



# Skills for Education and Employment

This module familiarises you with the Skills for Education and Employment (SEE) program, what it offers, and how participants will benefit from it.

≡ Welcome

≡ Overview

≡ Eligibility and suitability

≡ Referral and placement monitoring

≡ Summary

# Welcome

---



Text here

---

The purpose of this module is to ensure you're familiar with the Skills for Education and Employment (SEE) program, what it offers, and how participants will benefit from it. This module shows you how to identify potential candidates for referral, understand common barriers preventing participation, and be prepared to help address them.

## Learning outcomes

At the end of this module, you'll be able to:

- describe the purpose of the SEE program
- identify the individuals likely to benefit from SEE
- evaluate a participant for suitability and eligibility
- initiate and manage a referral to SEE.


---

**This module doesn't show you how to use the department's IT system. There is separate IT training that helps you do that. You will be better prepared to do the IT training if you do this module first.**

The module has been designed using research-based training methods. It presents you with new information and supports you to practise using it. It gives you the opportunity to check your understanding and to apply your new knowledge.

Each lesson follows a similar format and includes:

- definitions
- descriptions of your role and responsibilities
- process diagrams
- scenarios
- activities
- feedback
- quiz questions
- links to cheat sheets and other resources.

 This training module (the Module) is provided to assist Workforce Australia Services Providers (Providers) realise the objectives of Workforce Australia Services in providing employment services under the Workforce Australia Services Deed of Standing Offer 2022 – 2028 (the Deed). The Module is made available to Providers solely for the purpose of receiving training from the Commonwealth to assist in their performance of their obligations under the Deed. Providers may not use the Module for any other purpose than receiving training from the Commonwealth.

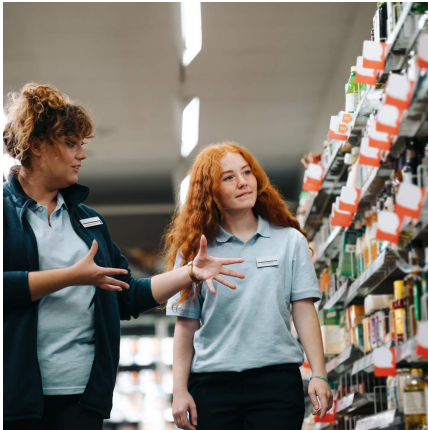
The Module does not in any way vary the Deed or the obligations of Providers under the Deed (including without limitation any Guidelines). Any general statements in the Module do not diminish specific obligations applicable to Providers under the Deed or the Guidelines. The Module is not incorporated into the Deed.

The Module may contain videos representing working environments. These videos should be taken as illustrative only and may not necessarily represent what is a safe system of work as required by the Deed or by work health and safety laws in Australian jurisdictions in which Providers operate.

[GET STARTED](#)

# Overview

---



## Think fast

How about a pop quiz? Don't worry, it's just for fun.

Below is a list of skills. Do you know what they have in common?

Reading

Writing

Maths





Digital literacy

I'm ready with my guess


## The common factor

If you guessed these are essential skills that most jobs require, you're right.

These skills ensure workers can communicate clearly and carry out tasks effectively and safely. Gaps in any of these core skills can severely limit an individual's job options, and their ability to find sustained, meaningful work.

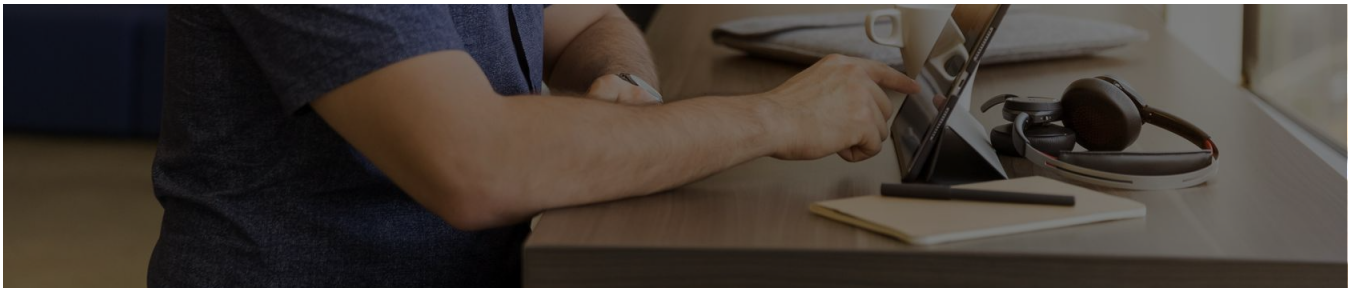
## About Skills for Education and Employment

The Skills for Education and Employment (SEE) program provides free, accredited training in language, literacy, numeracy and digital skills (LLND), setting a firm foundation for work or further study. Participants can enrol in standalone LLND training or can undertake vocational training, such as in aged care or hospitality, with LLND learning embedded.



---

The SEE program is flexible in its delivery and tailored to the participant's needs and personal goals.



## Role of the provider

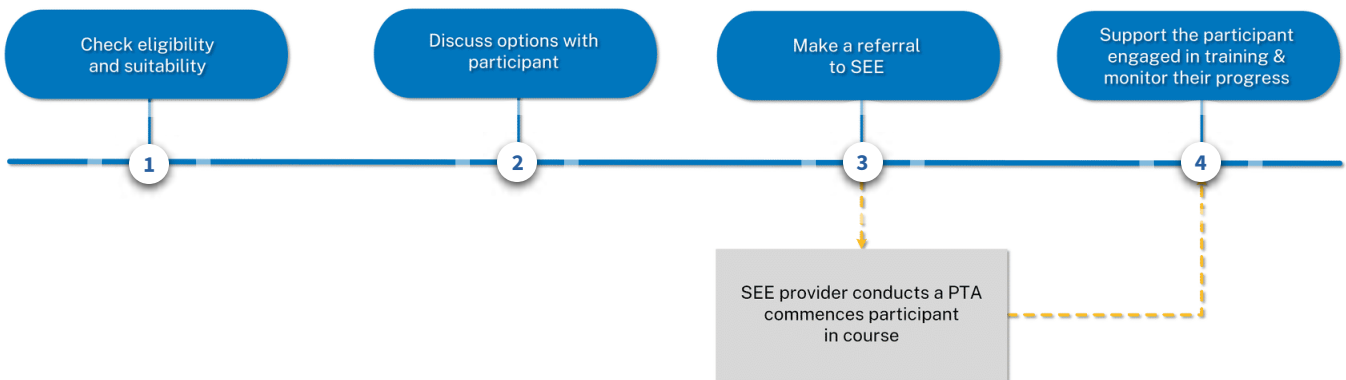
Your support is crucial to connecting individuals to SEE.

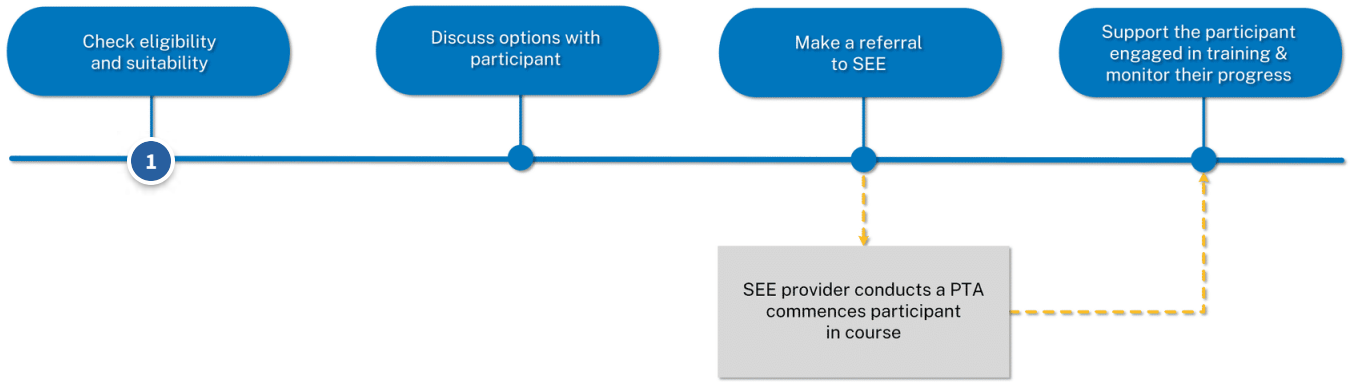
Many participants won't be aware of the program. Others may have had past negative experiences in education or be self-conscious about learning difficulties. Some may have concerns about access or the expense of childcare while they study.

Identifying these obstacles and helping participants overcome them is an important component of tailoring your service and supporting the participant's pathway to sustained employment.

## SEE process steps

There are 4 steps you'll need to take to connect participants to SEE and monitor their progress.

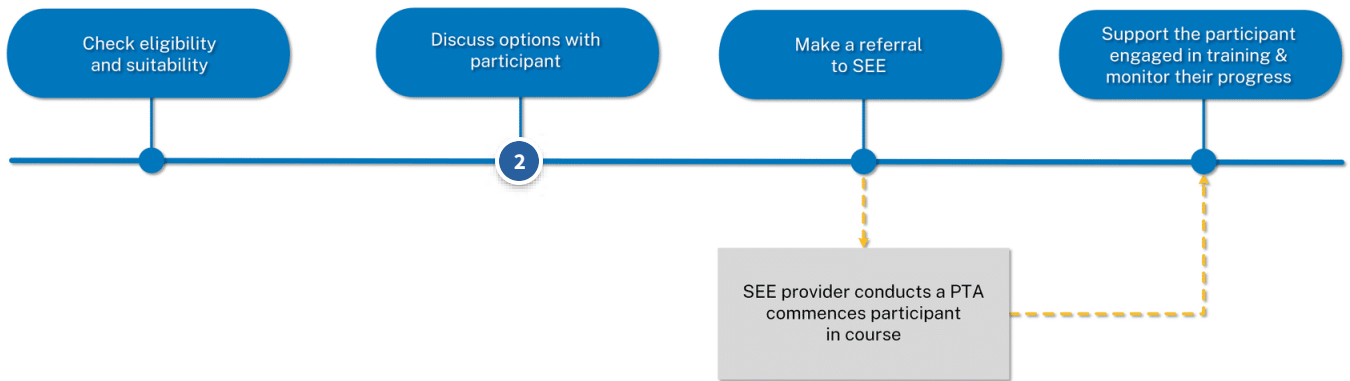




## Identification

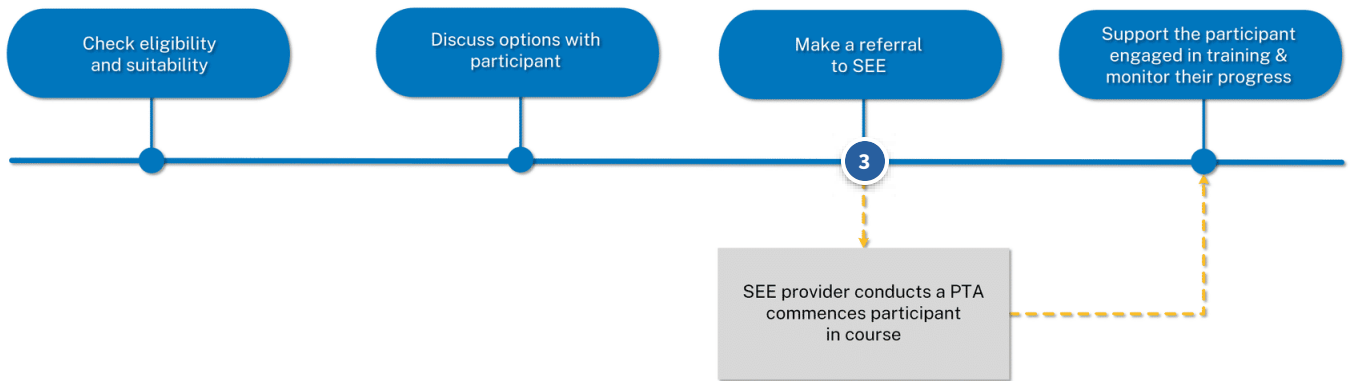
Identify participants who are eligible and would benefit from SEE, including identifying participants whose limited ability to read, write, do maths or navigate digital spaces is impacting their work or study options.





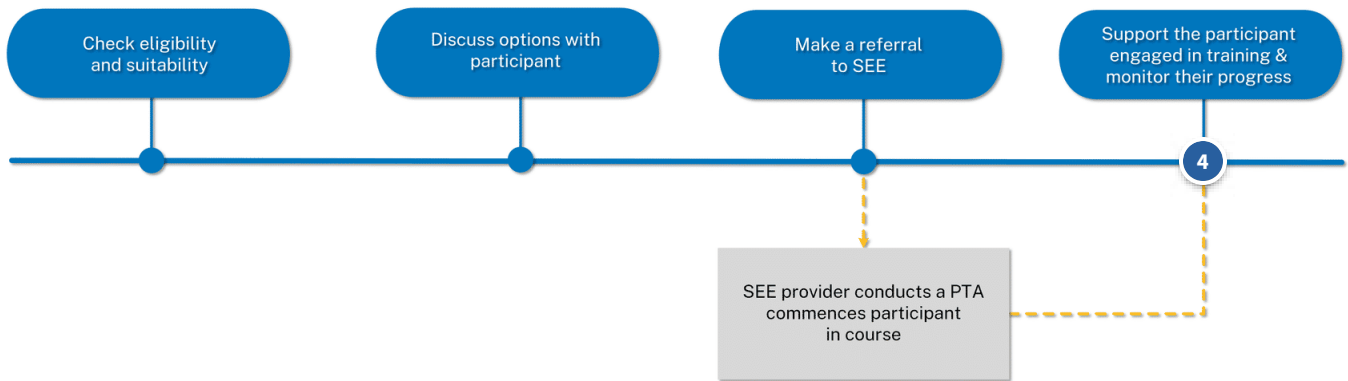
## Discussion

Discuss SEE with the participant, promoting its benefits and addressing barriers, misconceptions and concerns.



## Referral

Refer participant to SEE in the department's IT system and contact SEE provider to book a Pre-Training Assessment (PTA).



## Monitoring

If the participant commences training, support them to meet their mutual obligation requirements, address issues impacting their continued participation in SEE and monitor their progress.

---

Now you have an overview of SEE, move ahead to learn about eligibility and suitability.

**CONTINUE**

# Eligibility and suitability

---

In this lesson, you will:

- learn to identify who should and should not be referred to SEE by exploring the eligibility requirements and suitability principles
- get tips for discussing SEE with those participants who could benefit but are reluctant.



SEE is open to almost all Australian job seekers who would benefit from training

---

## Eligibility

SEE is open to almost all Australian job seekers who would benefit from training. Generally, an individual who is not eligible for SEE would also not be eligible for Workforce Australia Provider Services.

Click the eligibility criteria below to learn more.

**WHO IS ELIGIBLE FOR SEE**

**WHO IS NOT ELIGIBLE FOR SEE**

To be eligible for SEE, a participant must be:

- registered with Workforce Australia
- aged between 15 years and age pension age
- suitable for training without barriers that would prevent successful participation
- an Australian citizen or permanent resident (or otherwise have working rights in Australia).



## WHO IS ELIGIBLE FOR SEE

## WHO IS NOT ELIGIBLE FOR SEE

To be eligible for SEE a participant must NOT be:

- a full-time student at the time of referral
- a current participant in the Adult Migrant English Program (AMEP) or Self-Employment Assistance
- a current holder of a Skilled Migrant Visa or their dependent (secondary visa holder)
- an individual who exited the SEE program less than 3 months prior (except if this was so they could transfer to a new SEE provider)
- eligible for the age pension.



Please read both tabs before moving on.

## Check your understanding



## Eligible for SEE or not eligible for SEE?

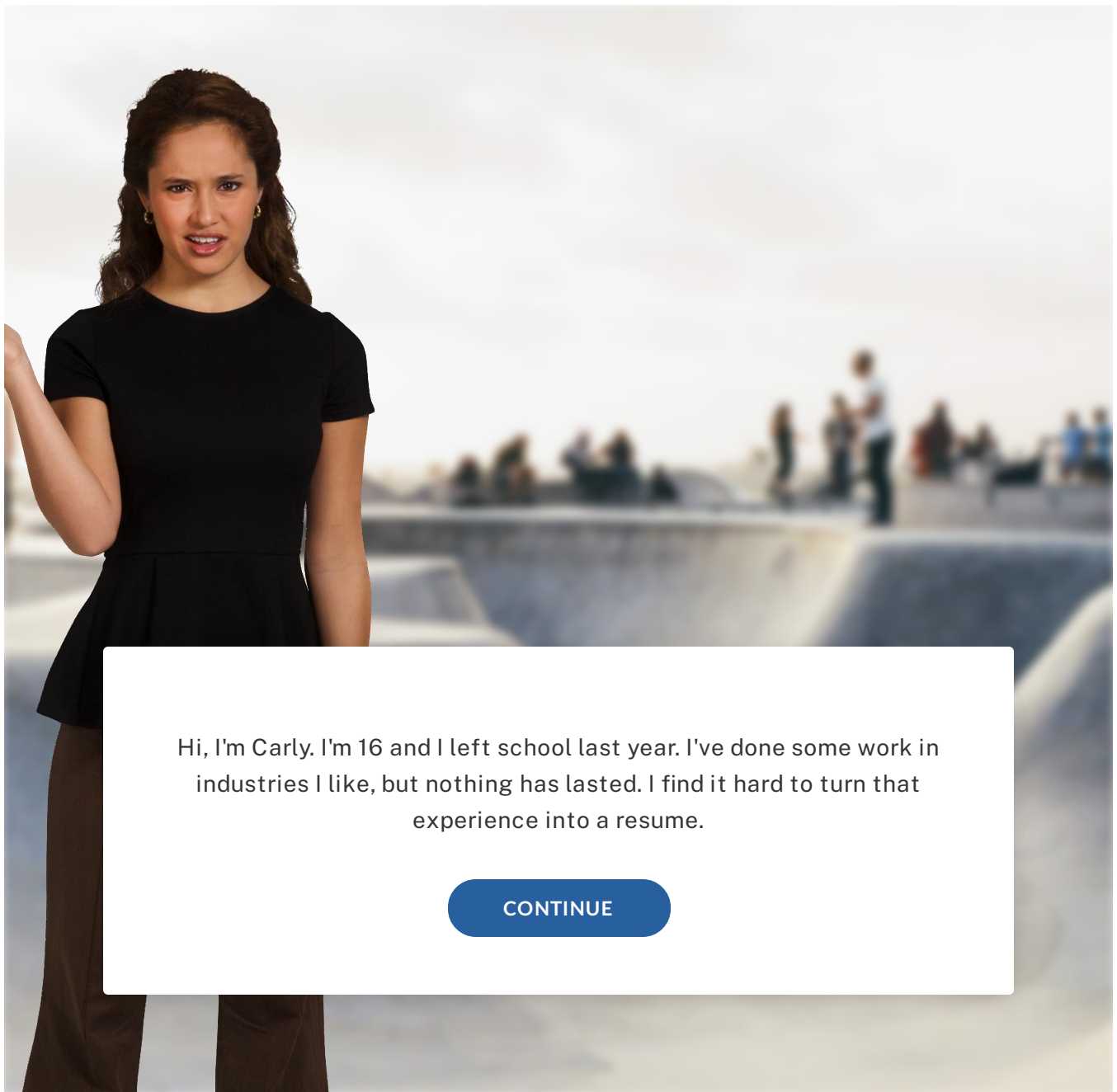
This is a group of 5 people you are likely to meet in any normal working week. They'll introduce themselves and will ask you about their eligibility for SEE. They have also done their own research.

CONTINUE

### Scene 1 Slide 1

Continue → Next Slide





Hi, I'm Carly. I'm 16 and I left school last year. I've done some work in industries I like, but nothing has lasted. I find it hard to turn that experience into a resume.

CONTINUE

## Scene 2 Slide 1

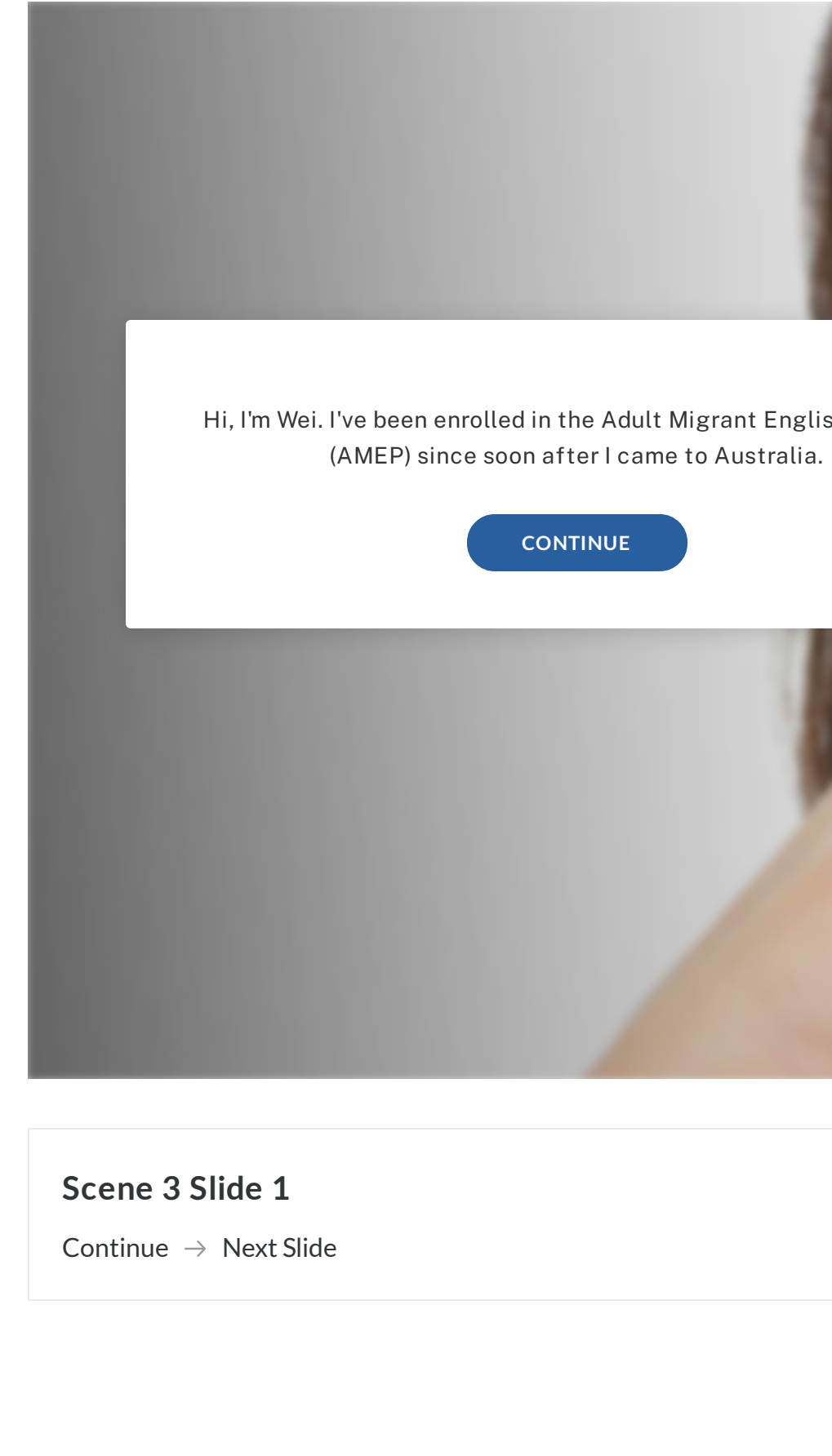
Continue → Next Slide



**Scene 2 Slide 2**

0 → Next Slide

1 → Next Slide

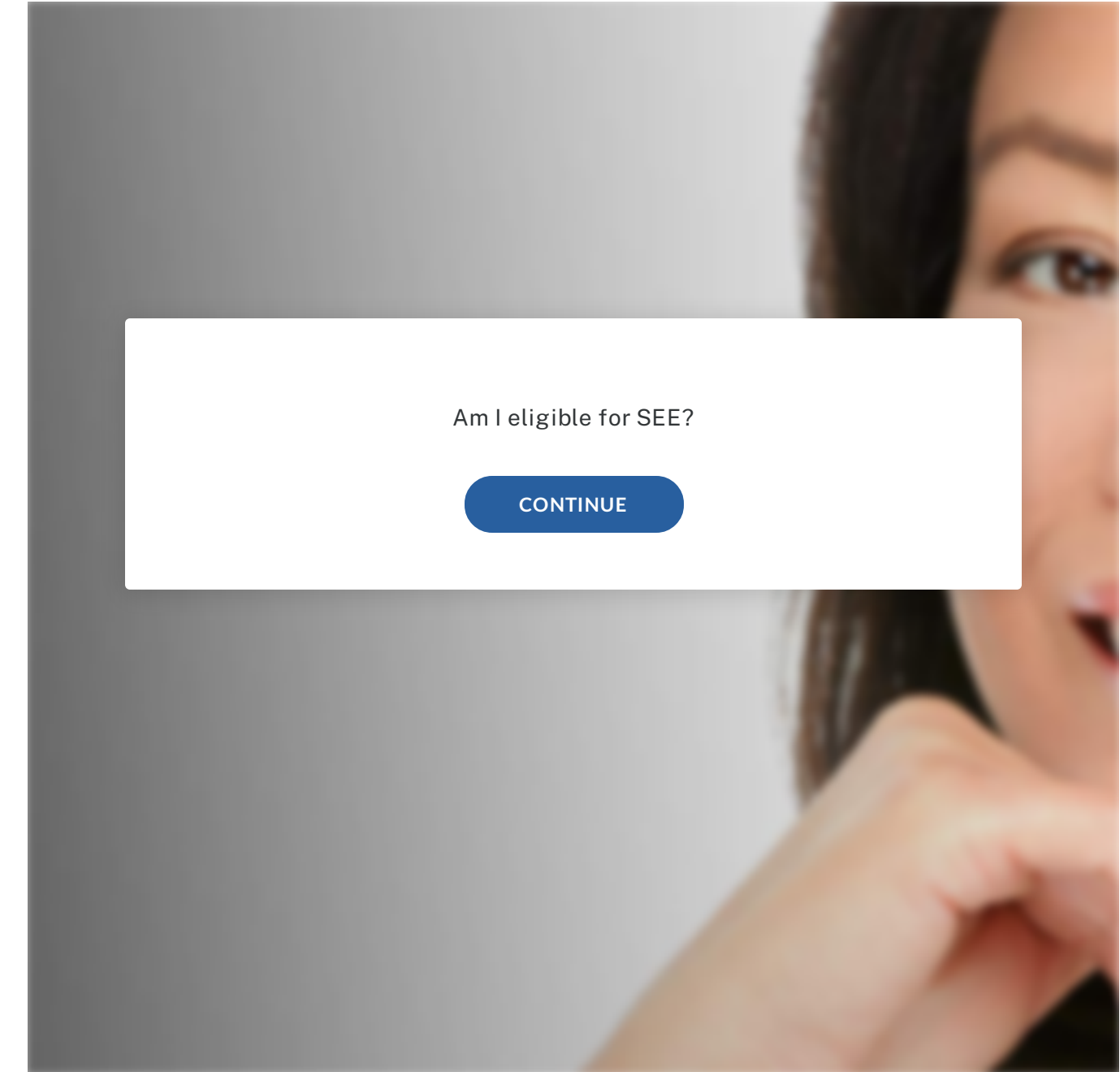


Hi, I'm Wei. I've been enrolled in the Adult Migrant English Program (AMEP) since soon after I came to Australia.

CONTINUE

### Scene 3 Slide 1

Continue → Next Slide

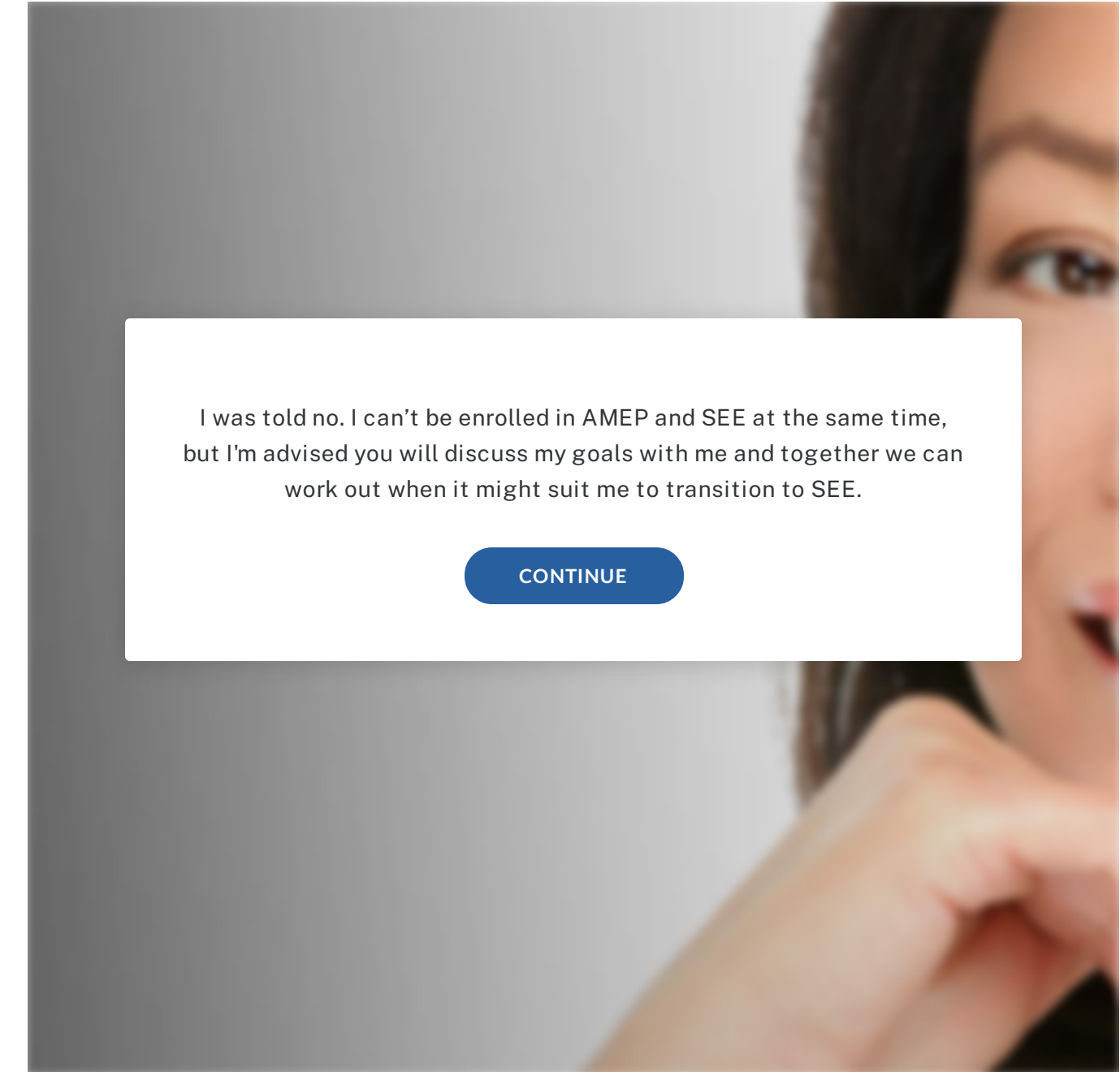
A woman with dark hair is looking towards the camera, with her hand resting near her chin. The background is a soft, out-of-focus grey.

Am I eligible for SEE?

CONTINUE

## Scene 3 Slide 2

Continue → Next Slide

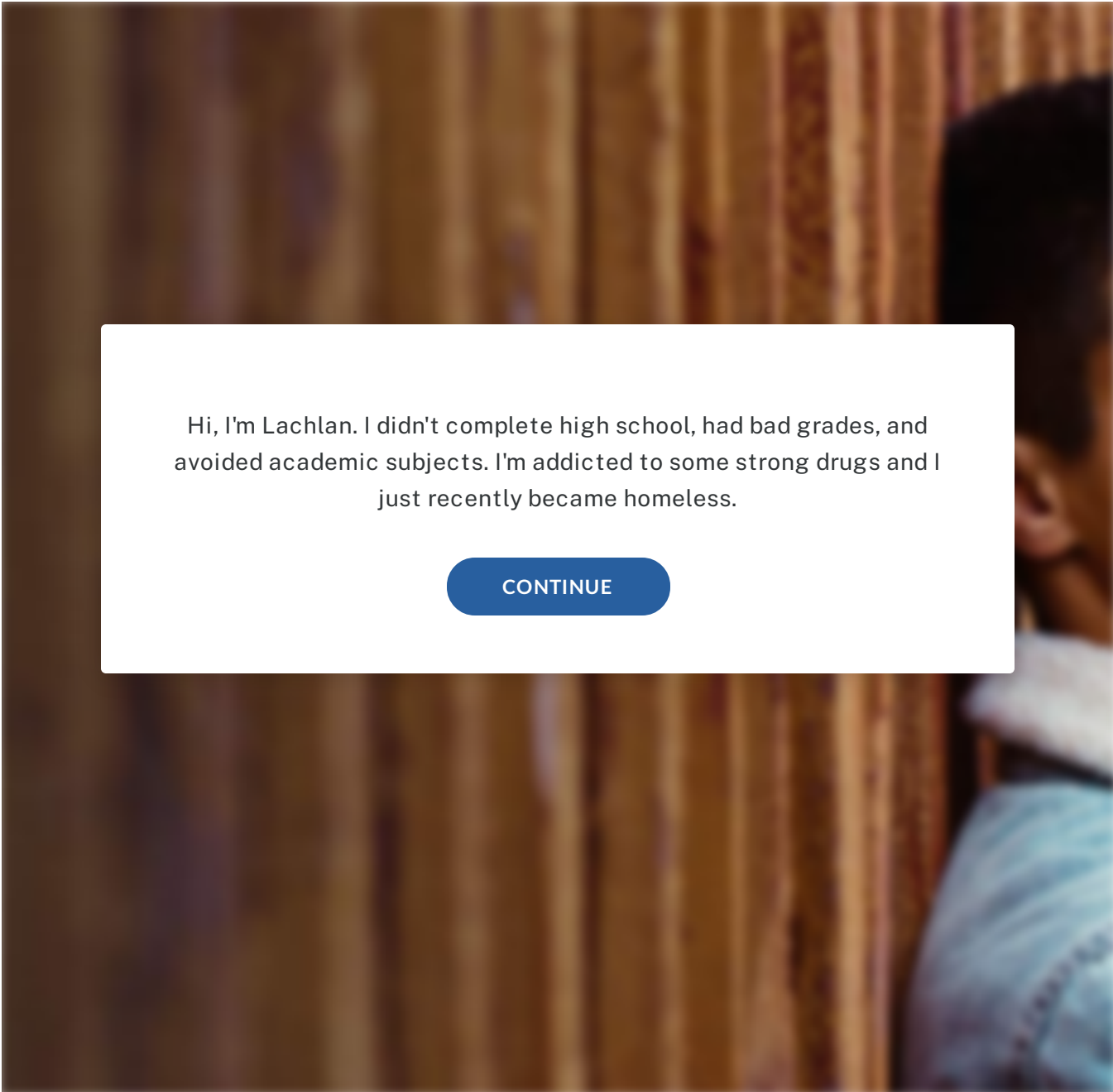


I was told no. I can't be enrolled in AMEP and SEE at the same time, but I'm advised you will discuss my goals with me and together we can work out when it might suit me to transition to SEE.

CONTINUE

### Scene 3 Slide 3

Continue → Next Slide

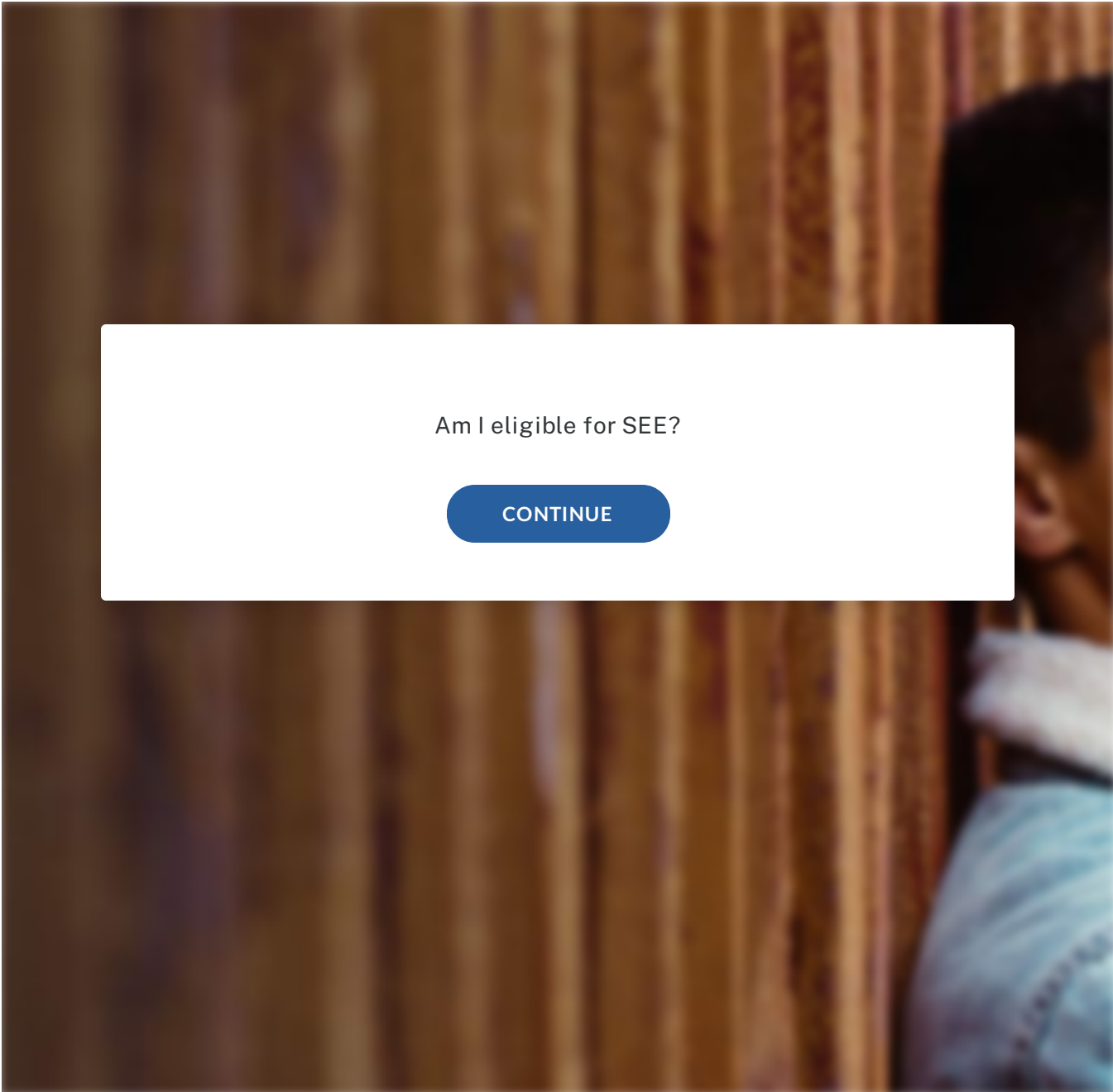


Hi, I'm Lachlan. I didn't complete high school, had bad grades, and avoided academic subjects. I'm addicted to some strong drugs and I just recently became homeless.

CONTINUE

## Scene 4 Slide 1

Continue → Next Slide

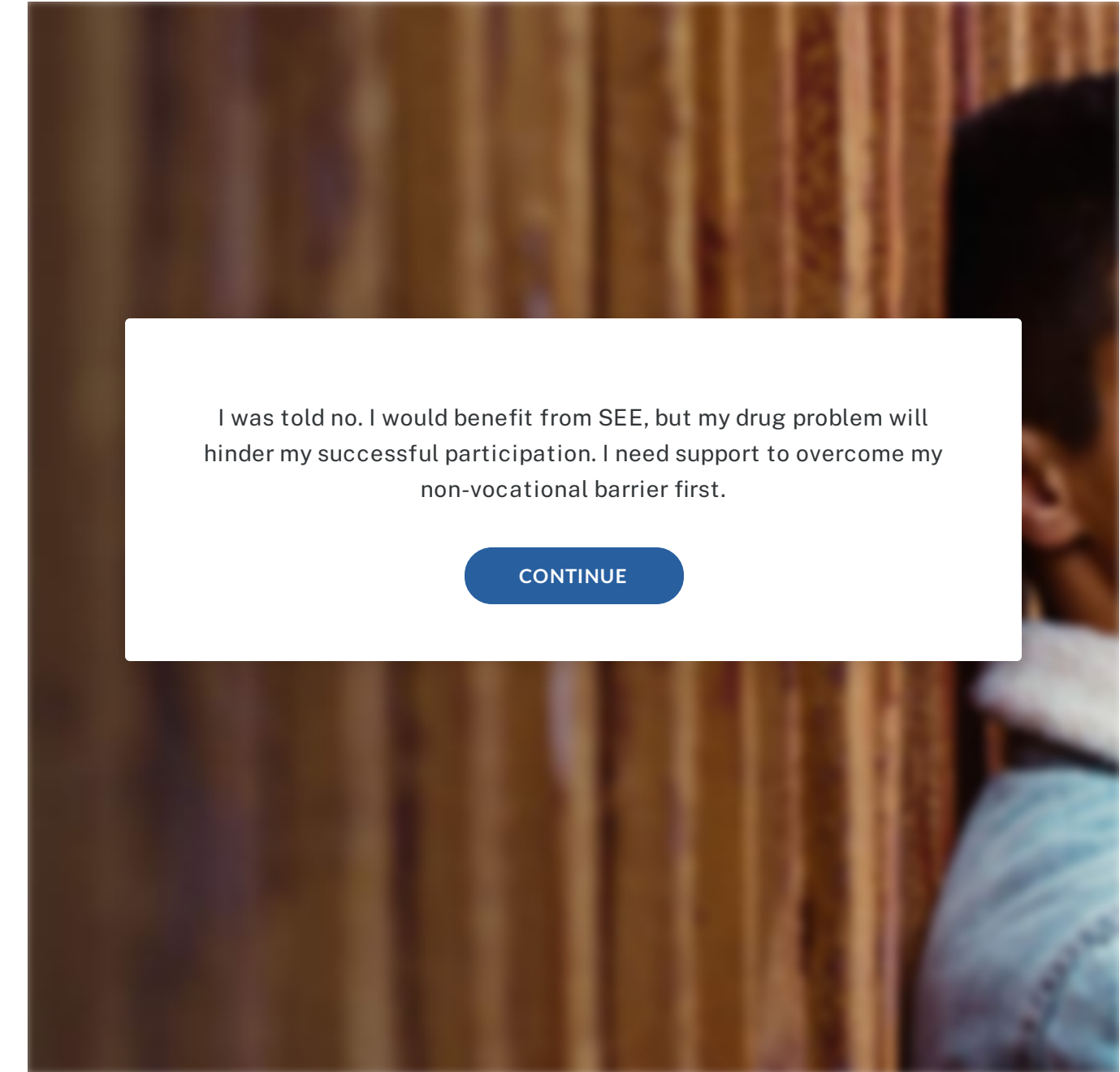


Am I eligible for SEE?

CONTINUE

## Scene 4 Slide 2

Continue → Next Slide



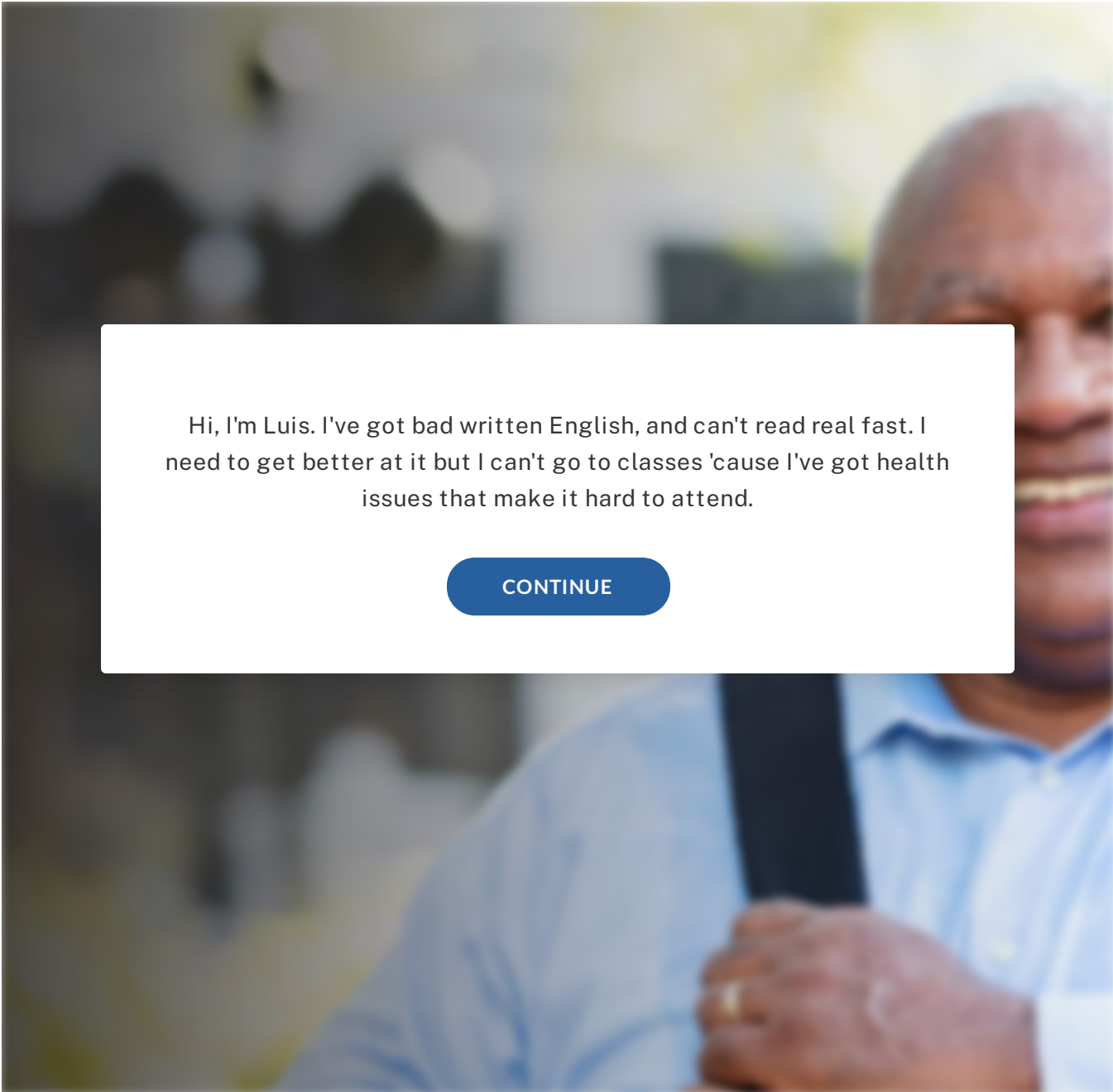
I was told no. I would benefit from SEE, but my drug problem will hinder my successful participation. I need support to overcome my non-vocational barrier first.

CONTINUE

### Scene 4 Slide 3

Continue → Next Slide



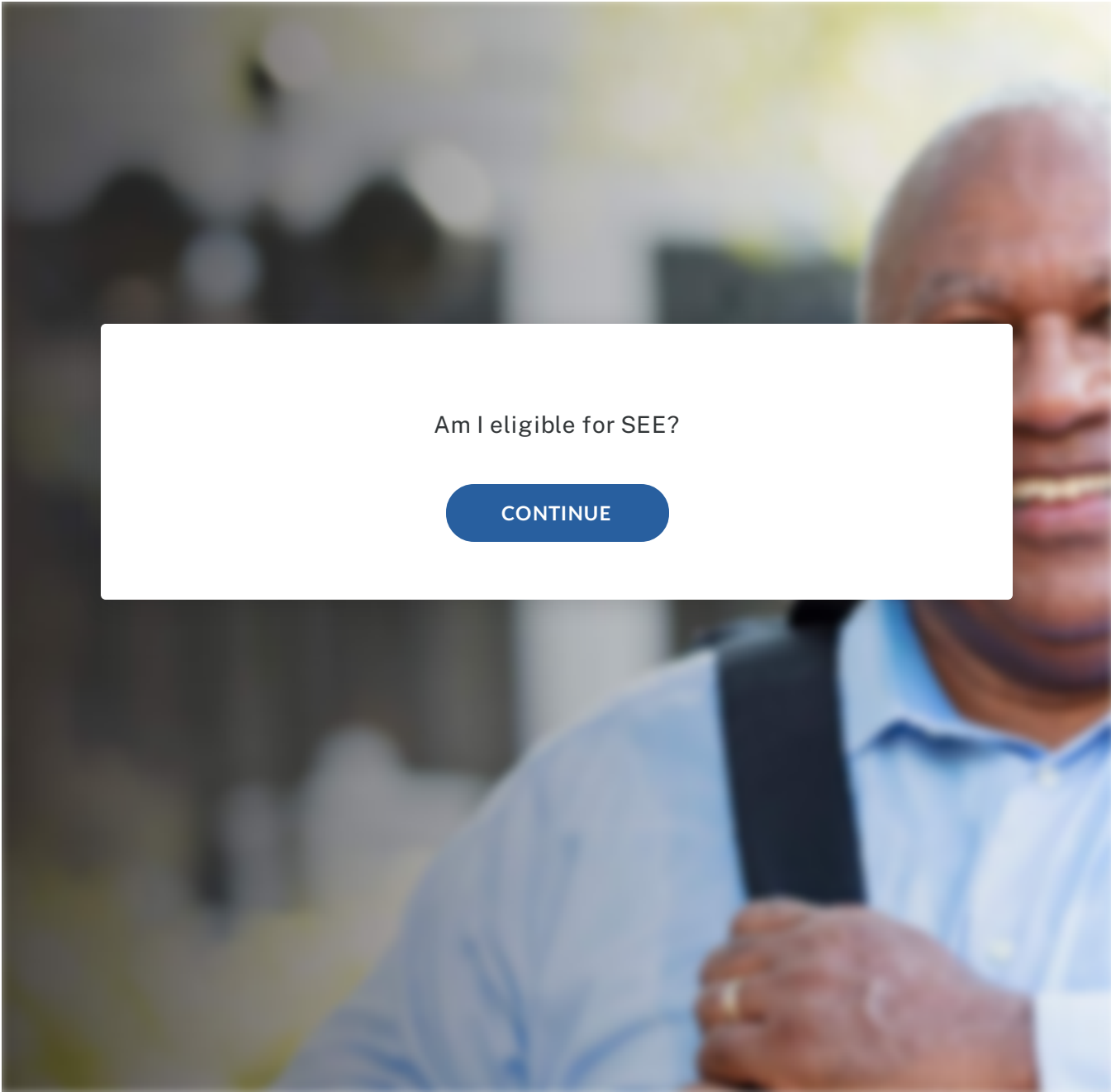


Hi, I'm Luis. I've got bad written English, and can't read real fast. I need to get better at it but I can't go to classes 'cause I've got health issues that make it hard to attend.

CONTINUE

## Scene 5 Slide 1

Continue → Next Slide

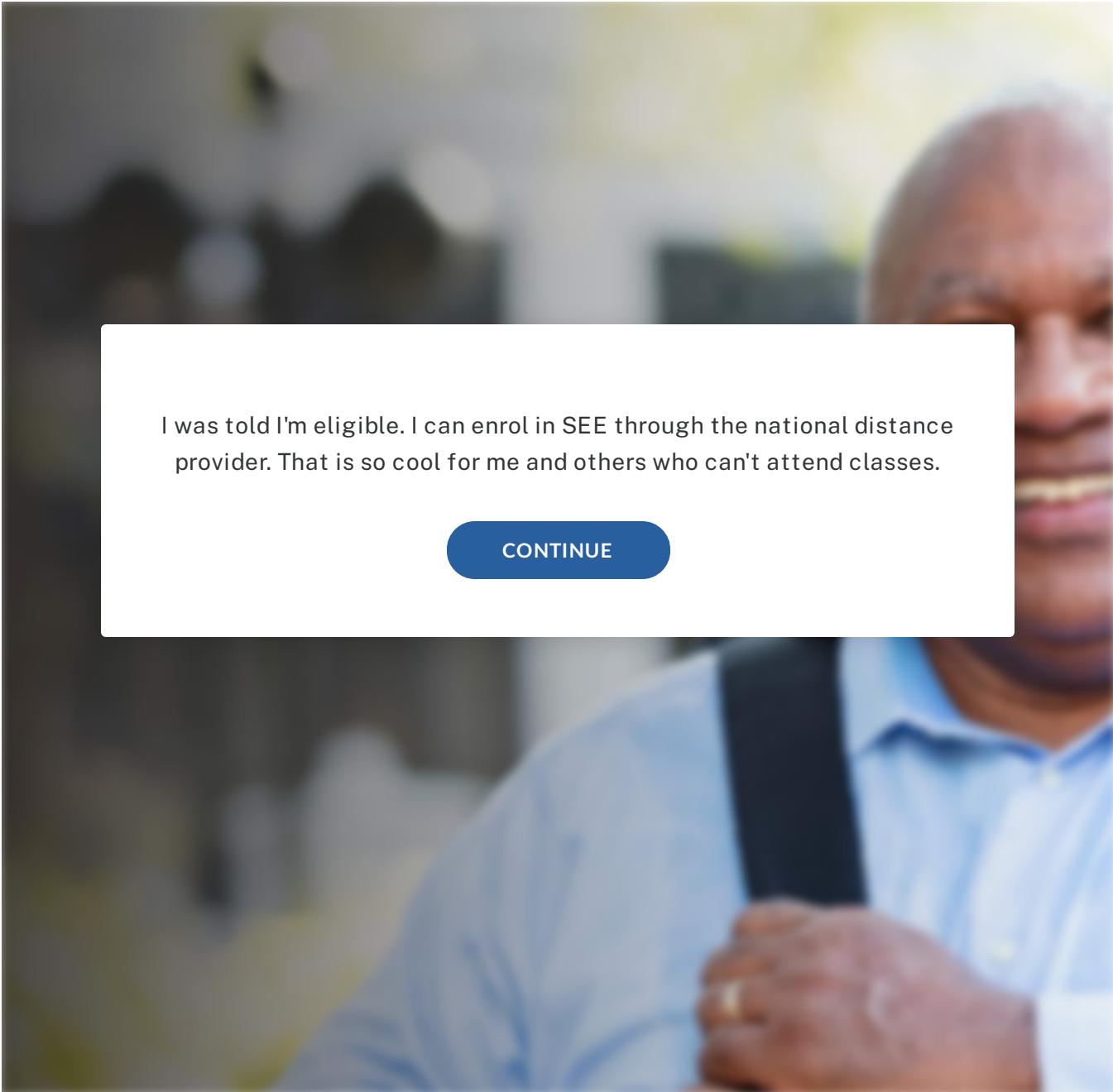


Am I eligible for SEE?

CONTINUE

## Scene 5 Slide 2

Continue → Next Slide

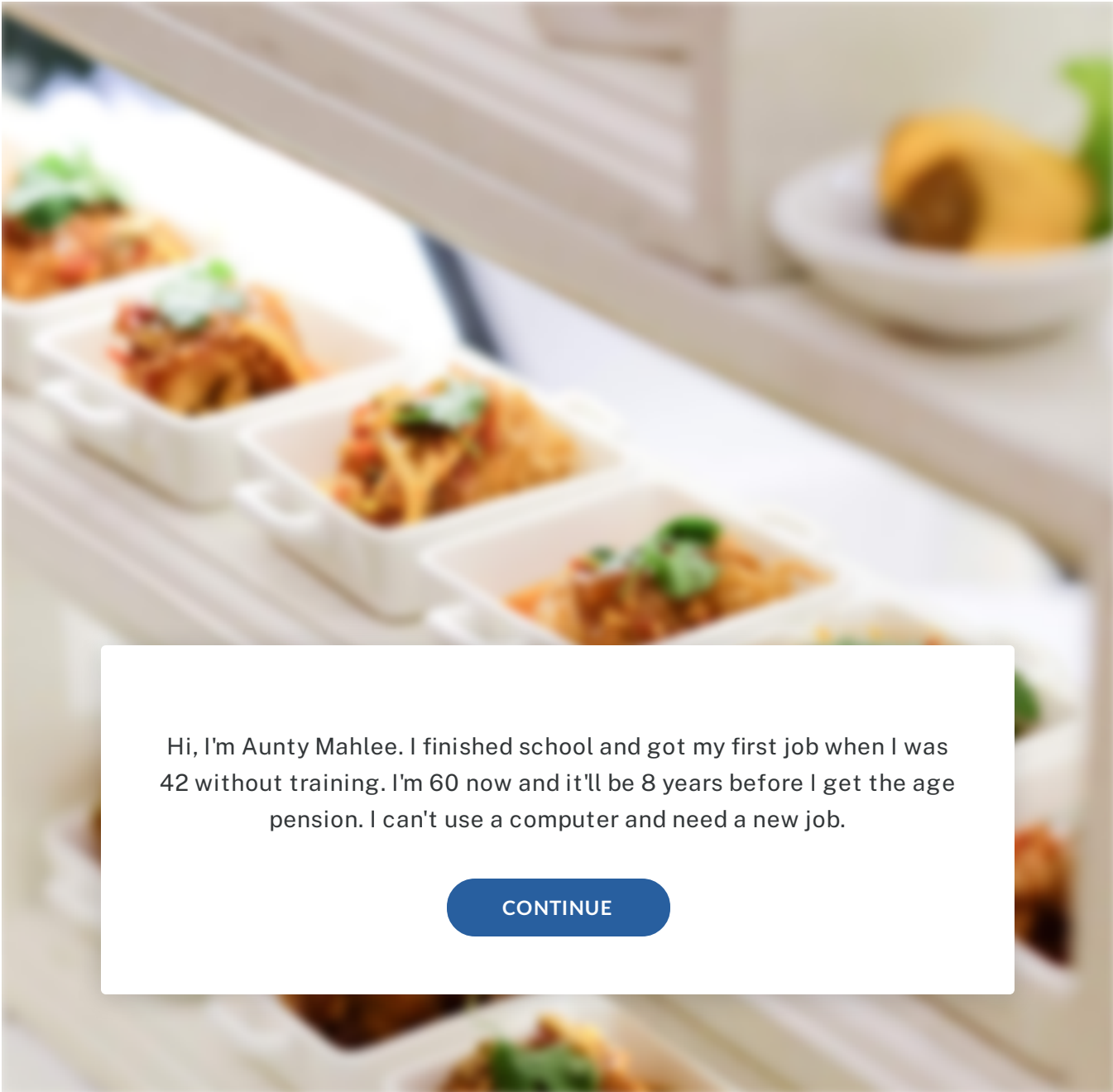


I was told I'm eligible. I can enrol in SEE through the national distance provider. That is so cool for me and others who can't attend classes.

CONTINUE

### Scene 5 Slide 3

Continue → Next Slide



Hi, I'm Aunty Mahlee. I finished school and got my first job when I was 42 without training. I'm 60 now and it'll be 8 years before I get the age pension. I can't use a computer and need a new job.

CONTINUE

**Scene 6 Slide 1**

Continue → Next Slide



Am I eligible for SEE?

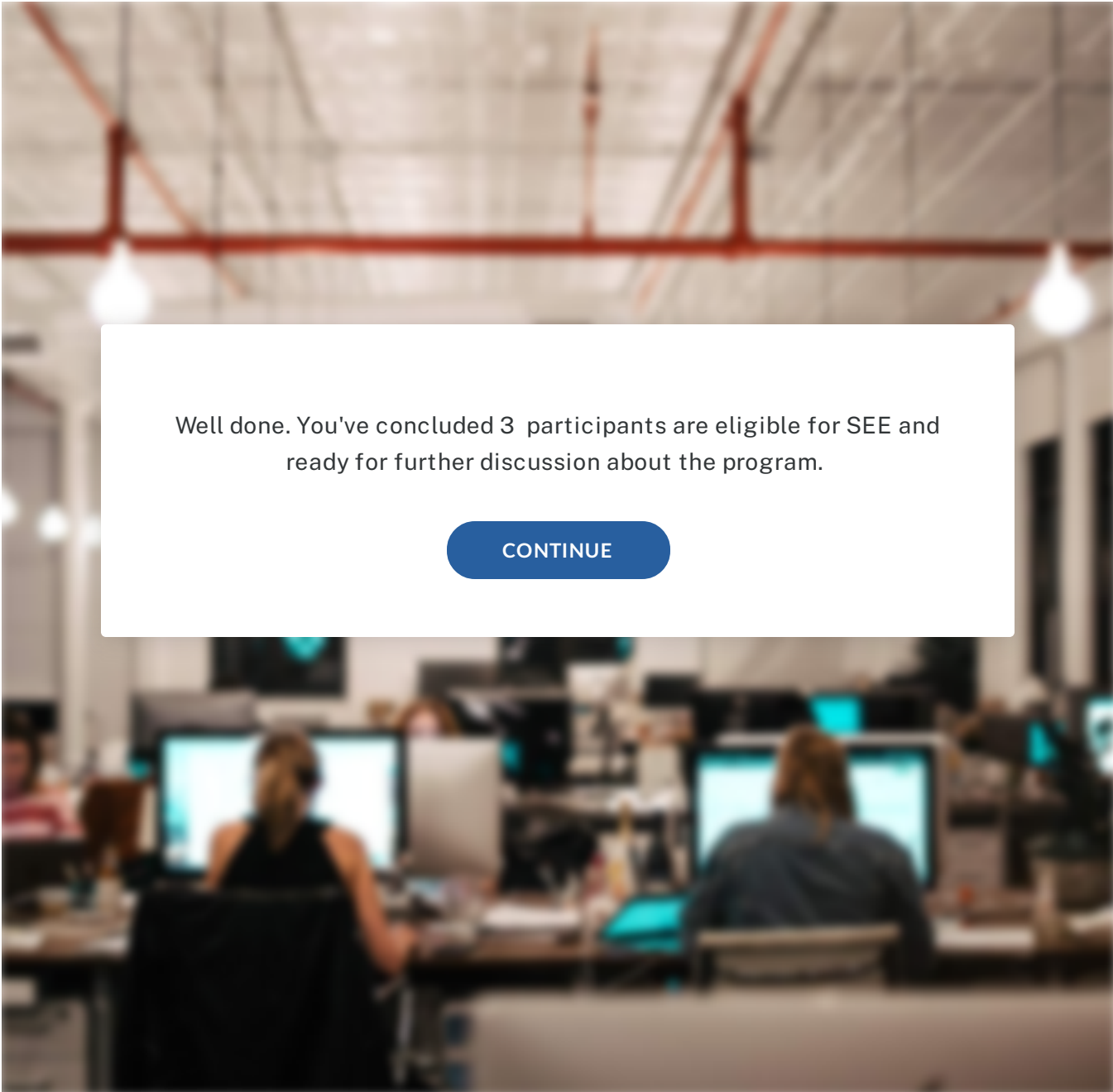
1 Yes.

2 No.

**Scene 6 Slide 2**

0 → Next Slide

1 → Next Slide

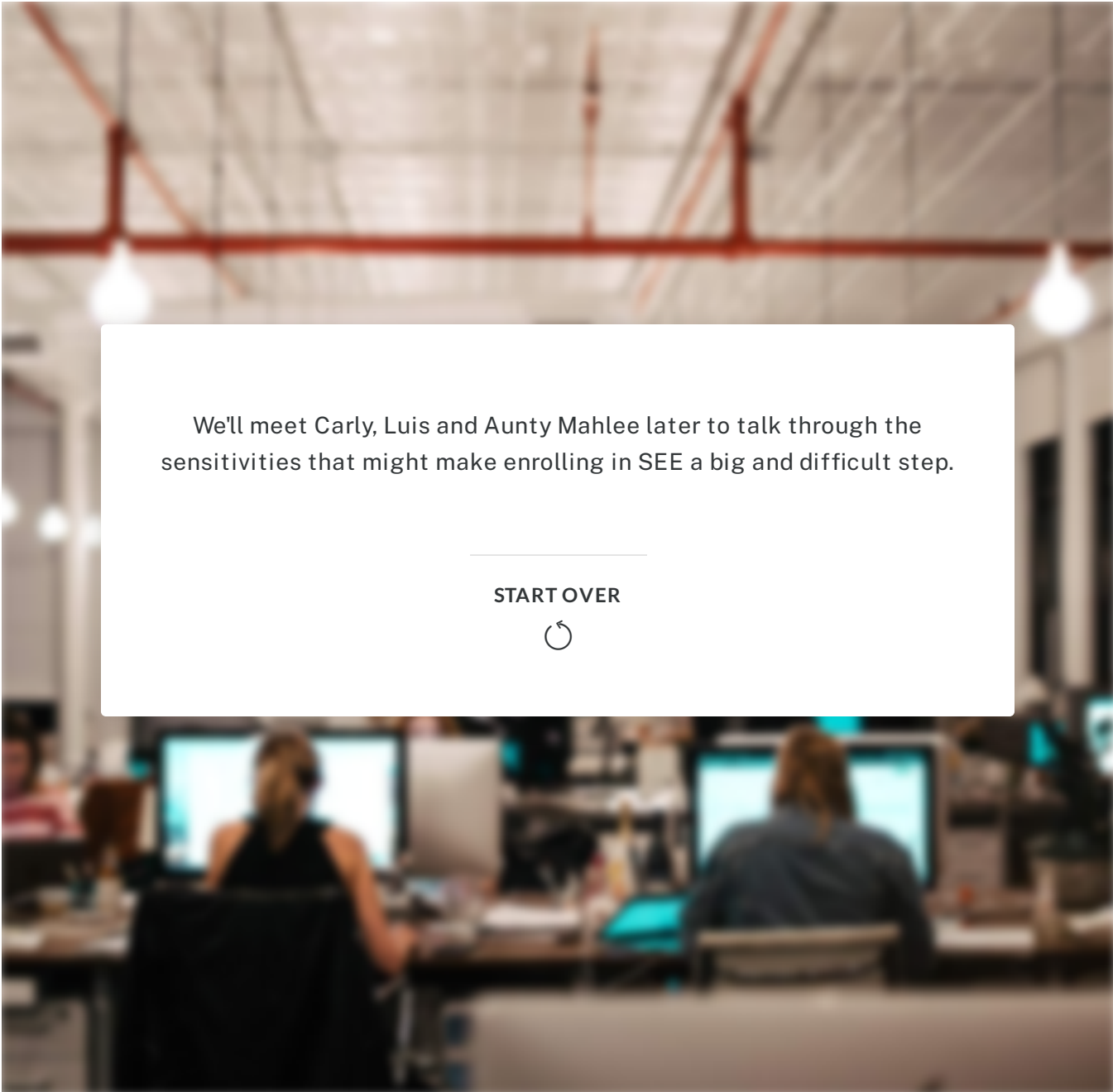


Well done. You've concluded 3 participants are eligible for SEE and ready for further discussion about the program.

CONTINUE

## Scene 7 Slide 1

Continue → Next Slide



We'll meet Carly, Luis and Aunty Mahlee later to talk through the sensitivities that might make enrolling in SEE a big and difficult step.

---

START OVER

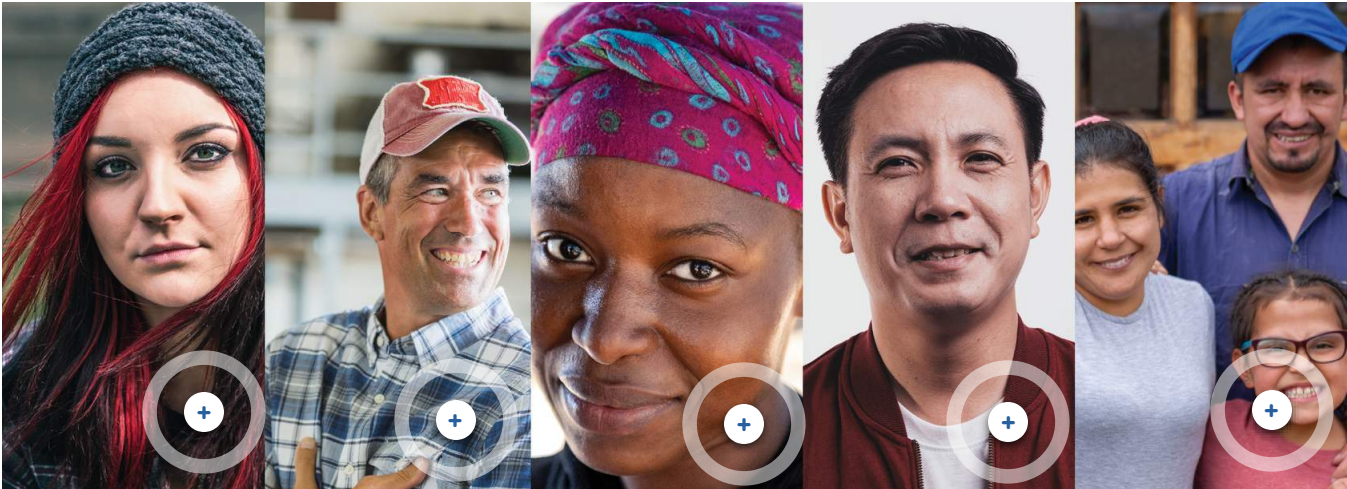


## Scene 7 Slide 2

Continue → End of Scenario

# Suitability

Be mindful of the following characteristics in your participants. They indicate SEE could be of benefit and warrant a discussion about a possible referral. Click on the hotspots to learn more about these characteristics.







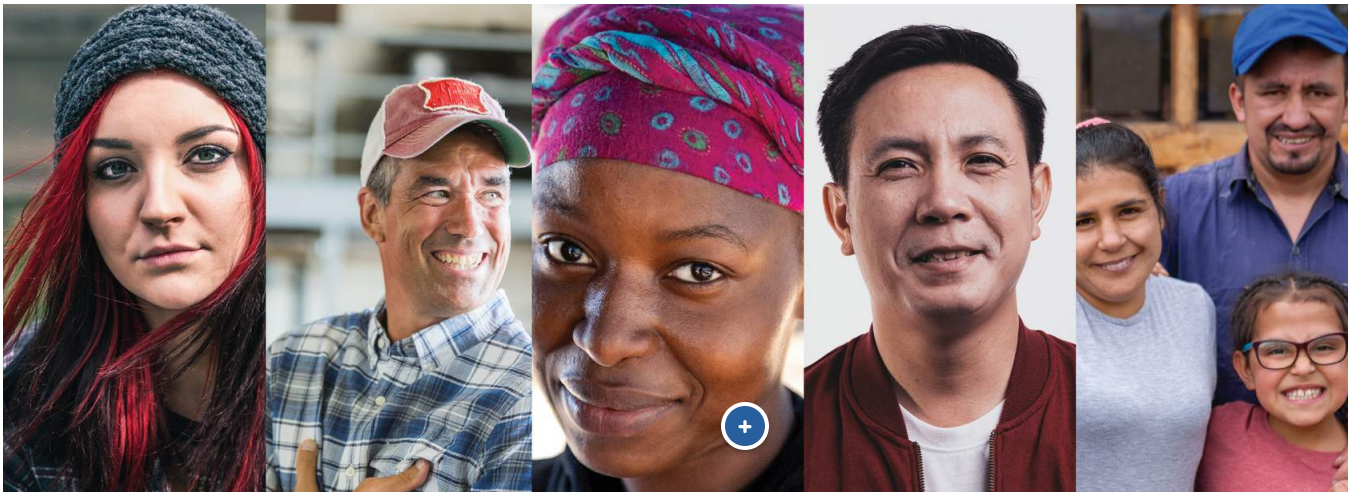
## Educational attainment

Self-declared low educational attainment (i.e. less than year 10) on the job seeker snapshot.



## Digital literacy

Has difficulty using a computer, applications or the internet.



**Interpreter required**

Needs the assistance of an interpreter.



## Low ability in English language

Self-declared English language limitations on the job seeker snapshot.



### Hides low reading ability

Has difficulty filling in forms or makes excuses to take forms home (hides low reading ability).

Remember to check each participant's job seeker snapshot to help you identify if they might benefit from SEE. On the Job Seeker Snapshot the word 'yes' is displayed under the heading 'Skills for Education and Employment or Adult Migrant English Program' if the participant:

- self-identified low ability in speaking, reading or writing English
- completed less than year 10 schooling.

---

## Did you know?

**Around a quarter of SEE participants have no indicators in their Job Seeker Snapshot. This is**

# why provider awareness of other indicators is so important.

## Who would you discuss SEE with?

A quick quiz.

What do all the people on this list have in common?

- Sita is interested in studying business but has minimal spoken and written English.
- Brett is interested in an apprenticeship. His reading and writing are okay, but he fell behind in high school maths.
- Martin reads and writes well but he finds browsing the internet and using email challenging.
- Sally found it hard to concentrate at school and left in year 11. She wants to be a veterinary assistant and hopes adult learning strategies will help her complete the year 12 certificate.
- Fatima used to keep the books for a small family business that closed down. Low reading and writing abilities make it hard to win a similar role.
- Ben didn't finish year 10. Now aged 20, he wants help to get his year 10 certificate so he can join the Army.
- Andrew is an Aboriginal man keen on a community services qualification but it will require higher-level reading and writing than his current abilities.

I'm ready for the answer

That's right ... all these individuals could be helped toward their goals by the SEE program.

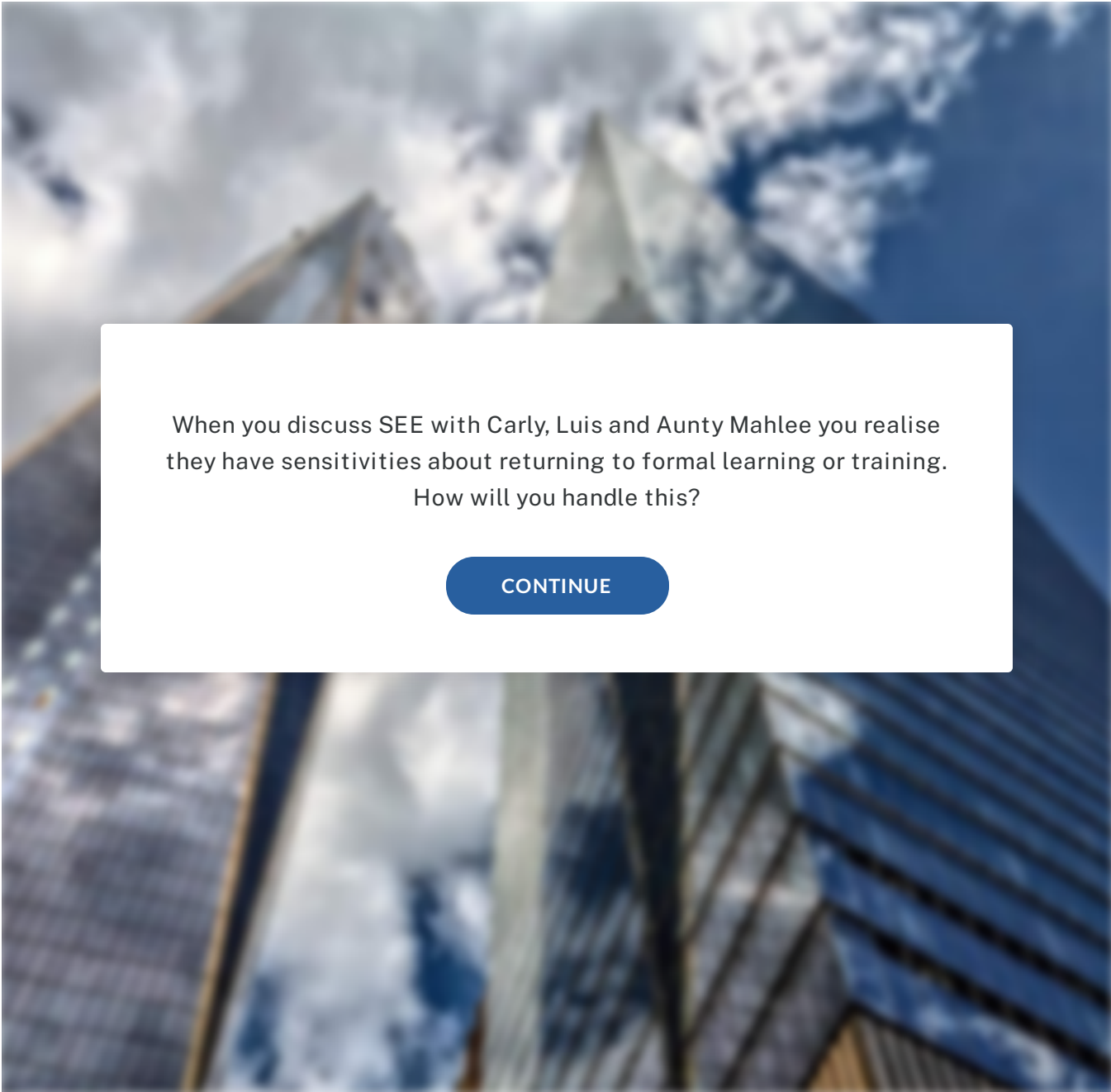
### **Sensitivities when discussing SEE**

You may find some participants are reluctant or anxious about trying SEE. These concerns often stem from prior experiences with education and tend to be more common for Australian-born participants. It's important that you respond to these concerns appropriately when you encounter them and have an appreciation of why they might exist. For example, participants might:

- have had unsuccessful experiences of formal education and training as well as anxiety around trying again, possibly due to complex learning difficulties
- believe they're incapable of learning or feel embarrassed needing to be taught "things they should already know".

### **How would you respond to sensitivities?**

Let's talk with Carly, Luis and Aunty Mahlee once more.



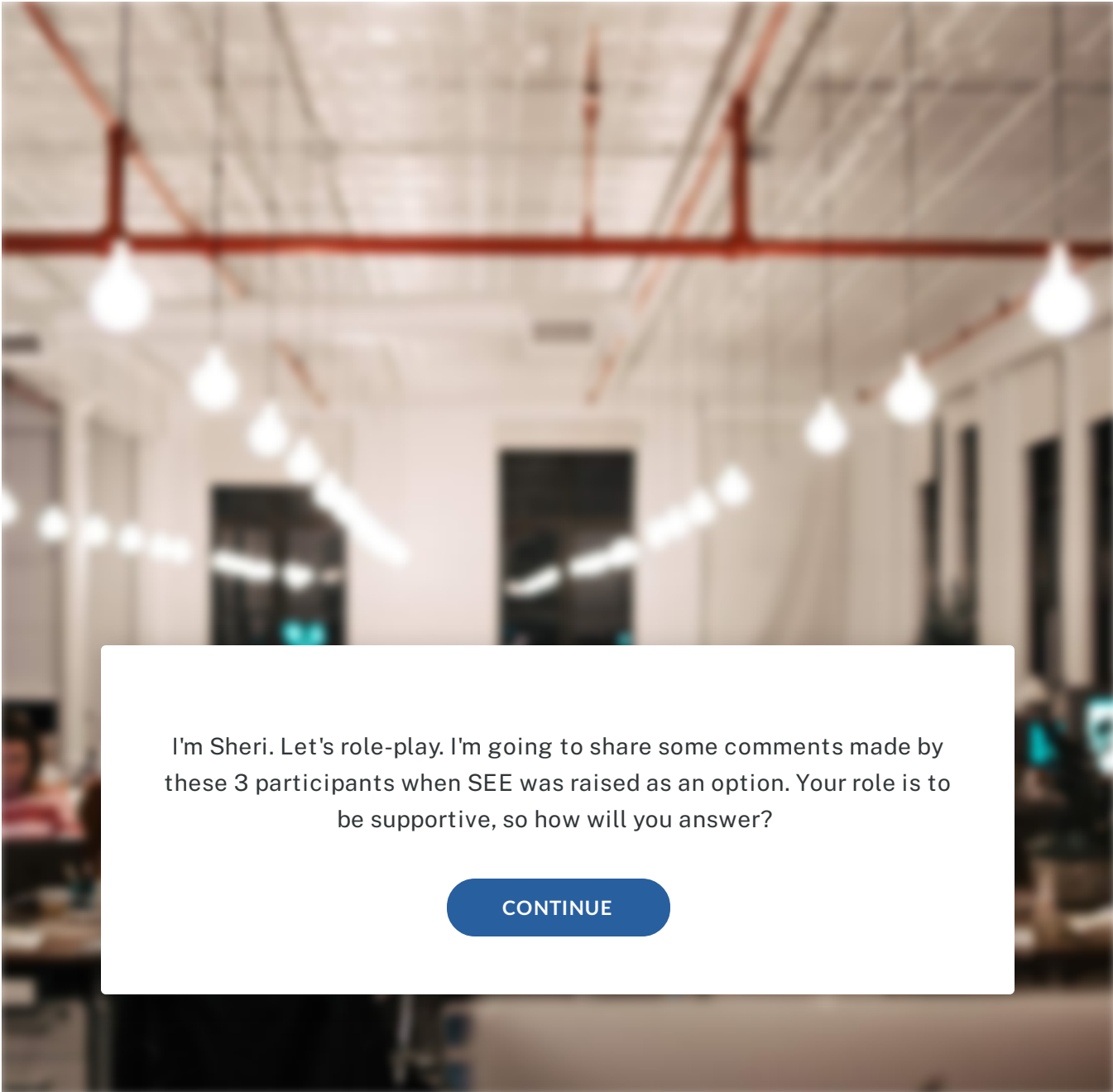
When you discuss SEE with Carly, Luis and Aunty Mahlee you realise they have sensitivities about returning to formal learning or training.  
How will you handle this?

CONTINUE

## Scene 1 Slide 1

Continue → Next Slide



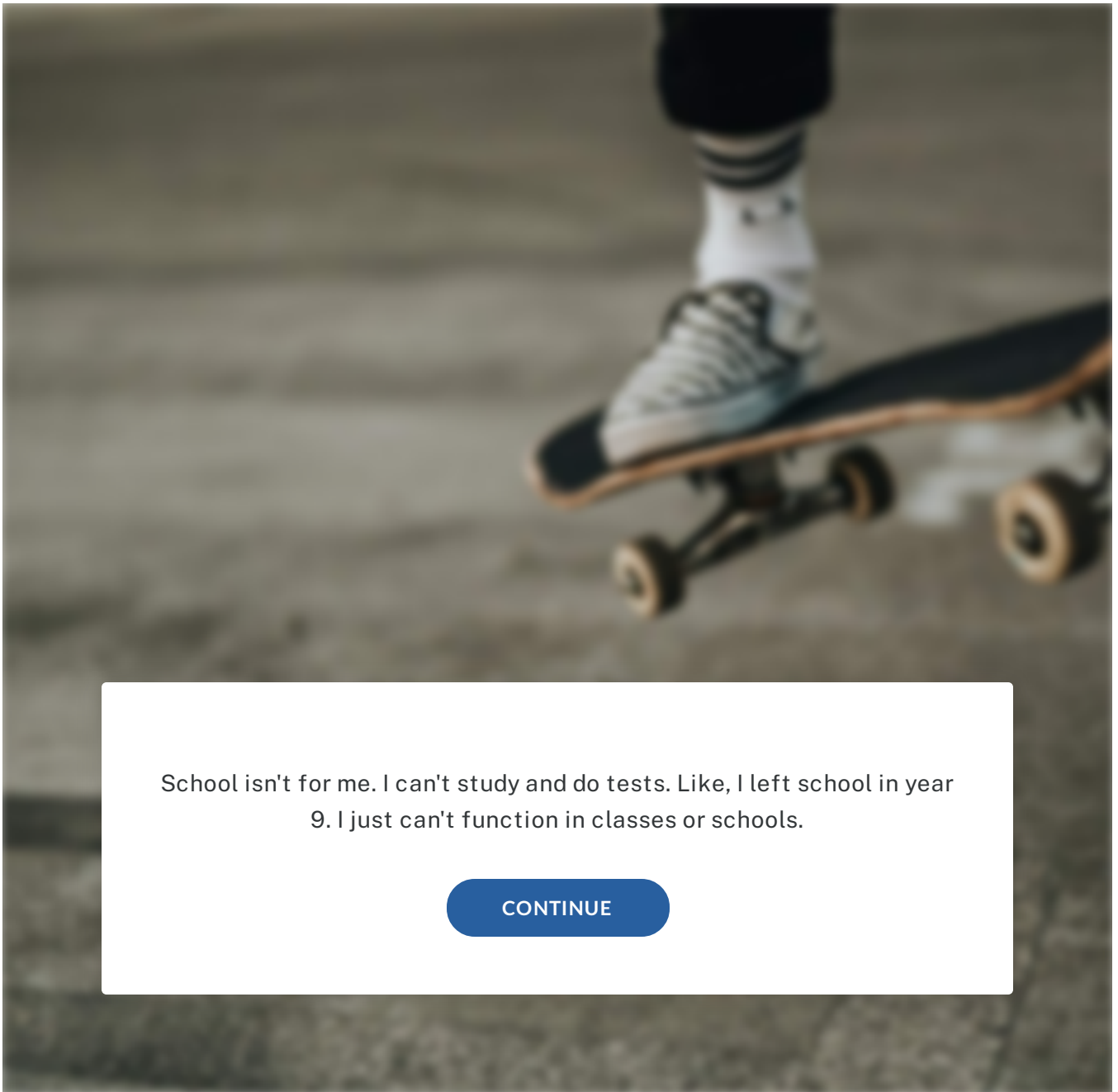


I'm Sheri. Let's role-play. I'm going to share some comments made by these 3 participants when SEE was raised as an option. Your role is to be supportive, so how will you answer?

CONTINUE

**Scene 2 Slide 1**

Continue → Next Slide

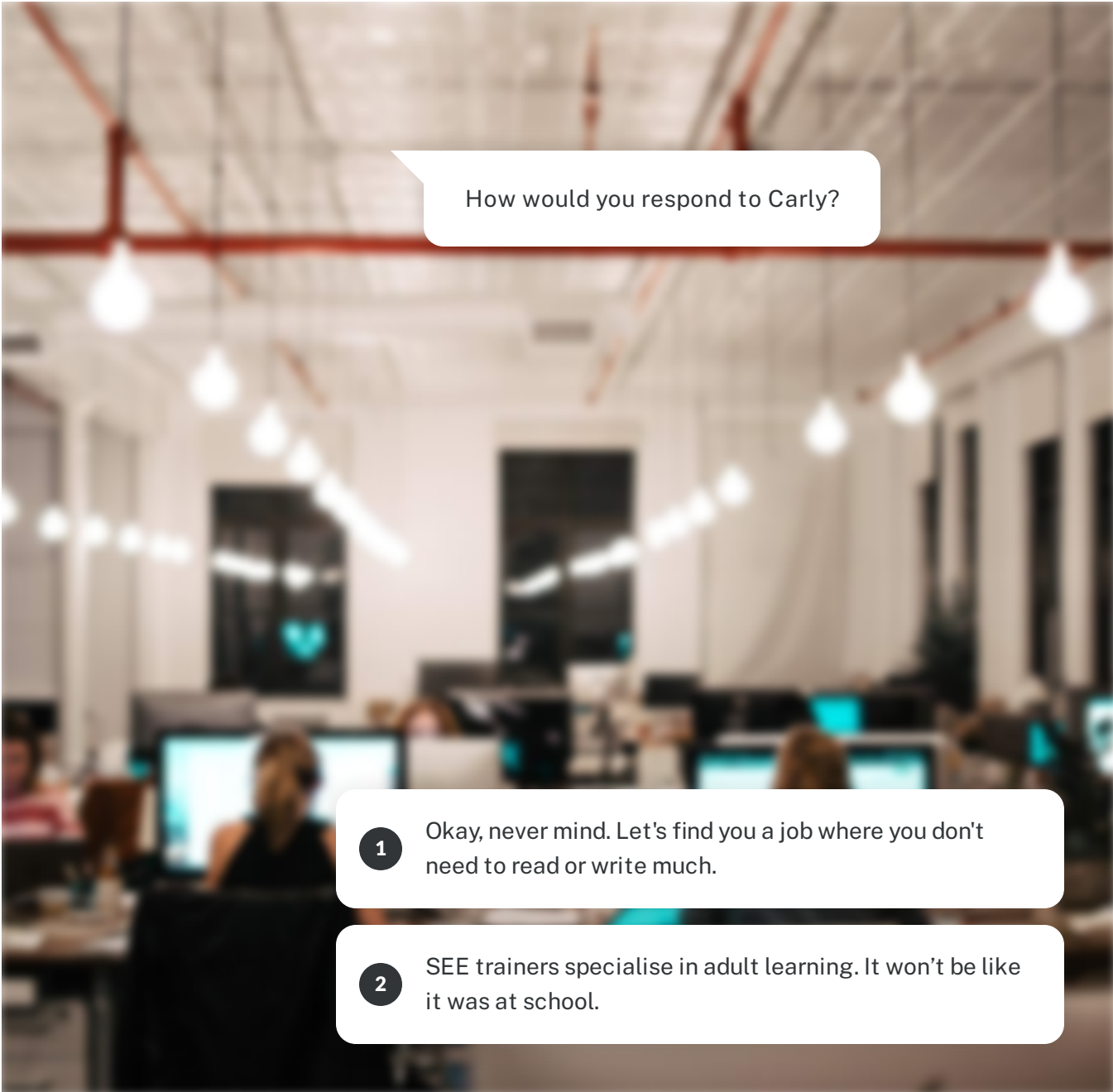


School isn't for me. I can't study and do tests. Like, I left school in year 9. I just can't function in classes or schools.

CONTINUE

**Scene 3 Slide 1**

Continue → Next Slide



How would you respond to Carly?

1

Okay, never mind. Let's find you a job where you don't need to read or write much.

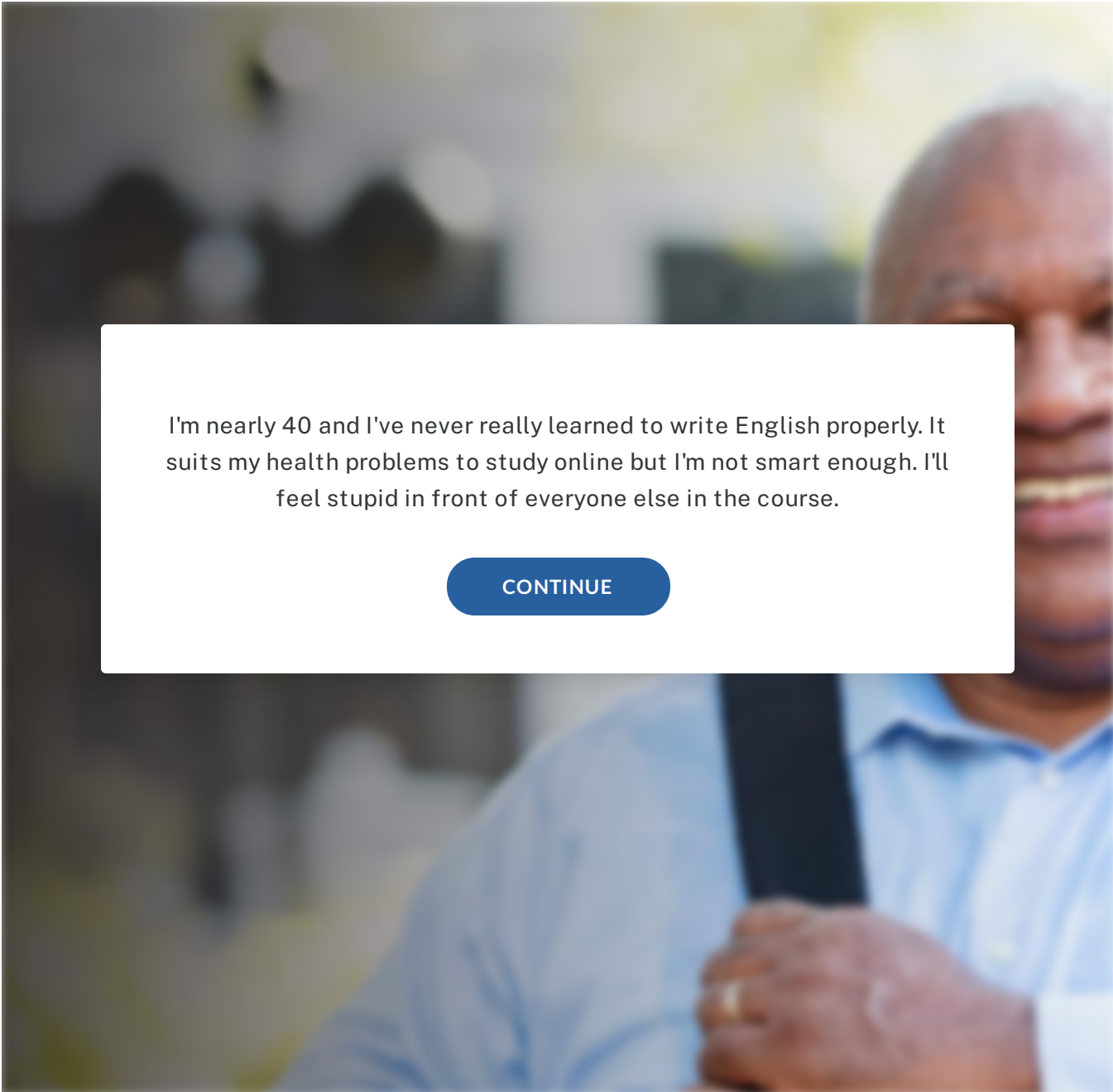
2

SEE trainers specialise in adult learning. It won't be like it was at school.

## Scene 4 Slide 1

0 → Next Slide

1 → Next Slide

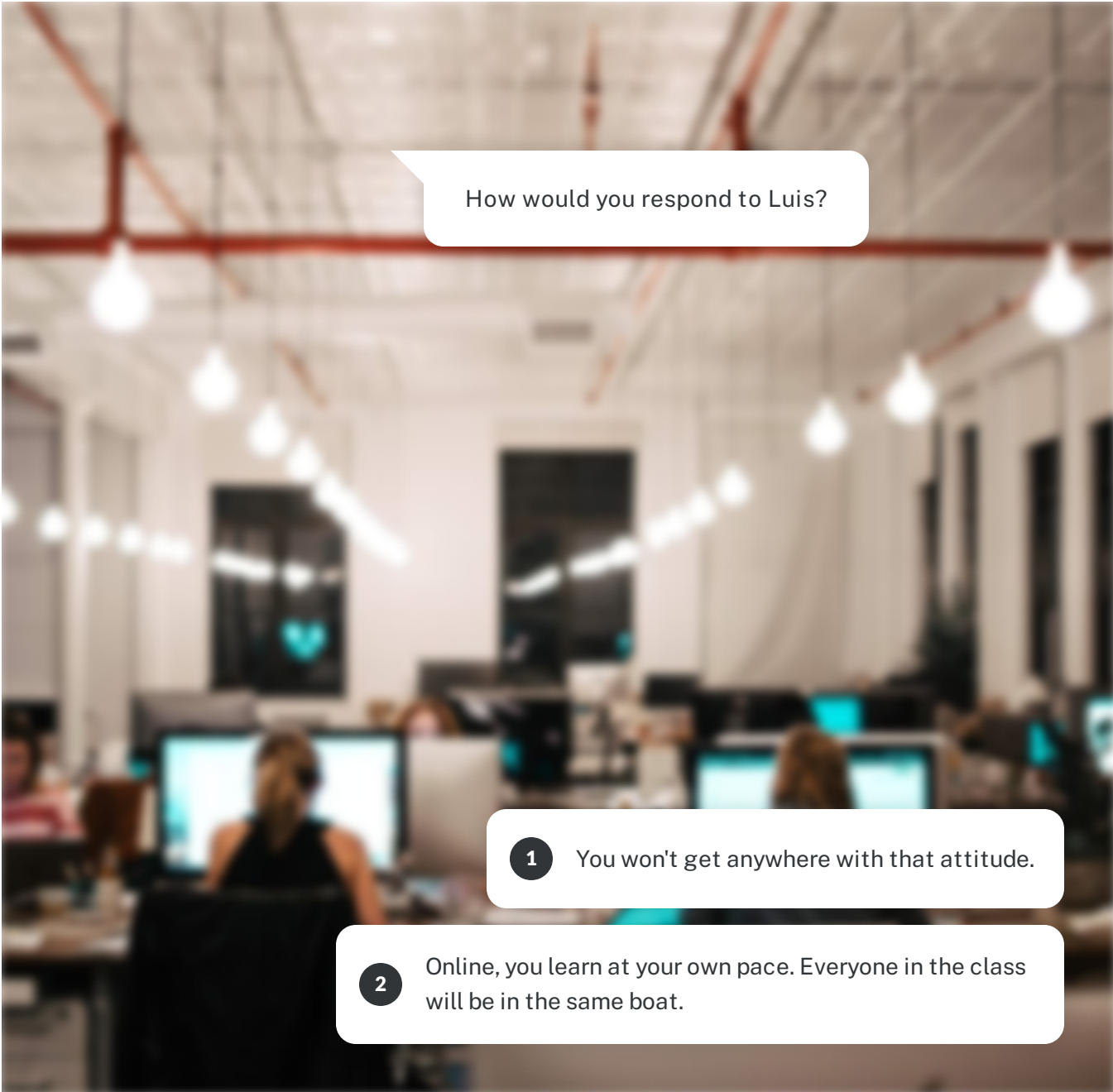


I'm nearly 40 and I've never really learned to write English properly. It suits my health problems to study online but I'm not smart enough. I'll feel stupid in front of everyone else in the course.

CONTINUE

## Scene 5 Slide 1

Continue → Next Slide



How would you respond to Luis?

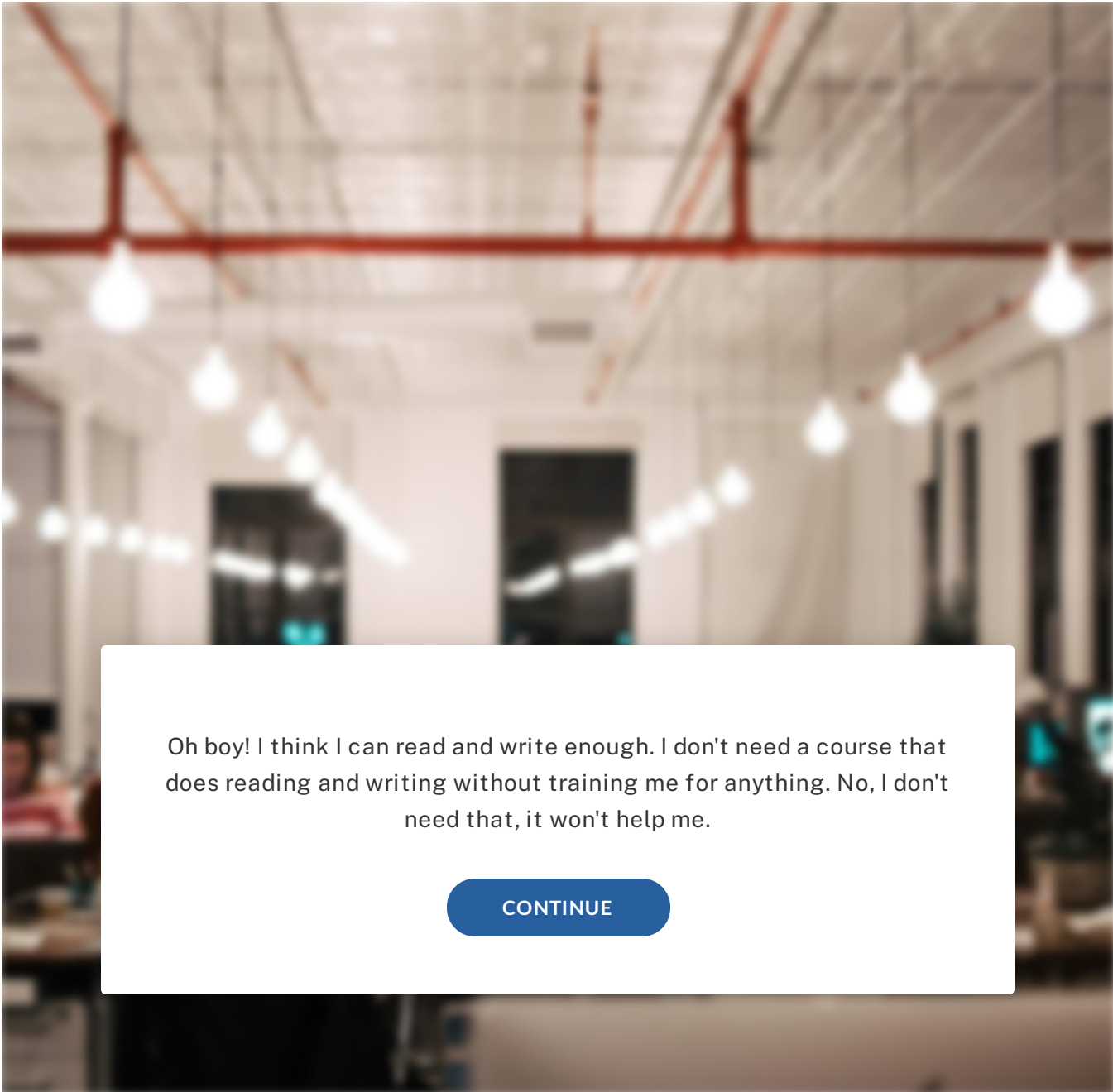
1 You won't get anywhere with that attitude.

2 Online, you learn at your own pace. Everyone in the class will be in the same boat.

## Scene 6 Slide 1

0 → Next Slide

1 → Next Slide

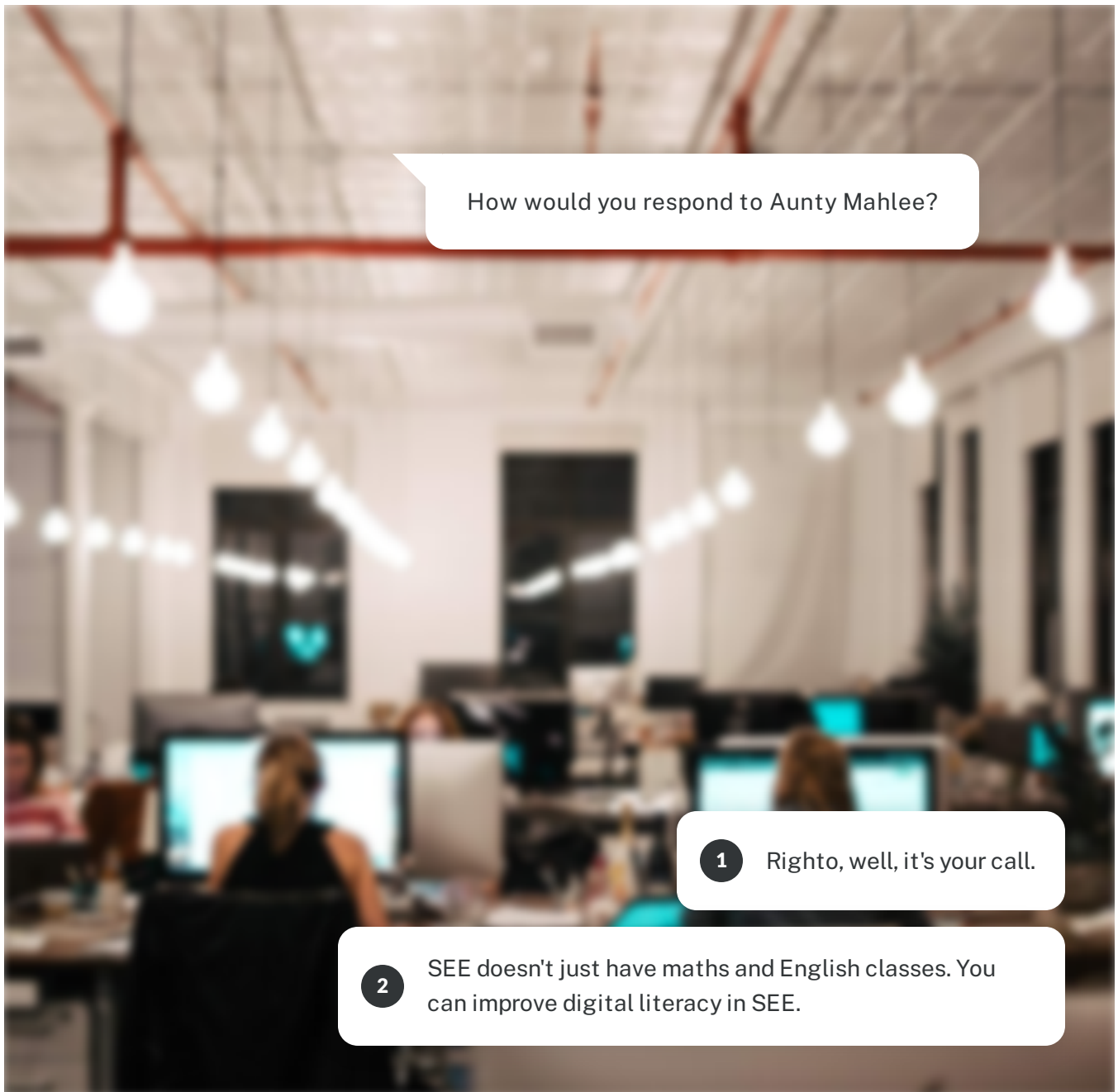


Oh boy! I think I can read and write enough. I don't need a course that does reading and writing without training me for anything. No, I don't need that, it won't help me.

CONTINUE

**Scene 7 Slide 1**

Continue → Next Slide



How would you respond to Aunty Mahlee?

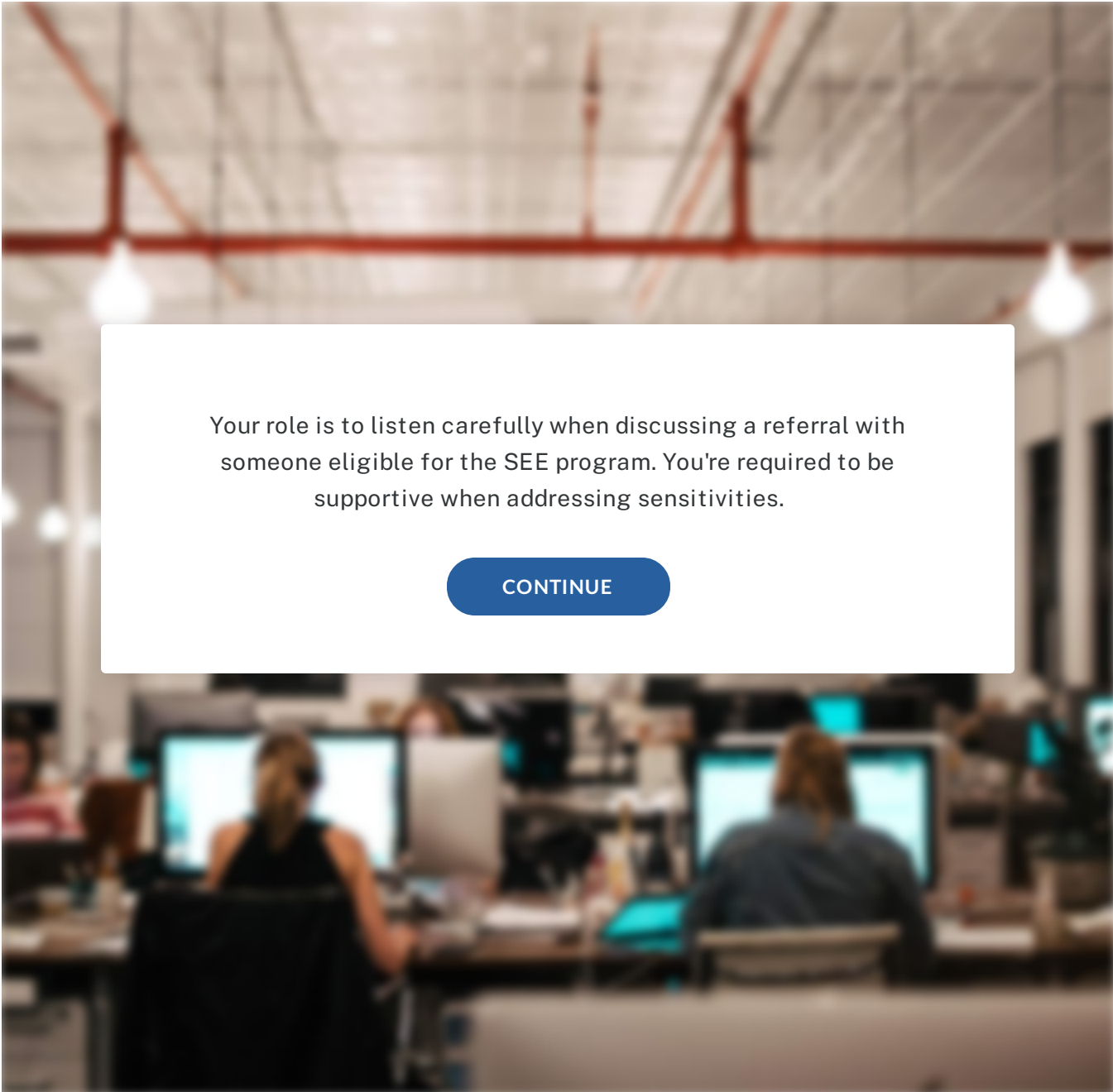
1 Righto, well, it's your call.

2 SEE doesn't just have maths and English classes. You can improve digital literacy in SEE.

## Scene 8 Slide 1

0 → Next Slide

1 → Next Slide



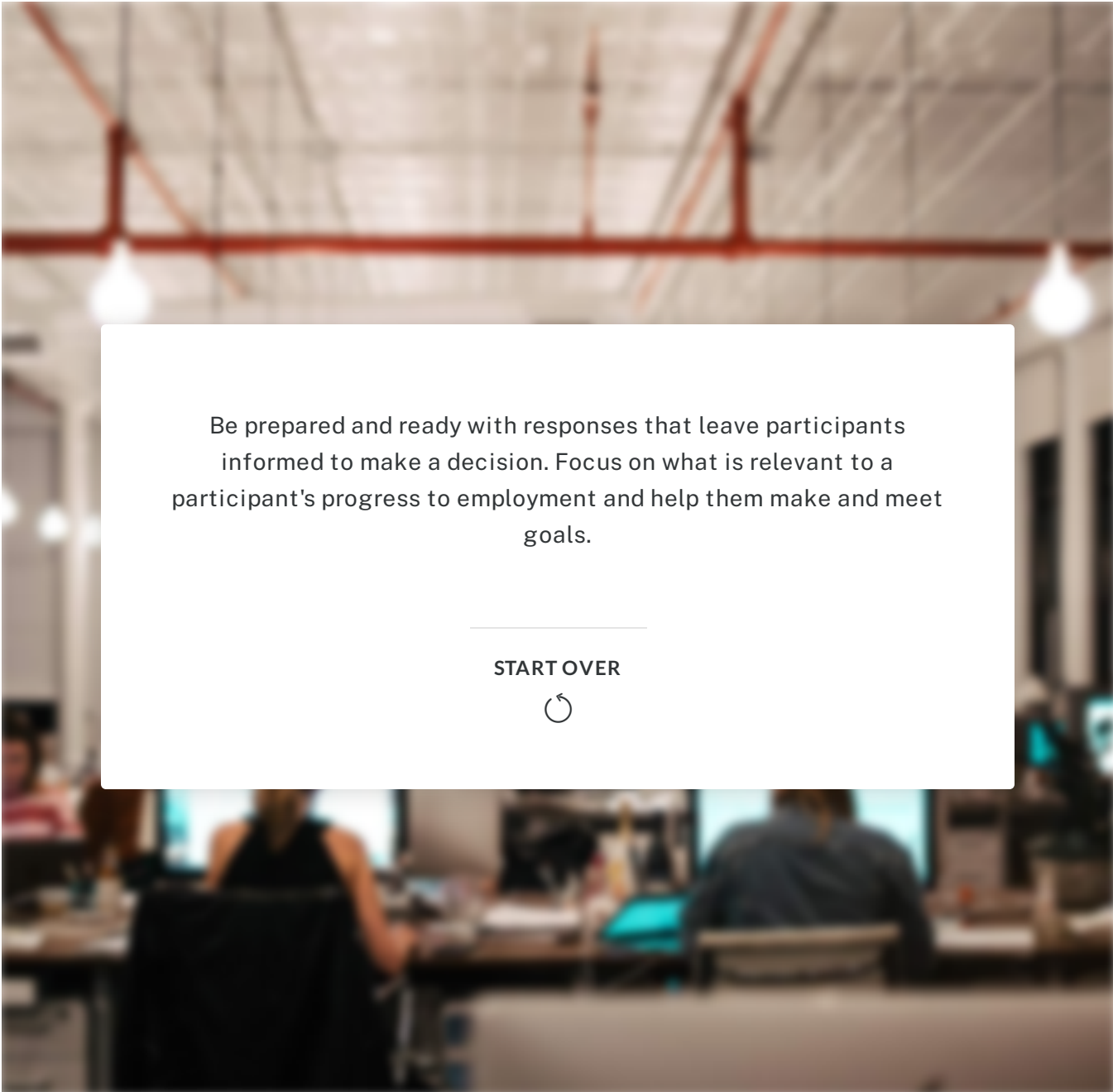
Your role is to listen carefully when discussing a referral with someone eligible for the SEE program. You're required to be supportive when addressing sensitivities.

CONTINUE

## Scene 8 Slide 2

Continue → Next Slide





Be prepared and ready with responses that leave participants informed to make a decision. Focus on what is relevant to a participant's progress to employment and help them make and meet goals.

---

START OVER



## Scene 8 Slide 3

Continue → End of Scenario

---

Well done. You're ready to identify participants who could benefit from a SEE referral and have a conversation with them about their options.

You have completed eligibility and suitability. The next lesson is referral and placement monitoring.

[CONTINUE](#)

# Referral and placement monitoring

---



This lesson outlines the steps involved in a SEE referral and placement. It also discusses how maintaining relationships with local SEE providers will support both these elements.

## Referring to SEE


Once the participant's eligibility, suitability and interest in SEE are established, you can refer them to SEE via the department's IT system. At the time of making the system referral, you should make manual contact with the SEE provider, via phone or email, and book a Pre-Training Assessment (PTA).

The SEE provider will conduct the PTA and advise you and your participant if training is recommended and commence the participant in a course of study aligned to their goals and capabilities.

The PTA serves to:

- confirm if SEE training is recommended
- identify the participant's training needs
- establish baseline capabilities to track progress.

If the participant is anxious about taking a test, reassure them the SEE provider can approach the PTA flexibly. Communicate this preference to the SEE provider.

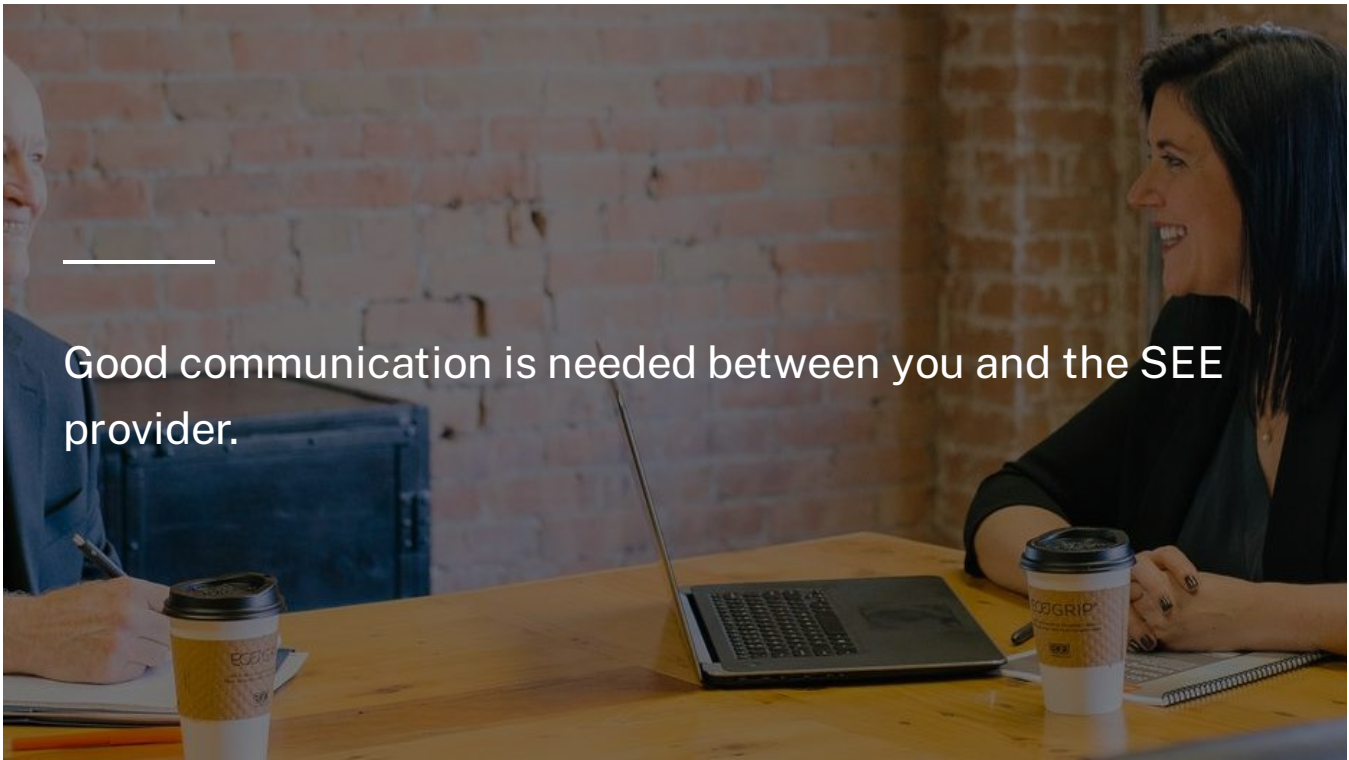
 The specific system steps of a referral are available through task cards in the Learning Centre and are not covered here.

## Keeping in touch with your local SEE provider

SEE providers across Australia vary in size, capacity and administrative arrangements. Building a working relationship with your local SEE provider will help establish preferred methods for communication and booking the PTA, helping to streamline referrals.

You'll also be familiar with the courses on offer so you can be ready for discussion with the participant, and you'll be able to work with the SEE provider on solutions to any challenges. For example:

- coordinating small groups of participants with something in common to commence together, which can significantly boost engagement with the program
- seeking insights from the SEE provider about how best to communicate with this cohort, leading to more effective interactions and better outcomes.



Good communication is needed between you and the SEE provider.

## Monitoring a SEE placement

The length of time an individual participates in SEE will depend on their training needs, goals and the speed of progress. Every participant is different, but the average duration in SEE is 8 months.

SEE courses range from shorter industry-skill courses to longer certificate-based qualifications. Participants have up to 2 years in a single referral to complete a course of study, and can request iterative referrals until they achieve an exit benchmark, which is a Certificate IV in a foundation course or a Certificate III in a mainstream VET course.

What providers must do after a participant commences in SEE	Action
---	--------

What providers must do after a participant commences in SEE	Action
<p>Assist the participant to address any issues impacting their continued participation.</p>	<p>When you check in with the participant, gauge if any Employment Fund support or complementary services might be required.</p>
<p>Periodically monitor the participant's progress, both with the participant and their SEE provider.</p>	<p>Providers can claim a progress payment when there is an improvement to the participant's employment prospects. For SEE participants, a copy of the client training profile report, where the participant has shown progress in one or more core skills, is suitable documentation for the claim. Providers can liaise with the SEE provider regarding this.</p>
<p>Assist the participant to report their attendance online if required.</p>	<p>SEE participants typically face significant challenges to the use of technology and may be more likely than other participants to need support to manage attendance reporting for points.</p>

## Apply your understanding

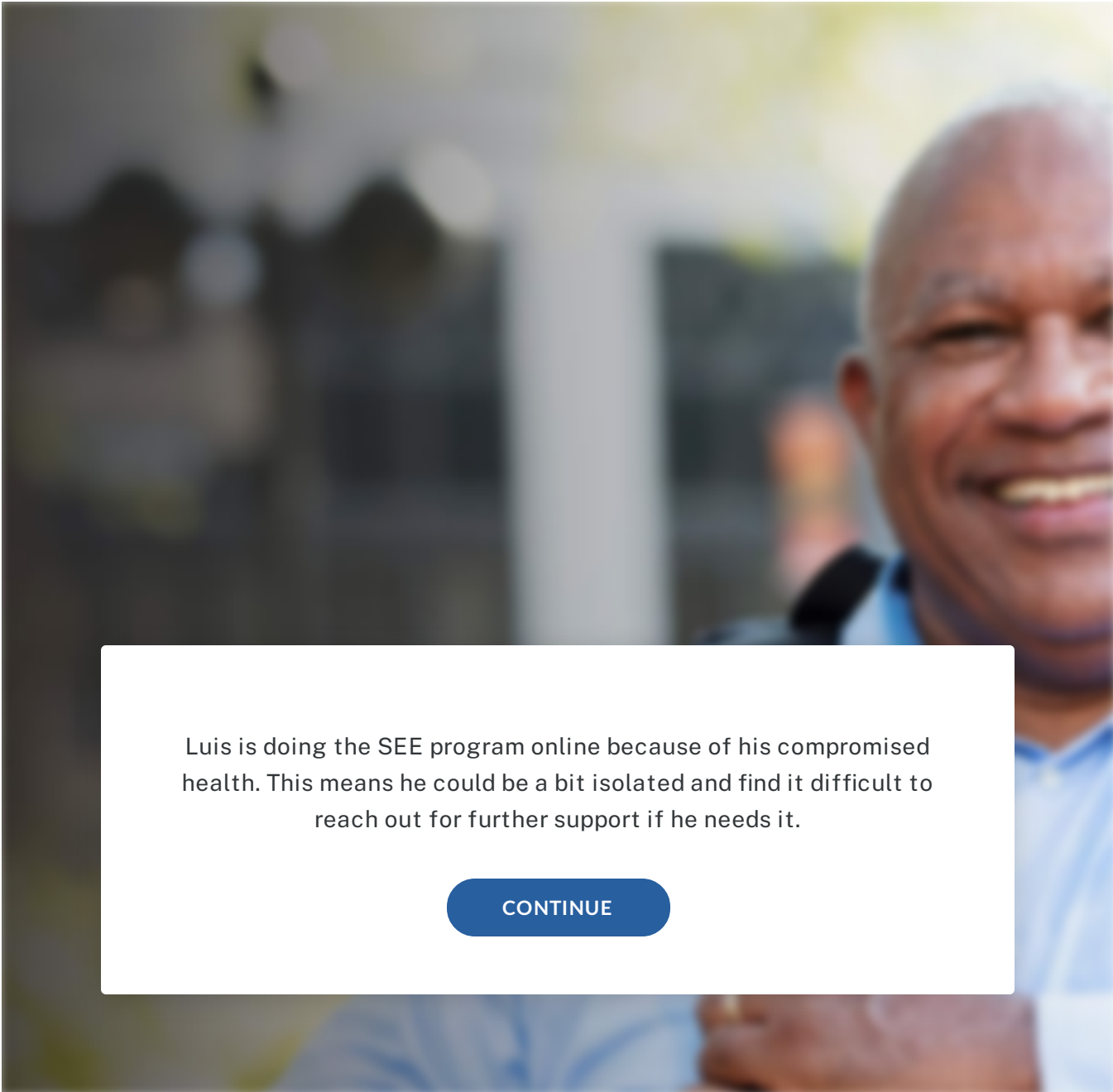


**After commencement in SEE there are 4 things you must do for participants.**

**CONTINUE**

## **Scene 1 Slide 1**

Continue → Next Slide




Luis is doing the SEE program online because of his compromised health. This means he could be a bit isolated and find it difficult to reach out for further support if he needs it.

CONTINUE

## Scene 1 Slide 2

Continue → Next Slide





Your role is to help Luis progress. He tells you his cousin gave him a computer but he can't afford the internet. What can you do?


1 Pay the internet charge and arrange for re-imbusement via the Employment Fund.

2 I shouldn't do anything to help Luis. His internet is his responsibility.

### Scene 1 Slide 3

0 → Next Slide

1 → Next Slide



Now that Luis is a participant in SEE, would you reduce his job search requirement to zero?

1

Yes. It should be reduced to zero so Luis has enough time to address gaps in his foundation skills.


2

No. I don't have the authority.

## Scene 1 Slide 4

0 → Next Slide

1 → Next Slide



Do you think it's worth checking progress with the SEE provider *and* Luis?

1

Yes. This will support Luis' progress and help me collect evidence for a progress payment claim.

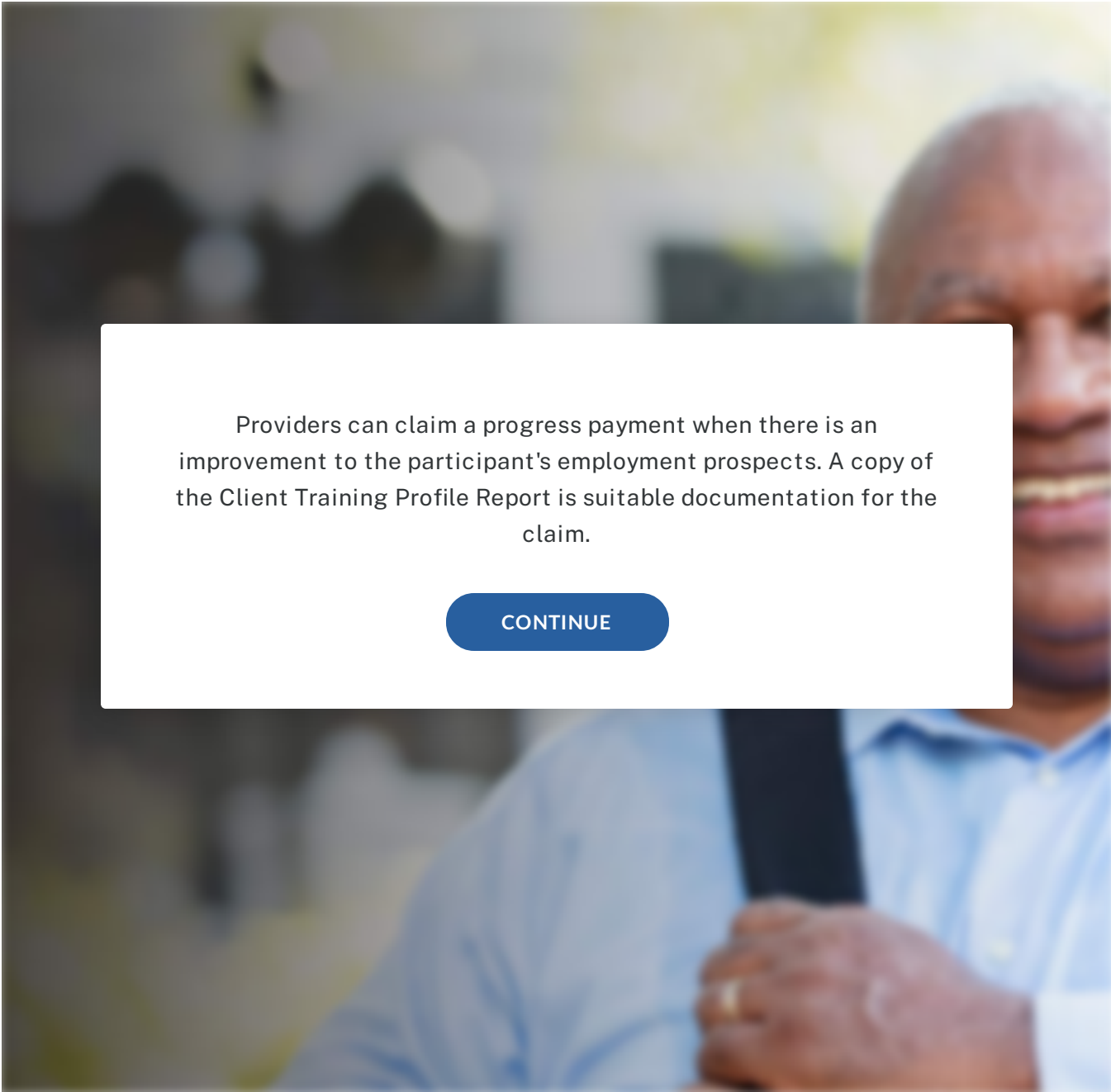
2

No. Luis can tell me if his employment prospects are improved.

## Scene 1 Slide 5

0 → Next Slide

1 → Next Slide




Providers can claim a progress payment when there is an improvement to the participant's employment prospects. A copy of the Client Training Profile Report is suitable documentation for the claim.

CONTINUE

## Scene 1 Slide 6

Continue → Next Slide



Should you assist Luis if he's having trouble reporting his attendance online?

1

Yes. It's my role to support Luis to meet his mutual obligation requirements.

2

No. He's studying online so he should be all right, I won't need to check.

## Scene 1 Slide 7

0 → Next Slide

1 → Next Slide

## Well done!

There are 4 things to follow up on: **address** barriers using complementary services, **reduce** the job search requirement to zero, **monitor** for progress and claims, and **support** reporting attendance online.

---

START OVER



### Scene 1 Slide 8

Continue → End of Scenario

**Test your learning on referral and placement monitoring**

Please read the question on the front of the cards below. Think about your response, pause, then flip the card over for the correct answer.

How do I book a Pre-Training Assessment (PTA)?

You contact a SEE provider via phone or email at the same time as you make the system referral.

*1 of 4*

Who conducts a Pre-Training Assessment (PTA)?

It's conducted by the SEE provider to assess the participant's capabilities and determine whether SEE training is recommended.

*2 of 4*

---

Who initiates the SEE referral and how long is it for?

It's initiated by the provider and can be up to 2 years in duration (may be iterative until the participant achieves an exit benchmark).

*3 of 4*

---

What's involved in monitoring the SEE participant?

Monitoring includes gauging any support needed, keeping up to date on progress, and helping with the declaration of attendance if required.

*4 of 4*

---

Well done. You're ready to make referrals to SEE and now know how to manage a placement. Next, continue to the course



summary.

CONTINUE

# Summary

---



## Let's recap

The SEE program (or SEE) provides free, accredited training in language, literacy, numeracy and digital skills, setting a firm foundation for work or further study. As a provider, you'll play an important role in connecting participants with SEE who have limited ability to read, write, do maths or navigate digital spaces.

The steps you'll need to take to connect participants to SEE and monitor their progress are outlined below.

- 1 Identify participants who are eligible and would benefit from SEE.
- 2 Discuss SEE with the participant, promoting its benefits and addressing barriers, misconceptions and concerns.

3

Refer participant to SEE and book a PTA with a SEE provider.

4

Monitor and support participants who have commenced in a SEE course, including addressing barriers and issues, adjusting their job search requirements, monitoring their progress and supporting them to report their attendance online.

Understanding your participants and connecting them with SEE is an important component of tailoring your service and supporting their pathway to sustained employment.

---

Congratulations, you have now completed the SEE training module and should be ready to support your participants with low literacy, numeracy and digital literacy to become job ready.