

Questions and Answers

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Program Background

What is the Trade Training Centres in Schools Program?

The Australian Government is investing in the education, skills and training of our young people to boost the productivity and prosperity of our nation for future generations.

The *Trade Training Centres (TTCs) in Schools Program* (the Program) will provide \$2.5 billion over 10 years from 2008 to enable secondary schools across Australia to seek funding for TTCs.

TTCs are being established to help increase the proportion of students achieving Year 12 or an equivalent qualification and to help address skill shortages in traditional trades and emerging industries by improving the relevance and responsiveness of trade training programs in secondary schools.

The Program is designed to assist existing schools to build new or upgrade existing trade or vocational education and training facilities encourage greater participation in vocational education and training for Years 9-12. Schools will also be encouraged to establish partnerships with other schools and training providers to maximise opportunities for students to access trade and vocational training.

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

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

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How is the TTC Program improving the Year 12 retention rate?

In 2009 all state, territory and federal governments through the Council of Australian Governments (CoAG) agreed to a set of new policies in the National Partnership Agreement on Youth Attainment and Transitions. Known as the *Compact with Young Australians*, this measure aims to keep young people in education longer and reduce youth unemployment. In particular, it was agreed to raise the Year 12 (or equivalent) attainment rate from 83.5% in 2009 to 90% by 2015. To reach the target CoAG has calculated that 92,527 additional young people need to achieve the Year 12 or equivalent qualification.

The *Trade Training Centres in Schools Program* is one of several initiatives implemented by the Government to, amongst other things, support the achievement of a national Year 12 or equivalent attainment rate of 90% by 2015. All young Australians are entitled to enjoy the benefits of education for the inherent personal and social benefit of learning and increased chances to find work. The Program contributes towards lifting the Year 12 retention rate by:

- providing the opportunity to access a range of trade training facilities and pathways to meet the diverse needs, aspirations, and learning approaches of all young Australians; and
- creating linkages between schools and local communities, industry and employers which can lead to either further training and education or employment.

Apparent retention indicators are derived from the total numbers of students in each of the relevant year levels, rather than tracking the retention of individual students. The most recent apparent retention rates from Year 10 to Year 12 can be found at:

- 2008 – refer to pages 4.21 to 4.26
[Report on Government Services 2008 - School Education](#)
- 2011 – refer to pages 4.2 to 4.32
[Report on Government Services 2011 - School Education](#)

What is the Timing for Round 4?

Round 4 opened on 29 September 2011. Education Authorities must submit Sectoral Plans and Individual Project Proposals by 11 November 2011.

When will Round 5 open?

Round 5 is expected to open in the first half of 2012.

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Program Changes

What changes have been made to the Program?

Project funding in Rounds 1-3 was determined on merit generated by school readiness to apply. To date, a school or cluster of schools self-nominated to apply for funding through a competitive application process which included a broad concept plan and costing submitted by a school with Education Authority support. However, due to the uncertainty of a self-nominating process, some sectors have been unable to effectively forward planning to manage factors such as ensuring widespread access to TTCs across their sector.

From Round 4, changes have been made to the funding approval process and administration of the Program to provide a more strategic approach to rolling out future TTCs. Individual Project Proposals (previously known as applications) must now form part of a Sectoral Plan (replacing 10 Year Plans) prepared by each Education Authority for approval by the Minister of School Education, Early Childhood and Youth (the Minister). Education Authorities will be responsible for managing the rollout of TTCs strategically through prioritising projects according to relative socio-economic disadvantage and Program Objectives and Priorities.

It is important to note that every school that could apply under the previous Guidelines can still seek access to funding over the life of the TTC Program - what has changed is that the rollout of TTCs will now be a managed process rather than one where schools compete against each other for funding. **Summary of Key Changes**

- i. Schools no longer applying for funding directly to the Australian Government through a competitive process.
- ii. Education Authorities take on a key role in planning and managing the rollout for their sector to ensure that all students have access to a TTC, and other program objectives, are met over the remainder of the Program.
- iii. The rollout of TTCs is prioritised to schools according to relative socio-economic disadvantage – all schools are still able to seek funding over the life of the program, however schools with lower levels of disadvantage may need to wait until a future Round.
- iv. Discrete funding and easier access is available for Remote Service Delivery (RSD) schools to ensure they can be funded as quickly as possible.
- v. A wider mix of qualifications can be funded through the Occupations in Local Demand (OLD) category - to ensure training is relevant to local circumstances and to increase support for local industry and employers.
- vi. Streamlined funding approvals - with funding determined by sector and each sector advised of its individual funding allocation before each round.

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Why are schools being prioritised for funding by socio-economic disadvantage?

Every school that could apply under the previous Guidelines will still be able to seek access to funding over the life of TTC Program - what has changed is that the rollout of TTCs to schools will now be a managed process rather than one where schools compete against each other for funding.

To address this, from Round 4 onwards, DEEWR will provide Education Authorities with an “Indicative Priority List” of schools ordered according to relative socio-economic disadvantage.

Education Authorities will need to justify any movement from the list, including rationale and arrangements to ensure that the needs of the higher priority schools are addressed as soon as possible. DEEWR will assess the

reasons for moving away from the list, and negotiate with Education Authorities where necessary, prior to making recommendations to the Minister about Sectoral Plans and proposed school projects.

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How do I know where my school is ordered on the indicative Priority List?

Schools should ask their Education Authority if their school is on the Priority Schools List.

What if my school isn't on the Indicative Priority List?

All eligible schools are on the Indicative Priority List. The Program changes from Round 4 have not removed access for any school over the life of the Program.

As this is a 10 year program, there needs to be a system by which the order of schools to be funded is determined and relative socio-economic disadvantage is a sound approach.

The indicative rankings of socio-economic disadvantage are a starting point only, and Education Authorities can and will be able to gain DEEWR approval to vary those indicative rankings.

Reasons to vary the indicate rankings may include: situations where higher ranked schools are not interested, not ready to participate in this Round, or would more naturally be included in a cluster with lower ranked schools proposed for a future Round; or on the basis of relevant school-level socio-economic data..

Given the timeframes for Round 4, it is likely that "readiness" will be a key factor. However, where this is the case, the process still requires a case to be put forward explaining why higher ranked schools are not being proposed, and the way in which their needs will be addressed in future rounds.

There is an appeals process built into the Program Guidelines for schools that are dissatisfied with the way in which their Education Authority makes decisions (Education Authorities are required to have an appeals mechanism) and DEEWR also a complaints process described in the Guidelines.

Can you ensure that disadvantaged government schools do not miss out on funding because it has been redirected to less disadvantaged non-government schools?

Yes – allocating discrete funding to each Education Authority sector (eg. Queensland Catholic schools, Victorian government schools, South Australian Independent schools, etc) ensures equitable provision for every eligible secondary school seeking access to TTC funding.

I'm an Independent school ranked near the top of my sector's Indicative Priority List and would like to participate in Round 4. How do I ensure that my needs and proposed project are considered before other Independent schools that are lower on the Priority Schools List?

The Independent sector Education Authority* in your state/territory is required to prioritise and allocate funding to their eligible schools according to the same Program Guidelines used by other education sectors.

To participate in Round 4, aspects of eligibility, including a high ranking on the Indicative Priority List and readiness, will be considered favourably by DEEWR. In developing their Sectoral Plan, the Independent Education Authority must negotiate as soon as possible with DEEWR about proposed deviations from the Priority List of Schools and justify any proposed deviation.

To ensure your school's needs and proposed project are considered before other Independent schools that are lower on the Priority Schools List, you should talk to your Education Authority.

*Independent sector Education Authority = Independent Schools' Block Grant Authority

What is being done for Remote Service Delivery (RSD) schools?

To ensure RSD schools can be funded as quickly as possible, \$25.5 million has been quarantined to cover the 17 RSD schools not yet funded. Under the new arrangements, there will be no limit on the number of RSD schools that can be funded in any round and from 2012 there will be two funding rounds per year for RSD schools (one round in 2011).

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Program Eligibility

Which schools are eligible to seek funding?

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

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

A school that satisfies the above requirements and is a Registered Training Organisation (RTO) is also eligible for funding under the Program.

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

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

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

Previously, schools applied for funding directly to the Department. Can they now?

From Round 4, schools can no longer apply for funding directly to DEEWR as all proposals for funding must now be submitted to DEEWR by Education Authorities so that individual school projects form part of an overarching Sectoral Plan. Remaining Program funds will be rolled out to remaining schools in a priority order determined by relative socio-economic disadvantage. This approach builds on successful partnership arrangements already in place with sectors and better targets resources to high priority schools and communities.

This approach means that schools ranked highly in the indicative Priority List for the Round can work with Education Authorities to develop their TTC project, or if not ready or for some other reason are not able to participate in this Round, to determine a strategy to participate as soon as possible in a future round. The work schools do to develop projects will not be subject to a competitive process but will be required to demonstrate that they meet Program Objectives and Program Priorities. Schools to be included in their Education Authority's Sectoral Plan should refer to Section 2.2 of the Guidelines for the full list of their responsibilities under the TTC Program.

Schools continue to play the central role in identifying the nature of local requirements for trade training facilities, ensuring linkages with local industry and community, and developing Individual Project Proposals jointly with their Education Authority.

Can schools with students in Year 7-10 seek funding or is the Program only for senior secondary schools?

Schools with students enrolled up to Year 10 are eligible for funding under a cluster arrangement and can only be a lead school in the cluster if they are in Remote Australia and not located near a school with Year 11 and 12 enrolments. Education Authorities can provide further advice.

Please also refer to Section 3.2 of the Program Guidelines for more information.

I am a parent of a secondary school student who does not have access to a TTC. What can I do to ensure my child doesn't miss out?

Every student will have access to a TTC over the life of the Program.

You can contact your local school and/or Education Authority to work out the best approach for your child to access a TTC. Many schools that are located close to each other have either joined together as cluster schools or have local arrangements in place to ensure access for students wanting to enrol in trade courses offered in the TTCs.

I am the President of my local school's P&C. I want this school to get a TTC. How do I go about this?

You should discuss this with the School Principal who will have further information on the process of schools seeking funding for TTC projects.

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Sectoral Plans and Individual Project Proposals

What is a Sectoral Plan?

For previous Rounds, Education Authorities developed a ten year plan for the Program. Under Round 4, Sectoral Plans replace 10 year plans.

A Sectoral Plan

- sets a clear direction for the education sector and the Australian Government to work together to fund TTC facilities for Round 4 in the context of a broader strategy to ensure the needs of all eligible schools are addressed over the life of the Program, and
- takes into account the Program Objectives and Priorities, including
 - qualifications and pathways
 - a Priority List of Schools that ensures TTCs are established in locations of highest need, and
 - new opportunities for the sector overall.

The content of a Sectoral Plan includes

- an overview of secondary school VET education in the sector
- an overview of the socio-economic disadvantage of secondary students in the sector
- the delivery approach of the sector for Round 4 and for the future rollout of the Program
- Individual Project Proposal/s for each project, and
- the consultation strategy that the Education Authority has undertaken with schools, local industry and the local community to ensure consultation and decision making is shared.

The main benefit of this approach is that Education Authorities, in consultation with their schools, can put forward proposals that cover the remaining balance of funds available to their sector over the life of the program.

A Sectoral Plan template including an Individual Project Proposal template (and instructions) is located at www.tradetrainingcentres.deewr.gov.au

Will I receive notification that my Sectoral Plan has been received by the Department?

Upon receipt of a Sectoral Plan, DEEWR will send an email notification to the Education Authority within one business day of a Sectoral Plan being submitted correctly. If an Education Authority has not received notification in this time frame, they should contact DEEWR, by emailing tradetraining@deewr.gov.au or by calling the TTC information telephone hotline on 1300 363 079, to confirm that the Sectoral Plan has been received correctly.

We spent a lot of time preparing and developing applications for Round Three that were unsuccessful. Can we submit those again?

No. From Round 4, applications for funding have been replaced with Sectoral Plans and Individual Project Proposals that are submitted by Education Authorities. However, in consultation with their Education Authority, a school may choose to use the material they submitted in Round Three to inform Individual Project Proposals noting that the material would need to be tailored to meet the requirements of the new Guidelines.

What is an Individual Project Proposal?

For previous Rounds, schools developed applications for funding for the Program. Under Round 4, Individual Project Proposals replace applications.

Individual Project Proposals

- form part of a Sectoral Plan
- present a plan of action (eg, establishing a new TTC or refurbishing or upgrading existing facilities)
- outline the reasons why the action is necessary, including local industry skills needs,
- include capital works and/or equipment requirements and the amount of funding required, and
- the trade qualifications to be delivered.

Schools, in consultation with their Education Authority, develop Individual Project Proposals that outline specific TTC projects that are supported by their local community to give young Australians greater training opportunities and help address skills shortages.

Can a Single School submit an Individual Project Proposal?

Schools cannot apply directly for funding, however a school may seek TTC funding through the Education Authority's Sectoral Plan as a:

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

Can Individual Project Proposals be withdrawn once the Sectoral Plan has been approved?

An Education Authority may withdraw a school or a project from their submitted (unapproved) or approved Sectoral Plan prior to a Project Funding Agreement being executed. Funding will not be re-allocated to another school or project in the current Round.

DEEWR will require written agreement from the school about withdrawing from the Sectoral Plan irrespective of whether it is an individual school or part of a cluster. Withdrawing a cluster school from a project may require re-scoping the project, reducing funding amounts for the project or, in exceptional circumstances, withdrawing the project entirely.

Can approved projects be changed or altered?

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

What happens if my project isn't approved?

Those schools with unsuccessful projects should discuss with their Education Authority the possibility of seeking funding in a future funding Round. Individual Project Proposals will not automatically roll forward into subsequent Rounds.

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Funding

How much funding will be allocated in Round 4?

Approximately \$150 million will be available for Round 4 projects.

How do I actually receive the funding?

Funding will be provided to the Education Authority who will then make payments to the Lead School of the TTC project based on project milestone achievements.

How much funding can a School seek funding for?

There is no minimum amount of funding that an Education Authority can seek for an Individual Project Proposal in their Sectoral Plan. Although the maximum funding per school is \$1.5 million there is no general school entitlement to this amount.

The original funding allocation for TTCs was based on a maximum of \$1.5 million for each school. The total allocation took into account that, whilst all students should have access to increased quality of trades training through the Program, not all schools would (or should) apply for funding. It was also understood that not all schools that were successful for funding would use the entire \$1.5 million notional allocation.

I want my School to be funded in this Round. How can I make this happen?

Your school principal will need to consult with your Education Authority - your school will need to be sufficiently highly ranked on the indicative Priority List to be considered in Round 4.

To ensure your Education Authority's Sectoral Plan (including Individual Project Proposal/s) is considered favourably when seeking funding, they should ensure that the Sectoral Plan

- meets Program Objectives and Program Priorities
- adheres to the Program Guidelines and only seeks funding for provisions identified as eligible (refer to Part 3 of the Guidelines), and
- is completed correctly, using the instructions available at www.tradetrainingcentres.deewr.gov.au

When seeking funding as part of a cluster, does each member of the cluster need to complete a separate Individual Project Proposal?

No. The Individual Project Proposal will cover all members of a cluster project. A Lead School must be identified by the cluster members. The Lead School will then be the only school that completes and submits an Individual Project Proposal to the Education Authority for funding through the Program on behalf of the cluster.

Schools that are a member of a cluster but who also wish to seek additional funding for a separate project will be required to complete a 'separate' Individual Project Proposal for that 'separate' project.

I am a multi-campus school – can I be funded for more than one project?

In cases where schools seek approval for their campuses to be considered as separate schools for funding, DEEWR will request additional information. The eligibility criteria for campuses to be treated as separate schools in the Program are:

- General Recurrent Grant Funding
- School administration and rationale for the campus arrangements
- Student enrolment numbers across campuses
- Location and proximity of campuses.

DEEWR will consider the overall geographical size of regions as well as distance perceptions, for example a student in Sydney may perceive reasonable travel time differently to a student in Tasmania but each would be equally affected. The primary consideration is the extent to which the location and proximity of the campuses lends itself to the campuses operating more or less independently of each other.

While DEEWR will consider each criterion in detail, the above are used as a whole and none is conclusive in itself with an 'on balance' decision made on the facts of each case.

If my school was successful for funding for less than \$1.5m in a previous round, can my school still seek funding in future rounds?

Under highly exceptional circumstances, where a school has not yet received a full allocation, it may be possible to access further funding up to the allocation limit. DEEWR will consider these examples case-by-case.

Schools that have already received funding from the Program will not normally be considered for further support ahead of schools that have not yet received Program funding. Individual Project Proposals would need to provide an extremely strong case for funding in the Sectoral Plan, demonstrating that further funding will support the needs of the local community.

If a school already has trade facilities on site, can it still be included in a Project?

Program funds can only be used for certain purposes relating to establishing a new TTC or upgrading existing facilities.

Upgrading facilities may reach more students on the Priority List and provide them with the benefit of access to a TTC. Schools may also wish to be included in the funding for facilities on another site to broaden their range of available qualifications.

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Qualifications/Skills

What qualifications are eligible under Round 4?

TTCs will be funded depending on their ability to deliver Certificate III (AQF Level 3) or direct pathway training qualifications leading to Certificate III (AQF Level 3).

Eligible qualifications for Round 4 funding include:

- Traditional trades: Certificate III (AQF Level 3) or direct pathway qualifications required for occupations on the National Skills Needs List (NSNL)
- Occupations in Local Demand (OLD): Qualifications in occupations experiencing local or regional skill shortages or emerging demand.

The eligible qualifications differ slightly for each Funding Round to respond to changes in Australia's labour market.

Refer to Section 3.3 of the Program Guidelines for the full details of the qualifications eligible for Program funding.

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Project Types

What sorts of projects are eligible? What can the funds go towards?

Funds are available for:

- major capital works (for definition see Section 3.4 of the Guidelines);
- minor capital works (for definition see Section 3.4 of the Guidelines); and
- equipment directly related to the qualifications to be delivered through the TTC.

Schools (in consultation with their government or non-government school system) can determine which form the investment will take in line with their long term capital investment strategies, and what 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.

For further details, see Section 3.4 of the Program Guidelines.

What can't the funds be used for?

Program funds cannot be used for procurement of services (such as human resource or personnel services), overhead costs incurred in distributing funds and recurrent costs associated with the ongoing operation of TTC facilities. An exception is that Program funds can be used for building project management fees associated with major capital works.

All the above costs are the responsibility of the funding recipient.

For further details, see Section 3.4 of the Program Guidelines.

Can I purchase or lease a bus with funding under this Program?

No. The purchase or lease a bus cannot be funded under the Program.

Is it possible to lease equipment rather than purchase it?

Yes, it is possible to lease equipment where the school can show in the Individual Project Proposal that this would be more cost effective than purchasing over a given period. 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 Australian Government would only cover the initial lease period in the business case, not an ongoing lease, and residual or renewal costs.

Can I upgrade existing facilities that I currently lease?

Yes, however your proposal 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 TTC for 20 years.

Can funds be used to purchase land and/or an existing building?

Yes, DEEWR will consider funding projects that involve purchasing land and/or a building(s) to establish a TTC. Through their Individual Project Proposal, Schools will need to:

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

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Construction Projects

What is the expected timeframe for a Trade Training Centre (TTC) to be built and become operational?

There is no set timeframe for the construction of a TTC, however as a guide, it might be expected that TTCs would normally be completed within two years of the commencement of construction.

The time taken to build a TTC and commence operations differs significantly across Australia and is influenced by many factors. Some TTCs involve constructing complete centres across multiple sites whereas others may comprise refurbishing existing training facilities and/or upgrading equipment. There are several reasons at the local school level that may delay construction which could include adverse weather conditions, heritage listing issues, unexpected findings such as soil quality and drainage, procurement process issues, and shortage of subcontractors and/or building materials.

What is the performance to date in the time taken to build TTCs?

As at March 2012, over 90% of TTCs have been built within 18 months of the commencement of construction, and over 50% have been completed within 12 months of the commencement of construction.

What is the National Code of Practice for the Construction Industry?

The TTC Program Guidelines state that project proposals must comply with the National Code for the Construction Industry and the associated Australian Government Implementation Guidelines.

The National Code of Practice for the Construction Industry (the Code) was developed by the Australian, State and Territory Governments and expresses agreed principles that should underpin the future development of the construction industry in Australia. The Code is the standard of practice for building and construction work for projects funded by the Australian Government as well as funding recipients and emphasises the highest ethical standards in all construction-related activities. The Code and Guidelines aim to establish higher standards of workplace relations behaviour and provide greater flexibility and productivity.

Activity which falls within the scope of the Code includes building refurbishment or fit out, installing of building security systems, fire protection system, air-conditioning system, computer and communication cabling, building and construction of landscapes. The Code also covers material suppliers where the supplied material is integral to the construction of the project. The Code and Guidelines do not cover the ongoing maintenance (such as wear and tear) of building systems, including the maintenance of fire protection and air conditioning systems, maintenance of computers and communication cabling, landscaping (such as lawn mowing, pruning and other horticultural activities), and cleaning buildings.

What are the associated Australian Government Implementation Guidelines for the National Code of Practice for the Construction Industry, Revised September 2005, and Reissued June 2006?

The Code and Australian Government Implementation Guidelines for the National Code of Practice for the Construction Industry (the Guidelines), Revised September 2005 and Reissued June 2006, set out the responsibilities of all parties on construction projects funded by the Australian Government.

The Guidelines outline the process for complying with the Code and were developed to assist the government and interested parties to interpret and implement the Code. The Code and Guidelines can be downloaded from the [National Code and Implementation Guidelines](#) website.

How do the Code and Guidelines apply to the Trade Training Centre in Schools Program?

It is Australian Government policy that the National Code of Practice for the Construction Industry (the National Code) and the Australian Government Implementation Guidelines (Implementation Guidelines) will be applied to all construction projects that are funded through the Program expenditure where:

- the value of the Australian Government contribution to a project is at least \$5 million and represents at least 50 per cent of the total construction project value; or
- the Australian Government contribution to a project is \$10 million or more, irrespective of the proportion of Australian Government funding.

Schools will need to ensure that the National Code and the Implementation Guidelines are applied in respect of grants, as defined above, provided under the Program.

Compliance with the Code and the Guidelines will be made a condition of the Funding Agreements with the Australian Government and a condition of all relevant contracts associated with the project, and extended to all head contractors, subcontractors, consultants and suppliers who are engaged by the school to undertake construction activity. This includes agreeing to Australian Government monitoring of compliance through site visits and inspection of documents by a person occupying a position in the Australian Building and Construction Commission (ABCC).

My school's project meets the criteria as defined above - what does being compliant with the National Code and the Guidelines mean for my school and what are my responsibilities?

Compliance with the Code and the Guidelines means that schools will need to ensure that only companies and contractors (including head contractors, project managers, consultants and material suppliers) who are Code compliant can tender and be contracted to undertake building and construction activities for projects funded under the Program. Compliance with the Code and Guidelines means that:

- the workplace arrangements used by the contractor comply with the Code and Guidelines
- workplace arrangements include industrial instruments (for example, awards, collective and individual workplace agreements), unregistered agreements, common law contracts on-site practices and behaviours.
- the on-site behaviours of the contractor are consistent with the Code and the Implementation Guidelines (section 8 of the Guidelines refers). Briefly, these:
 - require the contractor to comply with the provisions of workplace agreements and to meet their obligations under law to Occupational Health and Safety;
 - prohibit the contractor attempting to unduly influence subcontractors to have particular workplace arrangements or to make over-award payments;

- require the contractor to adopt arrangements which ensure freedom of choice and freedom of association - the choice of employees to be or not be in a union;
- require the contractor to comply with the procedures for right of entry under the *Workplace Relations Act 1996*; and
- prohibit the contractor from negotiating arrangements that restrict the efficient performance or work on the project.

I need to find out more information about the National Code and Implementation Guidelines - who can I contact for further information?

For further information on complying with the National Code and Guidelines, schools can contact:

- the National Code Hotline on 1300 731 293
- the National Code Mailbox by emailing building@deewr.gov.au

Schools can also contact their TTC support units in each State and Territory.

The Program Guidelines state that project proposals must comply with the Commonwealth Government Building and Construction Occupational Health and Safety Scheme (the Scheme).

What is the Occupational Health and Safety Scheme and when does it apply?

The Occupational Health and Safety Scheme (the Scheme) 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 Commonwealth Government.

Projects are considered to be directly funded when the Commonwealth Government has responsibility for the project funding and development. Projects are considered to be indirectly funded when the Commonwealth Government contributes funding to a third party recipient, such as but not limited to a State/Territory Government, through mechanisms such as funding agreements, grants, or other programs.

More information is available on the Federal Safety Commissioner website.

How does the Scheme apply to the TTC Program?

Application of the Scheme will be a condition of funding where major capital works funded through the TTC Program would be considered to be a project indirectly funded by the Commonwealth Government if the project met the indirectly funded project financial thresholds which are:

- the value of the Commonwealth Government contribution to the project is at least \$5 million and represents at least 50 per cent of the total construction project value; or
- the Commonwealth Government contribution to a project is \$10 million or more, irrespective of the proportion of the Commonwealth Government funding.

If a major capital works project meets the above financial thresholds, then the following conditions apply:

- all head contracts for building work under the project that are valued at \$3 million or more must:
 - be notified to the Office of the Federal Safety Commissioner at the earliest opportunity (that is, when approaching the market).
 - contain a requirement that the builder:
 - is accredited under the Scheme
 - maintains Scheme accreditation for the life of the contract; and

- must comply with all conditions of the Scheme accreditation.

More information regarding the Scheme can be found on the [Federal Safety Commissioner website](#).

Recognition

If I am successful with my Project, is there a requirement for my school to hold a recognition ceremony?

To receive funding under this Program, schools are required to support recognition and acknowledge the Australian Government's contribution to the Program. As a minimum, Funding Recipients must adhere to the procedures and requirements set out in Section 5.6 of the Program Guidelines. Costs for meeting recognition requirements (up to a maximum of \$1,000) can be included in Individual Project Proposals.

Complaints

What if my school is unsuccessful for Round 4, or has other complaints?

A school can contact their Education Authority for additional information about why they may have been unsuccessful for funding in Round 4 at:

<http://www.deewr.gov.au/Schooling/TradeTrainingCentres/StateContacts/Pages/StateandTerritoryContacts.aspx>

A complaints process is available to schools in Section 6.5 of the Guidelines. Education Authorities must have an appeals process for any decisions they make that affect schools.

I'm an Education Authority and I don't agree with the decision about my final project funding. What can I do?

Similar to the question above, if an Education Authority disagrees with the decision about final project funding, the Education Authority should lodge a written complaint with DEEWR. DEEWR will investigate the complaint and may seek further independent expert analysis to decide an outcome.

Further Questions

If I have further questions, where can I find more information?

Further information and enquiries about the Program can be found

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