AMEP Employment pathway programs: Future directions?
pse of the future?
JackiS, 11/05/2009
Background

July 2008, DIAC released a discussion paper that proposed a new direction for the AMEP (from July 2010)

Proposed the creation of two learner pathways within the AMEP which “better meet client’s life goals”:

• Social Participation Pathway
• Employment Participation Pathway
Figure 4: Client pathways

Development of Client Pathways
- A trained vocational counsellor negotiates a learner’s passport with the client based on their needs and goals.
- The option to participate in one of two pathways is offered to clients.
- The client pathway is reviewed periodically and on-going client support is provided.

Settlement for Employment Participation Pathway
- Clients gain familiarity with the Australian workplace environment and undertake vocational focused courses.
- Clients also learn English for settlement purposes.
- All four macro skills taught at different levels.

Settlement for Social Participation Pathway
- Clients gain life skills to participate in Australian society.
- Focus is primarily on spoken and aural English with some basic literacy and numeracy components.

Flexibility
Clients have the option of transferring pathways if their needs and goals change.

Initial review of client pathway
Exit interview

Target Group
- Professionals
- Trades people
- Pre-literate and low literacy clients seeking employment

Target Group
- The elderly
- Parents with young children
Background

2008-09 Budget: Government announced funding of $49.2 million over four years for an Employment Pathways Program (EPP) and a Traineeships in English and Work Readiness Program (TEWR) for AMEP clients.
Objectives of EPP & TEWR programs

1. *Employment pathways pilots*: aim to help learners with lower levels of education learn English while at the same time get familiar with Australian workplace, culture and practices (*and get work*).

2. *Traineeships in English and work readiness pilots*: aim to help learners with higher English proficiency and educational background make transition into pathway to professional employment.
Program “rules”

**EPP**
- 6 months maximum, FT or PT
- 200 hours
- Minimum 120 hours “work training”
- Work experience for balance of hours placement
- Content to include
  - Industry-contextualised ESL
  - OHS
  - employment preparation
- On-going access to Vocational Counselling

**TEWR**
- 6 months maximum, FT or PT
- 160 hours
- Minimum 80 hours work training
- Work experience for balance of hours
- Content to include
  - Industry-contextualised ESL
  - OH&S
  - Work orientation and awareness
- On-going access to Vocational Counselling
- Mentoring from a *qualified* professional or tradesperson
## Differences between AMEP & EPP/TEWR programs

<table>
<thead>
<tr>
<th>AMEP</th>
<th>EPP/TEWR</th>
</tr>
</thead>
<tbody>
<tr>
<td>510 entitlement</td>
<td>Additional hours</td>
</tr>
<tr>
<td>Curriculum mandated</td>
<td>No prescribed curriculum</td>
</tr>
<tr>
<td><em>(CSWE)</em></td>
<td><em>(ESL / VET)</em></td>
</tr>
<tr>
<td>No prescribed content</td>
<td>Focus: employment, OHS</td>
</tr>
<tr>
<td>Methodology &amp; practice</td>
<td>Methodology &amp; practice</td>
</tr>
<tr>
<td>*</td>
<td>Work experience</td>
</tr>
<tr>
<td>Teacher key player</td>
<td>Teacher one of team</td>
</tr>
<tr>
<td>KPI’s</td>
<td>KPI’s</td>
</tr>
</tbody>
</table>
KPI’s

AMEP KPIs

No of clients enrolled
% SPP to AMEP
Use of AMEP entitlement
Achievement of CSWE module
Client knowledge of grievance procedure
Provision of childcare
Client satisfaction re counselling
Promotion of AMEP
Flexibility & cultural sensitivity
No. of tutors trained / VTP

EPP KPIs:
50% employment, 35% further education, 15% attrition

TEWR KPIs
65% employment, 20% further education, 15% attrition
Implications: teachers

• Culture shift
  – course planning & delivery; CSWE / assessment no longer central
  – Beliefs about work readiness

• Need to unpack training packages & industry needs / work with trainers

• Need knowledge of industry & workplace communication

• Resources & PD
Implications: Counsellors

• Critical role
  – Identifying goals, aspirations & pathways
  – Provision of information
  – Planning timing
  – Links with program delivery team
Implications: Program coordinators

• Knowledge of industry opportunities
• Flexibility in programming
• Micro-management of delivery
• “Wash-back” into standard AMEP delivery
• “Pilot” = ongoing evaluation, reporting & tracking
• Uncontrollable elements!
Implications: Customer Service Staff

• ARMS!
Implications: The learners

• Need to understand opportunities & pathways
• Clarify own goals & expectations
• Consider timing of participation
• Need awareness of work participation realities
Implications: The learners

The English is really, really useful for work. Have to speak to supervisor at work / colleagues.
We learn that we should be friendly, should mingle and we learn about Australian culture/slang
We can’t understand Australian jokes – we are getting used to that. Teacher is telling us about jokes.