Tertiary Education Commission
Te Amorangi Mātauranga Matua

ACE in Communities 'Digital Literacy – Computers in Homes'

Application guidelines for tertiary education organisations

Contents

Introduction

The purpose of this document is to provide guidelines for submitting applications for contestable 'Digital Literacy – Computers in Homes' Adult and Community Education (ACE) in Communities funding for 2019.

Overview

We are commencing the contestable process for allocating ACE in Communities funding targeted at 'Digital Literacy – Computers in Homes' programmes for 2019.

Up to a total of $1.0 million of funding is available to be allocated for delivery in the 2019 calendar year only.

ACE programmes are designed to:

› target learners whose previous learning was not successful
› raise foundation skills, and
› enhance a learner's ability to participate in society and economic life.

Digital literacy skills, access to a device, and access to the internet can be essential for people to be better connected to modern society and the economy.

The aim of this funding is to support digital inclusion by providing:

› learners with access to digital literacy training
› access to a device (PC or laptop) in the learner's home
› access to subsidised internet, and
› free technical support for up to six months.

Applicants will need to be able to demonstrate experience providing digital literacy programmes to foundation learners.

Applications for funding must be made in accordance with these guidelines.

Notification of outcome

Applicants will be notified about the outcome of their 'Digital Literacy – Computers in Homes' application, including indicative allocations, by letter around mid-December 2018.

Summary of key requirements

Applicants receiving funding in 2019 must meet the eligibility criteria, funding conditions, and other requirements summarised below.

The final set of funding conditions and requirements will be set out in funding confirmation letters that we will send to tertiary education organisations (TEOs) around mid-December 2018.

You can refer to the 2018 ACE in Communities [conditions](#) on our website for further information.

What we are buying

We want to invest in programmes that:

› deliver digital literacy training to learners to increase their skills and confidence in the use of computers, and
› provide access to a device (PC or laptop) in the learner's home that the learner can keep on successful completion of the programme, and
› provide access to subsidised internet in the learner's home for at least the duration of the programme, and
› provide free access to technical support for up to six months.

TEO eligibility

Eligibility is limited to TEOs that are a:

› registered private training establishment (PTE) that specialises in foundation learning
› rural education activities programmes (REAP) provider, or
› community organisation.

Programme eligibility

You must only use ACE in Communities funding for an eligible learner enrolled in a programme of study or training that is designed to:

› target learners whose previous learning was not successful,
› raise foundation skills, and
› enhance a learner's ability to participate in society and economic life.

Learner eligibility

You must ensure that ACE in Communities Fund funding is only used for a learner enrolled in an ACE programme who is:
› a domestic student, and
› aged 16 years or over, and
› not a full-time secondary school student.

However, you may use ACE in Communities funding for a learner who does not meet the criteria specified above if that learner is:

> under the age of 16 years and they participate with adults in family-based provision; or
> a full-time secondary school student:
>> A. who is 16 years of age and over, and
>> B. who receives ACE (Communities) funded provision outside of normal school hours, and
>> C. who has obtained approval from the relevant school principal, and
>> D. for whom you have obtained our approval.

Reporting

An organisation in receipt of funding must submit reports to TEC as required. The report must be submitted in accordance with the ACE in Communities final report template that we will provide to you.

Subcontracting

You must not subcontract any of the funded training programme(s) delivery.

Subcontracting arrangements are those where a TEO engages others to deliver teaching and learning on its behalf.

It does not include: individual employment agreements, arrangements where a TEO uses the facilities of another TEO or organisation to deliver its own provision, and arrangements to install devices and/or internet access.

Fees

Learners engaging in foundation level tertiary education for the first time often face significant financial barriers to participation, including tuition fees and charges for equipment. One of the Government's policy objectives for foundation education is that these barriers should be kept to a minimum.

If you charge learner fees, you must:

> ensure that the level of fees you set for ACE programmes does not prevent individuals from enrolling in those programmes, and
> charge the same fee to all learners participating in an ACE programme.

How TEC funding can be used

In relation to equipment, infrastructure, and hardware:

> You must pay for the necessary equipment, infrastructure, and hardware required to deliver a particular programme.
> When providing essential equipment (including computers) you must not require a student to meet the costs through the "course-related costs" component of the Student Loan Scheme.
> Funding can use be used for PCs or laptops that the learner can keep.

Financial information

Successful applicants will need to provide evidence of their organisation's financial viability. Community education providers applying for less than $50,000 in TEC funding a year are required to submit a statutory declaration. All other organisations must provide us a copy of the following evidence of their financial viability:

› the audited or reviewed financial statements for their last financial year, and
› the prospective financial information (ie, your budget) for the current financial year, and
› prudential financial standard calculations as at balance date and for the next 12-month period.

Information on our financial viability requirements and process can be found on our website.

Indicative timeline

The indicative timeline for the 'Digital Literacy – Computers in Homes' contestable process is summarised below:

Activity	Date
TEC publishes the application form and application guidelines on the TEC website	Tuesday 6 November 2018
Last date to submit **questions**	5.00pm, Tuesday 27 November 2018
Final answers published on the TEC website	Wednesday 28 November 2018
Deadline to submit **applications**	5.00pm, Monday 3 December 2018
TEOs advised of final funding decisions and funding conditions via funding confirmation letters	Around mid-December 2018
Delivery begins	From January 2019

1 Application Form: Part One – Organisation's administrative information

1.1 Organisation details

EDUMIS number

All recipients of government tertiary education funds must have an EDUMIS (Ministry of Education) number. If your organisation does not have an EDUMIS number at the time of applying, you may defer obtaining this until the outcome of your application is known. An EDUMIS number is obtained by applying to the Ministry of Education. Call 0800 422 599 or email service.desk@education.govt.nz.

1.2 Lead contact details

Name/s

We need to be able to contact someone who can represent your organisation and who can speak to the application. If it is likely that any one person may not be able to be contacted at times within eight weeks from the date of application, include a second person's details.

2 Application Form: Part Two – Organisation eligibility and background

2.1 Organisation eligibility

Only eligible organisations can apply for ACE in Communities funding. This includes:

› registered PTEs that specialise in foundation learning
› REAP providers, and
› community organisations.

EER Category

This section is applicable to organisations that are registered with the New Zealand Qualifications Authority (NZQA). Further information about external evaluation and review (EER) categories is available on the NZQA website. You must provide your most recent final EER rating, not a draft approved rating.

2.2 Organisation overview

The overview should provide us with a clear picture of your organisation, its purpose, the community it serves, and its involvement in community education. It should provide a context for the organisation's activities.

We are looking to fund organisations that already have experience in delivering formal and/or informal community education prior to submitting an application. The delivery does not have to be over consecutive months (for example, delivery could have been for six months in one year and six months in the following year).

2.3 Quality assurance process

PTEs will have had their own Quality Management System (QMS) approved as part of the NZQA registration process. PTEs may simply advise their intention to apply their QMS in relation to ACE funding.

Non-PTEs are still expected to have a formal quality assurance process in place. Please refer to the ACE Aotearoa website for further information and resources to assist with this aspect if required.

2.4 Student information management

Provide information showing how learner demographic, enrolment and delivery data will be recorded and managed by your organisation to meet TEC reporting requirements (see below) as well as your organisation's own administrative requirements. A student management system (SMS) could be used, and be any of: a simple manual filing system, a mainstream computer application (such as MS Excel), or a specialised student management application.

An organisation in receipt of ACE funding must submit reports to us as required. A template is provided by us and includes:

› number of learners and hours of delivery (contracted and delivered)
› hours of learner attendance

- › region of delivery
- › gender of learners
- › ethnicity of learners
- › English language status of learners
- › number of learners with low or no qualifications
- › number of migrants
- › number of refugees, and
- › age of learners.

TEOs must also collect and retain accurate data on each learner enrolment, including demographic information at the time of enrolment, and up-to-date records of learner attendance. This data is required for audit purposes, but does not need to be submitted to TEC.

2.5 Links with other organisations

Other organisations may include local community organisations, other training and education providers, ACE networks, schools, employers, and iwi. You need to describe how you work with these organisations to ensure that what you propose is a good fit with other delivery in the region. Simply providing a list of organisations you work with does not adequately address this section.

2.6 Following learners' progress in the future

ACE is often the first step on a learner's pathway that leads to other learning opportunities. Data that captures the progression intentions of learners BEFORE they complete the programme, and then tracks whether they fulfilled these intentions AFTER they have completed the programme, is useful evidence about the value of the programme.

For example: progression could be whether:

- › learners intend to participate in further educational study or training, or
- › that the programme has helped them better participate in society and life as a result of digital literacy training and access.

3 Application Form: Part Three – Proposed programme

3.1 Programme

Name

The programme may be delivered more than once, and in more than one territorial local authority (TLA) location.

Expected completion date

Funding is only for the 2019 calendar year, so the expected completion date should be no later than 31 December 2019.

3.2 Description

Provide a brief overview of the programme content. This needs to expand on the programme name so that the content and focus are clear.

3.3 Programme design and delivery experience

In this section describe your proposed programme and demonstrate how it meets the assessment criteria set out in section 8.1 of these guidelines.

If you are applying for more than one programme, please complete a separate application for each programme. You can use one application form where you propose delivery of the same programme in different territorial local authorities. See section 4.1.

4 Application Form: Part Four – Proposed funding

4.1 Frequency of programme and funding sought

In this section use the table to confirm the proposed funding sought for your programme and the territorial local authority (TLA) locations proposed.

If multiple TLAs are proposed, copy and paste the empty row as many times as you require. Do not include recess weeks in the duration of each programme. Descriptors for each column are shown below.

A **Delivery location (TLA):** Please refer to these maps of territorial local authority and region boundaries – North Island and South Island – to identify the TLA/s for your organisation's delivery location/s. We are continuing to use the previous TLAs to track provision within the Auckland area (ie, North Shore, Waitakere, Franklin, etc.).

B **Frequency of delivery (runs) of programme:** How many times in the year the programme will be delivered in the TLA indicated in column A.

C **Total number of learners (all runs):** The SUM of learners expected to enrol in the programme for the TLA indicated in column A, for ALL runs in the TLA (column B). For example, if a programme will be delivered three times in a TLA with 10 learners expected in each intake, then the total number of learners in column C for the TLA will be 30.

D **Duration of each programme (weeks):** The period (in weeks) over which each run of the programme will be delivered. If a programme will be completed over a shorter period than one week, state the number of days and indicate "days" alongside.

E **Hours per learner per week:** In any week of the programme, state how many hours of face-to-face delivery the learner would be engaged in. If a programme will be completed over a shorter period than one week, state the number of hours of face-to-face delivery the learner will be engaged in.

F **Total hours per learner placement:** This is the SUM of hours of delivery to a learner (assuming 100% attendance). This number must be derived using the following formula.

$$F = D \times E$$

G **Total TEC funding sought (GST excl.):** The total amount of funding you are seeking from us. This includes all overheads for the programme, excluding learner fees.

H **Hourly price rate (GST excl.) per hour per learner:** This must be derived using the following formula.

$$H = G \div F \div C$$

Column H should show the **average price** of the programme for the **TLA**. There is no set rate for ACE in Community programmes, but an hourly rate allows comparisons to be made between different organisations and their programmes. It is expected that rates WILL differ between organisations, locations, and type of programme.

4.2 Proposed funding

Applicants are encouraged to propose their best price.

5 Application Form: Part Five – Declaration

5.1 Declaration

The Declaration and Authorisation must be signed by an organisation representative who has the appropriate authority to do so.

Correct completion of the Declaration and Authorisation legitimises the organisation's application.

On the PDF copy of your application, this section MUST be signed with a <u>handwritten</u> signature by your organisation's Chief Executive, General Manager, Director, or Board Chair, or a designated authority on their behalf.

Typed or electronic signatures are not acceptable.

6   Application requirements

6.1   Completing the application form

Each Applicant must ensure that its application form fully addresses each section and complies with the stated requirements for each section.

This information must comply with the following requirements:

› be typed (not be handwritten)
› have a font size of at least 11 point
› clearly state the name of the Applicant
› include a completed declaration signed with a handwritten signature (not typed) on the PDF copy, and
› for sections that have a word limit of 500, note that we will not consider any information beyond the maximum word limit for each answer.

Applicants must not submit marketing material or testimonials. Additional information will not be considered in the assessment process.

6.2   Submitting an application

You must submit the application as a Word document, and also send in an identical copy of the Word version that has the declaration section hand signed, scanned and saved as a PDF file.

Applications may be amended by resubmitting it in whole or in part, or withdrawn, at any time prior to the closing date specified below.

Applications must be submitted by email to DigitalLiteracyACE18@tec.govt.nz **by 5.00pm, Monday 3 December 2018.** An application received after 5.00pm on the due date will be considered a late application. As a general rule, late applications will be rejected. However, at our absolute discretion, a late application may be progressed to evaluation where we consider there is no material prejudice to other Applicants.

When submitting an application, Applicants must include the following in the subject line.

"**[EDUMIS number if known] – [your organisation] – ACE in Communities 'Digital Literacy – Computers in Homes' Application**"

Applications <u>must not</u> be submitted by physical delivery or facsimile or be sent (wholly or in part) directly to any TEC staff member.

We will acknowledge receipt of applications and any withdrawal of an application via email within two business days.

7   Questions

We strongly encourage Applicants to ask any questions and complete the application form by mid-November.

Applicants may ask clarification questions or request further information about the application process by emailing DigitalLiteracyACE18@tec.govt.nz.

We will publish the questions and responses on our website under ACE in Communities 'Digital Literacy – Computers in Homes'. We will not provide responses to individual Applicants. We will endeavour to publish all answers in a timely manner. Where an Applicant's clarification question includes commercially sensitive information the Applicant will be given the opportunity to withdraw the clarification question or reframe the question so it does not contain commercially sensitive information.

The last date for submitting questions is 5.00pm, Tuesday 27 November 2018.

Any changes to the process or additional information provided by us will be notified to Applicants via our website.

Applicants are encouraged to check our website regularly for the release of new information.

8   Assessment of applications

8.1   Assessment criteria

Applications will be assessed using the assessment framework below.

ASSESSMENT CRITERIA	SOURCE	MAXIMUM SCORE

A. Experience in targeting learners whose previous learning was not successful, including:
  › people in low socio-economic groups, and
  › people who do not have digital technology access in their home.
  This can also include priority groups, such as Māori and Pasifika.
	Application Form	5

B. Experience in raising foundation skills through delivery of digital literacy programme/s.	Application Form	5
C. Demonstrates that learners who have participated in digital literacy programmes are better able to participate in society and life. Participating learners and families have continued access to digital technology after programme completion.	Application Form	5
D. Experience in supporting foundation learners. Support to achieve these outcomes includes learner access to digital technology: access to digital literacy training, access to a device (PC or laptop) in the learner's home, access to subsidised internet, and access to free technical support for up to six months.	Application Form	5
QUALITY ASSESSMENT SCORE		**20**
Value for money – training and services proposed are an acceptable price. The cost is appropriate for what is being delivered.	Application Form proposed price Comparison to other applications	N/A

8.2   Assessment process

Stage One: Receipting and eligibility check

We will check that applications meet the TEO eligibility criteria. Applications from ineligible Applicants will not be considered further.

TEO eligibility criteria are set out in the 'Summary of key requirements' section of this document.

Eligible Applicants will be assessed using the process outlined below.

Stage Two: Assessment

Eligible applications will be assessed against the four assessment criteria, each scored out of five, and all weighted equally, as per the assessment framework outlined in section 8.1 of this document.

Individual scores will be combined to produce an overall score out of 20.

Stage Three: Funding recommendations

The review panel will consider applicant scores (and assessment detail where required), and will also consider:
› geographic distribution – alignment with regional and national learner need
› TEC and NZQA information and prior knowledge about TEO financial viability, audit findings, investigations, compliance with funding conditions, and TEO capacity and capability, and
› if the TEO is a PTE, their NZQA external evaluation and review (EER) rating.

It should be noted that demand for the fund may be greater than funds available. The highest scoring applications will not necessarily be recommended for funding. The panel will prioritise applications based on evidence of quality (assessment scores), value for money and the other relevant considerations noted above.

Review panel funding allocation recommendations will be considered by the TEC delegated authority.

8.3   Probity assurance

We are committed to ensuring that all Applicants are treated fairly and equally during the evaluation process. There are internal checks in place to ensure a fair, robust, and balanced assessment is made in terms of the final recommendation of the preferred Applicants.

An Applicant concerned about any procedural issue has the right to contact us and request a review of the issue by emailing DigitalLiteracyACE18@tec.govt.nz.

9   Conditions of the application process

9.1   Canvassing

Applicants may not canvass any of the TEC's Board members, employees, contractors, consultants, or anyone who has a direct working relationship with TEC.

Any Applicant found to be canvassing or to have canvassed any of the TEC's Board members, employees, contractors, consultants, or anyone who has a direct working relationship with the TEC regarding this application process, may have its application disqualified from consideration.

9.2   Collusion

Applicants may not prepare their application in consultation, communication, contract, arrangement, or understanding with any competitor Applicant regarding the calculation of prices, the intention or decision to submit (or not submit) an application, the quality, volume, specifications, or delivery particulars of the proposed provision, other than:

› where certain joint venture arrangements exist between the Applicant and a competitor; and
› where the communication with that competitor is limited to the information required to facilitate those particular joint arrangements.

In such a situation, Applicants will agree to fully disclose to us the full nature and extent of any agreements with competitors, if requested by us. Any Applicant found to be colluding with a competitor Applicant as described above, may have its application disqualified from consideration.

9.3   Rights reserved

We reserve the right to:

› amend, suspend, or cancel (in part or in whole) the ACE in Communities 'Digital Literacy – Computers in Homes' contestable process funding initiative and application process
› allocate all or part of the pool of ACE in Communities funding available for the contestable process as we consider fit
› consider or not consider any application that does not comply with the requirements of the process
› reject all or any applications and not accept the lowest price application
› not consider an application if any information provided in the application is erroneous or in any way incorrect
› negotiate with individual Applicants on their proposed programmes, volume, and price
› contact Applicants for clarification or further information in respect of their application, and to seek and consider information from our own records and other agencies, for example, NZQA
› validate any information provided in the application form with our own information, and

> › contact or not contact Applicants in respect of missing or inadequate information in their application forms.

In exercising any of our reserved rights we will ensure that all Applicants' responses are treated fairly.

9.4 No binding legal relations

By submitting an application, the Applicant acknowledges that neither the application, nor the application process, creates a process contract or any legal relationship between the TEC and the Applicant except in respect of:

> › the conditions of the application process set out in section 9, and
> › the Applicant's statements, representations, and/or warranties in its application.

9.5 Reliance on information

It is the Applicant's responsibility to ensure that its application is free from errors. By submitting an application, the Applicant warrants to us that the information contained in its application is true, accurate, and complete as at the date on which it is submitted, and may be relied upon by us in our selection of successful Applicant(s). The Applicant acknowledges that we will rely on the above warranty and undertaking when evaluating its application.

9.6 Confidentiality

For the duration of the application process, to the date of the announcement of all successful Applicant(s), or the end of the application process, the Applicant agrees to keep any information (other than this document, application forms, and information publically available on our website) provided to the Applicant by us or our representatives that relates to this application process strictly confidential. During this time Applicant(s) must not make any public statement to any third party in relation to any aspect of this document, the application form, the application process, or the award of any funding, without our prior written consent.

Notwithstanding the above, the Applicant may disclose information relating to this application process to any person who is directly involved in the process on its behalf, but only for the purpose of participating in the process.

9.7 Publication of Applicant information

In submitting an application, the Applicant agrees to the publication of the Applicant's name, and the total amount of funding allocated through this contestable process.

The TEC is subject to the Official Information Act 1982 and may be required to release information supplied by Applicants in accordance with that Act, or as otherwise required by law. If an Applicant considers that there are grounds under the Act for withholding any information in the application, then these grounds need to be specified in the application.

9.8   Proprietary information

All intellectual property rights in this document and the application form remain the property of the TEC or its licensors.

All documents forming the Applicant's application will, when delivered to us, become the property of the TEC.

Ownership of intellectual property rights in the Application remain the property of the Applicant or its licensors. However, the Applicant grants to the TEC a non-exclusive, non-transferable perpetual licence to retain, use, copy, and disclose information contained in the Application for any purpose related to the application process.

10   Glossary of Terms

In relation to these application guidelines, the following words and expressions have the meanings described below.

Term	Meaning
ACE	Adult and Community Education
Applicant	An eligible TEO that applies for ACE in Communities funding
Domestic student	Refer to the Ministry of Education's definition
EDUMIS	A provider code, which is usually a 4 digit number, used by the Ministry of Education to identify an education provider
NZQA EER	New Zealand Qualifications Authority external evaluation and review rating
PTE	Private training establishment
Quality Management System	A quality management system (QMS) for a PTE shows how the PTE operates. The QMS must include all the PTE's policies and procedures. The policies and procedures should be complete, applied, understandable and consistent with actual practice.
REAP provider	Rural education and activities programmes provider
Review panel	The panel of people assembled by the TEC who will evaluate applications in accordance with the evaluation criteria
TEC	Tertiary Education Commission
TEO	Tertiary education organisations defined in section 159B of the Education Act 1989