

TOPIC	SUMMARY QUESTIONS	SPECIFIC QUESTIONS FROM PARTICIPANTS	Upvotes in the forum	Helen notes/ comments	
<b>1. THE CURRENT CHANGES</b>					
<b>Eligibility</b>	<b>When will the 510 hour cap be lifted, will it apply retrospectively and will it be lifted in time for students whose hours have almost run out ?</b>	When will the newly announced changes in the AMEP come into effect?	25		
		How retrospective will the lifting of the 510 cap be? E.g. will this apply to migrants who have been here several years?	7		
		How do we go about accessing extra hours for students whose hours are finishing soon?	3		
		When will we be able to tell students about their unlimited entitlement?	6		
	<b>What are the implications for students in the SEE Program?</b>	Will students who ran out of hours and joined the SEE program be able to return to the AMEP program?	12		
		How will the increase in hours and English level affect the SEE program?			
	<b>What will be done to get information to migrants about these changes?</b>	Will the department promote the renewed eligibility to existing migrants?			
		How, where and when is the AMEP marketed?	2		
	<b>How will teachers teach to meet different settlement-related needs?</b>	How can putting long term migrants in with newly arrived migrants benefit either group? New arrivals have very different needs to those who have lived here for years. The long term migrants do not need settlement info.	24		My answers would be that (i) hopefully classes can be formed to meet different cohort needs and reflecting different English levels, (ii) longer-term migrants may have higher oral English proficiency and therefore could be placed with others who need less basic settlement info., (iii) some/many (?) long-term migrants with low English proficiency lack basic settlement information, and (iv) different levels of knowledge in the one class on settlement issues creates the perfect opportunity for exchanges of information, English practice and group work. [My rude answer would be: you're a teacher -- use your brains! This kind of question is precisely an outcome of the way teachers have been deprofessionalised by the emphasis on assessment by both the ACSF and accredited/resource poor curriculum!]
	<b>Will entitlements be unlimited as long as students remain below vocational English?</b>	With changes to the AMEP currently tabled in parliament, realistically how long can a student stay in the AMEP? Until a student is 'vocational level English' ready, which could be 4, 5, 6, 7+ years, or will it be capped????	18		
		What happens if students never reach Vocational English?	3		
		What will happen to those migrants who do not achieve the desired "vocational" level of English?	6		
	<b>What safeguards will be put in place to prevent abuses by providers and/or students?</b>	How can the government ensure that the uncapping of hours won't allow AMEP providers to seek unlimited funding? Will students really be able to stay in class, and be funded, forever?	3		
		Whilst I support removal of the cap on hours, is there concern that students will be less motivated to learn without a deadline/time limit, or will there be a new deadline related to employment/employability outcomes?	3		
	<b>Why and how have these changes come about?</b>	The AMEP has seen years and years of research pointing out the changes that are required to the program. To what extent did existing research influence the recent changes that have been announced?	7		

2. CURRICULUM & ASSESSMENT					
<b>2.1 Vocational English, assessment, the ACSF &amp; their relationship to curriculum</b>	<b>How does Vocational English relate to the ACSF? Has there been any real change to exit levels from the AMEP?</b>	If Functional English is ACSF 3, and Vocational English is ACSF 3, what is the difference on a practical level for AMEP providers?	26	To my knowledge, the ACSF does not give its levels labels. However, under the previous legislation, eligibility for the AMEP was specified as being for migrants with less than "functional English" as defined by the Minister. For the 2017-2020 contract, the Minister defined "functional English" as being below ACSF Level 3. For previous contracts, functional English was defined as under CSWE 3 <b>[check!! - it may have been in terms of the ISLPR]. ACSF Level 3 is higher than CSWE 3. The change recognises the higher level. The Minister now defines "vocational English" as ACSF Level 3 or IELTS 5.5 or????</b>	
		But Vocational English is what Cert 3 exit is now, is it not?			
		But functional English is ACSF 3 already. It's not changing	2		
		ACSF 3 has always been considered Functional English. So we are just renaming it Vocational English?	2		
	<b>What is actually meant by "Vocational English"? How will this requirement impact on actual curriculum?</b>	In terms of the new recommendation for including mainly Vocational English, Functional English for Community participation can lead to vocational participation eventually. Also Functional Grammar by Michael Halliday has been the backbone of CSWE so it should not be thrown out.			
	<b>How does Vocational English relate to the IELTS?</b>	But IELTS 5.5 Social or Academic? How how to translate to vocational English?	2		
		Why is IELTS Level 7 seen to be what most students are told that they need for jobs? IELTS 5 (described as Vocational English) does not seem to balance with this.	2		
	<b>How will achieving Vocational English actually be determined?</b>	I have heard that there will be a move away from assessing against the ACSF for the AMEP program.. Will assessment be again against the ISLPR or has another assessment benchmark been proposed?	17		
		How will we measure vocational English in the future?	35		
	<b>Will the ACSF have a role in the AMEP in future? If so, what is that role and what will be its relation to curriculum?</b>	What is the future of ACSF in the AMEP?	33		
	<b>What will be the relationship between curriculum and assessment, including in-course assessment, in the future?</b>	The ACSF was used, wrongly, to design the CSL (Core Skills for Learning) curriculum. Despite some effort since mid-2019 to dramatically adjust it within ASQA requirements, it still mirrors various weaknesses in the ACSF. A major problem is that listening and speaking skills are bundled together into a single 'oral' category, when especially for English language learners there are huge differences in these two skills. It skews teaching and makes assessment very difficult. Difficulties in using the CSL continue in Queensland with regard to teaching and assessment even after three years of attempting to fix things. Can we please have a time-frame for development/adoption of an appropriate national curriculum?	18		
		How will the new tender improve the experience of students by supporting curriculum and assessment that is relevant to their learning and settlement needs?	41		
		The continuous enrolment process works well for students who do not wish to waste time . However this means they cannot or may not pass the assessments as they have missed a lot [because they came to a class late in the term]. Many students feel upset when they are not able to pass the assessment and achieve the Certificate along with their classmates. Will there be a change to this system?	1		This is a very interesting question. It points to how continuous enrolment further complicates life for students & teachers when assessment is separate from the curriculum. When CSWE units were the basis of assessment, this problem didn't exist - people were assessed (and credentialled) against what they had been taught.
		How do you think greater collaboration between the existing bodies could be sought to use their expertise and to stop reinventing the wheel in each state by implementing a National system of AMEP Tasks and their moderation and validation?			
The CSWE program requires a summative assessment at week 4 of a 10 week program. This seems unrealistic - to expect knowledge and skills of a level in the middle of the program		2			
The ACSF and the heavy paperwork that accompanied it has clearly done very little to improve student outcomes or teacher morale. Will it and individual assessments be dismantled and allow teachers time to prepare, create and teach?		13			

	<b>What is being planned to ensure that assessments are consistent between providers?</b>	Importantly, along with a national curriculum, use of a national assessment bank should be mandatory to ensure that when students move to another area/city or state (as they are highly mobile early in their settlement) they can confidently placed in the correct class. Is this likely?	5	
	<b>What are the implications of increasing the AMEP eligibility level for higher level EAL Certificate courses in TAFEs?</b>	How will the proposed changes to the AMEP affect the uptake of Frameworks EAL certificates offered at TAFEs? i.e. will the AMEP equivalent program hang on to students to and beyond the ACSF3 level making the Frameworks certificates redundant?	2	Clearly, this question relates to Victoria but it may apply elsewhere. (My guess at the answer is that TAFEs can now focus on these higher level Certificates and the clear demarkation between the AMEP and other provision should help everyone.
	<b>The increasingly emphasis on assessment has led to an increased use of paper by students, teachers and managers. Can thought be given to less wasteful one-off uses of paper and lessening the AMEP's impact on the environment?</b>	In developing new resources, please seek to have them use as little paper as possible. Our sector needs to do our part to address the climate change crisis. The amount of paper used across the AMEP and other EAL programs would be massive. Students often will use the paper in class, then never look at it again. Furthermore, having resources available digitally with print outs only when required would better support students access to and engagement with resources after they have studied a topic.	3	
<b>2.2 Curriculum</b>	<b>What steps will be taken to ensure that curriculum meets the needs of different learner cohorts?</b>	Will there be consideration for those who are illiterate in their native language?	15	See same question below re remote learning - I'm not sure if this question was directed to curriculum generally or remote learning in particular.
		How will the new tender improve the experience of students by supporting curriculum and assessment that is relevant to their learning and settlement needs?	41	
		A lot of attention has been placed on assessment, could we now focus on teaching and learning?	29	
		I would like the add the importance of culturally appropriate services delivery		
<b>2.3 E/remote learning</b>	<b>What is being planned for remote and digitally-based learning, especially for disadvantaged students and those with minimal/no previous education and low English proficiency?</b>	What role do you see for e-learning moving ahead?	8	
		How can we support humanitarian refugees to access digital devices, as many families in Covid were sharing 1 laptop with all family members to access Edtech online options?	16	
		Would there be free internet data given to the disadvantaged students to help them learn online as implemented in UK?		
		Blended learning is great in theory but difficult in practice due to the lack of technology. Students do not have computers and/or if they do, lack an understanding. Will any additional funding be available to help these students?	3	
		Do you think blended learning could provide the answer for the flexibility needed for women and other disadvantaged students? How could the inequality to access the digital resources like additional laptops in the family for those women be solved - how can this accessed be sourced or incentivised?	1	
		Will there be consideration for those who are illiterate in their native language?	15	
		What is the future of the AMEP Distance Learning program after it went to NSW TAFE in 2017?	4	

<b>2.4 Resources &amp; support for teaching</b>	<b>What can be done to develop resources for teaching in a maximally coherent &amp; efficient way, utilising all available human resources?</b>	What will be done to value and support AMEP teachers by providing them with resources for quality teaching and assessment?	53	
		Are there any plans to improve the overall quality of teaching through resource development/PD within the AMEP?	29	
		Can we have more resources, perhaps textbooks or other resources developed for AMEP.	6	
		Will a new national research body like the AMEP Research Centre, defunded in 2009, be established to support the program?	33	
		I am not sure under current financial climate that the AMEP Research centre could be reinvigorated. However, greater collaboration between teachers for sharing and development of AMEP Tasks and other Resources could be viable. Also the system of Action Research Grants perhaps could be implemented similar to English Australia ones managed by Anne Burns.		
		How do you think greater collaboration between the existing bodies could be sought to use their expertise and to stop reinventing the wheel in each state by implementing a National system of AMEP Tasks and its moderation and validation?		
		Are there any formal plans for AMEP teachers/providers/those involved in curriculum development to liaise with and support language training in community initiatives in local areas? (I guess I'm thinking towards practical areas of resource sharing, AMEP providers and teachers assisting curriculum and teacher development in community groups etc).	9	
		Is it possible to have university influenced qualifications and PD associated with the curriculum, assessments and connected resources development?	1	
<b>3. ASQA &amp; VET-RELATED REQUIREMENTS</b>				
<b>Accredited Curriculum &amp; VET Cert IV TAE requirements</b>	<b>What can be done to influence ASQA &amp; VET-related requirements for accrediting curriculum to allow them to be more appropriate for the AMEP (and non-trade-related programs more generally) while retaining student access to recognised credentials?</b>	I think this might be decided/implemented at provider's level, but can I still ponder this question? Would there be nominal hours for each level? I think especially for illiterate or very low levelled students... So I think the students should study slower and for longer at each level... At the moment, there seems to be a rush or pressure to complete/award a certificate level in 2 terms... Whilst it's good that the students get a certificate but I think it's too rushed...	7	
		Can we consider teachers' concerns about including AMEP curriculum under the VET umbrella (re VET Cert IV and curriculum accreditation), as has also been reported as being admitted by ASQA?	7	
		So will there be a possible rethink of the TAE? "Hideous" is the appropriate adjective. It insults our colleagues who have a Masters in TESOL. It completely negates our years of experience and qualifications.	11	
		One way to show support for teachers would be to please, please, please get rid of the TAE requirement for those who are already well qualified to teach on the AMEP. Many teachers have multiple qualifications in TESOL, but are forced to constantly update their TAE - and at their own expense, in some cases. Why aren't teachers' qualifications respected?	3	

4. AMEP TEACHER QUALIFICATIONS				
<b>TESOL Qualifications</b>	<b>What are (and will be) the TESOL-specific qualifications required to teach in the AMEP?</b>	Can we please return to minimum mandatory teacher qualifications as previously used with the CSWE curriculum?	11	Currently, the answers to these questions require reference to the TAE as well as TESOL qualifications. I've separated the two into topics 3 and 4 because they relate to separate concerns.
		What qualifications do you need to be a AMEP teacher?	8	
		My background has been working with students at university level or in pathway programmes looking at going to university. My question is what qualifications do I need to teach in the AMEP?	7	
5. EXTERNAL FACTORS / PRESSURES				
<b>5.1 Employment-related issues for students</b>	<b>What can you do to end the on-going inappropriate pressure from Jobactive providers to locate students in low level jobs as quickly as possible irrespective of their English learning needs employment potential and qualifications?</b>	I find that my students are required / expected to attend workshops on finding jobs, attend meetings about job search, and find a job asap, even if they have their own qualifications and desire a job in their field. But these demands take them out of English classes and hinders their ability to develop their language skills.	16	This problem has been repeatedly reported and promises have been repeatedly made to resolve it. Nevertheless, these reports persist.
		Many AMEP students receive NewStart from Centrelink, but only if they meet the requirements of their "JobPlans" with their Jobactive provider. For PreCSWE students in particular, who do not have any literacy or oracy in English, it is extremely challenging for them to engage with the Jobactives, especially when they are forced to use My Gov to report their attendance at AMEP classes. It is very distressing to pre-literate students having to deal with these 'for profit' Jobactive providers who have little regard for their situation and frequently "suspend" payments when students are not able to report their attendance. This is very concerning and needs to be addressed.	13	
	<b>What are the implications of the changes for Jobactive providers?</b>	How will the AMEP changes be reflected in the role of Jobactive providers ?		
	<b>What is being done to strengthen liaison between related Departments to genuinely improve employment outcomes?</b>	Has there been any examination of the Careers Pathways Pilot program, offered through DSS, and its outcomes and how these may be applied within the AMEP? (I believe that there were many valuable lessons that were learnt in how best to support humanitarian entrants, and other migrants, transfer their trade and professional skills into the Australian context.)	3	
		Could you please give us insight into how education services such as AMEP and SEE providers should be working with settlement services and employment services to better benefit students?	3	
<b>5.2 Childcare</b>	<b>What are the implications of the changes for child care?</b>	Will there be childcare for all who will access the AMEP with the doing away of 510 hours?	39	
		Will child care availability be improved to match the need? I have some students who can only attend 1 day per week.		
	<b>What can be done to improve child-care for women in community classes, gain greater efficiencies, and facilitate liaison and co-ordination with local schools?</b>	I work in a Community centre with a group of predominantly illiterate AFGHANI women. Their ages range from mid twenties to fifties. Since COVID-19 our creche has been removed and women with preschoolers now access private childcare, for which they they obtain funding. But the process of organising childcare is now more complicated and takes longer to organise. Is it possible to re-introduce the creche model? If not, would it possible for the AMEP to provide a liason officer to work closely with the local primary schools which now have early learning centres. This liason officer could work with the schools to match the AMEP community students class times with the preschoolers care in the primary school early learning centre. Most community AMEP students study part time.	8	

6. CONTRACTS				
6.1 Class sizes	What can be done to ensure that class sizes are appropriate to specific cohorts and English proficiency levels and that providers adhere to these requirements?	With the tender process, can we ensure that class sizes are limited, ie. that providers must keep to strict guidelines?		
		Will providers be paid for the year rather than just when the student is in the class as it is very difficult to run a business when we cannot plan what our income will be?	17	
		With the new contracts, can we ensure that class sizes are limited, i.e. that providers must actually keep to contract requirements on maximum class sizes?		
6.2 Provider contracts, job security for teachers & employment conditions	What can be done to ensure job security and appropriate career paths for AMEP teachers?	What can be done to value and support AMEP teachers to give them a better sense of security so that they can focus on performing at their best rather feeling constantly threatened by losing their job and waiting for the next disruption?	53	
		It is very difficult to have a professional career pathway as a teacher within the AMEP with the current tender system, and highly skilled teachers often have to make difficult choices to ensure their job security. How will this be addressed in the future?	9	
		Do all providers get paid the same or do main contractors keep a bigger slice of the funding for themselves?	2	
		With the new contracts, what can be done to ensure that teachers in different Centres/States/providers are paid the same rates for the same level and amount of work?		
		Is there someone at ACTA or VicTESOL who liaises with the federal government and can lobby the government to provide more surety for long work for AMEP teachers rather than the short term contracts that are provided to AMEP teachers at the present time. As we are helping to drive economic growth and if we are truly appreciated can we be given longer term or ongoing employment. This would improve productivity if teachers were able to be invested in the work they are so passionate about! So I am suggesting that the federal government provides financial or other forms of incentives to RTO's, TAFE's etc to do this. Given that outcomes of greater productivity leads to better outcomes for the economy it should be encouraged.		
6.3 For-profit providers	What has been gained by admitting for-profit providers into the AMEP?	Leaving the AMEP program to the Public Provider where numbers of students are capped to the number of 20 - AMEP worked perfectly well for the first 60 years with AMES which also produced the best resources every AMEP teacher is using.		
7. POLICY DEVELOPMENT				
7.1 Communication		Are there official documents available on these discussions already?	2	
7.2 Decision-making		Who is the decision maker on shaping the current AMEP & what are their credentials?	8	
7.3 Feed-back from the grass roots		How can AMEP teachers from any city give feedback and opinions to staff/people/Alison/experts who are responsible for the future of AMEP? We need to let these people (from higher up) know.	4	The question raises the broader issue of a long-term relationship between ACTA and DHA, and maybe the AMEP Advisory Committee, which is currently slated to have a limited life.
7.4 Specific suggestions		When will the government design a national crisis management and communication service which will enable migrants to be alerted to and provided with, information in their language about crises, such as COIVID 19, to help keep them safe and healthy?	1	
7.5 Promoting access to and retention in the AMEP	What is being considered to encourage student retention and engagement in the AMEP?	Can you provide more information on potential incentives to retain students please Alison? I want to hear more from Alison about incentives for student retention that she touched on in her talk.	4	
		Can you provide more information about the behavioural economists on incentivising client engagement in the AMEP?	2	
		It would be great to hear more about the work of the behavioural economists on incentivising client engagement in the AMEP.		