria set out in Section 5 of the Guidelines. Documentation should include:

- a completed and endorsed application form; and
- any supporting information, such as performance data, statements of support.

Applicants must complete the on-line application form and certify that:

- the application form has evidence of support from local stakeholders, including industry;
- where it is an application made by or on behalf of a cluster or consortium, all parties have agreed to the submitted application;
- they have read and understood the Program Guidelines; and
- the information provided in the application is true and correct.

Giving false or misleading information is a serious offence. Applicants should note that this may deem their application ineligible and may result in them being ineligible to apply for the life of the Program.

Applications that are incomplete will be considered non-compliant and will not proceed any further through the assessment process (see Section 5.1).

Each application must be independent and must not rely on the success of any other application. Applications are required to show evidence of involvement by appropriate stakeholders, for example, letters of support from local employers offering work-placements to students. Applications from a cluster or consortium must obtain letters of agreement confirming the cluster or consortium arrangements from all participating members.



4.2.1 Project Implementation Plan

As part of their application, schools will be required to complete a Project Implementation Plan which will be considered a key document supporting the application. The Project Implementation Plan template is available from the Program's website at www.tradetrainingcentres.deewr.gov.au. Schools must demonstrate in the Project Implementation Plan that they have a robust plan that covers, but is not restricted to, information on the following:

- project implementation strategies (short, medium and longer term that cover the expected project/funding period);
- organisational structure, including the role of the governing body and key project management personnel;
- details of key personnel in schools and consortium members, including full names, positions, roles and responsibilities, length of time in roles;
- conflict of interest management (see Section 4.2.2);
- risk management strategies, including the adequate consideration of fraud risks;
- overall project timelines – what will be completed and by when; and
- financial plans, including capital budget, in-kind contributions, industry support, project payment plan for the overall amount of Commonwealth funding being sought.

As part of the Project Implementation Plan, schools may wish to identify other sources of contributions towards the project. The types of financial contributions accepted under the Program include:

- internal contributions which are sourced from school funds, Parents and Citizens or fundraising activities;
- external financial contributions which are sourced from local employers and local industry; and
- external in-kind contributions such as the use of employer facilities or other support. No dollar value will be applied to in-kind donations.

Applicants must demonstrate how financial contributions from different sources will be accounted for and recorded separately as part of the project's financial plan.

Successful applicants may be required to provide an updated and more detailed project implementation plan prior to the execution of the Funding Agreement. In such cases, the updated project implementation plan must provide additional information but must not differ substantially in focus or intent from the original application. Project Implementation Plans must be agreed and updated on an annual basis (for those Funding Agreements that go over one year).

4.2.2 Conflict of interest

Applicants must identify, in their Project Implementation Plan, any potential or actual conflicts of interest that they believe will or may arise from submitting the application or in their responsibilities to the Commonwealth and other parties in the course of establishing and managing trade training centre facilities.

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

Applicants must specify in their applications how any actual or perceived conflict of interest will be addressed and monitored to ensure that it does not compromise the outcomes desired for this funding process.

DEEWR reserves the right to assess the potential impact of the conflict or perceived conflict and what plans, if any, are proposed to address the conflict of interest, in relation to the application for funding. If DEEWR is not satisfied that arrangements are in place to appropriately address/manage a perceived or actual conflict of interest, DEEWR may decide to reject an application on that basis.



4.3 Future Application Rounds

The Program will run over 10 years. The actual dates of future application rounds will be published on the Trade Training Centres website at www.tradetrainingcentres.deewr.gov.au each year, well in advance of closing dates.

4.4 Application Acknowledgement

Unless prior agreement has been reached with DEEWR, an Expression of Interest (EOI) or application is not recognised as having been lodged until DEEWR receives a properly completed on-line form. The applicant will receive email confirmation that the form has been submitted. If this advice is not received within 24 hours of an application being lodged, the applicant should check with DEEWR if the form has been received. If any additional information is required, DEEWR will contact the applicant separately.

4.5 Confidentiality

Applicants should note that information regarding their Trade Training Centre project may be shared with relevant Commonwealth and State/Territory government agencies, and other relevant organisations and individuals.

DEEWR gives no undertaking to keep EOI, applications or any information related to these processes confidential unless that information is clearly identified by the applicant as information that the applicant considers should be treated as confidential, including reasons for the request. DEEWR may accept or refuse a request to treat information as confidential. DEEWR's obligation to keep information confidential will not be breached if the information is:

- disclosed by the Commonwealth to its advisers or employees solely in order to consider the applications;
- disclosed by the Commonwealth to the responsible Minister;
- disclosed by the Commonwealth, in response to a request by a House or a Committee of the Parliament of the Commonwealth of Australia;
- authorised or required by law to be disclosed; or
- in the public domain.



5. Assessment of Applications

This section provides advice to assist applicants in preparing an application.

5.1 Overview of Assessment Process

The assessment process is competitive and each application will be assessed on its relative merit. The assessment process for 2008 will take account of the Commonwealth's decision to give priority to those schools which have the greatest need for and capacity to benefit from a new or upgraded Trade Training Centre. Final decisions will also be dependent on the quality of applications.

When the application round closes, DEEWR will undertake the following steps:

<p>Step 1</p>	<p><i>Schools will receive an email once their on-line application is successfully submitted.</i></p> <p><i>All applications lodged by the application closing date will undergo a compliance check.</i></p> <p><i>Requests for further information may be undertaken by phone or email. Applicants will be required to respond in the nominated timeframe (for Phase Two, this is likely to require applicants to respond within 48 hours).</i></p> <p><i>Applicants who fail to provide requested information for a particular project will be deemed non-compliant. Non-compliant applications will not proceed any further through the assessment process.</i></p>
<p>Step 2</p>	<p><i>All compliant applications will be forwarded to the relevant education authority to undertake the assessment role outlined in Section 2 of the Guidelines, noting that cross-sectoral applications will be forwarded to each relevant sector authority.</i></p> <p><i>The relevant elements of all compliant non-government school applications will be forwarded by DEEWR to the State or Territory government department necessary to undertake the assessment role outlined in Section 2 of the Guidelines.</i></p>
<p>Step 3</p>	<p><i>All compliant applications, and the assessment of the relevant education authority and State or Territory government department, will be returned to DEEWR for assessment by the State or Territory Assessment Panel.</i></p>
<p>Step 4</p>	<p><i>The State and Territory Assessment Panels will assess all applications against the following criteria:</i></p> <p>1. Quality of Proposal</p> <ul style="list-style-type: none"> ○ <i>local partnerships;</i> ○ <i>high quality trade training and student support;</i> ○ <i>sustainability; and</i> ○ <i>project implementation expertise.</i> <p><i>Any application that does not meet an acceptable standard of quality may not proceed any further through the assessment process.</i></p> <p>2. Need and Capacity to Benefit</p> <ul style="list-style-type: none"> ○ <i>need for trade training facilities; and</i> ○ <i>capacity for the school and broader community to benefit.</i>



	<p>Schools should be aware that In the initial stages of the Program, funding will be prioritised to schools that demonstrate the greatest need for and capacity to benefit from a new or upgraded Trade Training Centre. Final decisions will also be made after consideration of the quality of the application.</p> <p>3. Value for Money</p> <ul style="list-style-type: none"> ○ efficient and effective use of funding <p>4. Financial Viability</p> <p>The State and Territory Assessment Panels will assess all applications received against the information provided by the applicant in the application form, information provided by the relevant education authority or authorities, and according to the applicant’s demonstrated ability to meet the assessment criteria. Panels may contact applicants to clarify information contained within an application or to seek additional information.</p> <p>At all times, the State and Territory Assessment Panels reserve the right to seek external expert advice.</p> <p>DEEWR may allocate weightings for some or all of the assessment criteria.</p>
<p>Step 5</p>	<p>All assessed applications, including their ratings, will be forwarded to the National Assessment Panel to:</p> <ul style="list-style-type: none"> • check for consistency of assessment across State and Territory panels; • compile applications into a national ranking; and • make recommendations to the Minister on successful applicants. <p>DEEWR reserves the right to negotiate with applicants recommended for funding, regarding both the level of funding and the nature of the proposal.</p> <p>DEEWR would generally expect that the maximum funding levels would only be offered to very high quality proposals, very needy schools, and proposals that would benefit a large number of students. In considering appropriate levels of funding, DEEWR may also take into account:</p> <ul style="list-style-type: none"> • the cost of equipment in each industry; • additional costs in regional and remote areas of Australia; and • a school’s capacity to access funding from other sources. <p>Schools will be identified as regional and/or remote according to the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Classification of Geographical Location and/or the Accessibility/Remoteness Index of Australia (ARIA).</p>
<p>Step 6</p>	<p>The Minister will make the final decisions about which applications are funded and the final funding amount. In making these decisions, the Minister may take into account the recommendations of the National Assessment Panel.</p> <p>All applicants will be advised of assessment outcomes.</p>



5.2 Assessment Criteria – Quality of Proposal

5.2.1 Quality of proposal – local partnerships

Schools are required to outline the nature of the consortium and local partnership arrangements that will underpin and support the trade training in their school or cluster (where applicable). The information provided in the application should clearly identify who has been consulted as part of the development of the application (for example, schools, industry associations/groups, employers, RTOs, GTOs, Local Community Partnerships, small business and local government) as well as the proposed arrangements that will support the trade training delivery. These may include:

- details about any proposed consortium for the establishment of the trade training facility, including any previous partnership arrangements and their duration;
- rationale/reasons for choosing not to participate in a consortium arrangement;
- in the case of a recently established consortium, the supporting rationale that has led to its development;
- clear statements about the roles and responsibilities of each member of the proposed consortium, including the benefits that each partner will bring to support the operation of the Trade Training Centre;
- in the case of collaboration and support from local industry bodies, employers and other relevant stakeholders in the development and operation of the Trade Training Centre, the nature and rationale for their inclusion;
- how the proposal will build on and complement other Commonwealth and State or Territory programs aimed at improving transitions from school to work and increasing the proportion of students achieving Year 12 or an equivalent qualification;
- how the Trade Training Centre will utilise and build on existing infrastructure without duplicating existing facilities that students can already access; and
- evidence of co-investment from industry – either through direct financial commitment or in-kind support such as access to workplace premises and support for on-the-job training components.

In assessing applications against this criterion, DEEWR will take into account whether the proposal meets the Program's priorities, which include:

- establishing regional skills hubs whereby secondary schools in rural and regional locations develop partnerships for improved trade training delivery;
- establishing joint facilities in urban areas that can be utilised by secondary schools in reasonable proximity to each other from government and non-government school sectors;
- involving local industry and taking into account local employment opportunities and regional skills needs; and
- building on and complementing other Commonwealth and State or Territory programs which are aimed at improving training pathways and transitions from school to work and increasing Year 12 or equivalent achievement.

As part of its assessment, DEEWR will consider information provided by the State or Territory Education and Training Department indicating whether the proposal aligns with State/Territory skills priorities, engages appropriate local/regional bodies and avoids duplication of existing infrastructure.

A school that is unable to participate in a regional skills hub or joint facilities, for example, due to being in a very remote location, will not be disadvantaged in the assessment process.

5.2.2 Quality of proposal – high quality trade training and student support

Schools are required to outline the nature of their proposed training model, in particular how it aligns with the Program's training priorities as well as the range of student support services that will underpin and support the trade training in their school or cluster.



The on-line application form will ask schools to provide information about their history of providing VET delivery and how the application for funding fits in with the school or cluster's long term infrastructure investment plans and the educational philosophy of their school/s. In assessing applications against this criterion, DEEWR will take into account the extent to which the proposal will align with the Program's training priorities and offer a quality model of training and student support.

Alignment with Program training priorities

In assessing proposals involving Certificate III qualifications, DEEWR will consider:

- whether the qualifications are eligible;
- the proportion of qualifications students will achieve by the end of Year 12;
- ways in which guaranteed pathways have been established for students to achieve their qualifications after finishing Year 12; and
- arrangements to ensure school-based apprenticeship pathways are available to students.

In assessing proposals for pre-apprenticeships programs that articulate or otherwise gain credit against a relevant trade qualification, including suitable AQF Certificate II programs for Certificate II qualifications, DEEWR will consider:

- whether it is an eligible qualification (refer to Section 3.5); and
- the nature and extent of recognition towards a trade qualification.

As part of this assessment, DEEWR will consider the State Education and Training Department's input on regional and State/Territory development and skills priorities.

Quality model of training and student support

In assessing proposals DEEWR will consider whether the proposal will:

- ensure training is delivered by appropriately qualified trainers/teachers (including ensuring relevant up-to-date industry experience and appropriate vocational education and training competencies);
- provide for ongoing teacher training and professional development;
- meet industry requirements regarding quality on-the-job experience;
- provide effective on-the-job learning environments and high quality assessments, including recognition of prior learning;
- provide access from Year 9 to career advice from appropriately qualified staff, to ensure students have well developed learning and career development plans and are selecting appropriate vocational education and training options;
- ensure training offered by Trade Training Centres is part of a broad comprehensive secondary education and responsive to student and employer needs;
- increase the availability of trade pathways for students in Years 9 and 10, including accredited vocational education and training programs where appropriate;
- provide well developed timetabling arrangements to coordinate the delivery of mainstream subjects and vocational education and training subjects, including on-the-job components through structured work placements or apprenticeships;
- provide learning and assessment strategies that support quality outcomes for Indigenous students and students from rural, regional or other disadvantaged communities. This may include mobile training facilities for rural and remote regions;
- provide support for apprentices through mentoring and pastoral care in the on-the-job component of their training;
- provide vocational education and training oriented literacy and numeracy support for students that require such assistance; and
- support students to make a successful transition to further education and training or work.



As part of the application, applicants will also need to indicate whether the proposal:

- has met or will be able to meet RTO requirements with regard to scope of registration for the delivery of the training in the qualifications identified in the application (this may involve putting in place an appropriate partnership arrangement with an RTO scoped to deliver the identified qualification.);
- complies with the Australian Quality Training Framework (AQTF) standards and endorsed Training Package requirements;
- complies with State and Territory building codes and meets Occupational Health and Safety insurance and workplace compensation requirements;
- will comply with the National Code of Practice for the Construction Industry and the Australian Government Implementation Guidelines for the National Code of Practice for the Construction Industry; and
- will comply with the Australian Government Building and Construction Occupational Health and Safety Accreditation Scheme.

DEEWR will also assess whether the equipment, refurbishment or major capital works will result in a Trade Training Centre that meets industry requirements for the delivery of quality training in the qualifications identified in the application.

5.2.3 Quality of proposal – sustainability

Schools, as part of their application, will need to outline the extent to which the proposal demonstrates its ongoing viability and sustainability. When demonstrating sustainability in their application, schools should demonstrate or provide information on their school or cluster's strategies for:

- continuing engagement with employers and industry in partnerships, for example, through employer support for quality, structured workplace learning, school-based apprenticeships or student mentoring;
- ensuring ongoing access to qualified teaching personnel; and
- proposed funding sources for recurrent costs such as teaching resources and materials, ongoing equipment leasing costs, maintenance and upkeep of infrastructure, student consumables, insurance premiums, and transportation costs.

Where proposals are submitted for a consortium, DEEWR will also take into account the sustainability of the consortium, including:

- evidence of schools successfully working together in the past with each other and with consortium members; and/or
- the level of maturity of consortium arrangements in delivering quality vocational education and training in schools programs.

DEEWR will also take into account the track record of the school or members of the consortium (where applicable) in supporting students to complete school-based apprenticeships.

In assessing applications against this criterion, DEEWR will also consider the extent to which the proposal demonstrates linkages with existing Commonwealth and State/Territory programs that would complement the operations of the Trade Training Centre, such as Career Advice Australia programs, on-the-job training for VET students and Mentors for Our Students.

5.2.4 Quality of proposal – project implementation expertise

In assessing applications against this criterion, DEEWR will take into account the extent to which the proposal demonstrates the proponents have the ability to deliver the project outcomes and the expertise/skills to implement the project. This will include the extent to which the proposal demonstrates:

- evidence of expertise/skills/personnel/credentials to successfully manage the project;
- effective governance and project management arrangements, as demonstrated through the applicant's project implementation plan; and



- sound evidence about the level and likelihood of the risks involved, including how the identified risks will be managed.

5.3 Assessment Criteria – Need and Capacity to Benefit

5.3.1 Need for trade training

Schools are required to demonstrate in their application a need for trade training. When demonstrating need for trade training in their application, schools will be required to provide information on:

- current *apparent Year 12 retention rates* and how increased access to facilities that meet industry standards will increase the proportion of students achieving Year 12 or an equivalent qualification in the school/s involved in the application;
- the extent of local skills shortages in traditional trade occupations and/or emerging industries in the region;
- the condition and suitability of existing trade training facilities in the region in relation to the level of facilities needed;
- the appropriateness of current trade course offerings either at their school or in their local area; and
- the amount of Commonwealth, State or Territory government funding that has been provided to the school or schools in the cluster for trade training facilities over the past 10 years (from Phase Two in 2008 this will include any previous funding under the *Trade Training Centres in Schools Program*).

As part of its assessment against this criterion, DEEWR will consider information provided by the State or Territory Education and Training Departments regarding any State/Territory investment in training facilities in the region over the past 10 years.

5.3.2 Capacity for the school and broader community to benefit

Schools are required to demonstrate the benefit trade training will have on the school and the wider community. When demonstrating capacity to benefit in their application, schools should demonstrate or provide information on:

- to what extent the proposal will support secondary school communities with Indigenous students, and students from rural, regional or other disadvantaged communities;
- the number of students who would potentially benefit from the Trade Training Centre; and
- how the funding will help Year 11 and 12 students to make a successful transition from school to work or further education or training.

As part of its assessment against this criterion, DEEWR will consider information provided by the State or Territory Education and Training Departments regarding their knowledge of local environments to ensure that applications put forward each round address State, regional and local needs.

5.4 Assessment Criteria – Value for Money

5.4.1 Efficient and effective use of funding

Funding under the Program is not conditional on the availability of other contributions, including contributions in-kind, but DEEWR will consider the extent of financial contributions (set out in the project implementation plan) in assessing the application. DEEWR may seek advice from the relevant education authority regarding the school's capacity to access funds from other sources. Schools that have limited or no capacity to access external funds will not be disadvantaged in the assessment process.

DEEWR will also take account of:

- the extent to which the proposal indicates the efficient use of the building (ie. how often the facilities will be in use);



- for major capital works involving construction, the proportion of any project management costs included in the proposal;
- the number of students who will benefit from the proposal;
- the varying cost of building and equipment across Australia, particularly in regional and remote locations, and the costs of equipment in different industries; and
- whether the proposal is an efficient and effective use of funding.

Applications for *less* than \$500,000 in any round will be expected to provide a rationale outlining the appropriateness of the funding amount.

5.5 Assessment Criteria – Financial Viability

5.5.1 Financial viability

A financial viability assessment of all school applicants will be conducted as part of the overall assessment process. The purpose of the assessment is to obtain information in order to assess, in the opinion of DEEWR, the applicant's financial viability and its financial ability to meet its obligations if DEEWR enters into a contract with the applicant.

DEEWR will undertake additional financial viability checks on the basis of data provided annually to the Department. Where other parties have applied jointly with a school, DEEWR may request that a financial viability check be undertaken of these third parties as a condition of funding before the Funding Agreement is signed.

5.6 Assessment Panels

DEEWR will establish State and Territory Assessment Panels and the National Assessment Panel.

5.6.1 State and Territory Assessment Panels

Panels will consist of staff from DEEWR National and State Offices and include individuals who collectively provide the following expertise:

- industry expertise to ensure proposals will result in high quality training outcomes;
- expertise in capital works to ensure proposals for building and equipment are cost effective;
- financial viability expertise to ensure proposals are highly sustainable and demonstrate ongoing viability; and
- educational expertise to ensure proposals provide high quality trade training by qualified staff, with appropriate curriculum and effective support for students.

Each panel will be able to seek advice from a State/Territory Reference Group consisting of experts, nominated by the government, Catholic and Independent sectors in their State, for their knowledge of capital works and VET in schools programs. If DEEWR is unable to internally cover the full suite of expertise required for the assessment panels, DEEWR will seek to purchase this expertise externally. DEEWR reserves the right to seek external advice where there are gaps in assessment panel knowledge.

Each panel will also be able to seek advice from a National Industry Reference Group, nominated by the Australian Chamber of Commerce and Industry, Australian Industry Group, the Business Council of Australia, the Australian Council of Trade Unions, the Minerals Council of Australia and the National Farmers Federation. Members of the National Industry Reference Group will be nominated for their knowledge of capital and equipment requirements and vocational education and training in their industries.

5.6.2 National Assessment Panel

The National Assessment Panel will consist of DEEWR staff with expertise in the *Trade Training Centres in Schools Program* and external representatives with appropriate expertise as required.



5.7 Process for Advising Applicants of Assessment Outcomes

Applicants for Phase Two funding will be advised in writing of the outcome of the assessment process.

Where an application is successful, the Applicant will receive a letter advising them that their application has been approved. They will be asked to confirm their intention to accept the offer within two weeks. A representative of the Commonwealth may also contact the applicant in relation to the offer of funding. DEEWR also reserves the right to negotiate in relation to the final funding amount.

If the application for funding is not successful, the Applicant will receive formal written notification from DEEWR advising them of the outcome of their application and brief reasons for the decision. DEEWR will also inform the relevant education authority of the outcome of applications from schools within their sector and brief reasons for the decision. The Minister's decisions about Program funding are final.

Unsuccessful applicants may consider re-submitting their proposal for a future annual funding round, or they may wish to develop it further before resubmitting. Applications will not be automatically rolled forward into subsequent rounds.

5.8 Opportunity for Feedback

After the announcement of successful applications, DEEWR will offer feedback to unsuccessful applicants.



6. Contracting and Funding Arrangements

6.1 Funding Agreements

Successful applicants will be required to enter into a Funding Agreement with the Commonwealth. Draft Funding Agreements are available from DEEWR's website at www.tradetrainingcentres.deewr.gov.au.

Where the obligations contained in the Funding Agreement with the Commonwealth are inconsistent with the Program Guidelines, the Funding Agreement takes priority over the Program Guidelines.

Successful applicants will receive a draft Funding Agreement based on the information provided in the application. It will include a Project Specific Schedule that covers payment and reporting requirements. DEEWR may work with nominated Funding Recipients to finalise the agreement so that it clearly defines the obligations of all parties. The Agreement will describe the purpose for which the Program funding will be used, provide a description of how, when and where the project must be delivered, how Program funding will be applied, when payments will be made and what requirements need to be met to receive payments. DEEWR will monitor the project's progress against the Funding Agreement through progress reports.

It is expected that Funding Agreements will be signed by:

- person(s) who are legally authorised to bind the school by entering into an agreement with the Commonwealth (in some instances, this person may be the principal of the school);
- any third party where the equipment or capital facility will be located or built on land owned by the third party; and
- the relevant non-government school organisation, or such other organisation approved by DEEWR to administer the grant funding.

Applicants need to be aware that if an application for funding under the Program is successful, the Commonwealth will expect work to commence in a reasonable time. The Commonwealth may withdraw funds if the project has not commenced within the agreed timeframe.

The Minister or his/her Delegate reserves the right not to enter into a Funding Agreement if such an arrangement is considered to bring the Program into disrepute.

Funds for minor upgrade or major capital projects will be paid according to the delivery of key milestones. An initial amount may be paid upon the execution of the Funding Agreement to further scope the project, including the development of building plans and associated approvals where appropriate. Further funding will be paid on satisfactory achievement of agreed milestones and submission of associated project progress reports to DEEWR.

6.2 Funding Obligations

Funding Agreements will contain a Project Specific Schedule reflecting the separate responsibilities of all parties. The Funding Agreement may include the following obligations for the ongoing operation of the Trade Training Centre, consistent with the proposal being approved:

- ensuring training is delivered by appropriately qualified trainers/teachers and providing teacher training and professional development;
- supporting structured work-placements or school-based apprenticeships for students in the Trade Training Centres, to ensure that training meets industry expectations regarding quality on-the-job experience;
- meeting ongoing equipment leasing costs, maintenance and upkeep of infrastructure;
- ensuring training offered by Trade Training Centres is part of a broad comprehensive secondary education and responsive to student and employer needs;



- offering students career advice from appropriately qualified staff, to ensure they have well developed learning and career development plans and are selecting appropriate vocational education and training options;
- increasing the availability of trade pathways for students in Years 9 and 10, including accredited vocational education and training programs where appropriate;
- establishing timetabling arrangements to coordinate the delivery of mainstream subjects and vocational education and training subjects, including on-the-job components through structured work placements or apprenticeships;
- developing learning and assessment strategies that support quality outcomes for Indigenous students and students from rural, regional or other disadvantaged communities;
- providing vocational education and training oriented literacy and numeracy support for students that require such assistance;
- providing support for school-based apprentices through mentoring and pastoral care in the on-the-job component of their training;
- developing strong local business support for Trade Training Centres to enhance opportunities for students to make a successful transition to work, including through accessing Commonwealth programs such as the Career Advice Australia (CAA) initiative which includes a range of programs designed to improve the career decisions of young people through improved school and industry partnerships; and
- supporting students to make a successful transition to further education and training or work.

6.3 Recognition and Acknowledgement

To receive funding under this Program, there is a requirement to recognise and acknowledge the Commonwealth's contribution to the *Trade Training Centres in Schools Program*. As a minimum, Funding Recipients must adhere to the procedures and requirements set out in Sections 6.3.1 and 6.3.2. Costs for meeting recognition requirements (up to a maximum of \$1,000) should be included in the funding application.

For assistance with organising an official opening, contact the Trade Training Centres Information telephone hotline 1300 363 079 to arrange the Commonwealth's participation.

6.3.1 Equipment and/or minor refurbishment

For funding grants less than \$1.0 million, schools may elect to hold an opening ceremony to acknowledge the financial assistance provided by the Commonwealth (other funding sources may also be acknowledged). For funding grants greater than \$1.0 million, it is a requirement that schools must hold an opening ceremony to acknowledge the financial assistance provided by the Commonwealth (other funding sources may also be acknowledged).

The Minister (or his/her elected representative) must be given a minimum of 12 weeks notice for any official events related to the opening of facilities.

Schools that elect not to undertake recognition ceremonies must seek formal exemption from the Minister or his/her Delegate. Where exemption is granted, schools will be required to erect a plaque acknowledging the financial assistance provided by the Commonwealth. Other funding sources (financial or in-kind) may also be acknowledged. The size of the plaque should be commensurate with the size of the project/structure to which it is to be affixed.

Schools should acknowledge the Commonwealth's assistance in publicity issued by the school about its project (such as newsletters, websites, articles in the local media, school outdoor signs and any other form of advertising available to the school. It must refer to the *Trade Training Centres in Schools Program* by name and acknowledge the financial support provided by the Commonwealth. Other funding sources (financial or in-kind) may also be acknowledged.



6.3.2 Major capital works

For all major capital works projects, there must be an opening ceremony and a plaque erected acknowledging the financial assistance provided by the Commonwealth. Other funding sources may also be acknowledged. The size of the plaque should be commensurate with the size of the project/structure to which it is to be affixed.

The Minister (or his/her elected representative) must be given a minimum of 12 weeks notice for any official events related to the opening of the facilities.

Where the Commonwealth has provided 50 per cent or more of the funding the Minister or his/her representative must be invited to speak, and given the option to officially open the facilities.

Schools should acknowledge the Commonwealth's assistance in publicity issued by the school about its project (such as newsletters, websites, articles in the local media, school outdoor signs and any other form of advertising available to the school). It must refer to the *Trade Training Centres in Schools Program* by name and acknowledge the financial support provided by the Commonwealth. Other funding sources (financial or in-kind) may also be acknowledged.

6.4 Goods and Services Tax

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

6.5 Variations to Approved Projects

Requests to seek additional funds to contracted amounts will not be approved. Requests to substitute a new project for the original proposal will not be approved. Requests to transfer funds from one round to another or from one project to another will not be approved.

Minor variations to the timing of key milestones will be considered by DEEWR on a case-by-case basis. All requests for variations must be submitted in writing to the Program Delegate and:

- be approved by the project leader, school principal or a consortium member who has been directly involved in the application process – this is to provide evidence that the school community has been consulted with and agrees to the proposal;
- clearly explain what is proposed and how the outcomes of the project will, in general terms, be consistent with the outcomes expected in the original project;
- not propose anything that is inconsistent with the DEEWR or State/Territory specific policies or program requirements.

Applicants will be notified of the outcome of their variation request in writing.

The Minister for Education or his/her Delegate will make final decisions about approving variations to previously approved projects.

6.6 Withdrawing after Approval

Applicants can withdraw their application at any time after submission or approval. Applicants should contact the DEEWR hotline on 1300 363 079 and request a withdrawal form.

6.7 Compliance

Potential Funding Recipients must comply with certain requirements. Without a declaration from the Funding Recipient that they have complied with **all** the following requirements, DEEWR cannot enter into a Funding Agreement.

Funding Recipients must have the following types and level of insurance:



- public liability insurance for an amount not less than \$10 million per claim; and
- workers compensation insurance to the level required by State or Territory law.

Funding Recipients must also indicate their compliance with all relevant state and territory laws.

6.8 Payments and Acquittals

Before the first payment can be made a Funding Agreement must have been signed by all relevant parties and a properly rendered tax invoice submitted to DEEWR. Also, if funding has been approved subject to meeting certain conditions, evidence must be provided to DEEWR that the conditions for funding have been met. Subsequent payments will not be made until the Department receives and accepts the following items:

- a progressive expenditure statement showing that previous payments have been fully expended/committed;
- project progress reports against the relevant project milestones as specified in the Funding Agreement; and
- where specified in the Funding Agreement, a properly rendered tax invoice for the amount of the payments.

An acquittal is a formal statement by the Funding Recipient of income and expenditure in accordance with the Funding Agreement. Applicants should familiarise themselves with the *Trade Training Centre in Schools Program* Funding Agreement to ensure they are able to comply with the acquittal requirements.

When the project has been completed, Funding Recipients must complete:

- a final project progress report to demonstrate that they have achieved all the agreed project outcomes; and
- a final acquittal of all expenditure of *Trade Training Centre in Schools Program* funding. This must clearly identify and account for funding received from different sources.

The final project progress report is a requirement and will be important for documenting what was achieved with the funds provided for the project under the Program. Information provided in this report will be used to support overall Program evaluation and reporting (see Section 7.2).

6.9 Commonwealth Right to Repayment

The Commonwealth will provide funding for the asset but will not own the asset. However, under this Program, the Commonwealth retains, for 20 years from the date of completion of a project, a right to repayment of grants of more than \$500,000 when the following circumstances arise. Parties to the Funding Agreement may be required, within the 20 years, to repay the whole or a portion of the grant should the facilities be sold or cease to be used principally for the purpose approved by the Commonwealth. The amount of funds repayable will be calculated by applying a five per cent reduction to the grant paid for each year the facility was used by the approved authority for the approved purpose.

This right to repayment also applies to the equipment component of projects receiving grants, where the total value of the equipment exceeds \$500,000, except that in the case of computer equipment the period of the repayment right is 5 years and for all other equipment is 10 years.

If there is evidence that a school has used grant money for facilities outside the scope of the approved project without Commonwealth approval, the school may be required to repay a portion of the grant to the Commonwealth.



7. Monitoring and Evaluation

7.1 Program Monitoring

DEEWR may conduct a range of monitoring activities to verify that Trade Training Centre activities are being delivered in accordance with the conditions of the Funding Agreement, including that there has been proper and efficient use of Program funds and that the Program objectives have been achieved. These include:

- responding to approaches from members of the school community or seeking feedback from them to verify participation and outcomes;
- conducting site visits to review compliance with the conditions of the Funding Agreement; and/or
- examining documentation associated with claims for payment.

All parties must keep adequate records to verify the provision of services. Records must be sufficient to justify all claims for payment.

In particular, parties must keep assets registers, that adequately record the details of all assets purchased with Commonwealth funding. These must include:

- date of purchase;
- description of asset (make, serial numbers etc);
- location of asset;
- purchase price;
- co-ownership information;
- depreciation value;
- percentage of Commonwealth funds used to purchase asset; and
- disposal details.

In order for the Commonwealth to fulfil its obligations under the *Archives Act 1983*, Funding Recipients must store all records in a secure place not accessible by unauthorised persons, and retain all records of the project for a minimum period of 7 years from the date the last action is completed.

Financial records must be kept in accordance with accounting standards.

Funding Recipients will be required to provide access to employees, premises and material relevant to the project if required by the Department, subject to reasonable notice.

Investigations officers of DEEWR's Investigations Branch, when investigating any alleged or actual breaches of the law, will require full access to premises and records in relation to the Program. Such access may be without notice.

DEEWR representatives will also visit project sites, where appropriate, to monitor how projects are progressing.

Monitoring may continue beyond the period of the Funding Agreement to ensure that training is being delivered to an appropriate standard, consistent with the Trade Training Centre proposal as described in both the application and the Funding Agreement.

7.2 Program Review

DEEWR will be responsible for reviewing the Program and will draw on data and information from a range of sources to evaluate the Program's appropriateness, effectiveness and efficiency in achieving outcomes.

Key stakeholders will participate and contribute to Program monitoring and evaluating activities.

Information provided by applicants in their final progress report will also support overall Program evaluation and reporting, including to Parliament.



Applicants may also be asked, from time to time, to participate in broader Program evaluations.

Monitoring and evaluation will extend over the ten years of the Program, focusing initially on implementation and Program monitoring, and later, on the appropriateness, efficiency and effectiveness of the Program in achieving its outcomes. A detailed evaluation strategy will be developed.

In terms of measuring Program effectiveness, key performance indicators will be developed in terms of the extent to which the Program is achieving its objectives to:

- increase the proportion of young people who achieve Year 12 or equivalent qualifications;
- increase the number of students undertaking qualifications in traditional trade and emerging industries, including Australian School-based Apprenticeships as part of their senior secondary certificate;
- increase the number of young people who have achieved a qualification at AQF Certificate III or above in traditional trades experiencing skills shortages and emerging industry areas;
- increase the proportion of students making a successful transition to further education and training and work; and
- meet the needs of stakeholders including students, schools, employers and industry.



8. Additional Information

8.1 Freedom of Information

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

All FOI requests received by DEEWR are to be referred immediately to the Freedom of Information Coordinator in the Litigation and External Review Section, Procurement, Assurance and Legal Group, in DEEWR's National Office as there are strict statutory timelines that apply to FOI requests.

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

8.2 The Privacy Act

It is possible that personal information about individuals may be collected during the funding application process. DEEWR is bound, in administering the *Trade Training Centres in Schools Program*, by the provisions of the *Privacy Act 1988* (see www.privacy.gov.au).

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

Persons, bodies and organisations involved in the *Trade Training Centres in Schools Program* must abide by the IPPs and the Privacy Act when handling personal information collected for the purposes of that Program. In brief, this means that those persons, bodies and organisations must ensure that:

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

For more information about DEEWR's general privacy practices, go to the full Privacy Policy Summary available from the Department's website at www.deewr.gov.au/deewr/Privacy.htm.

8.3 Privacy Complaints

Complaints about breaches of privacy should be referred to the Privacy Contact Officer in the Litigation and External Review Section, Procurement, Assurance and Legal Group, in DEEWR's National Office.

Privacy complaints can be made directly to the Federal Privacy Commissioner; however, the Federal Privacy Commissioner prefers that DEEWR be given an opportunity to deal with the complaint in the first instance.



8.4 Amendments, Suspension and Termination

Notwithstanding any other provisions contained in this document, DEEWR reserves the right in its absolute discretion to:

- terminate this application process;
- vary any information, requirement, terms, process, time period, time or date set out in this document;
- seek additional information or clarification from any applicant(s) or from any other party;
- negotiate, suspend negotiations or not negotiate with any applicant;
- evaluate some or all applications;
- provide additional information or clarification to applicants; or
- accept any or none of the applications for any State or Territory.

Any clarifications or amendments to information about the *Trade Training Centres in Schools Program* will appear on DEEWR's website at www.tradetrainingcentres.deewr.gov.au. It will be responsibility of applicants to check this website regularly for any amendments. The Department does not undertake to inform any party when additional information is posted on this website.



9. Glossary

This glossary is a guide to assist applicants to complete their application. It is not intended to substitute for the defined terms in the Funding Agreement.

Accredited course: An accredited course is approved by a State or Territory course accrediting body. For a course to be accredited, it must meet the standards outlined in the AQTF 2007 Standards for State and Territory Course Accrediting Bodies and the AQTF 2007 Standards for Accrediting Courses.

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

Apparent retention rate: The Year 12 *apparent* retention rate is estimated by the Australian Bureau of Statistics (ABS) as the number of students in Year 12 in a given calendar year divided by the number of students who were in the first Year of secondary school when that grade cohort commenced secondary school. The students observed in Year 12 need not necessarily have been in the specific cohort when it commenced secondary school.

Applicant: The secondary school making an application for *Trade Training Centres in Schools Program* funding.

Australian Qualifications Framework (AQF): The Australian Qualifications Framework (commonly known as the AQF) is a unified system of national qualifications in schools, vocational education and training (TAFEs and private providers) and the higher education sector (mainly universities). It is a single coherent framework for qualifications from Senior Secondary Certificates through to Doctoral Degrees. The framework links together all these qualifications and is a quality-assured national system of educational recognition that promotes lifelong learning and a seamless and diverse education and training system. Within the framework, there are eight vocational education and training qualifications available: Certificates I, II, III and IV; Diploma; Advanced Diploma; Vocational Graduate Certificate and Vocational Graduate Diploma.

Australian Quality Training Framework (AQTF): The nationally agreed recognition arrangements for the vocational education and training sector. The Australian Quality Training Framework is based on a quality assured approach to the registration of training organisations seeking to deliver training, assess competency outcomes and issue Australian Qualifications Framework qualifications and/or Statements of Attainment and ensures the recognition of training providers and the Australian Qualifications Framework qualifications and Statement of Attainment they issue, across Australia.

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

Cluster: For the purposes of this Program, two or more secondary schools working together to establish a Trade Training Centre. Where schools submit a joint application, the amount of funding attributed to each school will be equal. For example, if four schools successfully apply as a cluster for \$4.0 million then each school would be attributed \$1.0 million dollars of funding.

Consortium: means an association of a single secondary school, or cluster of secondary schools, working in partnership with Registered Training Organisations (RTOs), Group Training Organisations (GTOs), employers and/or bodies with the objective of establishing a Trade Training Centre as a shared facility.

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

Emerging Industry qualifications: For the purposes of this Program, emerging industry qualifications are drawn from the Australian Apprenticeships Incentives Program 2007 eligible innovation list. The innovative incentive reflects that to build Australia's competitive advantage in both emerging and traditional industries, industry needs to have access to people who can understand, apply and manage enabling technologies considered crucial for innovation. Key sources of innovation include pharmaceutical, aircraft, electronics and chemical industries as



well as major utilities. Further information on the Commonwealth's Australian Apprenticeships Incentives Program can be found at www.australianapprenticeships.gov.au.

Funding Agreement: The formal agreement between the Commonwealth as represented by the Department of Education, Employment and Workplace Relations and schools in relation to the administration of funded activity under the *Trade Training Centres in Schools Program*.

Funding Recipient: An organisation that receives *Trade Training Centres in Schools Program* funding.

Goods and Services Tax (GST): The GST is a broad-based tax of 10 per cent on the supply of most goods and services consumed in Australia.

Guidelines: The *Trade Training Centres in Schools Program* Guidelines.

In-kind contributions/in-kind support: In-kind support to a project consists of products or services provided to the project that have an intrinsic value, but are not provided as direct cash or financial support. An example includes the use of an office at no charge (the value of the rent not charged would be an in-kind contribution).

Milestones: A key achievement at a specific stage in the project. Payments of grant instalments are generally tied to the achievement of milestones, usually at dates set out in the Funding Agreement schedule.

Minister: The Commonwealth Minister for Education.

National Code of Practice for the Construction Industry (the Code) and the Australian Government Implementation Guidelines for the National Code of Practice for the Construction Industry (the Guidelines), revised September 2005, reissued June 2006: The Code and Guidelines applies to all construction activity undertaken by, or on behalf of, Australian Government Departments, agencies and budget funded statutory authorities subject to the *Financial Managements Act 1997*. The Code and Guidelines also apply to construction related activities undertaken by, or on behalf of all authorities and companies covered by the *Commonwealth Authorities and Companies Act*. For more information refer to www.workplace.gov.au/building.

OHS Accreditation Scheme: refers to the Australian Government Building and Construction Occupational Health and Safety Accreditation Scheme (the Scheme) which operates such that, subject to certain thresholds, only head contractors who are accredited under the Scheme can enter into contracts for building work that is funded directly or indirectly by the Australian Government.

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

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

Registered Training Organisation (RTO): are registered by state and territory training authorities to delivery nationally recognised training – which means training that:

- is recognised by all RTOs through Australia;
- is part of a Training Package that has been developed to meet the needs of a particular industry, or an accredited course; and
- results in a qualification that is part of the Australian Qualifications Framework.

Traditional trade areas: Traditional trade occupations experiencing skills shortages be determined by national and regional information on skills shortages. At a national level, industries experiencing skills shortages are identified through sources such as the National Skill Needs List (NSNL) which is published on the Australian Apprenticeships Website: www.australianapprenticeships.gov.au.

Training Packages: Nationally endorsed sets of competency standards, and qualification requirements.



Attachment A: Partnership Arrangements between the Commonwealth and the State and Territory Governments

Trade Training Centres in Schools Program

The purpose of this document is to outline the agreed arrangements between the Commonwealth and State and Territory governments for the implementation and ongoing operation of the *Trade Training Centres in Schools Program*.

It is recognised that the long term success of the Program will be built on a strong partnership between the Commonwealth, States and Territories. The partnership will encompass:

- a shared commitment to the Program and its objectives;
- a collaborative approach to its development and implementation; and
- complementary roles to ensure the quality and sustainability of Trade Training Centres.

A shared commitment to the Program and its objectives

The goals of improving the quality of schooling and having a highly qualified, well trained workforce, particularly in those industries experiencing skills shortages, are very important to all levels of Australian governments, the school and training sectors and industry. These goals are also important to the broader community, who rely on skilled tradespeople, and to families who want their children to have the opportunity to work in a field they enjoy and which provides a good living.

The Commonwealth, States and Territories agree to:

- work together to support the Program's objective of improving the quality of schooling offered to secondary students and better supporting young people to make a successful transition from school to work or further education or training;
- commit to national targets to increase the proportion of students achieving Year 12 or an equivalent qualification to 85% by 2015 and 90% by 2020;
- make complementary investments in trade training in schools and avoid duplication of training facilities or delivery;
- work together to enable the delivery of high quality trade training in schools, including through the reform of curriculum, to ensure flexible academic and trade pathways for students are maximised; and
- ensure strong links between the Trade Training Centres and other Commonwealth, State and Territory programs offering industry recognised vocational education and training and building relationships between schools and employers in order to maximise the outcomes achieved. This could include encouraging complementary implementation of programs.

In addition, in order to maximise the benefit of the Commonwealth's \$2.5 billion investment in Trade Training Centres, States and Territories agree to:

- maintain their current level of capital funding for trade training and other vocational education and training in schools; and
- provide for the ongoing operation of the Trade Training Centres in government schools.

A collaborative approach to the Program's development and implementation

A collaborative approach to program development and implementation is vital for the sustainability and success of Trade Training Centres. In addition to offering high quality, nationally recognised training, Trade Training Centres will need to offer training that is supported by local employers and leads to local employment



opportunities if they are to successfully engage students. In communities where local employers are not available, training should articulate to regional skill shortages.

The Commonwealth, States and Territories will work together to ensure the Program is responsive to national, State, regional and local priorities. All governments will support the Program's objectives of increasing the proportion of students achieving Year 12 or an equivalent qualification and helping address skills shortages in traditional trades and emerging industries. Through the Program, all governments aim to:

- improve student access to trade training facilities that meet industry standards;
- improve the quality of schooling offered to secondary students undertaking trade related pathways; and
- assist young people to make a successful transition from school to work or further education or training.

The Commonwealth commits to the provision of program management; management of the application process; a dedicated call centre; assessment, evaluation and monitoring; and regular communication with States and Territories.

States and Territories will play a critical role in implementing the Program, particularly in the process of developing submissions for funding.

During the submission process States and Territories will:

- promote the Program to school communities and other local stakeholders, including industry and employers;
- work with government schools (and non-government schools where appropriate) to jointly develop submissions for funding;
- contribute knowledge of local environments, to ensure that applications put forward each round address State, regional and local needs and build appropriate partnerships that ensure efficiency of investment is maximised;
- manage expectations within their jurisdiction about the likely funding for different types of submissions (equipment; equipment and minor upgrade of facilities; and major capital works), noting that there will be a competitive process for each round of the Program;
- ensure applications from government schools comply with all relevant laws and policies and that arrangements are in place to meet OH&S, insurance and workplace compensation requirements; and
- facilitate partnerships between schools (government and non-government) and with industry, employers and the training sector where proposals for regional skills centres or shared facilities are being developed.

During the assessment process, States and Territories will:

- provide an assessment of all applications, from government and non-government schools, that:
 - indicates whether the application aligns with the State/Territory's skills priorities, engages appropriate local/regional bodies and stakeholders and avoids duplication of existing infrastructure;
 - helps identify those schools with greatest need and capacity to benefit, to ensure funds are targeted appropriately, including identifying recent investments in trade training facilities; and
- for government schools, provide a further assessment that indicates the degree of support for proposals and confirms their viability.

During the assessment of proposals involving schools from more than one sector, each relevant sector will have the opportunity to contribute to the assessment, consistent with their role during the assessment process as set out in the respective Partnership Arrangements.

During the funding process:

- Funding Agreements will be signed by person(s) who are legally authorised to bind the school by entering into an agreement with the Commonwealth (this person may be the principal of the school);

All governments recognise that the Program will produce better outcomes if States and Territories actively engage with schools to generate high quality, sustainable proposals that are built on strong local partnerships.



The Commonwealth, States and Territories agree, as part of the partnership arrangements, to share the cost of establishing a joint dedicated Trade Training Centres in Schools support unit in each State and Territory to undertake this proactive engagement with government schools or any cluster of schools with government school membership, particularly in regional and remote areas, in the initial stages of the Program. Additionally, this unit may provide advice in relation to training activity across the State or Territory and the information on the Trade Training Centres Program to all schools.

Taking account of enrolments of students in Years 9-12 in each State and Territory, the Commonwealth will contribute up to the following amounts for the first year of the Program (2008-2009) to help establish a joint dedicated support unit:

NSW	up to \$0.765m
Victoria	up to \$0.579m
Queensland	up to \$0.532m
WA	up to \$0.259m
SA	up to \$0.187m
Tasmania	up to \$0.144m*
ACT	up to \$0.120m*
NT	up to \$0.103m*
TOTAL	up to \$2.689m

The proposed funding amounts for NT, ACT and Tasmania include a base funding amount of \$75,000 in addition to funding based on their enrolments of students in Years 9-12. This will provide the minimum funding required (once matched by the States) to set up joint Commonwealth/State dedicated support units, as well as taking account of the number of schools to be supported.

This funding will be matched by the State or Territory Government.

Each State and Territory will work with the Commonwealth to develop a 10-year plan for engaging their schools in the Program, including those in regional and remote areas. The Plan will be used to help manage the Program budget over the 10 years.

Complementary roles to ensure the quality and sustainability of Trade Training Centres

Complementary roles in the establishment and ongoing operations of Trade Training Centres will ensure their quality and sustainability and avoid duplication of resources.

The Commonwealth will be making a major investment in the establishment or upgrade of trade training facilities and equipment. In return States and Territories would provide for the ongoing operation of the Trade Training Centres in government schools, including through:

- ensuring training is delivered by appropriately qualified trainers/teachers and providing teacher training and professional development;
- supporting structured work-placements or school-based apprenticeships for students in the Trade Training Centres, to ensure that training meets industry expectations regarding quality on-the-job experience;
- meeting ongoing equipment leasing costs, maintenance and upkeep of infrastructure;
- ensuring training offered by Trade Training Centres is part of a broad comprehensive secondary education and responsive to student and employer needs;
- offering students career advice from appropriately qualified staff, to ensure they have well developed learning and career development plans and are selecting appropriate vocational education and training options;



- increasing the availability of trade pathways for students in Years 9 and 10, including accredited vocational education and training programs where appropriate;
- establishing timetabling arrangements to coordinate the delivery of mainstream subjects and vocational education and training subjects, including on-the-job components through structured work placements or apprenticeships;
- developing learning and assessment strategies that support quality outcomes for Indigenous students and students from rural, regional or other disadvantaged communities;
- providing vocational education and training oriented literacy and numeracy support for students that require such assistance;
- providing support for school-based apprentices through mentoring and pastoral care in the on-the-job component of their training;
- encouraging schools to develop strong local business support for Trade Training Centres to enhance opportunities for students to make a successful transition to work, including through accessing Commonwealth, State and Territory programs such as the Career Advice Australia (CAA) initiative which includes a range of programs designed to improve the career decisions of young people through improved school and industry partnerships; and
- supporting students to make a successful transition to further education and training or work.

The Commonwealth, States and Territories agree to review this Partnership Agreement after two years, in light of experience with the *Trade Training Centres in Schools Program*.



Attachment B: Partnership Arrangements between the Commonwealth and the Catholic schools sector

Trade Training Centres in Schools Program

The purpose of this document is to outline the agreed arrangements between the Commonwealth and Catholic schools sector for the implementation and ongoing operation of the *Trade Training Centres in Schools Program*.

It is recognised that the long term success of the Program will be built on a strong partnership between the Commonwealth and all stakeholders, including the Catholic schools sector.

The partnership between the Commonwealth and the Catholic schools sector will encompass:

- a shared commitment to the Program and its objectives;
- a collaborative approach to its development and implementation; and
- complementary roles to ensure the quality and sustainability of Trade Training Centres.

A shared commitment to the Program and its objectives

The goals of improving the quality of schooling and having a highly qualified, well trained workforce, particularly in those industries experiencing skills shortages are very important to all levels of Australian government, the school and training sectors and industry. These goals are also important to the broader community, who rely on skilled tradespeople, and to families who want their children to have the opportunity to work in a field they enjoy and which provides a good living.

The Commonwealth and the Catholic schools sector agree to work together to:

- support the Program's objective of improving the quality of schooling offered to secondary students and better supporting young people to make a successful transition from school to work or further education or training;
- support the achievement of national targets to increase the proportion of students achieving Year 12 or an equivalent qualification to 85% by 2015 and 90% by 2020;
- enable the delivery of high quality of trade training in schools, including through the reform of curriculum, to ensure flexible academic and trade pathways for students are maximised; and
- ensure appropriate use of Trade Training Centres in Schools funding and other funding sources aimed at improving the quality of industry recognised vocational education and training delivered in schools.

The Commonwealth will contribute \$2.5 billion over 10 years nationally for capital investment in Trade Training Centres in Schools across all sectors, and the Catholic schools sector will provide for the ongoing operation of the Trade Training Centres in its schools.

A collaborative approach to the Program's development and implementation

A collaborative approach to Program development and implementation is vital for the sustainability and success of Trade Training Centres. In addition to offering high quality, nationally recognised training, Trade Training Centres will need to offer training that is supported by local employers and leads to local employment opportunities if they are to successfully engage students. In communities where local employers are not available, training should articulate to regional skill shortages.

The Commonwealth and Catholic schools sector will work together to support the Program's objectives of increasing the proportion of students achieving Year 12 or an equivalent qualification and helping address skills shortages in traditional trades and emerging industries.



Through the Program, the Commonwealth and the Catholic schools sector aim to:

- improve student access to trade training facilities that meet industry standards;
- improve the quality of schooling offered to secondary students undertaking trade related pathways; and
- assist young people to make a successful transition from school to work or further education or training.

The Commonwealth commits to the provision of program management; management of the application process; a dedicated call centre; assessment, evaluation and monitoring; and regular communication with the Catholic schools sector.

The Catholic schools sector, as represented by the Catholic Education Commission or Block Grant Authority in each State or Territory, will play an important role in implementing the Program, particularly in the process of developing submissions for funding.

During the submission process the Catholic schools sector, as represented by the Catholic Education Commission or Block Grant Authority in each State or Territory will:

- promote the Program to Catholic schools and communities;
- work with Catholic schools to jointly develop submissions for funding;
- ensure applications from Catholic schools comply with all laws and policies and that arrangements are in place to meet OH&S, insurance and workplace compensation requirements; and
- facilitate partnerships between schools and industry, employers and the training sector where proposals for regional skills centres or shared facilities are being developed.

During the assessment process, the relevant Catholic Education Commission or Block Grant Authority in each State or Territory will:

- provide an assessment of all applications, from Catholic Schools that:
 - indicates the degree of support for proposals and confirms that applications meet Catholic sector requirements for capital development;
 - confirms that Catholic schools involved in the application have the capacity to meet the recurrent costs associated with the ongoing operation of Trade Training Centres; and
- identify whether Catholic schools are submitting the same capital bid under another program.

During the assessment of proposals involving schools from more than one sector, each relevant sector will have the opportunity to contribute to the assessment, consistent with their role during the assessment process as set out in the respective Partnership Arrangements.

During the funding process:

- Funding Agreements will be signed by person(s) who are legally authorised to bind the school by entering into an agreement with the Commonwealth (this person may be the principal of the school); and
- the Commonwealth will pay the first 12 months of the contract value to the relevant Catholic Education Commission or Block Grant Authority in each State or Territory up front, with payments to be passed on to schools in accordance with the Funding Agreement. In the case of Funding Agreements for major capital projects, payments linked to milestones will only be made to schools with the prior written approval of the Department of Education, Employment and Workplace Relations.

The Catholic Education Commission or Block Grant Authority in each State or Territory will work with the Commonwealth to develop a 10-year plan for engaging their schools in the Program, including those in regional and remote areas. The Plan will be used to help manage the Program budget over the 10 years.

Complementary roles to ensure the quality and sustainability of Trade Training Centres

Complementary roles in the establishment and ongoing operations of Trade Training Centres will ensure their quality and sustainability and avoid duplication of resources.



The Commonwealth will be making a major investment in the establishment or upgrade of trade training facilities and equipment. The Catholic schools sector will provide for the ongoing operation of Trade Training Centres in Catholic schools and support high quality models of operation including through:

- ensuring training is delivered by appropriately qualified trainers/teachers and providing teacher training and professional development;
- supporting structured work-placements or school-based apprenticeships for students in the Trade Training Centres, to ensure that training meets industry expectations regarding quality on-the-job experience;
- meeting ongoing equipment leasing costs, maintenance and upkeep of infrastructure;
- ensuring training offered by Trade Training Centres is part of a broad comprehensive secondary education and responsive to student and employer needs;
- offering students career advice from appropriately qualified staff, to ensure they have well developed learning and career development plans and are selecting appropriate vocational education and training options;
- increasing the availability of trade pathways for students in Years 9 and 10, including accredited vocational education and training programs where appropriate;
- establishing timetabling arrangements to coordinate the delivery of mainstream subjects and vocational education and training subjects, including on-the-job components through structured work placements or apprenticeships;
- developing learning and assessment strategies that support quality outcomes for Indigenous students and students from rural, regional or other disadvantaged communities;
- providing vocational education and training oriented literacy and numeracy support for students that require such assistance;
- providing support for school-based apprentices through mentoring and pastoral care in the on-the-job component of their training;
- encouraging schools to develop strong local business support for Trade Training Centres to enhance opportunities for students to make a successful transition to work, including through accessing Commonwealth, State and Territory programs such as the Career Advice Australia (CAA) initiative which includes a range of programs designed to improve the career decisions of young people through improved school and industry partnerships; and
- supporting students to make a successful transition to further education and training or work.

The Commonwealth and the Catholic schools sector agree to review this Partnership Agreement after two years, in light of experience with the *Trade Training Centres in Schools Program*.



Attachment C: Partnership Arrangements between the Commonwealth and the Independent schools sector

Trade Training Centres in Schools Program

The purpose of this document is to outline the agreed arrangements between the Commonwealth and Independent schools sector for the implementation and ongoing operation of the *Trade Training Centres in Schools Program*.

It is recognised that the long term success of the Program will be built on a strong partnership between the Commonwealth and all stakeholders, including the Independent schools sector.

The partnership between the Commonwealth and the Independent schools sector will encompass:

- a shared commitment to the Program and its objectives;
- a collaborative approach to its development and implementation; and
- complementary roles to ensure the quality and sustainability of Trade Training Centres.

A shared commitment to the Program and its objectives

The goals of improving the quality of schooling and having a highly qualified, well trained workforce, particularly in those industries experiencing skills shortages are very important to all levels of Australian governments, the school and training sectors and industry. These goals are also important to the broader community, who rely on skilled tradespeople, and to families who want their children to have the opportunity to work in a field they enjoy and which provides a good living.

The Commonwealth and the Independent schools sector agree to work together to:

- support the Program's objective of improving the quality of schooling offered to secondary students and better supporting young people to make a successful transition from school to work or further education or training;
- support the achievement of national targets to increase the proportion of students achieving Year 12 or an equivalent qualification to 85% by 2015 and 90% by 2020;
- enable the delivery of high quality of trade training in schools, including through the reform of curriculum, to ensure flexible academic and trade pathways for students are maximised; and
- ensure appropriate use of Trade Training Centres in Schools funding and other funding sources aimed at improving the quality of industry recognised vocational education and training delivered in schools.

The Commonwealth will contribute \$2.5 billion over 10 years nationally for capital investment in Trade Training Centres in Schools across all sectors, and within the Independent schools sector independent schools will provide for the ongoing operation of the Trade Training Centres.

A collaborative approach to the Program's development and implementation

A collaborative approach to Program development and implementation is vital for the sustainability and success of Trade Training Centres. In addition to offering high quality, nationally recognised training, Trade Training Centres will need to offer training that is supported by local employers and leads to local employment opportunities if they are to successfully engage students. In communities where local employers are not available, training should articulate to regional skill shortages.

The Commonwealth and Independent schools sector will work together to support the Program's objectives of increasing the proportion of students achieving Year 12 or an equivalent qualification and helping address skills shortages in traditional trades and emerging industries.



Through the Program, the Commonwealth and the Independent schools sector aim to:

- improve student access to trade training facilities that meet industry standards;
- improve the quality of schooling offered to secondary students undertaking trade related pathways; and
- assist young people to make a successful transition from school to work or further education or training.

The Commonwealth commits to the provision of program management; management of the application process; a dedicated call centre; assessment, evaluation and monitoring; and regular communication with the independent schools sector.

The Independent schools sector as represented by relevant State and Territory Associations of Independent schools and Block Grant Authorities will play an important role in implementing the Program, particularly in the process of developing submissions for funding.

During the submission process the Independent schools sector, as represented by State and Territory Associations of Independent Schools and Block Grant Authorities will:

- promote the Program to independent schools and communities;
- assist Independent schools to develop submissions for funding;
- assist Independent schools to ensure there are processes in place whereby applications comply with all relevant laws and policies and that arrangements are in place to meet OH&S, insurance and workplace compensation requirements; and
- assist Independent schools to develop partnerships between schools and with industry, employers and the training sector where proposals for regional skills centres or shared facilities are being developed.

During the assessment process, the relevant Association of Independent Schools and/or Block Grant Authority will:

- provide an assessment of each application that:
 - indicates the financial viability of applications;
 - indicates whether the application meets capital development requirements; and
- identify whether the Independent school is submitting the same capital bid under another program.

During the assessment of proposals involving schools from more than one sector, each relevant sector will have the opportunity to contribute to the assessment, consistent with their role during the assessment process as set out in the respective Partnership Arrangements.

During the funding process:

- Funding Agreements will be signed by person(s) who are legally authorised to bind the school by entering into an agreement with the Commonwealth (this person may be the principal of the school); and
- the Commonwealth will pay the first 12 months of the contract value to the relevant Association of Independent Schools (AIS) or Block Grant Authority up front, with payments to be passed on to schools in accordance with the Funding Agreement. In the case of Funding Agreements for major capital projects, payments linked to milestones will only be made to schools with the prior written approval of the Department of Education, Employment and Workplace Relations.

Complementary roles to ensure the quality and sustainability of Trade Training Centres

Complementary roles in the establishment and ongoing operations of Trade Training Centres will ensure their quality and sustainability and avoid duplication of resources.

The Commonwealth will be making a major investment in the establishment or upgrade of trade training facilities and equipment. The Independent schools sector will support schools in understanding and meeting their obligations. Independent schools will provide for the ongoing operation of Trade Training Centres and support high quality models of operation as set out in their Funding Agreements, including through:



- ensuring training is delivered by appropriately qualified trainers/teachers and providing teacher training and professional development;
- supporting structured work-placements or school-based apprenticeships for students in the Trade Training Centres, to ensure that training meets industry expectations regarding quality on-the-job experience;
- meeting ongoing equipment leasing costs, maintenance and upkeep of infrastructure;
- ensuring training offered by Trade Training Centres is part of a broad comprehensive secondary education and responsive to student and employer needs;
- offering students career advice from appropriately qualified staff, to ensure they have well developed learning and career development plans and are selecting appropriate vocational education and training options;
- increasing the availability of trade pathways for students in Years 9 and 10, including accredited vocational education and training programs where appropriate;
- establishing timetabling arrangements to coordinate the delivery of mainstream subjects and vocational education and training subjects, including on-the-job components through structured work placements or apprenticeships;
- developing learning and assessment strategies that support quality outcomes for Indigenous students and students from rural, regional or other disadvantaged communities;
- providing vocational education and training oriented literacy and numeracy support for students that require such assistance;
- providing support for school-based apprentices through mentoring and pastoral care in the on-the-job component of their training;
- developing strong local business support for Trade Training Centres to enhance opportunities for students to make a successful transition to work, including through accessing Commonwealth programs such as the Career Advice Australia initiative; and
- supporting students to make a successful transition to further education and training or work.

The Commonwealth and the Independent schools sector agree to review this Partnership Agreement after two years, in light of experience with the *Trade Training Centres in Schools Program*.



Attachment D: National Skills Needs List

The following table contains relevant qualifications that provide pathways to occupations in the National Skills Needs List (NSNL).

The qualifications in this table will be updated periodically to reflect current Training Package requirements and to ensure consistency with other Commonwealth programs.

National Skills Needs List Occupations	Certificate III Qualifications (or Certificate IV if relevant)
Aircraft Maintenance Engineer (Avionics)	MEA40607 Certificate IV in Aeroskills (Avionics)
Aircraft Maintenance Engineer (Mechanical)	MEA40707 Certificate IV in Aeroskills (Mechanical)
Automotive Electrician	AUR30305 Certificate III in Automotive Electrical Technology
Baker	FDF30303 Certificate III in Food Processing (Plant Baking)
	FDF30603 Certificate III Food Processing (Retail Baking - Bread)
	FDF30703 Certificate III Food Processing (Retail Baking - Combined)
Binder and Finisher	ICP30705 Certificate III in Printing and Graphic Arts (Print Finishing)
Boat Builder and Repairer	MEM30705 Certificate III in Marine Craft Construction
Bricklayer	BCG30103 Certificate III in Bricklaying/Blocklaying
Butcher	MTM30607 Certificate III in Meat Processing (General)
	MTM30807 Certificate III in Meat Processing (Meat Retailing)
Cabinetmaker	LMF30302 Certificate III in Furniture Making
	LMF30402 Certificate III in Furniture Making (Cabinet Making)
	LMF30502 Certificate III in Furniture Making (Wood Machining)
Carpenter	BCG30203 Certificate III in Carpentry
	BCF30100 Certificate III in Off-Site Construction (Shop fitting)
	BCF30300 Certificate III in Off-Site Construction (Stairs)
Carpenter and Joiner	BCF30200 Certificate III in Off-Site Construction (Joinery – Timber/Aluminium/Glass)
	LMF30302 Certificate III in Furniture Making
	LMF30402 Certificate III in Furniture Making (Cabinet Making)



National Skills Needs List Occupations	Certificate III Qualifications (or Certificate IV if relevant)
Cook	THH31502 Certificate III in Hospitality (Commercial Cookery)
	THH33102 Certificate III in Hospitality (Asian Cookery)
	THH32902 Certificate III in Hospitality (Catering Operations)
Drainer	BCP30203 Certificate III in Plumbing (Mechanical Services)
Electrical Powerline Tradesperson	UET30106 Certificate III in ESI - Transmission
Electrician (Special Class)	MEM30405 Certificate III in Engineering –Electrical/Electronic Trade
	UEE30807 Certificate III in Electrotechnology Electrician
Electronic Equipment Tradesperson	MEM30405 Certificate III in Engineering –Electrical/Electronic Trade
	UEE30807 Certificate III in Electrotechnology Electrician
Fibrous Plasterer	BCG31203 Certificate III in Wall and Ceiling Lining
	BCG31606 Certificate III in Wall and Ceiling Lining (Plasterboard)
Fitter	MEM30205 Certificate III in Engineering - Mechanical Trade
Flat Glass Tradesperson	LMF30602 Certificate III in Glass and Glazing
Floor Finisher	LMF30102 Certificate III in Floor Covering and Finishing
Furniture Finisher	LMF30202 Certificate III in Furniture Finishing
Furniture Upholsterer	LMF31002 Certificate III in Upholstery
	LMF31102 Certificate III in Production Upholstery
Gasfitter	BCP30403 Certificate III in Gas Fitting
General Electrician	MEM30405 Certificate III in Engineering –Electrical/Electronic Trade
	UEE30807 Certificate III in Electrotechnology Electrician
General Plumber	BCP30103 Certificate III in Plumbing
Hairdresser	WRH30106 Certificate III in Hairdressing
Joiner	BCF30200 Certificate III in Off-Site Construction (Joinery – Timber/Aluminium/Glass)



National Skills Needs List Occupations	Certificate III Qualifications (or Certificate IV if relevant)
Lift Mechanic	UEE30807 Certificate III in Electrotechnology Electrician
Locksmith	MEM30805 Certificate III in Locksmithing
Mechanical Services and Air-conditioning Plumber	UEE31307 Certificate III in Refrigeration and Air-conditioning
Metal Fabricator	MEM30305 Certificate III in Engineering - Fabricator Trade
Metal Machinist (First Class)	MEM30205 Certificate III in Engineering - Mechanical Trade
Motor Mechanic	MEM30205 Certificate III in Engineering – Mechanical Trade
	AUR30405 Certificate III in Automotive Mechanical Technology
	AUR30605 Certificate III in Automotive Specialist
Optical Mechanic	HLT43707 Certificate IV in Optical Technology
Painter and Decorator	BCG30603 Certificate III in Painting and Decorating
Panel Beater	AUR30805 Certificate III in Automotive -Vehicle Body
Pastry Cook	FDF30503 Certificate III in Food Processing (Retail Baking - Cake and Pastry)
Picture Framer	LMF30802 Certificate III in Picture Framing
Pressure Welder	MEM30305 Certificate III in Engineering – Fabrication Trade
Printing Machinist	ICP30505 Certificate III in Printing and Graphic Arts (Printing)
Refrigeration and Air-conditioning Mechanic	UEE31307 Certificate III in Refrigeration and Air Conditioning
Roof Plumber	BCP30303 Certificate III in Roof Plumbing
Roof Slater and Tiler	BCG30803 Certificate III in Roof Tiling
Screen Printer	ICP30605 Certificate III in Printing and Graphic Arts (Screen Printing)
Shearer	RTE31503 Certificate III in Shearing
Sheetmetal Worker (First Class)	MEM30305 Certificate III in Engineering Fabricator Trade
Signwriter	BCF30700 Certificate III in Off-Site Construction (Sign Writing/Computer Operations)
Solid Plasterer	BCG31003 Certificate III in Solid Plastering



National Skills Needs List Occupations	Certificate III Qualifications (or Certificate IV if relevant)
Stonemason	BCF30600 Certificate III in Stone Masonry (Monumental/Installation)
Toolmaker	MEM30205 Certificate III in Engineering - Mechanical Trade
Tree Surgeon	RTF30203 Certificate III in Horticulture (Arboriculture)
Vehicle Body Maker	AUR30805 Certificate III in Automotive Vehicle Body
Vehicle Painter	AUR30805 Certificate III in Automotive Vehicle Body
Vehicle Trimmer	AUR30805 Certificate III in Automotive Vehicle Body
Wall and Floor Tiler	BCG31303 Certificate III in Wall and Floor Tiling
Welder (First Class)	MEM30305 Certificate III in Engineering Fabricator Trade
Wood Machinist (A-Grade)	LMF30502 Certificate III in Furniture Making (Wood Machining)
	FPI30805 Certificate III in Wood Machining