



Aus4Skills

Short Course Award Manual

Version 1

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Aus4Skills is an Aus4Vietnam Investment - managed by Tetra Tech International Development, on behalf of the Australian Government

Abbreviations

AAF	Australia Awards Fellowship
AAS	Australia Awards Scholarships
AESP	Alumni Engagement Strategy and Plan
AIP	Aid Investment Plan
AQF	Australian Qualifications Framework
AVID	Australia Volunteers for International Development
DIBP	Department of Immigration and Border Protection
DFAT	Department of Foreign Affairs and Trade
GEDSI	Gender Equality, Disability and Social Inclusion
GoV	Government of Vietnam
HRD	Human Resource Development
ILO	Informal Learning Opportunity
M&E	Monitoring and Evaluation
MC	Managing Contractor
RFT	Request for Tender
SCA	Short Course Award
STA	Short Term Adviser
TBU	Tay Bac University
TNU	Thai Nguyen University
VET	Vocational Education and Training
WIL	Women in Leadership

Table of contents

1	Background	1
1.1	Program Outcomes.....	1
1.2	Major Components.....	1
1.3	Categories of organisations that will receive assistance.....	2
1.4	HRD Toolbox.....	2
1.5	Aus4Skills Activity Design and Requests for Tender.....	4
1.6	Aus4Skills Design.....	4
2	Short Course Awards	4
3	Course Planning and Design	5
3.1	Prioritisation and planning.....	5
3.2	Scope of Services.....	5
3.3	Course Structure: The “sandwich” model.....	5
4	Course Provider Selection	8
4.1	Requests for Tender.....	9
4.2	Contracting.....	9
4.3	Staffing.....	10
4.4	Incident Management.....	11
5	Participant Selection	11
5.1	English language requirements.....	12
5.2	Prioritising gender equality, disability and social inclusion.....	12
5.3	Child Protection.....	13
5.4	Personal Information and Privacy.....	13
6	Entitlements for course participants	13
6.1	Travel.....	14
6.2	Accommodation.....	14
6.3	Daily Living Allowance.....	15
6.4	Visas.....	15
6.5	Travel and medical insurance in Australia.....	15
7	Monitoring and Evaluation	16
7.1	Reporting.....	17
8	Budget	18
8.1	Fixed and reimbursable costs.....	18
9	Further Information	18

Annexes

Annex 1 Informal Learning Opportunities

1 Background

The Aus4Skills Program (formerly Vietnam-Australia Human Resource Development Partnership) reflects the Australian Government's continuing commitment to support Vietnam's human resource development (HRD) and is the major vehicle for implementation of the Australia-Vietnam Human Resource Development Strategy 2014-2020. Aus4Skills will focus on the provision and application of new skills and knowledge in selected priority areas identified in Australia's current Aid Investment Plan (AIP) for Vietnam. Fundamental to HRD quality is creating organisational-enabling conditions to effectively use skills and knowledge to improve workplace productivity. The chosen focus for Aus4Skills is therefore at the organisational level to operationalise skills, knowledge and effective HRD and other business practices. Aus4Skills aims to strengthen higher education provision to better meet national needs for skills and knowledge, and build capability in targeted organisations to use new skills and knowledge to be effective partners with Australian organisations in priority areas.

1.1 Program Outcomes

Aus4Skills is designed to achieve the following three end-of-program outcomes:

- a. male and female alumni use new skills and knowledge to make positive contributions to selected priority areas;
- b. stronger workplace enabling environments for skills utilisation in selected priority areas; and
- c. Australia and Vietnam have stronger, sustainable links in selected sectors/agencies.

1.2 Major Components

To achieve the end-of-program outcomes the Aus4Skills HRD Program has been designed around five major components:

Promoting Industry Linkages with Vocational Education and Training (VET)

Current Government of Vietnam (GoV) policy is to strengthen the role of employers in determining curriculum content and standards so that education provisions better meet labour market needs. Australia has experience and expertise in industry-led VET curriculum design, so Aus4Skills seeks industry sectors in Vietnam where a) Australian interests are already active and need a highly skilled labour force; b) the sector is key to Vietnam's development and c) the sector is ready to engage in partnerships for VET curriculum design and delivery.

Improving Quality in North Western Universities

Universities in Vietnam cannot meet market demand in terms of quality or quantity of education and research. This means universities do not support economic and industrial growth adequately; they do not attract and establish many international partnerships; and they have difficulty attracting and retaining high quality staff and students. While this problem is suffered generally in the university sector in Vietnam, it is particularly relevant to the two targeted universities, Tay Bac University (TBU) in Son La Province and Thai Nguyen University (TNU) in Thai Nguyen Province. Both are located in the relatively economically disadvantaged northern mountainous region of Vietnam populated by many ethnic minorities. Both universities have large enrolments of ethnic minority students who experience lower rates of academic success. Aus4Skills activities will focus on improving leadership and management, strengthening curriculum quality and increasing the effective support for academic success of ethnic minority students.

Advancing Women in Leadership

Australia has made a strong commitment to gender equality and this is an important element of the enabling environment in every workplace Aus4Skills may target. Aus4Skills will align with the Australia in Vietnam Gender Equality Strategy 2016 by supporting organisations “to implement and monitor gender equitable practices in their work places.” This component provides for specific investments to ensure that women receive more equitable opportunities to provide formal input into organisational decision-making. Aus4Skills will be looking for ways targeted organisations can develop gender equitable leadership, that is, leaders that are sensitive and responsive to gender equity and aspire to gender equality.

Supporting Australia’s Aid Investment Plan

Aus4Skills commits to providing limited HRD support for other Aid Investment Plan (AIP) Programs (Aus4Equality, Aus4Reform, Aus4Transport, Aus4Water, and Aus4Innovation). This component will provide support for Vietnamese organisations already working with Australia and important to Australia’s future priorities and Vietnam’s development.

Supporting Australia’s Broader Interests

In addition to all the foregoing components, the Aus4Skills design has the flexibility to respond to emerging HRD needs and interests. This component will allow for responsive Activities to support organisations outside those targeted universities, VET training organisations and their industry sector partners, and AIP program partners mentioned in the foregoing components.

1.3 Categories of organisations that will receive assistance

The Program will provide assistance to organisations, work units or group of individuals within three categories:

HRD Selected Organisations

Including selected Universities, organisations from selected industry sectors and their VET training partners. This category encompasses the organisations that will receive the fullest package of assistance in this Program, which is the integrated use of a range of inter-related HRD modalities from the HRD Toolbox (see section 1.4).

Other AIP Partners

These are organisations or work units that are priorities for AIP programs and are not the HRD selected organisations. The organisations in this category are identified by other AIP programs.

Australian Broader Interests

These are organisations or groups of individuals which will not be engaged further than targeted Australia Awards Scholarship promotional activities, except under specific direction from the Australian Embassy.

1.4 HRD Toolbox

Aus4Skills will utilise a wide range of modalities or HRD tools which can be deployed to serve the achievement of the Program Outcomes. They include:

Formal Australia Awards

Australia Awards consist of Australia Award Scholarships, Australia Awards Short Course Awards and Australia Awards Fellowships.

Australia Awards Scholarships (AAS) are long term development awards that provide opportunities for full-time postgraduate study (one to two years) at participating Australian institutions. They equip recipients with the skills and knowledge to drive change and contribute to the economic and social development of their own countries. Australia Awards Scholarships are available either directly, through targeted provision to an organisation as agreed with the Australian Embassy, or through 'open' application processes.

Australia Awards Short Course Awards (SCA) can be substantially more flexible and responsive than the long-term Australia Awards Scholarships, whilst still providing recognised academic credit or statements of competency (to Australian Qualifications Framework standards) to participants who successfully complete the course requirements. They involve engaging an Australian university or Registered Training Organisation to conduct the short course. Short courses may be delivered in Vietnam or Australia, or a combination of both.

Australia Awards Fellowships (AAF) are available for current and future leaders and mid-career professionals from Vietnam. Australian sponsoring organisations in conjunction with relevant Vietnamese partner organisations and/or individuals submit proposals to DFAT for Fellowships.

Complementary Assistance for Australia Awards participants

Australia Awards Complementary Assistance is limited to forms of assistance that directly improve the ability of individuals to access, or maximise benefits from Australia Awards. This assistance may be preferentially provided to an organisation with agreement or direction from DFAT. For example, preferential access to English Language Training.

Informal Learning Opportunities

Informal Learning Opportunities (ILOs) are a highly flexible means of providing a virtually unlimited range of HRD-related assistance to an organisation. They do not need to meet the definitions or standards set by formal Australia Awards and therefore allow for more flexible application. ILOs may be offered to individuals, organisations or cross-cutting thematic groupings of individuals.

ILOs may include, but are not limited to, the following pre-existing or tailor designed activities:

- Non-Australia Awards short courses of any form
- Seminars/workshops/conferences/study tours
- Technical assistance in any relevant field
- Agency visits with facilitated debriefing sessions
- Simulations
- Film and performance events with Q&A
- Guest speaker events including events in Ted Talk and lounge style formats
- Facilitated Communication for Development(C4D)/advocacy opportunities
- Mentoring and coaching exercises
- Short work placements
- Communication events/retreat coalition building for partners
- Identifying, negotiating and facilitating opportunities for linkages between Australian and Vietnamese organisations (unless contrary to Australian Commonwealth Procurement Rules)

It is important that all HRD tools are deployed with clear targets, responsive to the context and strategic intents, so that the desired outcomes are likely to be achieved.

1.5 Aus4Skills Activity Design and Requests for Tender

In Aus4Skills an “Activity” can mean either:

- One or more Short Course Awards; or
- A Short Course Award plus one or more tools from the HRD Toolbox; or
- One or more ILOs

Where different HRD Tools have been grouped together, they must share a common and transparent logic.

Aus4Skills Requests for Tender will be at the Activity level. In most cases Aus4Skills Requests for Tender will be for the delivery of Short Course Awards. This Manual focusses on Short Course Awards, however information specific to the tendering of ILOs is included at Annex 1.

1.6 Aus4Skills Design

The full Aus4Skills design document can be found at <https://intdev.tetratetechasiapacific.com>

2 Short Course Awards

Australia Awards Short Course Awards (SCAs) can be substantially more flexible and responsive than long-term awards, but they still provide some form of recognised academic credit or statements of competency (to Australian Qualifications Framework (AQF) standards) to participants who successfully complete the course requirements. They involve engaging an Australian university or Registered Training Organisation to conduct the short course as a separate exercise to its normal academic intakes. This means that SCAs can be customised so the timing and content of a short course can be tailored to suit specified needs.

Hitherto short courses have not played a prominent part in Australia’s aid programs in Vietnam, but the Vietnamese Government requested more short courses for their ability to target very specific knowledge and skills needs, and the reduced time that participants are expected to be in Australia. As such, SCAs are expected to be a popular and well-used tool from the Aus4Skills HRD Tool Box and will likely constitute the majority of Requests for Tender.

Short courses may be delivered in Vietnam or Australia, or a combination of both. An essential matter is that the participants and their organisations perceive the relevance of any short course and that the content is tailored in ways that allow the participants to apply it to their context in Vietnam. Site visits in Australia are highly valued when the relevance is self-evident. The high pastoral needs for groups visiting Australia for the first time and only for short visits also must be noted. Many in the target groups may not have high levels of English language competence and depend heavily on translation and interpretation.

SCAs will always include supported on-the-job learning. This must be reported according to specified course requirements in order to complete the requirements of the Award. In other words, these SCAs require demonstration of ability to apply skills and knowledge, not only demonstration of abstract understanding and ideal plans about what is intended to be done.

Contracted SCA providers for Aus4Skills will ensure the provision of mentoring and/or coaching for on-the-job application, and this may be conducted online. Other parts of a SCA may also be delivered online. Aus4Skills is keen to find ways to showcase Australian providers’ expertise in contemporary, educationally sound delivery methods such as blended learning, project based learning, flipped classroom and competency based learning. Guided cycles of action planning and

reflection and adjustment of plans and actions to apply lessons to each participant’s working context in Vietnam are proven tools for optimising the benefits derived from training.

Understanding that some high-level Vietnamese professionals find it difficult to leave the job for even two weeks at a time, Aus4Skills aims to trial using these flexible delivery methods, and monitor their effectiveness.

Upon completion of an SCA, participants will become members of the Australia Awards Global Alumni Network. Awardees’ biographical information will be included in the Australia Awards alumni database and Alumni are strongly encouraged to take part in post-award monitoring and evaluation activities, in addition to other professional development and social activities arranged by and for Australian alumni. The MC manages all Australia Awards alumni engagement.

3 Course Planning and Design

3.1 Prioritisation and planning

Plans for Aus4Skills Activities¹ to be delivered in the coming financial year will, in general, be agreed during the annual planning process in January to March each year. Some Activities may run on an annual cycle, being repeated over several years. However it is likely there will be other Activities scoped, designed and implemented outside of this process, particularly those under the Aid Investment Plan and Australian Broader Interest Components. Under any Component, DFAT or the GoV may request Aus4Skills to implement additional Activities according to different timeframes based on need and specific circumstances.

Aus4Skills will endeavour to maintain a pipeline of expected Activities that will go to market on the Tetra Tech International Development website which will be updated regularly (<https://intdev.tetratechasiapacific.com/work-with-us/tender-opportunities>)² (for further information on Provider Selection refer to section 7).

3.2 Scope of Services

The MC will develop a SCA course proposal in the form of a Scope of Services, which will be approved by DFAT. The Scope of Services will include information about the intended course purpose, overview of course content, intended duration, participant profile, communication and public relations requirements and any other information relevant to the scope of the course.

The course provider will be responsible for developing a detailed Course Design and Delivery Plan during the contracting stage, which builds upon the Scope of Services (see section 5).

3.3 Course Structure: The “sandwich” model

SCAs will be designed around a set of subject matter and customised around participants’ needs with the aim of maximising learning opportunities. SCAs will be delivered in all aspects to Australian quality standards, to be overseen by the selected Australian provider. The Aus4Skills Design intends that in most cases SCAs will deliver a core in-Australia module that is sandwiched between in-Vietnam pre- and post-course modules.

¹ For the Aus4Skills definition of an “Activity” see section 1.5.

² Once the new Aus4Skills website is complete all information will be made available there. A notice will be posted on the Tetra Tech International Development website when this occurs and this Manual will be revised accordingly.

Pre-core modules

Pre-core modules are included to ensure that the course provider and participants are both able to maximise the learning from the core and post core modules. Pre-core modules will typically involve travel to Vietnam by trainers of the selected Australia provider in order to conduct structured learning initiatives to engage participants in the practicalities of the topic and prime course participants for the in-Australia module. The selected course provider may also choose to work with a nominated high quality Vietnamese provider (so long as this is clear from the approved Course Design and Delivery Plan and the agreement with the MC).

Pre-Departure Briefing

As part of the pre-core module, the course provider will organise and implement a pre-departure briefing (unless specified otherwise in the Scope of Services). Participants will be briefed on the in-Australia core module program, as well as the logistical and support services to be delivered by the course provider.

In preparation for these sessions, the course provider is responsible for developing the presentation content, as well as updating the standard Aus4Skills Pre-Departure Information Booklet (provided by the Aus4Skills MC during contracting with the selected course provider) to ensure it details all information relevant to the specific course. .

The objectives of the pre-departure briefing are:

- participants are well prepared for their departure;
- participants are “settled in” to their new home for the duration of the in-Australia module;
- participants understand relevant short course policies and procedures;
- participants know how to access academic and welfare support while in Australia;
- participants understand customs and quarantine policies and health care issues such as treatment of pre-existing medical conditions and health care assistance;
- participants are informed of recreational activities in Australia; and
- participants have the opportunity to further their cross-cultural understanding of the Australian context.

At the end of the pre-core module participants will have clear intentions about what they will learn in Australia and how it is likely to be useful for their work in Vietnam. Pre-core modules may sometimes result in changes to the content of the in-Australia core module/s based on learning and deeper understanding of the needs of participants, though the pre-core module cannot be primarily a needs-analysis exercise.

In-Australia core module

SCAs will generally require less than three months for the in-Australia core module. They may be as short as two weeks. The length of each module can vary according to the best way to address the need. These details will be specified in the Scope of Services. In-Australia core modules are designed to deliver content and learning experiences in Australia that cannot readily be delivered while the participants are in Vietnam.

A number of different and integrated methods to stimulate learning are likely to be used. While solid content input is expected, time should also be allowed for participant reflection and discussion of the application of the content in Vietnam. Participants tend to appreciate meeting counterparts who do similar work in Australian workplaces to the work they do in Vietnam. It is especially helpful when those counterparts are willing to share their experience overcoming particular challenges that are relevant to the Vietnamese participants. Site visits in Australia are

highly valued when the relevance is self-evident. Core modules must be designed with focus on practical application by the participants in their workplaces in Vietnam.

Experience has shown that groups visiting Australia for the first time and only for short visits will have high pastoral needs. While not all groups will be first time visitors, the course provider must demonstrate they have the capacity to attend to the pastoral needs of the participant group while they are in Australia.

Many in the target groups may not have high levels of English language competence and depend heavily on translation and interpretation. Translation of materials should be done as far as possible in advance. Experience tells that participants who need the support of translation want material in both English and Vietnamese. Where possible, simultaneous interpretation is ideal, but often participants will still require time to discuss the interpretation as various concepts are new and/or not readily translatable into Vietnamese. Expected interpretation and translation services for a SCA will be detailed in the Scope of Services.

Upon arrival in Australia the course provider will provide a Safety briefing and an Orientation Briefing (can be combined if delivered within 24 hours of arrival).

Safety Briefing

The course provider will provide participants with a “Safety Briefing” on arrival (within 24 hours of arrival in Australia). This will include:

- Reminders about emergency numbers.
- Important safety tips.
- Issue of an information card (in Vietnamese) providing relevant information on medical emergency procedures and non-emergency process for seeing a doctor, Welfare Officer contact details, emergency numbers such as police, etc.

Orientation Briefing

Within 48 hours of arrival in Australia participants will receive a short follow-up orientation session. Recipients will be briefed by the course provider on the in-Australia program, as well as the logistical and support services, to be delivered.

In preparation for these sessions, the course provider is responsible for developing the presentation content, which should cover at a minimum:

- Introduction to the in-Australia course provider team and explanation of roles and responsibilities.
- Program venues, facilities, attendance and expectations.
- Per diem amounts, payment processes and intended use.
- Accommodation rules and policies, security arrangements and considerations, fire and emergency evacuation, and use of shared facilities.
- Local orientation including nearby shops and public facilities.
- Course and local transport including pick up points, payment methods, schedules and to/from the course venue.
- Health insurance policy including:
 - Coverage and benefits.
 - Exclusions and treatment of pre-existing medical conditions.
 - up-front payments and gap fees.
 - insurance claims process and timing.

- Communications and IT including for example, SIM cards and credit, international phone cards, use of laptops and internet and email access.
- Outline of academic and welfare support mechanisms available (e.g. what to do if they need medical assistance, out of hours support, etc.).
- Outline of visa requirements and restrictions.

The Orientation Program should be assessed as part of the end of course evaluation to enable recipients to assess and reflect on the effectiveness and usefulness of the activities intended to prepare them for Australia.

Post-core modules

Post-core modules serve the purpose of supporting participants to apply learning and capture additional learning from the experience of putting new skills and knowledge into practice in their workplace in Vietnam. The demonstrable application of enhanced knowledge, skills and networks and associated learning activities in this module should contribute substantially to the assessment for completion of this SCA.

As part of most SCAs, participants will plan and implement a work-based learning project to be called an "Application Project" or similar. The purpose of the project is to demonstrate application of enhanced networks and skills. The topic of the project will be negotiated, approved and sponsored by the supervisor or appropriate manager in the targeted organisations. During the SCA, regular review and integration sessions ensure that the content and processes of the short course and the development and implementation of the Application Project are meeting the learning needs of the individual participant as well as the targeted organisations.

Participants will formally report back on the progress of their Application Project in a written report describing what has been achieved so far and any challenges faced. In addition, participants will present/exhibit the results of their Application Project in person at a Symposium/Exhibition in Vietnam. These activities will be assessable and contribute to successful completion of the Short Course Award requirements.

The Post-core module will typically involve ongoing contact between the course provider and the participants to support a structured process of application of skills and knowledge in the workplace accompanied by reflection and capturing learning about the effectiveness of the application efforts. Participants should be encouraged to maintain contact with counterparts or others they have met in Australia.

Course providers will be expected to outline their strategy to support the participants' application of skills in their Technical Proposal and Course Design and Delivery Plan (see section 5). Should the selected course provider choose to work with a nominated high quality Vietnamese provider for this module, the arrangements should be made clear from the outset in the Technical Proposal and the agreement with the Aus4Skills MC.

4 Course Provider Selection

The selection of course providers will be conducted in accordance with the Australian Government Commonwealth Procurement Rules and adhere to the standard and approach adopted by DFAT for the procurement of goods and services under the Australian Aid Program.

Aus4Skills will maintain a list of current and prospective course providers and share information about the SCA pipeline and other upcoming tenders to all providers on an equal basis. This information will also be made available at:

<https://intdev.tetrachasiapacific.com/work-with-us/tender-opportunities>

4.1 Requests for Tender

Tender processes will commence with a Request for Tender (RFT) issued with, typically, a four-week tender preparation deadline and accompanied by a Scope of Services. Tenders will be assessed by a selected Tender Evaluation Committee comprising members appointed based on the specific technical and institutional priorities of the course. Members may include staff from relevant sections of DFAT, the Australian Embassy in Hanoi, GoV agencies, technical or academic specialists and Aus4Skills MC staff.

Tenders will comprise a technical and financial component, and will be assessed using a transparent scoring formula that takes both components into account. Technical components will usually require course providers to explain their strategy and approach to the delivery of the program, building upon the Scope of Services. The Technical Proposal will require the course provider to outline, at a minimum:

- Organisational Capacity and training experience demonstrating ability to deliver the Scope of Services
- Draft Course Program outlining their approach to the design and delivery of the short course to enable the achievement of program outcomes and the course purpose and goals, including:
 - Short description of intended course topics;
 - Intended teaching and learning material;
 - Intended delivery modes;
 - The kind of academic credit the participants will receive upon successful completion of the course;
 - Indicative schedule and locations;
 - Description of intended logistical and welfare arrangements; and
 - Description of arrangements for interpretation and translation (if required in the Scope of Services).
- Proposed staffing structure and demonstrate the Core Personnel have the appropriate qualifications and experience to design and implement the short course.
- A Risk Mitigation Matrix identifying key risks to the successful design and delivery of the course as per the Scope of Services.
- A short description of the Public Relations resources available to support the Short Course to capture stories of impact and to mitigate risk.

4.2 Contracting

Successful tenderers will be invited to negotiate a detailed services contract direct with the MC. The contract will contain standard conditions, and provisions specific to the Scope of Services. A copy of the standard contract terms and conditions will be available as part of the RFT, therefore any tenderer unable to comply with the standard terms and conditions are discouraged from tendering, as these conditions cannot be adjusted during contract negotiation.

The preferred course provider will be required to build upon their Technical Proposal and Draft Course Program during the contracting stage in a detailed **Course Design and Delivery Plan**. This will provide further details on the Course Program information (listed in 5.1 above) as well as detailed specification of:

- syllabus;
- teaching and learning methods;

- schedule (including the plan for duration and contact time in each module);
- intended learning outcomes;
- delivery staff, including intended guest speakers (if any);
- details of the learning resources to be used;
- assessment methods;
- monitoring and evaluation approach (see section 10); and
- strategic communications approach (for example, media content for offline and online publication, capturing of students' progress including quotations and impact stories, high quality photos and videos to support the communication of Aus4Skills Program activities and results to audiences in Vietnam and Australia). The approach will be developed in conjunction with the Aus4Skills Communications Manager and will receive Australian Government approval. Any content generated must comply with Australian Government and DFAT guidelines including consent, child protection and branding policies.

Course providers are encouraged to be innovative in their chosen delivery methods. Course contents and reference material should draw on the growing number of published qualitative and quantitative studies of the practice environment and reform efforts and practices in Vietnam. Where possible and appropriate, course providers should involve relevant Vietnamese academics as contributors to the content of the learning program. The learning goals and assessment of the learning goals should be stated in terms that include the successful completion of the application project to demonstrate skills and identification of lessons learned through application.

A contract will be signed only once the Course Design and Delivery Plan has been accepted by the Aus4Skills MC and DFAT.

4.3 Staffing

When preparing the RFT Technical Proposal course providers will be required to propose a team structure which addresses their capacity to deliver the SCA. SCAs operate under the Adviser Remuneration Framework³; all positions within short courses must meet the requirements of this framework and are not eligible for the allocation of premium rates. Course providers tendering for a SCA will need to nominate the key specialists identified and demonstrate they have the appropriate qualifications and experience to design and implement the short course.

Usually core personnel will include the following positions (however course providers can propose an alternative core team structure):

Course Designer / Course Leader (can be one or two people) (Group B);

- The *Course Designer* is the technical expert who will work with the MC and other relevant stakeholders to design the course in detail, including liaising with Australian experts and organisations. The Course Designer will be responsible for developing the Course Design and Delivery Plan.
- The *Course Leader* is the technical expert who will lead the course full-time over the period that the participants are in Australia. The Course Leader is also expected to deliver the pre and post-course sessions in Vietnam. The Course Leader will provide the main technical, educational and academic input. He/she will conduct sessions, coordinate inputs from other expert presenters, and make final decisions about the program. He/she also has a major role in facilitating the learning of participants and reviewing progress of the group and individuals.

³ For details on this framework go to: http://aid.dfat.gov.au/publications/Pages/3994_1809_6357_1618_6763.aspx.

Course Coordinator (Group A) – the key administrator responsible for the day-to-day management of the course. S/he will make all the arrangements for the course (including travel, accommodation and logistics, financial administration, reporting coordination). The person undertaking this role needs to be a proven high level administrator and coordinator. Experience working in a similar role in a cross-cultural environment would be highly regarded.

Welfare Officer (Group A) – the person responsible for the welfare of course participants, who provides ongoing advice and welfare support for the participants while in Australia. The Welfare Officer needs to be available 24/7 in case of emergency and communicate with Aus4skills/MC about any incidents. The Welfare Officer liaises between the group and the delivery team, where issues or concerns arise. The Welfare Officer has a major responsibility direct to the participants. It is preferable that the Welfare Officer is female and has relevant background in pastoral care. Vietnamese language skills would be an advantage.

4.4 Incident Management

From time to time an incident, or crisis, may occur with participants in Vietnam or overseas. The service provider will maintain direct support responsibility for all participants whilst they remain part of the course. Tetra Tech International Development may establish an incident or crisis management team, linked into DFAT, and advise or reinforce the service provider of their legal, privacy, duty of care and communication obligations. Directions may be given by Tetra Tech International Development to the service provider and any reasonable additional resources can be recognised and pre-approved.

5 Participant Selection

Each SCA will be designed for a clearly specified target group of participants, which will be detailed in the Scope of Services. Research indicates that between 15 and 20 participants is the optimum number for each course.

Aus4Skills SCAs may be designed for thematic target groups who are not part of only one targeted organisation or sector. For example: Women in Leadership; managers in selected VET colleges; or managers in various targeted organisations, when a common need for managerial skills development is identified.

The methodology to be used for participant selection will vary based on the nature and specific requirements of each course and will be specified in the Scope of Services. Participant selection will be merit based and adhere to the principles of transparency and accountability.

The following scenarios, among others, could be applied when conducting participant selection:

- Recipient agencies invited to nominate participants who meet the participant profile and selection criteria, and participation confirmed by DFAT.
- Recipient agencies invited to nominate a long list of candidates (e.g. 40-50 applicants), then a selection panel selects the 20 best candidates plus 5 reserves (this process could be coordinated by the recipient agency or by Aus4Skills).
- Open application process within selected target agencies, then a selection panel selects as above.
- Open application process, target agencies not nominated (for mix participant courses open to a range of agencies). Applicants who meet the criteria send their applications directly to Aus4Skills, and a selection panel selects as above.

The MC has responsibility for managing participant selection (in some circumstances this will be conducted with input from the selected course provider. If this is the case it will be specified in the Scope of Services) and DFAT will have final approval. The MC will provide the selected course provider with participant profiles as soon as they are available.

5.1 English language requirements

SCAs do not have the same English Language requirements as the Australia Awards Scholarships, thus removing one of the barriers to participation in long-term awards. English Language requirements and additional services (such as ELT or interpretation and translation) which the course provider may need to implement will be detailed in the Scope of Services. It is expected most SCAs will require interpretation and the course provider will need to arrange appropriate interpretation services suitable for the subject matter.

For certain SCAs which do not include interpretation, participants may need to have functional English proficiency and may be required to sit an English test in order to undertake the course.

5.2 Prioritising gender equality, disability and social inclusion

Australia places very high priority on efforts to achieve gender equality and women's empowerment and to provide equal opportunity for other disadvantaged groups. Accordingly, Aus4Skills has been designed to ensure women, people with disability, and the rural disadvantaged, including disadvantaged ethnic minority peoples in Vietnam benefit equally in this program.

Aus4Skills is committed to:

- GEDSI specific activities, actions and efforts with a dedicated primary purpose to tackle persistent challenges and barriers that are holding women, people with disabilities and people from disadvantages rural locations, including disadvantaged minority peoples, back from achieving their full potential; and
- Mainstreaming GEDSI activities, actions and efforts across all of Aus4Skills work because equality in human resource development cannot be achieved with only standalone GEDSI specific activities.

Aggregated *across the whole Aus4Skills program*, the participant profile must conform to Program targets for inclusion of at least 50% women, and the notional 20% target for people with a disability and people disadvantaged by rural isolation⁴.

All SCAs should consider how they can empower women and girls, promote gender equality and address barriers to women's participation. All SCAs should ensure that reasonable adjustments are put in place to enable people with disability to participate on an equal basis with all other participants.

SCA applicants with disability and/or special needs are strongly encouraged to provide details of their disability and/or special needs at the earliest opportunity. Disclosure will not disadvantage an applicant from being considered, as Australia Awards operate under a non-discrimination policy. Early notification will provide Aus4Skills with adequate time for the assessment of needs and preparations for reasonable support to be made. This information is bound by Australian confidentiality and privacy laws and will be shared only for the purpose of facilitating an accessible, barrier-free learning and living environment. Reasonable adjustments may include modifications to physical or learning environments and additional educational supports such as sign interpreters,

⁴ In so far as actual populations of potential candidates allow these targets to be met. It is not expected that each Activity will have these inclusion targets.

captioning and personal care assistance depending on assessment of the individual's needs. Applicants with a disability will be assisted with the visa application requirements including, but not limited to, meeting the costs of obtaining medical reports if required.

5.3 Child Protection

DFAT has clear and strict policies in relation to managing and reducing risks of child abuse and exploitation. SCA participants must act in accordance with the DFAT Child Protection Policy principles and sign a copy of the DFAT Child Protection Code of Conduct. DFAT takes a zero-tolerance approach to any infringement. The MC reserves the right to conduct police checks and other screening procedures to ensure a child-safe environment.

For more information on DFAT's Child Protection Policy, see <http://dfat.gov.au/about-us/publications/Pages/child-protection-policy.aspx>

5.4 Personal Information and Privacy

Personal information may be collected from SCA applicants for the purpose of assessing applications and managing, promoting or evaluating the Australia Awards. Information collected may include personal details such as gender, date of birth, identification numbers and passport details, as well as prior academic qualifications (transcripts and history), current and previous employer details, professional memberships or associations, criminal history, banking information, residential and mailing addresses, English test scores, and medical assessments.

DFAT may disclose personal information to third parties, for the purpose of managing, promoting or evaluating the Australia Awards, and SCA participants must consent to DFAT disclosing their personal information to overseas recipients, that is, individuals or entities who are not in Australia. Course providers must acknowledge that they understand DFAT will not take any steps to ensure that an overseas recipient does not breach an Australian Privacy Principle under the Privacy Act 1988.

For more information on DFAT'S Privacy Policy see <http://www.dfat.gov.au/privacy.html>

6 Entitlements for course participants

Participants in SCAs will be entitled to full logistical and financial support for pre- and post-core activities and the in-Australia core component, as well as welfare support in Australia. Where there is an in-Australia component Aus4Skills will cover all costs associated with travel, accommodation, visas, insurance, living costs and other entitlements for participants. Except in circumstances otherwise approved by DFAT, all rates for the in-Australia component will be consistent with the entitlements offered to all Australia Awards Scholarships participants, as outlined in the [Australia Awards Scholarships Policy Handbook](#).

In most cases the appointed course provider will arrange all travel, accommodation and other logistics. However in some circumstances the Aus4Skills MC may provide these arrangements or can support the course provider. This will be specified in the Scope of Services.

All entitlements are available for course participants (and their carer in approved cases). No entitlements will be made available for the dependants of course participants. Due to the short time frame and intensive schedule of Short Course Awards dependants are not to accompany course participants to Australia. Only in exceptional circumstances will consideration be made to approve dependents accompanying a course participant, which must be approved in writing by the Aus4Skills MC.

6.1 Travel

Travel costs to/from and within Australia and Vietnam (if the training location is outside a participants workplace location) incurred as part of the short course are funded through the award. The course provider will organise and procure all travel, including flights, ground transport and hotels.

Where this is not possible, participants must obtain prior approval to incur a necessary expense in order to be reimbursed. Participants will be required to provide a receipt for the incurred expense.

Participants are to travel by the most direct route and are entitled to the "best fare of the day" which is the economy class fare available during the period of travel. Air tickets will be booked from the regional or international airport closest to their workplace city and to the airport closest to their training destination.

Participant per diems (detailed above) include an allocation for personal travel in the course location. All other travel by participants outside of the course location (e.g. to visit relatives or friends) is prohibited. The SCA does not provide funds for reunion travel. The dates set for the training have been set in advance and participants have to ensure that they are available to travel on the prescribed dates. Unless unavoidable, stopovers are not permitted. If unavoidable, reasonable accommodation costs that have been pre-approved will be paid.

DFAT and training institutions provide reasonable support to allow participants with disability to participate in SCAs on an equal basis with all other participants. The support needs of each participant with disability will be different, as will the nature of the reasonable adjustments that are necessary and appropriate. The needs of each participant who disclose a disability will be assessed on a case-by-case basis well before they are mobilised.

Participants are responsible for the cost of excess baggage. It is the participant's responsibility to ensure that they are aware of and comply with the airline baggage allowable for their e-ticket.

All participants must uphold their visa conditions while studying for the SCA and must have satisfactory academic results for the duration of the course. Participants are required to attend every class and course activity throughout the training. Personal travel during scheduled course times is prohibited. During leisure time, participants may undertake activities of their choice provided the training institution is aware of their whereabouts and that they have provided the training institution with a local contact number. It should, however, be noted that participants are discouraged from undertaking personal travel. It is prohibited to extend the stay in the delivery location after the course has been completed and participants are required to travel home on the dates of the issued e-ticket.

6.2 Accommodation

Accommodation will be paid at cost through reimbursement or in most cases direct to vendors by the course provider (unless otherwise specified in the Scope of Services).

For accommodation in Australia, previous experience with short course participants from other countries has demonstrated a strong preference for participants to be able to prepare the majority of their own meals. Apartments with cooking facilities are available in all city locations and are the preferred style of accommodation. The standard is as follows:

- Shared apartment accommodation for two persons with two bedrooms and a fully equipped kitchen;
- Separate bathrooms where available and within budget.

For accommodation in Vietnam (if required), participants will be provided twin share rooms.

6.3 Daily Living Allowance

The course provider will pay a daily living allowance for any days the participant spends away from their workplace location. The living allowance is intended to cover local transport, food, entertainment, stationary, incidentals and other personal needs.

For in-Australia modules all participants will be paid a daily allowance or per diem of AUD 82/day during their time in Australia. The course provider pays the allowance on the basis of the formula: “number of nights in Australia plus one” (to allow for return travel).

Eligibility and amounts for daily allowance rates for non-Australian travel (if required), including travel within Vietnam, will be stipulated in the Scope of Services.

6.4 Visas

Participants will be travelling to Australia on the 500 Student Visa. Aus4Skills will cover the visa processing costs and the medical examination (if required). All visa arrangements and payments will be made directly by the course provider (or the MC if specified in the Scope of Services) on behalf of the participant.

The Australian Government’s visa issuing body is the Department of Immigration and Border Protection (DIBP). The requirements referred to here are set by DIBP. Neither DFAT nor the MC controls or can influence the visa process in any way. Participants are advised that the Australian visa form is a detailed form that will require a substantial amount of time to complete. It is considered fraudulent to provide false or misleading information on the visa application form.

It is a DIBP requirement that participants provide certified copies of supporting documentation to accompany visa applications. Passports do not need to be submitted with the application form but participants must submit a clear, legible copy of the Biometrics page of the passport with their application. The expiry date of passports must be after the end date of the training. 500 Student Visas issued for Short Course Award participants will have a ‘no further stay’ condition so the visa can not be extended, however they should not have any restrictions on return visits after course completion.

6.5 Travel and medical insurance in Australia

As holders of a 500 Student Visa SCA participants will be required to maintain Overseas Student Health Cover (OSHC) during their stay in Australia⁵.

During pre-departure preparations, course providers will organise and procure travel insurance for course delivery in Australia and single OSHC insurance⁶ to support the Australian visa application process. Course providers must provide a Certificate of Insurance for each of the participants covering them from their time of arrival in Australia to their time of departure. Family members or dependants are not permitted to accompany course participants to Australia and therefore participants are not eligible for assistance with family entry or assistance with family OSHC insurance coverage.

Support with access to medical assistance in Australia when a participant is ill must be facilitated by the course provider (e.g. through the Welfare Officer). Course providers are also required to provide participants with a comprehensive briefing on the travel and OSHC insurance policy on arrival in Australia.

⁵ For more information on these requirements go to <http://www.immi.gov.au/students/students/576-2/>.

⁶ For details of this policy go to: https://www.oshcworldcare.com.au/skins/oshc2/pdf/OSHC_Policy_Standard.pdf.

There are a number of background issues to consider when determining the appropriate level of support in facilitating health care service provision including:

- Australia has a high reputation in health care and participants may understandably want to take advantage of Australian health services and
- OSHC Worldcare Standard policy excludes coverage for pre-existing medical conditions⁷.

All course providers will have a Welfare Officer as part of their delivery team in Australia. This officer is the key person involved in supporting participants who require medical or dental assistance in Australia. It is required that the Welfare Officer will:

- make arrangements for attendance at a general practice or a suitable clinic (e.g. university health centre) by any participant who is ill;
- attend the clinic with the participant, and ensure the provision of interpretation services to support medical treatment, if required.;
- explain the payment system and health insurance coverage applicable to the participant at the time of the doctor's visit;
- assist the participant to purchase prescribed medication from a local pharmacy;
- ensure the participant fully understands the dosage and frequency of any medication;
- support and monitor the participant while they are ill or under treatment; and
- keep the MC Short Course Lead informed of the situation, while maintaining participant privacy.

7 Monitoring and Evaluation

The course provider will implement relevant monitoring and evaluation for Australia Award Short Courses (or any sub-contracted Activities in which they are embedded).

Aus4Skills implements the Alumni Development Impact Survey (ADIS) across all long and short term courses. The ADIS is a monitoring and evaluation tool that aims to collect information on the contributions of Australia Awards alumni in Vietnam. The ADIS identifies tasks alumni have achieved using the skills/knowledge or networks/connections gained from their studies and to record any constraints they faced. The activity involves conducting interviews and recording of information for the purpose of reporting outcomes of the Australia Awards program. For SCAs it would typically be recommended that the course provider implements the ADIS for alumni at three to six months after return. The Aus4Skills program will provide technical advice and support for successful course providers on how to implement the ADIS.

Output Monitoring

As part of developing their Short Course Design and Delivery Plan, the course provider will provide a suggested set of output-level indicators for review and agreement. One mandatory requirement for these output indicators is that, insofar as they pertain to participants, disaggregates for gender, disability, ethnicity and current province of residence/work will be included.

Outcome Monitoring

As part of their Short Course Design and Delivery Plan, the course provider will indicate how it intends to maximize contributions to one or more of the Program Outcomes, as well as how

⁷ Course providers should ensure full consideration is given to GEDSI needs when selecting the level of support in health care service provision, such as exclusions relating to pregnancy.

intends to apply the outcome monitoring tools (usually variants of the Alumni Development Impact Survey) required by the program. Application of alternate tools or significant adjustments to these standardised tools will not be permitted. These tools retain a clear focus on identifying contributions made to one or more of the Program Outcomes. This will be made clear to course providers to avoid 'creep' of less-relevant agendas/expediencies into course design and implementation.

In the case of Australia Award Short Courses (or any sub-contracted activities in which they are embedded), the course provider will be required to apply the tools once at between two to six months after course/activity completion. The period of the contract will match this requirement and the contract will not be regarded as complete until compiled data of satisfactory quality from post-course application of the standardised tool(s) is returned to Aus4Skills in the correct format. Analysis of the outcome data collected by these standardised tools will, unless otherwise explicitly stated in the contract, be conducted by Aus4Skills.

Performance Monitoring and Risk Management

The MC and the course provider will agree on a set of contractually-significant measures to be jointly monitored over the course of the contract. In relation to these selected measures, the contract will place an obligation on the course provider to notify the MC if specific changes occur or thresholds are met. Contractual penalties (up to and including contract termination) may be attached to such changes or thresholds.

The MC will communicate regularly with the course provider to discuss progress, address any issues and make any necessary forward plans or amendments.

7.1 Reporting

The MC is responsible for reporting to DFAT on the management and progress of SCAs as part of its overall reporting obligations for Aus4Skills. This is done in annual reports, as well as a final program completion report. These reports will cover all output and performance/risk measures outlined above. As such, all reporting from SCA course providers must align with Aus4Skill's reporting requirements.

The course provider must submit a Course Completion Report electronically within one month of course completion. The body of the report should be no more than 10 pages with annexes including relevant M&E tools and analysis, as well as a USB containing a selection of photos taken during the course. The purpose of this report is to:

- provide an overview of the short course
- assess achievement of the short course against its intended outputs
- describe any issues, constraints and lessons learned, and make recommendations for future short course delivery and;
- provide a financial report on short course delivery detailing actual expenditure incurred. In the case of reimbursable costs, documentary evidence of payments made may be requested by the MC.
- ADIS Report

Exception reporting

In addition to the above requirements, the course provider will identify and report any current or potential events which may: 1) affect the delivery of the course or achievement of the course objectives or 2) be of significant interest to the MC and/or DFAT (including Strategic Communications opportunities).

8 Budget

SCAs are funded by the Australian Government through DFAT. The MC is responsible for the development, management and reporting of the overall SCA budget.

Course providers budget and pay for all costs associated with completing the Short Course Design and Delivery Plan and implementation (including pre-core, core and post-core modules), and finalisation and delivery of the Course Completion Report. During contract negotiations the Course Budget is submitted to the MC along with the Short Course Design and Delivery Plan. Once approved, the Course Budget and the Short Course Design and Delivery Plan are attached to the Contract between the MC and the provider and becomes part of that Contract.

8.1 Fixed and reimbursable costs

The Course Budget divides course costs into fixed and reimbursable budget lines. The fixed costs are approved on the basis of the Course Plan and, while they are subject to reporting and possible audit, these will not be varied unless through a further budget request or a contract variation. The reimbursable costs are also approved on the basis of the Course Plan, however are more fluid and variable and can be difficult to accurately predict. Payment against the reimbursable budget lines will be for the actual, verified course costs that have been incurred. Providers will need to provide details of these costs when making their final claim. The MC may request that receipts or other documentation be attached to this claim for reimbursable expenses. The MC may also check these claims through an audit process.

All personnel costs included in both the fixed and reimbursable components of the budget must be aligned to the Adviser Remuneration Framework. Premium rates under this framework are not applicable to SCA personnel.

9 Further Information

Further information can be obtained from Aus4Skills at the address/website indicated below:

Contracts and Services Director
Aus4Skills

Room 502A, Building A, 14-16 Ham Long Street
Hoan Kiem District, Hanoi

Phone: + 84 4 3939 3991/2

Fax: + 84 4 3934 6782

Email: procurement@australiaawardsvietnam.org

Website: www.australiaawardsvietnam.org

Annex 1

Informal Learning Opportunities

1 Background

Whilst it is expected that most Aus4Skills Requests for Tender will be for the delivery of Short Course Awards, they may also include other tasks such as delivering Informal Learning Opportunities (ILOs) from the HRD Toolbox (see section 1.4 for a description of ILOs). ILOs may be included in the RFT for a SCA, may be tendered individually, or two or more ILOs may be included in one RFT.

Due to the diverse range and flexible nature of ILOs it is difficult to provide specific tender guidelines which will be relevant in all cases. All relevant information on ILO tendering, contracting, management, and implementation will be detailed in each Scope of Services, including whether sections of the Short Course Award Manual will apply.

2 Participant selection

The target group of participants and the method and criteria for selection will be clearly specified in the Scope of Services. In all cases the MC and partner agency/ies will be responsible for participant selection. The scenarios for SCA participant selection also apply to ILO participant selection.

Whilst it is unlikely there will be any English language requirements for ILOs, this will be specified in the Scope of Services.

3 Entitlements

If the ILO includes any travel away from a participant's workplace location (whether in Vietnam or Australia) they will have the same entitlements as described in the SCA Manual. Specifics of entitlements will be detailed in the ILO Scope of Services.

If the ILO includes travel to Australia, the following sections of the SCA Manual will apply, unless specified otherwise in the Scope of Services:

- Personal Information and Privacy
- Child Protection

4 Subcontractor selection

The selection of subcontractors to deliver ILOs will be conducted in accordance with the Australian Government Commonwealth Procurement Rules and adhere to the standard and approach adopted by DFAT for the procurement of goods and services under the Australian Aid Program.

Aus4Skills RFTs and upcoming tenders will be made available at:

<https://intdev.tetrachasiapacific.com/work-with-us/tender-opportunities>

Tender processes will be consistent with those for SCA and will be assessed by a selected Tender Evaluation Committee comprising members appointed based on the specific technical and institutional priorities of the Activity (which the ILO constitutes or is a part of).

When preparing the RFT Technical Proposal subcontractors will be required to propose a team structure which addresses their capacity to deliver the ILO, including demonstration that nominated key specialists have the appropriate qualifications and experience to implement the ILO. Nominated positions must meet the requirements of the Adviser Remuneration Framework and are not eligible for the allocation of premium rates

Successful tenderers will be invited to negotiate a detailed services contract direct with the MC. The contract will contain standard conditions, and provisions specific to the Scope of Services. A copy of the standard contract terms and conditions will be available as part of the RFT, therefore any tenderer unable to comply with the standard terms and conditions are discouraged from tendering, as these conditions cannot be adjusted during contract negotiation.