

# Certificate 3 Guarantee

## Support for disadvantaged learners fact sheet

### Overview

The Queensland Government is committed to achieving an open, accessible and inclusive vocational education and training (VET) sector in Queensland.

Supporting access to quality skills training that leads to job outcomes is a key objective.

In particular, this government wants to improve training and labour force participation for priority population groups in Queensland, including:

- Aboriginal and Torres Strait Islander people
- disadvantaged learners
- people with disability
- adult prisoners.

While the intent of the Certificate 3 Guarantee program is the completion of entry-level certificate III qualifications, the pathway through training and into jobs will not be the same for all learners. For this reason, alternative options to direct enrolment in a certificate III qualification are available via supported training pathways.

### What is a supported training pathway?

A supported training pathway is training that is tailored to an individual's skill development needs to help achieve the best possible outcome for them. Under the Certificate 3 Guarantee, Skills Assure Suppliers (SAS) can deliver training pathways that incorporate foundation skills training and/or lower-level vocational qualifications that align to the targeted

certificate III qualification and occupational outcome.

These flexible training pathway options ensure individuals with support needs at various levels can access publicly funded vocational training, progressively develop skills at a comfortable pace and experience successful learning outcomes.

### Examples of supported training pathways to a certificate III

#### A. Foundation skills pathway to vocational training

Foundation skills are the competencies that underpin workforce participation and productivity, and include English language, literacy, numeracy, digital and employability skills. These are core "learning to learn" skills that enable people to participate in further education and training.

This preparatory pathway moves a learner from lower-level core skills training to higher-level core skills outcomes. This may be appropriate for a learner who is assessed as both not ready for a vocational pathway and whose core skill levels are equivalent to, or below, levels one or two of the Australian Core Skills Framework.

In this case, the student does not have to be enrolled in a vocational qualification when undertaking the foundation skills training, however a pathway to the targeted certificate III vocational qualification and job outcome must be clearly identified in the student's training and support plan.

#### B. Integrating foundation skills into lower-level vocational training

This is a pathway that incorporates foundation skills training into the



completion of a lower-level (certificate I or II) vocational qualification that underpins the targeted certificate III qualification.

This approach may be suitable for a learner with limited workplace experience who is assessed as needing to build both technical knowledge and skills for the targeted industry, and underpinning core skills, prior to certificate III enrolment. The benefit of integrating foundation skills into practical job-related instruction is that it allows the learner to understand the relevance of foundation skills to their vocational study and the workplace environment.

## Key points for SAS

SAS should identify the need for a supported training pathway for the individual prior to the commencement of their training or at enrolment, and document the training pathway deemed most suitable at that time in a training and support plan (for pre-assessment and planning requirements, refer to performance standard 4 in the [SAS Policy 2021-25](#)).

All training pathways must lead to a certificate III vocational qualification.

The plan must be based on a sequential and logical order of learning which progressively develops skills to the vocational qualification, with each step building upon skills the student has already mastered.

The plan must include learning support strategies and any other adjustments required to support the learner's successful completion of vocational training (for example, teaching methods that align with the student's preferred learning style).

SAS should treat the training and support plan as a working document, reviewing the plan upon the individual's achievement of key learning milestones and adjusting the training pathway, if needed, based on the individual's progress.

SAS must be mindful of achieving value for money for the government's investment in training and ensure the quantity of training

delivered to each individual is reasonable, necessary and directly related to the skills required for the targeted employment outcome.

Students can undertake a single foundation skills unit of competency, multiple units of competency, or a full course, based on the individual's skill gaps identified by the SAS prior to, or at the time of, enrolment.

## More information

For clarification on possible supported training pathways under the Certificate 3 Guarantee, SAS should contact their contract manager by emailing [contractmanagement@desbt.qld.gov.au](mailto:contractmanagement@desbt.qld.gov.au).