



Australian Government

Department of Education, Employment  
and Workplace Relations

# *Trade Training Centres in Schools Program*



Program Guidelines  
February 2009

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## 1. Overview

This chapter provides an overview of the *Trade Training Centres in Schools Program*, its objectives and priorities. It also provides information about the purpose of these Guidelines.

### 1.1 Introduction

The *Trade Training Centres in Schools Program* commenced in 2008 and is an important element of the Australian 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 strong partnerships between the Australian Government, state and territory governments, and the Independent and Catholic schools sectors.

### 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 per cent by 2015 and 90 per cent by 2020. An important step towards achieving these goals 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 Australian 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 Australian Government 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 Australian Government aims to achieve an equitable distribution of funding among states, territories and across education sectors. The final distribution of funds will, however, depend 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: 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 used by secondary schools and are accessible to students from government and non-government school sectors;
- link into existing training infrastructure, including Registered Training Organisations (RTOs), Australian Technical Colleges, 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 Australian and state or territory government 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 provide information to eligible applicants and their education authorities to assist them with submitting applications for the Program. The Guidelines describe the Program, define eligible schools and eligible projects, and aim to assist eligible schools to submit successful applications.

The Guidelines should be read in full. It is essential that schools interested in applying for the Program read and understand the Program's eligibility criteria before starting an application.

The Australian Government reserves the right to amend these Guidelines as necessary. Information concerning changes to the Guidelines will be posted on the Program website at [www.tradetrainingcentres.deewr.gov.au](http://www.tradetrainingcentres.deewr.gov.au).

## 1.5 Application Guide, additional information and enquiries

A number of resources are available with practical examples and hints to help schools apply for funding under the Program.

Before submitting an application, applicants should read the Guidelines and the Application Guide, which is a practical step-by-step guide to assist schools with submitting their on-line applications. The Application Guide is available for download from the Program website. As part of submitting an application, eligible schools will be required to confirm that they have read and understood the information contained in both the Program Guidelines and the Application Guide.

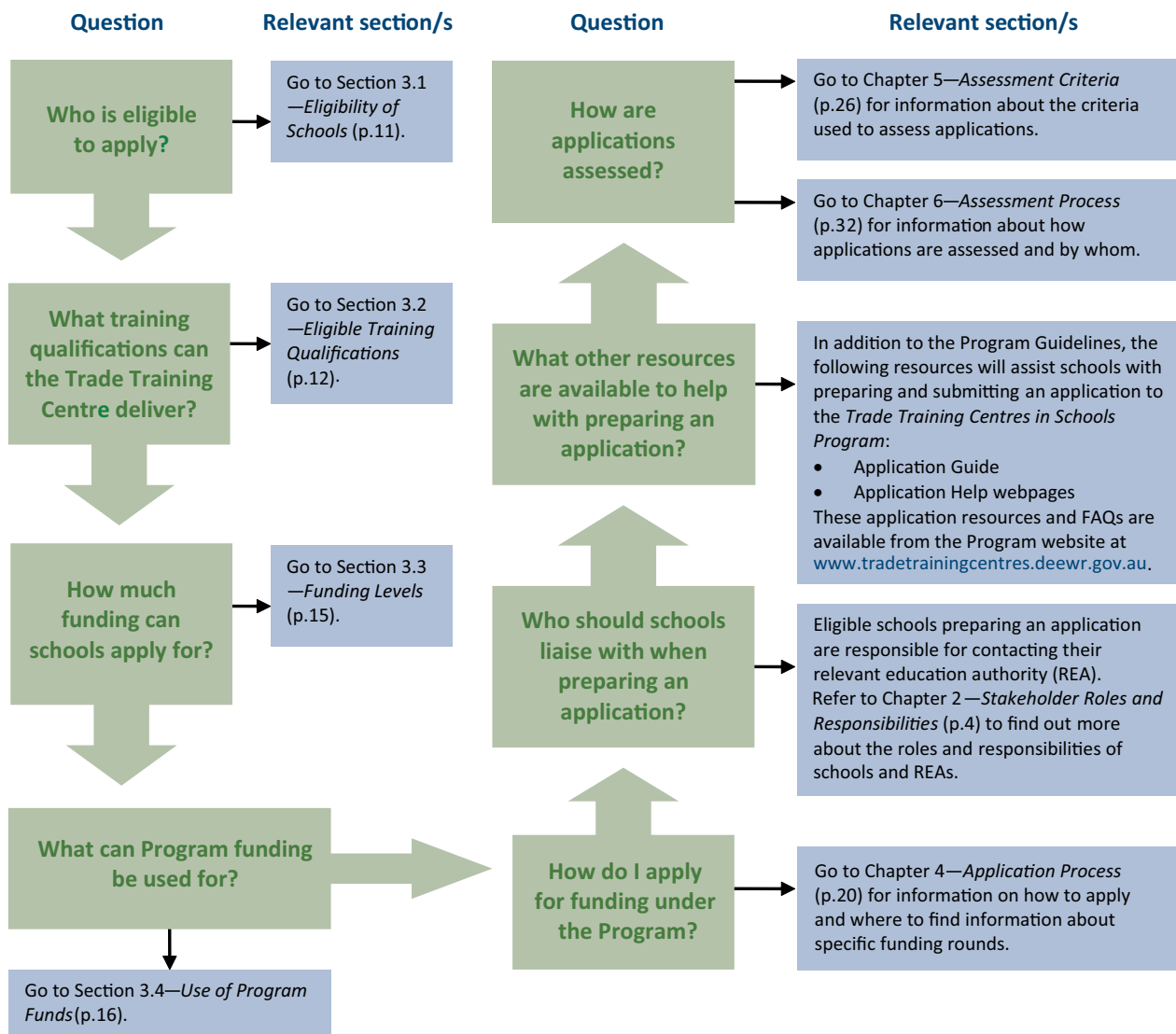
Additional information about the Program and the application process can be found on the Program website, including Frequently Asked Questions (FAQs) and Application Help pages available through the 'How to Apply' link.

The Guidelines are the authoritative source of information for the Program. Further information and clarification of the Guidelines or the Application Guide, or other assistance can be obtained by:

- calling the Trade Training Centres Information telephone hotline on 1300 363 079; or
- sending an email to tradetraining@deewr.gov.au.

## 1.6 Program Guidelines flow chart

The following flow chart helps schools to navigate through this document, and find key eligibility and assessment information to help start the development of an application. The flow chart presents a series of likely questions that schools interested in applying for the Program may initially have and indicates where this information can be found in the Guidelines. **Please note that applicants should read and understand the entire Program Guidelines before submitting an application.**



## 2. Stakeholder Roles and Responsibilities

While the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) has overall responsibility for administering the *Trade Training Centres in Schools Program*, state and territory education authorities from both the government and non-government sectors play a critical role in working with the Australian Government to deliver the Program, particularly by assisting eligible schools with developing their applications for funding.

This chapter sets out the roles and responsibilities of schools seeking to apply for funding under the Program, state and territory departments of education, state and territory non-government education authorities, and DEEWR.

### 2.1 Responsibility of schools

Schools are responsible for managing their application for the Program and working with their relevant education authority during the development of an application. The main roles and responsibilities of schools wishing to apply for funding are outlined in this section.

#### 2.1.1 Working with relevant education authorities

All schools are encouraged to work with their relevant education authority to develop their applications for the Program:

- Government schools must develop their applications jointly with their state or territory department of education;
- Catholic schools must develop their applications jointly with the relevant Catholic Education Commission Office and/or Block Grant Authority (BGA) in each state or territory; and
- Independent schools will be assisted by their relevant state and territory Association of Independent Schools (AIS) and BGA.

Schools should contact their relevant education authority early in the development of their application. The contact details for each relevant education authority in each state and territory can be found at [www.tradetrainingcentres.deewr.gov.au](http://www.tradetrainingcentres.deewr.gov.au) through the 'State contacts' link. The roles and responsibilities of the relevant education authorities for each sector are also described in this chapter.

#### 2.1.2 Appointing a project leader

Schools must appoint a project leader (who may be the school principal) to be responsible for a number of key tasks during the application process and once a project has been approved for Program funding. During the application process, the project leader will be responsible for:

- working with their relevant education authority to develop the application;
- undertaking and/or coordinating consultation with the school community to assess the demand and support for the Trade Training Centre as well as the focus of its training delivery. This may include consultation with:
  - parents and relevant community organisations;
  - other schools;
  - industry groups/associations, employers;
  - Registered Training Organisations (RTOs); and
  - other appropriate local organisations (such as Group Training Organisations (GTOs), Local Community Partnerships, small business and local government).
- demonstrating that their application for funding responds to local skill shortage occupations and/or emerging industries (see Section 3.2 for more information);

- negotiating appropriate cluster/consortium arrangements (where applicable) for operating the Trade Training Centre, including with other local schools, industry groups, employers, RTOs, GTOs, industry skills centres and/or other appropriate organisations;
- developing strategies for effective engagement with communities that have high Indigenous populations;
- taking account of the assessment criteria set out in Chapter 5 of the Guidelines in developing the application;
- submitting an application and ensuring all information in the application is correct;
- where applicable, providing letters from all schools participating in their cluster arrangement showing their endorsement of the application; and
- where applicable, providing evidence of written agreement from all organisations participating in their consortium arrangement and their endorsement of the application.

If a project is approved for Program funding, the project leader will be responsible for:

- working with DEEWR and the school's relevant education authority to facilitate execution of a Project Specific Schedule and/or School Project Agreement (refer to Chapter 7);
- ensuring compliance with all legislative and other requirements and permissions necessary for the construction of an upgraded or new Trade Training Centre;
- overseeing the ongoing 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 Project Specific Schedule and/or School Project Agreement.

The project leader may convene a Project Steering Committee, or use other governance arrangements, to assist in coordinating and managing the Trade Training Centre project.

### 2.1.3 Selecting a Lead School (for cluster projects)

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

The cluster of schools should also appoint a project leader who will be responsible for undertaking the roles outlined in Sub-section 2.1.2.

## 2.2 State and territory departments of education

The agreed arrangements between the Commonwealth and state and territory departments of education for this Program are broadly defined in the Partnership Arrangement between the Commonwealth and state and territory governments. A copy of the Partnership Arrangement is available at [www.tradetrainingcentres.deewr.gov.au](http://www.tradetrainingcentres.deewr.gov.au).

The table below summarises the role of the state and territory departments of education:

PROCESS	ROLE
SUBMISSION PROCESS	<ul style="list-style-type: none"> <li>• promoting the Program to school communities and other local stakeholders, including industry and employers;</li> <li>• working with government schools (and non-government schools where appropriate) to jointly develop submissions for funding;</li> <li>• contributing knowledge of local environments to ensure that applications put forward in each round address state, regional and local needs, and build appropriate partnerships that ensure efficiency of investment is maximised;</li> <li>• managing expectations within their jurisdiction about the likely funding for different types of submissions (equipment; equipment and minor upgrade of facilities (including minor capital works); and major capital works), noting that there will be a competitive process for each round of the Program;</li> <li>• ensuring proposed projects from government schools comply with all relevant laws and policies, and that arrangements are in place to meet Occupational Health and Safety (OHS), insurance and workplace compensation requirements; and</li> <li>• facilitating 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.</li> </ul>
ASSESSMENT PROCESS	<ul style="list-style-type: none"> <li>• for all applications, providing information about whether each proposed project aligns with the state/territory skills priorities;</li> <li>• participating in state/territory cross-sectoral meetings to discuss all applications from government and non-government schools and collectively agree on whether: <ul style="list-style-type: none"> <li>– each proposed project engages appropriate local/regional bodies and stakeholders;</li> <li>– each proposed project avoids duplication of existing infrastructure; and</li> <li>– there have been recent investments in trade facilities.</li> </ul> </li> <li>• for applications from government schools, providing a further assessment that confirms a school's viability and indicates the degree of support for the proposal.</li> </ul>
PROJECT ADMINISTRATION	<ul style="list-style-type: none"> <li>• where the Australian Government approves funding in respect of an application from a government school, the state and territory departments of education will assist with the following: <ul style="list-style-type: none"> <li>– working with the schools and DEEWR to execute a Project Specific Schedule with the Commonwealth for each successful project;</li> <li>– working with schools to oversee the administration of the approved funding (refer to Section 7.1 for more information about funding agreements and payment of grants);</li> <li>– undertaking project management leading to the establishment or upgrade of trade training facilities and equipment related to a school's Trade Training Centre project, including the final acquittal of grant funds; and</li> <li>– providing assistance with Program reporting and other matters related to the ongoing operation of Trade Training Centres within the state/territory.</li> </ul> </li> </ul>

## 2.3 Non-government education authorities

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

### 2.3.1 Catholic schools sector

The agreed arrangements between the Commonwealth and Catholic schools sector, as represented by the Catholic Education Commission or BGA in each state or territory, for this Program are broadly defined in the Partnership Arrangement between the Commonwealth and the Catholic schools sector. A copy of the Partnership Arrangement is available at [www.tradetrainingcentres.deewr.gov.au](http://www.tradetrainingcentres.deewr.gov.au).

The table below summarises the role of the Catholic schools sector:

PROCESS	ROLE
SUBMISSION PROCESS	<ul style="list-style-type: none"> <li>• promoting the Program to Catholic schools and communities;</li> <li>• working with Catholic schools to jointly develop submissions for funding;</li> <li>• ensuring proposed projects from Catholic schools comply with all relevant laws and policies and that arrangements are in place to meet OHS, insurance and workplace compensation requirements; and</li> <li>• facilitating partnerships between schools and industry, employers and the training sector where proposals for regional skills centres or shared facilities are being developed.</li> </ul>
ASSESSMENT PROCESS	<ul style="list-style-type: none"> <li>• participating in state/territory cross-sectoral meetings to discuss all applications from government and non-government schools and collectively agree on whether:               <ul style="list-style-type: none"> <li>– each proposed project engages appropriate local/regional bodies and stakeholders;</li> <li>– each proposed project avoids duplication of existing infrastructure; and</li> <li>– there have been recent investments in trade facilities.</li> </ul> </li> <li>• for applications from the Catholic schools sector, provide a further assessment that:               <ul style="list-style-type: none"> <li>– indicates the degree of support for proposals;</li> <li>– confirms that applications meet Catholic sector requirements for capital development;</li> <li>– 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</li> <li>– identifies whether Catholic schools are submitting the same capital funding bid under another program.</li> </ul> </li> </ul>

<p>PROJECT ADMINISTRATION</p>	<ul style="list-style-type: none"> <li>• where the Australian Government approves funding in respect of an application from a Catholic school, the relevant state and territory Catholic Education Commission or BGA will assist with the following: <ul style="list-style-type: none"> <li>– working with the schools and DEEWR to facilitate the execution of a Project Specific Schedule with the Commonwealth for each successful project;</li> <li>– working with schools to oversee the administration of the approved funding (refer to Section 7.1 for more information about funding agreements and payment of grants); and</li> <li>– undertaking project management leading to the establishment or upgrade of trade training facilities and equipment related to a school's Trade Training Centre project, including undertaking the final acquittal of grant funds and providing the acquittal to the Australian Government.</li> </ul> </li> </ul>
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### 2.3.2 Independent schools sector

The agreed arrangements between the Commonwealth and Independent schools sector, as represented by relevant state and territory Associations of Independent Schools and BGAs, for the Program are broadly defined in the Partnership Arrangement between the Commonwealth and the Independent schools sector. A copy of the Partnership Arrangement is available from [www.tradetrainingcentres.deewr.gov.au](http://www.tradetrainingcentres.deewr.gov.au).

The table below summarises the role of the Independent schools sector:

PROCESS	ROLE
<p>SUBMISSION PROCESS</p>	<ul style="list-style-type: none"> <li>• promoting the Program to Independent schools and communities;</li> <li>• assisting Independent schools to develop submissions for funding;</li> <li>• assisting 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 OHS, insurance and workplace compensation requirements; and</li> <li>• assisting 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.</li> </ul>
<p>ASSESSMENT PROCESS</p>	<ul style="list-style-type: none"> <li>• participating in state/territory cross-sectoral meetings to discuss all applications from government and non-government schools and collectively agree on whether: <ul style="list-style-type: none"> <li>– each proposed project engages appropriate local/regional bodies and stakeholders;</li> <li>– each proposed project avoids duplication of existing infrastructure; and</li> <li>– there have been recent investments in trade facilities.</li> </ul> </li> <li>• for applications from the Independent schools sector, provide a further assessment that: <ul style="list-style-type: none"> <li>– indicates the financial viability of each application;</li> <li>– indicates the extent to which each application meets capital development requirements; and</li> <li>– identifies whether the Independent school is submitting the same capital funding bid under another program.</li> </ul> </li> </ul>

<p>PROJECT ADMINISTRATION</p>	<ul style="list-style-type: none"> <li>• where the Australian Government approves funding in respect of an application from an Independent school, the relevant state and territory AIS or BGA will assist with the following:             <ul style="list-style-type: none"> <li>– working with the schools and DEEWR to facilitate the execution of a Project Specific Schedule with the Commonwealth for each successful project;</li> <li>– working with schools to oversee the administration of the approved funding (refer to Section 7.1 for more information about funding agreements and payment of grants); and</li> <li>– undertaking project management leading to the establishment or upgrade of trade training facilities and equipment related to a school’s Trade Training Centre project, including undertaking the final acquittal of grant funds and providing this acquittal to the Australian Government.</li> </ul> </li> </ul>
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### 2.3.3 Cross-sectoral applications

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.

## 2.4 State and territory support services

The Australian, state and territory governments have jointly established dedicated Trade Training Centres in Schools support services in each state and territory. These support services have been established 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 built on strong local partnerships. The support services will provide advice on 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.

These support services may also be used to assist smaller regional and remote schools with ongoing project management of their approved Trade Training Centre projects.

Additionally, the Australian Government has provided funding to the Catholic and Independent schools sectors to help these sectors support their schools with generating high-quality, sustainable proposals built on strong partnerships. The funding will also support these sectors with ongoing project management of Trade Training Centre projects that are successful for Program funding.

## 2.5 Australian Government Department of Education, Employment and Workplace Relations

DEEWR is responsible for the overall management of the Program. DEEWR’s Program Delegate is the Branch Manager, Trade Training Centres Taskforce, located in DEEWR’s National Office in Canberra.

DEEWR will provide support to schools and relevant education authorities by:

- developing and maintaining strong relationships with Program stakeholders;
- 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; and
- developing and maintaining the Program website, including the on-line application form.

Throughout the life of the Program, DEEWR is responsible for:

- promoting the Program, including developing and managing a national marketing and communication strategy;
- maintaining the partnership arrangements with government and non-government education sectors;
- advising the Commonwealth Minister for Education and other Australian Government departments about the Program;
- managing the application process;
- assessing applications for funding against the assessment criteria for the purposes of making recommendations to the Commonwealth Minister for Education;
- negotiating Funding Agreements for successful projects;
- monitoring compliance with the Funding Agreements and making relevant payments under the Funding Agreement;
- monitoring and managing the Program budget; and
- monitoring, evaluating and reporting on the Program.

## 3. Eligible Projects

To be considered for funding under the *Trade Training Centres in Schools Program*, schools must meet the eligibility requirements outlined below. This chapter will assist schools to determine:

- whether they are eligible to submit an application (refer to Section 3.1);
- whether the nature of the proposed training to be delivered to students is eligible for funding under the Program (refer to Section 3.2);
- the amount of funding for which they can apply (refer to Section 3.3);
- the purposes for which Program funding can be used (refer to Section 3.4); and
- where Trade Training Centres can be located (refer to Section 3.5).

### 3.1 Eligibility of schools

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

- in the case of government schools, attracts Commonwealth funding through state and territory governments under the National Education Agreement 2009–2012;
- in the case of non-government schools, attracts Commonwealth recurrent grants funding for Years 11 and 12 under section 7 of the *Schools Assistance Act 2008*; and
- is delivering a level of secondary education as determined by the Minister under the National Education Agreement and *Schools Assistance Act 2008*.

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
- 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.

Secondary schools with enrolments only to Year 10 and schools with multiple campuses should check the eligibility requirements set out in Sub-sections 3.1.1 and 3.1.2.

#### 3.1.1 Secondary schools with enrolments only to Year 10

A secondary school that enrolls students only to Year 10 is able to apply for funding as part of a cluster or consortium where it can demonstrate that articulation arrangements with senior secondary schools enrolling students to Year 12 and pathways to qualification attainment are in place. In these cases, the secondary school that enrolls students only to Year 10 must not be nominated as the Lead School for the cluster or consortium.

In exceptional circumstances, a secondary school with enrolments only to Year 10 in a remote location may apply for funding in a consortium with a RTO without the involvement of a senior secondary school. DEEWR will accept such applications only 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, must be sought from DEEWR **before** submitting an application. These approvals should be sought by sending an email to the Trade Training Centres Taskforce at [tradetraining@deewr.gov.au](mailto:tradetraining@deewr.gov.au) at least six weeks before the closing date for full applications to the relevant funding round. DEEWR will notify applicants of the outcome in writing.

### 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 numbers across the campuses and the reasons for establishing the campus arrangements.

Schools seeking a decision on this matter must email the Trade Training Centres Taskforce at [tradetraining@deewr.gov.au](mailto:tradetraining@deewr.gov.au) and request 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 will notify applicants of the outcome in writing. Schools must return the completed form at least six weeks before the closing date for full applications to the relevant funding round to the Trade Training Centres Taskforce at [tradetraining@deewr.gov.au](mailto:tradetraining@deewr.gov.au) so DEEWR can make a decision before a full application is submitted by the closing date. Decisions to approve campuses as individual schools will also be published on the Program website at [www.tradetrainingcentres.deewr.gov.au](http://www.tradetrainingcentres.deewr.gov.au).

In cases where a school has not deemed it necessary to submit an application for its campuses to be treated as separate schools but DEEWR believes the school should, DEEWR may request the school to submit an “Application for Funding Eligibility for School Campuses” form at any stage during the assessment process.

### 3.1.3 Ineligible schools

Funding may not be paid for projects in respect of schools that have been identified for closure.

DEEWR also expects the planning process for new schools to have already considered the need for trade training facilities. Therefore, proposals put forward by new schools may not be a priority for the Program and the school would need to provide a strong case for funding.

## 3.2 Eligible training qualifications

**Schools must only submit applications to deliver the Program’s eligible training qualifications in order to receive Program funding.**

Eligible training qualifications for Trade Training Centres with the highest priority under the Program are the following Australian Qualifications Framework (AQF) qualifications:

- AQF Certificate III or above qualifications in traditional trade occupations experiencing skills shortages;
- AQF Certificate III or above qualifications in emerging industries; and
- other eligible AQF Certificate III qualifications as outlined in Sub-section 3.2.3.

Other training pathways to the above qualifications considered eligible are:

- pre-apprenticeship programs that articulate, or otherwise gain credit towards, a relevant trade qualification as outlined above. This may include suitable AQF Certificate II programs that the relevant Industry Skills Council (ISC) indicates are designed to provide an appropriate pathway to a full trade qualification; and
- 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. This may include vocational education and training (VET) ‘taster’ programs in Year 9, and accredited VET programs with structured workplace learning placements in Year 10.

Further information is provided in the following three sub-sections.

## 3.2.1 Traditional trades

DEEWR has determined which traditional trade occupations are experiencing skills shortages by reference to national 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 at [www.australianapprenticeships.gov.au](http://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 A** for a list of the required qualifications for each of these occupations.

Schools may request approval from DEEWR to submit applications for Trade Training Centres offering training in **traditional trades**<sup>1</sup> that do not appear on the list above if there is evidence that a local or regional skills shortage exists. These requests must be submitted, in writing, to the Trade Training Centres Taskforce at [tradetraining@deewr.gov.au](mailto:tradetraining@deewr.gov.au). All requests will be considered by DEEWR on a case by case basis. The school will be required to provide with their request evidence that a local or regional skills shortage exists and this will be confirmed by DEEWR with the state or territory department of

<sup>1</sup> By traditional trades we mean the occupations that comprise the Australian Standard Classification of Occupations (ASCO) Tradespersons and Related Workers Major Group, as follows:

- Tradespersons and related workers – not further defined (ASCO 40)
- Mechanical and fabrication engineering tradespersons (ASCO 41)
- Automotive tradespersons (ASCO 42)
- Electrical and electronics engineering tradespersons (ASCO 43)
- Construction tradespersons (ASCO 44)
- Food tradespersons (ASCO 45)
- Skilled agriculture and horticulture workers (ASCO 46)
- Other tradespersons and related workers (ASCO 49). The largest occupations in this category are hairdressing, cabinet-making and printing.

education. DEEWR will also consider whether high-cost capital equipment is required to deliver the training before approving it for Trade Training Centre funding. Schools must submit these requests at least six weeks before the closing date for full applications. Until advised in writing by DEEWR, the proposed qualifications should not be considered eligible.

### 3.2.2 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 Gas Industry Operations;
- Certificate III in Laboratory Skills;
- Certificate III in Pharmaceutical Manufacturing;
- Certificate III in Polymer Processing;
- Certificate III in Process Plant Operations; and
- Certificate III in Seafood Industry (Aquaculture).

Please note that these qualifications have been updated since Round One and may be updated again for subsequent rounds. Applicants should reference the full qualification title and code in their application.

### 3.2.3 Other eligible Certificate III or above qualifications

In 2009, the following qualifications are also eligible:

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

These qualifications will be eligible only for schools in rural areas and/or where the applicant can demonstrate significant support from local industry.

Additional eligible qualifications may be included in future funding rounds. Applicants may submit requests for additional qualifications to DEEWR which DEEWR will consider on a case-by-case basis having regard to the factors listed below. These requests must be submitted, in writing, to the Trade Training Centres in Schools Taskforce at [tradetraining@deewr.gov.au](mailto:tradetraining@deewr.gov.au).

DEEWR will seek advice from Skills Australia and consider whether the proposed qualifications align with priority occupations experiencing skills shortages, and whether there is a requirement for high-cost capital equipment to deliver the training. DEEWR reserves the right to request further information from the applicant before making a decision about whether or not to approve the proposed qualification. Schools must submit these requests at least six weeks before the closing date for full applications. Until applicants are advised by DEEWR in writing of the outcome, the proposed qualifications should not be considered eligible. Additional eligible qualifications will be published on the website and also included in the Program Guidelines when they are updated from time to time.

### 3.2.4 Link between project and delivery of qualification/s

As part of their application, schools must clearly demonstrate how the proposed project's activities, construction and equipment align with the delivery of the training qualifications being put forward to be offered as part of the Trade Training Centre facility. This means that schools must clearly demonstrate a direct link between:

- the description of the project's activities;
- the specific items outlined in the project budget, including the nature of the equipment for which funding is being requested; and
- the proposed qualifications being put forward for training delivery as part of the operations of the Trade Training Centre facility.

If the link between all the above cannot be demonstrated through the information provided in the application, DEEWR may consider the project—or elements of the project—as not meeting the eligibility requirements under the Program. Consequently, the application may be considered non-compliant and may not proceed further through the assessment process.

## 3.3 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.

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 Chapter 5).

Where schools apply as a cluster, the total possible funding envelope applies to each school in the cluster. For example, if four schools apply as a cluster for major capital works funding, their funding allocation could be from \$2 million (\$500,000 multiplied by four) to a maximum of \$6 million (\$1.5 million multiplied by four), 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, each school is eligible to apply for between \$500,000 and \$1.5 million over the life of the Program. While an RTO, GTO or other non-school organisation can be part of a consortium, these bodies are not eligible for funding under this Program.

Where schools submit a cluster application, the amount of funding attributed to each school **will be equal** (except where a school in the cluster has previously received funding—see Sub-section 3.3.1 below). For example, if four schools apply successfully as a cluster for \$4 million, each school would be attributed \$1 million dollars of funding. Therefore the maximum funding possible that each school may apply for in future funding rounds would be \$500,000.

### 3.3.1 Successful schools from a previous round

Schools which have been successful in a previous funding round and have not used the maximum funding amount of \$1.5 million can contribute their residual funding amount (ie. \$1.5 million less the amount of funding they received in a previous funding round) to another individual or joint Trade Training Centre proposal.

Schools in a cluster that submit a Trade Training Centre proposal which involves a school previously approved for funding will have their funding attributed equally **after** the residual amount of funding for the previously successful school/s has been deducted from the overall total project budget.

#### **For example:**

**School A** has received \$900,000 in a previous funding round and decides to apply with a cluster/consortium of four other schools in a subsequent round. **School A** therefore has \$600,000 to contribute to the project (being \$1.5 million less \$900,000).

If **School A** becomes involved in a second cluster/consortium project with an overall total project budget of \$4 million involving four other schools, these four other schools will be equally attributed \$850,000. This amount is reached by subtracting \$600,000 from \$4 million (\$3.4 million) then dividing this amount by four (the number of other schools in the cluster with **School A**).

These remaining four schools would each then have \$650,000 of their maximum funding amount of \$1.5 million to contribute to a future project (being \$1.5 million less \$850,000).

## 3.4 Use of Program funds

Funds are available for:

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

DEEWR expects funding for major capital works to generally be higher than funding to purchase or upgrade equipment in existing training centres. Each school (in consultation with their relevant education authority) will need to determine which form of investment will be in line with its long-term capital investment strategies, and will best meet the needs of its students and local employers.

Only amounts with a construction component of up to \$1 million will be considered minor upgrade of facilities (including minor capital works). Any applications involving a construction component of \$1 million or above will be considered major capital works (refer to Sub-section 3.4.3).

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 Program funds can be used for recognition arrangements (see Section 7.6).

As part of their application, schools should consider whether they have contingency provisions in place to deal with cost increases that are likely to occur between the time of application and the commencement of the project.

Further information about the use of Program funds can be found in the following three sub-sections.

### 3.4.1 Equipment

Funds can be used to purchase or replace a range of equipment. Applicants must demonstrate that the equipment they are proposing to buy with the Program funding has a direct relationship with the proposed eligible qualifications being delivered through the Trade Training Centre. 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 turning 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 information and communication technology (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 will not cover recurrent costs associated with the maintenance or replacement 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 to lease equipment where the application shows this would be more cost effective over a given period rather than purchasing. Project 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 it. Funding from the Australian Government would only cover the initial lease period stated in the business case, not ongoing lease, 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 arrangements where required.

All equipment put forward in an application for funding will need to meet industry requirements for the delivery of training in the designated AQF qualification.

### 3.4.2 Minor upgrade of facilities (including minor capital works)

Funding can be used for minor upgrade of facilities, which can include minor capital works or the refurbishment 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:

- construction of up to \$1 million;
- building refurbishments; and
- rewiring existing facilities to meet legislative requirements.

An application for minor upgrade of facilities (including minor capital works) may also include funding to purchase or upgrade equipment in that facility as defined in Sub-section 3.4.1.

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 that there is a commitment to use the premises for a Trade Training Centre for a minimum of 20 years.

### 3.4.3 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 also 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 Australian Government funding; and
- demonstrate 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.

Applicants should note that, if they are successful, they are responsible for following relevant building or construction requirements and for obtaining necessary approvals prior to construction work commencing. While it is preferable to have confirmed approvals, applications may be submitted with planning approval pending. Planning approval must be obtained prior to construction work commencing to meet the accountability requirements of the Program.

All construction projects must use professional, appropriately licensed tradespersons, with appropriate insurance to cover the construction project, 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. Project management costs include:

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

Evidence and a supporting argument will need to be provided by the school detailing these proposed costs. DEEWR will consider this in assessing the value for money of each application.

Funding Recipients for capital works of a value greater than \$5 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](http://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](http://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.

#### 3.4.4 Items not eligible for funding under the Program

Program funds cannot be used for any other purpose than described above. Under the Program, items that are not eligible for Program funding include, but are not limited to:

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

All these costs are the responsibility of the Funding Recipient.

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

- consumables, repairs, maintenance or replacement of class sets of equipment and tools;
- utilities, phone, staff training;
- teacher/school staff salaries – including 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.

Funding is not available for projects that have already commenced. For example, funding cannot be used to finalise work on a construction project funded from a previous round of this Program or another program that has started and, due to a lack of funds, is incomplete.

In addition, Program funds cannot be used for:

- buses to transport students to or from a Trade Training Centre or to on-the-job training/work experience placements;
- equipment not directly related to the delivery of training in the designated AQF qualification, for example, the purchasing of computer hardware and/or software that is not directly related to enabling students to achieve the required competencies to the required standard as per the relevant Training Package;
- the construction of multi-purpose rooms or facilities intended for broader use by the school and the whole student population beyond students participating in the Trade Training Centre. For example, lecture theatres that are not necessary for the purposes of the Trade Training Centre;
- landscaping costs that are not related to site preparation (pre-construction) or site restoration (post-construction) of the Trade Training Centre; and
- the replacement of existing classroom furniture.

## 3.5 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 (OHS) 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.

Applications for Trade Training Centres from a cluster/consortium may propose to place Trade Training Centres in multiple locations. For example, **one school** may construct a Trade Training Centre delivering qualifications relating to one industry area on their site; **a second** school in the same cluster/consortium may construct a Trade Training Centre delivering qualifications relating to a different industry area on their site; and **all schools** in the cluster/consortium can have access to both sites.

## 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:
  - VET 'taster' programs in Year 9;
  - accredited VET 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 training elements.

## 4. Application Process

This chapter advises schools on how to obtain, complete and submit an application for the *Trade Training Centres in Schools Program*.

Schools must prepare applications in accordance with the Application Guide, which provides practical assistance in completing the on-line application form through the School Entry Point at <https://schools.deewr.gov.au/schoolentrypoint/>.

Applications can be submitted only during the annual application round. Schools will be responsible for determining whether they are eligible (see Chapter 3) and managing the timing and submission of their application(s) over the life of the Program.

In developing a proposal, all applicants should consider whether other Australian Government or state/territory government programs designed to improve school capital infrastructure are more appropriate than the *Trade Training Centres in Schools Program* to fund the project they are developing.

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

### 4.1 Application Rounds

The *Trade Training Centres in Schools Program* commenced in 2008 and will run for 10 years. From 2009 onwards, the Program will have an annual funding round. Unsuccessful applications from previous funding rounds will not be rolled over to a subsequent round. Schools must submit a new application for each funding round.

There are two steps involved in applying for funding under the Program:

Step 1	<p><i>Schools must lodge with DEEWR an Expression of Interest (EOI) by the due date advertised on the Program website that provides general information on their proposed application. EOIs assist schools, their education authorities and the Australian Government with planning for the Program.</i></p> <p><i>Schools should note that the submission of an EOI does not bind a school to continue through to a full application.</i></p>
Step 2	<p><i>Schools must submit to DEEWR a full application by the due date advertised on the Program website that outlines their proposed project and addresses the assessment criteria detailed in Chapter 5. <b>Only schools that lodged an EOI by the due date or were unsuccessful in the immediately previous funding round are able to submit a full application.</b></i></p>

#### 4.1.1 Opening and closing dates

The opening and closing dates for the EOI and application stages for each funding round will be advertised on the Program website at [www.tradetrainingcentres.deewr.gov.au](http://www.tradetrainingcentres.deewr.gov.au). The application period for each round will close approximately 12 weeks after the opening date. DEEWR will accept applications for equipment, minor upgrade of facilities (including minor capital works) and major capital works. Refer to the Program website for the latest information about opening and closing dates.

Unsuccessful applicants from the funding round that immediately precedes the current funding round will be given the opportunity to submit an application for the current funding round without needing to submit an EOI.

Schools that require a copy of their unsuccessful application from a previous funding round can request a copy from DEEWR to assist in revising it for 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](http://www.tradetrainingcentres.deewr.gov.au).

DEEWR reserves the right to accept both EOIs and full applications after the EOI closing date. DEEWR will not provide any formal feedback to schools on their completed EOI forms.

Further information on how to complete and submit an application form is in the Application Guide which is available from the Program website.

#### 4.1.2 Support for schools

Schools should refer to the Application Guide when completing and submitting their on-line application form. This practical step-by-step guide can be downloaded from the Program website. The Application Guide is for reference only, it is supplementary to the Program Guidelines and is not intended to replace the Program Guidelines. Where there is any inconsistency between the Program Guidelines and the Application Guide, the Program Guidelines will prevail.

Schools needing additional support to complete their applications or with general enquiries regarding the Program can contact the call centre hotline on 1300 363 079, which is open from 8am–6pm AEST, Monday to Friday (or AEDT during Daylight Saving Time). Schools can also refer to the ‘How to Apply’ support available from the Program website.

Independent schools can also access assistance from the state or territory Associations of Independent Schools (AIS) and Block Grant Authority (BGA).

Catholic schools can also access assistance from the Catholic Education Commission and BGA in each state or territory.

Government schools, or any cluster of schools with government school membership, can receive support from the Trade Training Centres in Schools support services in each state and territory (refer to Section 2.4).

The contact details for the support services in each state and territory can be located on the Program website through the ‘State Contacts’ link.

#### 4.1.3 Use of Expression of Interest data

DEEWR will use data submitted in the EOI process to determine overall demand for the Program. The EOI includes core information about the proposed application 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 Australian Government will work with state and territory government and non-government education authorities to manage expectations around the number of applications to be funded during annual funding rounds, taking account of the priority that will be given to schools with

the greatest need and capacity to benefit. Information regarding, and contained in, EOIs may be shared with relevant Australian Government and state/territory government agencies, and with any other organisations and individuals that DEEWR considers relevant (see Section 4.4).

## 4.2 Submitting an Application

To apply for funding in a given round, schools must lodge a completed application with DEEWR by the due date for that funding round. The application must include sufficient information and supporting documentation to enable DEEWR to assess the application, taking account of the criteria set out in Chapter 5 of the Guidelines. Documentation should include:

- a completed and endorsed application form;
- a completed project implementation plan; and
- other attachments such as budget and financial documentation and consultation documentation.

Details on these documents are provided in the following sub-sections.

### 4.2.1 Application form

Applicants for funding under the Program must complete and successfully submit an on-line application form to DEEWR by the due date for the relevant funding round.

Before submitting the form via the School Entry Point, schools should familiarise themselves with the application form, which is based on the assessment criteria for the Program, as outlined in Chapter 5 of these Guidelines. The Application Guide also provides practical assistance with completing an application form.

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

- they have included evidence of support from local stakeholders, including employers;
- 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, and the provision of false or misleading information may result in an application being considered ineligible and may affect the school's eligibility to apply in future rounds of the Program.

Incomplete applications will be considered non-compliant (refer to Sections 6.1 and 6.2 for more information on the assessment process and compliance checking of applications).

Each application must be independent and must not rely on the success of any other application. Applications must 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 endorsement from all schools in the proposed cluster and letters of support from participating members in the consortium confirming the consortium arrangements (refer to Sub-section 4.2.3 about the provision of supporting documentation).

### 4.2.2 Project implementation plan

Schools are required to complete a project implementation plan, which will be considered a key document supporting their application. The project implementation plan template is available from the Program's website. The project implementation plan must cover information on the following:

- project implementation strategies (short, medium and long 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, and length of time in roles;
- conflict of interest management (see Sub-section 4.2.4);
- risk management strategies, including the adequate consideration of fraud risks;
- overall project timelines—what will be completed and by when; and
- budget and financial plans, including capital budget, in-kind contributions, industry support and a project payment plan for the overall amount of Australian Government funding being sought.

As part of the project implementation plan, schools must identify other sources of contributions towards the project. The types of financial contributions accepted under the Program include:

- internal contributions sourced from school funds, Parents and Citizens or fundraising activities;
- external financial contributions 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 budget and financial plans.

Successful applicants may be required to provide an updated and more detailed project implementation plan before the execution of the Project Specific Schedule/School Project 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.

### 4.2.3 Other attachments to application form

DEEWR will only consider attachments to applications as covered by these Program Guidelines and as requested in the application form. Any attachments to an application form that do not follow these Program Guidelines will not be considered as part of the assessment process. For example, attachments such as PowerPoint presentations, photographs and additional text beyond the character limits for responses to questions in the application form will not be considered.

When attaching supporting documentation to an application, applicants need to be aware that:

- the total size of each attachment must not exceed 5MB;
- documents submitted will not be returned;
- documents lodged with DEEWR in previous years may need to be resubmitted; and
- in all cases, DEEWR reserves the right to sight an original document where a copy of that document is submitted.

The following budget supporting documents must be provided as attachments to an application form:

Type of Documentation	Examples
<p><b>Budget and Financial Plan Documentation</b></p> <p><i>These are documents in support of the proposed project budget for the Trade Training Centre facility and equipment</i></p>	<ul style="list-style-type: none"> <li>• a summary of the grant amount sought, including where costings have been obtained from;</li> <li>• a list of major equipment items that are required for the delivery of each training qualification and make up the grant amount sought;</li> <li>• supporting quotes for construction works and equipment purchases—in cases where a school is not able to obtain quotes for construction works (in accordance with its jurisdiction’s purchasing and contracting guidelines), then a construction cost estimate is acceptable; and</li> <li>• concept plans or drawings for the proposed new or upgraded Trade Training Centre facilities, which include clear information on the size of the proposed construction or upgrade.</li> </ul>
<p><b>Consultation Documentation</b></p> <p><i>Documents that demonstrate consultation with relevant groups and individuals about the proposed project</i></p>	<ul style="list-style-type: none"> <li>• letter of support from the relevant education authority/ies;</li> <li>• evidence of cluster/consortium arrangements including any formal arrangements (such as letters, Memorandum of Understanding or Usage Agreement) between participating cluster/consortium members in support of the cluster/consortium proposal. This includes: <ul style="list-style-type: none"> <li>– letters of endorsement from all schools in the proposed cluster;</li> <li>– cluster proposals must clearly show agreed usage arrangements and an understanding of the allocation of Program funding as outlined in Chapter 3 of the Guidelines; and</li> <li>– letters of support from other organisations that are offering formal ongoing input to the Trade Training Centre facility, for example, a Registered Training Organisation (RTO) that is providing teachers.</li> </ul> </li> <li>• letters of support that clearly indicate support from employers in relation to work placements.</li> </ul>

Required attachments are indicated in the application form by a paperclip icon. Supporting documentation must be labelled clearly to identify the section of the application form to which it refers. Please refer to the Application Guide for advice on how to attach electronic documents to the application form.

#### 4.2.4 Conflict of interest

Applicants must identify, in their project implementation plan, any potential or actual conflicts of interest they believe will or may arise from submitting the application or in their responsibilities to the Australian Government 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 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. DEEWR may reject an application if DEEWR is not satisfied that there are arrangements in place to appropriately address/manage a perceived or actual conflict of interest.

## 4.3 Application Acknowledgement

Unless prior agreement has been reached with DEEWR, an EOI or application will not be considered lodged until DEEWR receives a properly completed on-line application 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.

## 4.4 Confidentiality

The information provided as part of the Trade Training Centre project may be shared with relevant Australian Government and state/territory government agencies, and other relevant organisations and individuals.

DEEWR gives no undertaking to keep EOIs, 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.

Applicants should note that DEEWR is bound, in administering the *Trade Training Centres in Schools Program*, by the provisions of the *Privacy Act 1988*, which is outlined further in Chapter 8 of these Guidelines. For more information about DEEWR's general privacy policy, go to the full Privacy Policy Summary available from the Department's website at <http://www.deewr.gov.au/pages/privacy.aspx>.

## 5. Assessment Criteria

This chapter outlines the assessment criteria that will be used to assess applications for funding under the *Trade Training Centres in Schools Program*. The assessment process is competitive and each application is assessed on its relative merit. Chapter 6 outlines how the applications will be assessed.

The following assessment criteria will be used to determine successful applications:

- quality of proposal (refer to Section 5.1);
- need and capacity to benefit (refer to Section 5.2);
- value for money (refer to Section 5.3); and
- financial viability (refer to Section 5.4).

These criteria are explained in further detail in this chapter.

### 5.1 Quality of Proposal

To meet this standard, applicants must show evidence in their application form of:

- local partnerships;
- high quality trade training and student support;
- sustainability; and
- project implementation expertise.

DEEWR will also consider the extent to which applications meet the Program's priorities (as outlined in Section 1.3) when assessing the quality of applications.

Applications that do not meet an acceptable standard of quality according to the assessment criteria may not continue through the remainder of the assessment process.

#### 5.1.1 Local partnerships

To demonstrate evidence of local partnerships, applicants are required to outline the nature of the consortium and local partnership arrangements that will strengthen and support the operation of the Trade Training Centre. The information provided in the application should clearly identify who has been consulted in developing the application (for example, schools, industry associations/groups, employers, Registered Training Organisations (RTOs), Group Training Organisations (GTOs), Local Community Partnerships, small business and local government). It should also describe the proposed arrangements that will support the trade training delivery, including:

- details about any proposed cluster/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 cluster/consortium arrangement;
- in the case of a recently established cluster/consortium, the supporting rationale that has led to its development;
- clear statements about the roles and responsibilities of each member of the proposed cluster/consortium, including the benefits that each partner will bring to support the operation of the Trade Training Centre;
- 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 Australian Government 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 use 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 used 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 Australian Government and state or territory programs 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 authorities 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.

In relation to duplication, there are a number of factors that can be considered when determining whether a project duplicates existing infrastructure. These include:

- distance, for example, whether it is reasonable to expect students to travel to access facilities;
- capacity of current facilities in a region to accept additional students;
- cost of accessing current facilities;
- willingness of facility owners to provide access to the facilities;
- level of demand for the courses from the students in the region; and
- evidence of the availability of job placements.

While these factors are considered, it is also noted that DEEWR looks at each application on a case-by-case basis. Duplication is viewed on a regional basis not on a school basis. That is, if one school wants to duplicate the facilities of another school or a TAFE in their region, they must be able to demonstrate in their application that the duplication is necessary.

### 5.1.2 High-quality trade training and student support

To demonstrate evidence of high-quality trade training and student support, applicants must outline the nature of their proposed training model. In particular, they should show 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 asks schools to describe their history of providing vocational education and training (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 under the Program;
- the proportion of a qualification 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-apprenticeship programs that articulate or otherwise gain credit against a relevant trade qualification, including suitable Australian Qualifications Framework (AQF) Certificate II qualifications, DEEWR will consider:

- whether it is an eligible qualification under the Program (refer to Section 3.2); and
- the nature and extent of recognition towards a trade qualification.

As part of this assessment, DEEWR will consider the state/territory specific input on regional and state/territory development and skills priorities (refer to Sub-section 6.3.2).

## Quality model of training and student support

In assessing proposals, DEEWR will consider whether they meet this criterion in relation to:

- **evidence of a quality training model** by:
  - meeting industry requirements regarding quality on-the-job experience;
  - providing effective on-the-job learning environments and high-quality assessments, including recognition of prior learning;
  - ensuring training offered by Trade Training Centres is part of a broad comprehensive secondary education and responsive to student and employer needs;
  - increasing the availability of trade pathways for students in Years 9 and 10, including accredited VET programs where appropriate; and
  - providing well-developed timetabling arrangements to coordinate the delivery of mainstream subjects and VET subjects, including on-the-job components through structured work placements or apprenticeships.
- **teacher training and professional development** by:
  - ensuring training is delivered by appropriately qualified trainers/teachers (including ensuring relevant up-to-date industry experience and appropriate VET competencies); and
  - providing for ongoing teacher training and professional development.
- **effective student support measures** by:
  - providing 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 VET options;
  - providing learning and assessment strategies that support quality outcomes for Indigenous students and students from rural, regional or other disadvantaged communities. These may include mobile training facilities for rural and remote regions;
  - providing support for apprentices through mentoring and pastoral care in the on-the-job component of their training;
  - providing VET-oriented literacy and numeracy support for students that require such assistance; and
  - supporting 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 regarding 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) 2007 standards and endorsed Training Package requirements;
- complies with state and territory building codes and meets Occupational Health and Safety (OHS) 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.

### 5.1.3 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
- funding from other sources to meet future 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 cluster/consortium, DEEWR will also take into account the sustainability of the cluster/consortium, including:

- evidence of schools successfully working together in the past with each other and, where applicable, with other consortium members; and
- the level of maturity of cluster/consortium arrangements in delivering quality VET in schools programs.

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

### 5.1.4 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.

## 5.2 Need and Capacity to Benefit

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 considering the quality of the application. To meet this criterion, proposals must show evidence of:

- need for trade training; and
- capacity for the school and broader community to benefit from a new or upgraded Trade Training Centre.

### 5.2.1 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 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 and need for upgraded/additional facilities;
- the appropriateness of current trade course offerings either at their school or in their local area; and
- the amount of Australian Government, state or territory government funding provided to the school or schools in the cluster for trade training facilities over the past 10 years, including previous funding provided 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 authorities regarding any state/territory investment in training facilities in the region over the past 10 years.

### 5.2.2 Capacity for the school and broader community to benefit

Schools are required to demonstrate in their application 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:

- the extent to which 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 authorities regarding their knowledge of local environments. This will ensure applications put forward in each round address state, regional and local needs for trade training.

## 5.3 Value for Money

Applications will be assessed on the extent to which they offer value for money. DEEWR considers value for money as an integral part of the assessment process and will not only consider the overall proposed cost of the proposal, but also take account of the quality of the proposal.

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 – refer to Sub-section 4.2.2) in assessing the application. DEEWR may seek advice from the relevant education authority regarding the school's capacity to access funds from other sources. DEEWR will seek expertise in the assessment of capital works projects to determine whether a proposed project represents value for money in relation to the cost of constructing the building and/or purchasing the equipment. 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 by undertaking training;
- 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 for the funding amount.

## 5.4 Financial Viability

DEEWR will assess the financial viability of all school applicants 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 Funding Agreement with the applicant. DEEWR will take advice from relevant education authorities into account when determining the financial viability of schools

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 also request that their financial viability be checked as a condition of funding before the Funding Agreement is signed.

## 6. Assessment Process

This chapter provides an overview of the assessment process by which all applications for funding under the Trade Training Centres in Schools Program are reviewed and assessed.

### 6.1 Overview of Assessment Process

The assessment process is competitive and each application will be assessed on its relative merit. The assessment process in the initial stages of the Program will take account of the Australian Government's decision to give priority to those schools with 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. The Program Guidelines will be amended if the Program's priorities change over time.

When the application round closes, DEEWR will arrange for the following steps to take place:

<p><b>Step 1</b></p>	<p><i>Schools will receive an email from DEEWR 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 by DEEWR as detailed in Section 6.2 of these Guidelines.</i></p> <p><i>DEEWR may request further information by phone or email. Applicants will need to respond in the nominated timeframe.</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><b>Step 2</b></p>	<p><i>DEEWR will forward all compliant applications to the relevant education authority to undertake the assessment role outlined in Chapter 2 of the Guidelines, noting that cross-sectoral applications will be forwarded to each relevant sector authority.</i></p> <p><i>All education authorities will meet jointly to comment on state-specific elements of all applications in each state and territory. Education authorities do not have to reach consensus on these comments.</i></p>
<p><b>Step 3</b></p>	<p><i>All compliant applications, and the assessment of the relevant education authority and state or territory government department of education, will be returned to DEEWR for assessment by the State and Territory Assessment Panels.</i></p>
<p><b>Step 4</b></p>	<p><i>The State and Territory Assessment Panels will assess all applications against the assessment criteria detailed in Chapter 5 of these Guidelines.</i></p> <p><i>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.</i></p> <p><i>At all times, the State and Territory Assessment Panels reserve the right to seek external expert advice.</i></p> <p><i>DEEWR may allocate weightings for some or all of the assessment criteria.</i></p>

<p><b>Step 5</b></p>	<p><i>All assessed applications, including their ratings, will be forwarded to the National Assessment Panel to:</i></p> <ul style="list-style-type: none"> <li>• <i>check for consistency of assessment across State and Territory Assessment Panels;</i></li> <li>• <i>compile applications into a national ranking; and</i></li> <li>• <i>make recommendations to the Minister on successful applicants.</i></li> </ul> <p><i>DEEWR reserves the right to negotiate with applicants recommended for funding, regarding both the level of funding and the nature of the proposal.</i></p> <p><i>DEEWR would generally expect to offer the maximum funding levels only 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:</i></p> <ul style="list-style-type: none"> <li>• <i>the cost of equipment in each industry;</i></li> <li>• <i>additional costs in regional and remote areas of Australia; and</i></li> <li>• <i>a school's capacity to access funding from other sources.</i></li> </ul> <p><i>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).</i></p>
<p><b>Step 6</b></p>	<p><i>The Commonwealth Minister for Education 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. The Minister may seek further information from any source the Minister considers relevant.</i></p> <p><i>All applicants will be advised of assessment outcomes.</i></p>

## 6.2 Compliance Checks

DEEWR will undertake a compliance check of all applications lodged by the closing date to ensure that each application is both complete and that all aspects of the proposed project meet the eligibility requirements outlined in Chapter 3, including whether the:

- applicant is eligible to submit an application;
- nature of the proposed training to be delivered to students is eligible for funding under the Program;
- amount of funding being sought is within the funding levels that the school/s can apply for; and
- proposed project is consistent with the purpose for which Program funds can be used for.

As part of the compliance checking process, DEEWR may request information on applications by phone or email. Applicants must provide the requested information within the timeframe nominated by DEEWR. Applicants who fail to provide requested information for a particular project will be considered to be non-compliant. Applications that do not meet the eligibility requirements outlined in Chapter 3 may also be considered non-compliant.

Non-compliant applications will not proceed any further through the assessment process. The Program Delegate will have the final decision on whether applications are deemed ineligible or non-compliant, and whether these applications will proceed further through the assessment process.

## 6.3 Relevant education authority input

Consistent with the Partnership Arrangements, DEEWR will invite relevant education authorities to provide information regarding compliant applications for Program funding as part of the assessment process. This input is provided through two processes:

1. Relevant education authorities provide sector specific input on applications from their own sector; and
2. Relevant education authorities provide state/territory specific input on some elements of all applications from their jurisdiction through a cross-sectoral panel.

Both sets of information will assist the State and Territory Assessment Panels and the National Assessment Panel to identify state and territory specific issues when undertaking the assessment of that application for that state/territory as well as the relevant sector's support for the application. Cross-sectoral applications will be forwarded to each relevant education authority for input. For example, if an application is submitted on behalf of a cluster which involves a government school and an Independent school, both the state or territory department of education and the Association of Independent Schools (AIS) or Block Grant Authority (BGA) will be invited to provide input on the full application. DEEWR will consider all comments when assessing applications. The nature of the sector specific and state specific input provided by the relevant education authorities is outlined in Sub-sections 6.3.1 and 6.3.2 respectively.

### 6.3.1 Sector specific input

#### **Government school applications**

All compliant applications submitted by government schools will be provided to the relevant state and territory government who will:

- confirm the viability of each application; and
- indicate the degree of support the relevant state and territory government has for each proposal.

#### **Catholic school applications**

All compliant applications submitted by Catholic schools will be provided to the relevant Catholic Education Commission or BGA in each state or territory, who will:

- indicate the degree of support for proposals;
- confirm the application meets capital development requirements;
- confirm the Catholic School/s involved in the applications have the capacity to meet the recurrent costs associated with the ongoing operation of the Trade Training Centre; and
- identify whether the school is submitting the same capital bid under another program.

#### **Independent school applications**

All compliant applications by Independent schools will be provided to the relevant AIS or BGA who will:

- indicate the financial viability of each application;
- indicate the extent to which each application meets capital development requirements; and
- identify whether the school is submitting the same capital bid under another program.

#### **Cross-sectoral applications**

All compliant applications submitted on behalf of a cluster composed of schools from more than one sector—or cross-sectoral applications—will be forwarded in full to each relevant sector authority for input as described above. DEEWR will consider all comments when assessing applications.

## 6.3.2 State/territory specific input

All education authorities will meet jointly to provide additional information concerning state and territory-specific issues to support eligible and complete applications submitted by **all** schools (government and non-government). State and territory governments will:

- indicate whether an application aligns with the state/territory skills priorities.

All education authorities will indicate whether an application:

- engages appropriate local/regional bodies and stakeholders;
- avoids duplication of existing infrastructure; and
- assists with the identification of recent investments in trade facilities.

The information provided by education authorities will be available to the applicant upon request. The information collectively provided by education authorities will assist both the State and Territory Assessment Panels and National Assessment Panel to identify state and territory specific issues when undertaking the assessment of that application in that state/territory. Information provided by education authorities under this step will not preclude any application from proceeding through the assessment process.

## 6.4 Assessment Panels

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

### 6.4.1 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 VET in their industries.

### 6.4.2 National Assessment Panel

The National Assessment Panel will consist of DEEWR staff with expertise in the *Trade Training Centres in Schools Program*.

## 6.5 Process for advising applicants of assessment outcomes

Applicants for Program 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 Australian Government may also contact the applicant about the offer of funding. DEEWR also reserves the right to negotiate 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.

Applicants should refer to Chapter 7 for information on funding arrangements following the approval of projects for Program funding.

## 6.6 Opportunity for feedback

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

## 6.7 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. An application will not be considered to have been withdrawn until a completed withdrawal form has been received by DEEWR.

## 7. Funding Administration, Compliance, Monitoring and Evaluation

This chapter provides details about the funding arrangements for successful projects under the *Trade Training Centres in Schools Program* after they have been approved by the Commonwealth Minister for Education. It also provides information about DEEWR's compliance, monitoring and evaluation activities over the life of the Program.

### 7.1 Funding Arrangements and Obligations

After projects are approved by the Commonwealth Minister for Education, successful applicants will be required to enter into a funding arrangement with the Commonwealth.

Applicants should note that there are slightly different funding arrangement requirements for projects, depending on whether the successful application is from a government or non-government school. For successful applications from government schools, the funding arrangement will be supported by an Overarching Funding Agreement and a Project Specific Schedule. For successful applications from non-government schools, the funding arrangement will be supported by both a Project Specific Schedule and a School Project Agreement. These draft documents are available from DEEWR's website at [www.tradetrainingcentres.deewr.gov.au](http://www.tradetrainingcentres.deewr.gov.au).

Applicants need to be aware that if an application for funding under the Program is successful, the Australian Government will expect work to commence in the financial year during which they are approved. The Australian Government may withdraw funds if the project has not commenced within the agreed timeframe.

The Commonwealth Minister for Education or his/her Delegate reserves the right not to enter into a Project Specific Schedule and/or School Project Agreement if such an arrangement is considered to bring the Program into disrepute.

Where the obligations contained in a Project Specific Schedule and/or School Project Agreement with the Commonwealth are inconsistent with the Program Guidelines, the Project Specific Schedule and/or School Project Agreement takes priority over the Program Guidelines to the extent that they are inconsistent.

Details on how these funding arrangements relate to government and non-government schools are in Sub-section 7.1.1 and Sub-section 7.1.2 respectively.

#### 7.1.1 State or territory government schools

Once an Overarching Funding Agreement is in place with the relevant state or territory department of education, a Project Specific Schedule will be developed in relation to each successful school project and signed by the respective delegates who are legally authorised to bind the school/s.

The Australian Government will then make payments to the school/s through the relevant state or territory department of education who may then pass on funding for the project through their usual administrative arrangements. For major capital works projects, DEEWR will monitor the project's progress through a progress report to be provided during the construction period.

The Overarching Funding Agreements with state and territory departments of education encompass the following responsibilities for their schools in relation to all projects successful under the Program:

- applying and spending the funding for the approved purpose;
- ensuring that the project is completed to a satisfactory standard, within agreed timeframes and in accordance with all relevant planning and legal requirements;

- ensuring that there is appropriate assets management;
- ensuring that requirements are met relating to insurance, maintenance and the security of the Trade Training Centre facilities and acquisitions made with Program funding;
- providing reports on the project's implementation to DEEWR at specified times;
- agreeing that if the cost of an approved project exceeds the funding, the Australian Government will not be liable for the cost over-run;
- keeping accurate financial records relating to the expenditure of funding and providing financial reports to DEEWR;
- acquitting the Program funds on behalf of schools;
- ensuring the appropriate recognition and acknowledgement of funding requirements are met;
- ensuring that requirements associated with the ongoing operations of the Trade Training Centre are met;
- participating in Program monitoring activities; and
- keeping full and accurate records and providing authorised Australian Government access to records if required.

The Project Specific Schedule for each individual project will be developed by the Australian Government in conjunction with the relevant state or territory department of education based on the information provided in the application. DEEWR may work with the Lead School to finalise the Project Specific Schedule so that it clearly covers the project's activities, payment and reporting requirements.

### 7.1.2 Non-government schools

As per the Partnership Arrangements with the Catholic schools sector, the Commonwealth has entered or will enter into Master Funding Agreements with all Block Grant Authorities (BGAs), except in the Australian Capital Territory where the Master Funding Agreement will be with the Catholic Education Commission.

In relation to the Independent schools sector, the Commonwealth has entered or will enter into Master Funding Agreements with all BGAs. These Master Funding Agreements outline the role that these organisations are providing to support the delivery of the Program, including managing the payment of funding to non-government schools that have been successful under the Program. In addition, they encompass the following responsibilities in relation to all projects successful under the Program:

- assisting DEEWR with monitoring each project's completion to a satisfactory standard, within agreed timeframes and in accordance with all relevant planning and legal requirements;
- working with DEEWR on any potential problems, issues or breaches by schools;
- making payments to schools on the Commonwealth's behalf;
- if necessary, providing assistance with recovery of funds from schools;
- keeping accurate financial records relating to the expenditure of funding and providing financial reports to DEEWR;
- keeping full and accurate records (for example, planning approvals or written certifications provided by schools that practical completion has been achieved) and provide authorised Australian Government access to these records if required;
- maintaining appropriate insurance as required by the Master Funding Agreement; and
- participating in Program monitoring activities.

Lead Schools will be required to enter into a School Project Agreement with the Commonwealth, incorporating a Project Specific Schedule. The School Project Agreement will need to be signed by the respective legal entity which is legally able to bind the Lead School.

The Project Specific Schedule developed for each individual project will be developed by the Australian Government in conjunction with the relevant BGA or Commission based on the information provided in the application. DEEWR may work with the Lead School to finalise the Project Specific Schedule so that it clearly covers the project's activities, payment and reporting requirements.

Under the Master Funding Agreement, payments for projects focused on major capital works or minor upgrade of facilities (including minor capital works) and refurbishments will be paid to schools by the BGAs according to the delivery of key milestones.

For major capital works projects, DEEWR will monitor the project's progress through a progress report to be provided during the construction period.

## 7.2 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.

## 7.3 Variations to Approved Projects

DEEWR will not approve requests to:

- increase funds beyond the approved grant amount;
- substitute a new project for the project outlined in the original proposal; or
- transfer funds from one annual funding round to another or from one project to another.

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 cluster/consortium member who has been directly involved in the application process – to show that the school community has been consulted with and agrees to the proposal variation;
- 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; and
- not propose anything that is inconsistent with the DEEWR or state/territory specific policies or program requirements.

Applicants will be notified in writing of the outcome of their variation request and any contract variation that needs to occur in accordance with the relevant funding agreement.

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

## 7.4 Australian Government Right to Repayment

The Australian Government will provide funding for the purchase of assets but will not own the asset. However, under this Program, the Australian Government 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 Project Specific Schedule and/or School Project Agreement may be required, within the 20 years, to repay the whole or a portion of the grant should the Trade Training Centre facilities be sold or cease to be used principally for the purpose approved by the Australian Government. 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 but this is over a shorter period. For computer equipment, the period for repayment is 5 years. For all other equipment, the period for repayment is 10 years.

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

## 7.5 Compliance with Funding Arrangements

DEEWR will monitor compliance with the obligations contained in all the documents supporting the funding arrangements for the Program, including the Overarching Funding Agreements, the Master Funding Agreements, the Project Specific Schedules and/or the School Project Agreements. This will include whether Program funds are being used properly and efficiently, and whether Program objectives have been achieved. DEEWR may:

- respond to approaches from members of the school community or seek feedback from them to verify participation and outcomes;
- visit Trade Training Centre sites to monitor how projects are progressing; and/or
- examine documents associated with claims for payment and/or documents supporting how projects are progressing.

Monitoring of individual projects may continue beyond the period stated in the Project Specific Schedules and/or School Project Agreements 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.

## 7.6 Recognition and acknowledgement requirements

As part of the funding arrangements under this Program, there is a requirement that all schools must recognise and acknowledge the Australian Government's contribution to the *Trade Training Centres in Schools Program*. As a minimum, schools must adhere to the procedures and requirements set out in Sub-sections 7.6.1 and 7.6.2. 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 on 1300 363 079 to arrange the Australian Government's participation.

### 7.6.1 Equipment and/or minor upgrade of facilities (including minor capital works)

For funding grants less than \$1 million, schools may elect to hold an opening ceremony to acknowledge the financial assistance provided by the Australian Government (other funding sources may also be acknowledged). For funding grants greater than \$1 million, schools **must** hold an opening ceremony to acknowledge the financial assistance provided by the Australian Government (other funding sources may also be acknowledged).

An official opening or ceremony must be held within six months of completion of the project.

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 Australian Government. 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 Australian Government'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 Australian Government. Other funding sources (financial or in-kind) may also be acknowledged.

### 7.6.2 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 Australian Government. 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.

An official opening or ceremony must be held within six months of completion of the project.

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 Australian Government 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 Australian Government'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 Australian Government. Other funding sources (financial or in-kind) may also be acknowledged.

## 7.7 Program monitoring and evaluation

DEEWR will be responsible for evaluating the Program's appropriateness, effectiveness and efficiency in achieving outcomes over the life of the Program (ten years). DEEWR has developed a Monitoring and Evaluation Strategy, which provides a mechanism for assessing the Program's objectives in the medium to longer term, and the impact of the Program in achieving broader goals.

Key stakeholders, including schools (successful and unsuccessful applicants or potential applicants), state and territory government departments of education and other relevant education authorities, may be asked, from time to time, to participate and contribute to Program monitoring and evaluation activities. This includes the completion of surveys, participation in focus groups and the provision of data relating to Trade Training Centres including the number of students who have commenced approved training courses delivered by Trade Training Centres and the number of students who have completed these approved training courses.

Further information provided by applicants in their final progress report may be used for evaluation and reporting purposes.

## 8. Additional Information

This chapter provides important information about DEEWR's obligations in administering the *Trade Training Centres in Schools Program* in relation to Freedom of Information (FOI), handling personal and sensitive information, and publishing amendments to information about the Program.

### 8.1 Freedom of Information

All documents held or created by DEEWR with regard to the 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.

Strict statutory timelines apply to FOI requests. Therefore, DEEWR will refer immediately all FOI requests received by DEEWR to the Team Leader in the FOI Team of the Legal, Investigations and Procurement Group, in DEEWR's National Office. Decisions regarding requests for access will be made by the authorised decision-maker in accordance with the requirements of the FOI Act. For more information on the FOI Act, go to the Freedom of Information webpage on the DEEWR website at <http://www.deewr.gov.au/department/pages/freedomofInformation.aspx>.

### 8.2 The Privacy Act

Personal information about individuals may be collected during the application process and general administration of the *Trade Training Centres in Schools Program*. DEEWR and its contracted service providers (including bodies and organisations) are bound, in administering the *Trade Training Centres in Schools Program*, by the provisions of the *Privacy Act 1988* (the Privacy Act) (see [www.privacy.gov.au](http://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](http://www.privacy.gov.au/publications/ipps.html)).

DEEWR and any contracted service providers 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 DEEWR and relevant contracted service providers 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 Privacy webpage on the DEEWR website at <http://www.deewr.gov.au/pages/privacy.aspx>.

## 8.3 Privacy complaints

Complaints about breaches of privacy should be referred to the Privacy Contact Officer in the Children, Income Support and Privacy Law Branch, Legal Investigations and Procurement 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 any 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](http://www.tradetrainingcentres.deewr.gov.au). It will be the responsibility of applicants to check this website regularly for any amendments. DEEWR 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 Agreements.

**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.

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

**Australian Qualifications Framework (AQF):** 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 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) 2007:** A key element of the Australian vocational education and training (VET) system, the AQTF 2007 is a national set of standards that assures nationally consistent, high-quality training and assessment services for clients of Australia's VET system. The standards are developed collaboratively with the Australian Government, state and territory governments, industry and training organisations under the auspices of the National Quality Council (NQC). The AQTF standardises quality training with national guidelines and procedures, national audit arrangements, a national guide to deal with non-compliance, and national complaints guidelines.

**Block Grant Authorities (BGAs):** 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, and the Northern Territory and the Australian Capital Territory each have a combined Catholic and Independent BGA.

**Cluster:** A cluster is two or more secondary schools working together to establish a Trade Training Centre. More information on clusters can be found at Section 2.1—*Responsibility of schools*; Section 3.1—*Eligibility of schools*; and Section 3.3—*Funding Levels* of these Program Guidelines.

**Consortium:** A single secondary school, or cluster of secondary schools, working in partnership with Registered Training Organisations, Group Training Organisations, employers and/or bodies with the objective of establishing a Trade Training Centre as a shared facility. More information on consortia can be found at Section 2.1—*Responsibility of schools*; Section 3.1—*Eligibility of schools*; and Section 3.3—*Funding Levels* of these Program Guidelines.

**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. The emerging industry qualifications that can attract Trade Training Centres in Schools Program funding are listed at Sub-section 3.2.2—*Emerging industry qualifications* of these Program Guidelines.

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

**Goods and Services Tax (GST):** has the same meaning as it has in section 195-1 of the *A New Tax System (Goods and Services Tax) Act 1999*.

**Guidelines:** The *Trade Training Centres in Schools Program Guidelines*—the short title for this document.

**Industry Skills Councils (ISCs):** The 11 national ISCs cover the skills needs of most Australian industry. In general terms, these organisations work to involve industry with the development of nationally applicable vocational education and training. ISCs are independent, not for profit companies. The Australian Government provides funding to ISCs to:

- actively support the development, implementation and continuous improvement of high-quality training and workforce development products and services, including training packages;
- provide integrated industry intelligence and advice to Skills Australia, government and enterprises on workforce development and skills needs;
- provide independent skills and training advice to enterprises, including matching identified training needs with appropriate training solutions; and
- work with enterprises, employment service providers, training providers and government to allocate training places.

**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. For example, the use of an office at no charge (the value of the rent not charged would be an in-kind contribution).

**Lead School:** Where a Trade Training Centre application will involve a cluster of schools, the cluster will be responsible for agreeing on a lead school to be responsible for submitting the application on behalf of the cluster and being a point of contact. More information on the role of lead schools can be found at Sub-section 2.1.3—*Selecting a lead school (for cluster projects)* of these Program Guidelines.

**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. More information on Funding Agreements can be found at Chapter 7—*Funding Administration, Compliance, Monitoring and Evaluation* of these Program Guidelines.

**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 apply to all construction activity undertaken by, or on behalf of, Australian Government departments, agencies and budget funded statutory authorities, subject to the *Financial Management 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 1997*. For more information go to [www.workplace.gov.au/building](http://www.workplace.gov.au/building).

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

**Overarching Funding Agreement (OFA):** The OFA (only for government schools) is the agreement between the Commonwealth and a state or territory for the provision of Commonwealth funding in respect of a given approved project under the Program, and includes the Project Specific Schedule and any documents incorporated by reference by the clauses or the schedules. In order to provide funding, the Project Specific Schedule will need to be executed between the Commonwealth and the state or territory government. More information on the Overarching Funding Agreement can be found at Section 7.1—*Funding Arrangements and Obligations* of these Program Guidelines

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

**Program website:** Located at [www.tradetrainingcentres.deewr.gov.au](http://www.tradetrainingcentres.deewr.gov.au).

**Project Specific Schedule:** the Project Specific Schedule for a given approved project under the Program means the schedule to the Overarching Funding Agreement (only for government schools) or the School Project Agreement (only for non-government schools) which sets out, amongst other matters, the description of the Trade Training Centre project, key milestones and project timeframes, the approved training courses to be provided by the Trade Training Centre, the project leader's details, reporting, and payment of funding. Completion and execution of the Project Specific Schedule forms part of the Program's funding arrangement requirements. More information on Project Specific Schedules can be found at Section 7.1—*Funding Arrangements and Obligations* of these Program Guidelines.

**Registered Training Organisations (RTOs):** are registered by state and territory training authorities to delivery nationally recognised training. This is training that:

- is recognised by all RTOs throughout 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.

**School Entry Point:** this website is a new DEEWR online system which currently allows schools to apply for the Trade Training Centres in Schools Program and the National Secondary School Computer Fund. DEEWR is continuing to develop the School Entry Point website to enable it to become the single point of access for the full suite of DEEWR school programs and to support school grants, funding and information collection arrangements.

**School Project Agreement:** The School Project Agreement (only for non-government schools) means the agreement between the Commonwealth and a school for the provision of Commonwealth funding in respect of a given approved project under the Program, and includes the Project Specific Schedule and any documents incorporated by reference by the clauses or the schedules. In order to provide funding, the School Project Agreement will need to be executed between the Commonwealth and the legal entity representing the lead non-government school. More information on School Project Agreements can be found at Section 7.1—*Funding Arrangements and Obligations* of these Program Guidelines.

**Traditional trade areas:** Traditional trade occupations experiencing skills shortages, as 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), published on the Australian Apprenticeships Website: [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au).

**Training Packages:** Sets of nationally endorsed units of competency, skills sets and qualifications for recognising and assessing people's skills. Industry Skills Councils (ISCs) are responsible for developing and supporting the implementation of Training Packages and related activities. Training Packages specify the skills and knowledge required to perform effectively in the workplace.

## Attachment A: 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)
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

National Skills Needs List Occupations	Certificate III Qualifications (or Certificate IV if relevant)
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)
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—Fabrication 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

<b>National Skills Needs List Occupations</b>	<b>Certificate III Qualifications (or Certificate IV if relevant)</b>
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—Fabrication Trade
Signwriter	BCF30700 Certificate III in Off-Site Construction (Sign Writing/Computer Operations)
Solid Plasterer	BCG31003 Certificate III in Solid Plastering
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—Fabrication Trade
Wood Machinist (A-Grade)	LMF30502 Certificate III in Furniture Making (Wood Machining) FPI30805 Certificate III in Wood Machining