



# Reform of the Adult Migrant English Program - Discussion Paper Submission Form

First name

Last name

Responding on behalf of an organisation/stakeholder group

Name of organisation

## An outcomes-based model

Q1. Is an outcome payment on attainment of certificate levels the most effective way to incentivise student outcomes?

Q2. Is there anything other than prior education levels that can be measured (informed by collected data), which should be considered for a cohort adjustment on outcome payments?

Q3. Is the outcome payment the most suitable point to apply a cohort adjustment?

Q4. Does the relative split of payments outlined in Table 2 (p.9) of the Discussion Paper support provider cash flow?

Q5. Are there any further considerations with splitting payments under the outcomes-based model as per the table above?

## **A new information management system**

Q6. What features and functions would you like to see in the new information management system?

Q7. What risks may be experienced in transitioning to a new system?

## **Distance Learning**

Q8. What tuition options should be implemented in the future AMEP business model to support flexible learning?

Q9. Should Distance Learning continue in its current form or should all service providers be required to deliver tuition flexibly to meet the needs of Distance Learning clients?

Q10. What additional factors should the Department consider to ensure that the needs of clients who are learning remotely are met?

## **Community and work-based learning fund**

Q11. Should the community-based learning solely focus on conversational English? Why or why not?

Q12. Should non-accredited curriculum be used to deliver the community-based learning stream? Why or why not?

Q13. What is best practice in determining local labour market needs and developing links with employers?

## **Introduction of a national curriculum**

Q14. What supports do AMEP teachers need to ensure a smooth transition to the national curriculum?

Q15. What additional upskilling do AMEP teachers need to take full advantage of any online learning modes?

Q16. What online learning resources or platforms would you recommend for the AMEP?

## **Strengthened student counselling and pathway guidance**

Q17. What is best practice in the provision of student counselling and pathway guidance?

Q18. How many hours of pathway guidance does a student need on average?

Q19. When should payment for pathway guidance be provided?

## **Changes to the Volunteer Tutor Scheme**

Q20. What is best practice in tutor training and support?

Q21. Are there any other changes to the Volunteer Tutor Scheme the Department should consider?

## **A new payment structure for childcare**

Q22. What do you think of childcare options 1 and 2 (p. 13)?

Q23. What role can informal childcare arrangements, such as crèches and mums and bubs' classes, play?

## **A new performance management framework**

Q24. What outcomes should be the focus in measuring AMEP performance?

Q25. What does quality service delivery in AMEP look like?

Q26. What mechanisms should the Department use to monitor quality service delivery and client outcomes by providers?

Q27. How should provider performance be reported?

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# Additional feedback