Grant Guidelines – updated 24 February 2020

Smart and Skilled Behavioural Insights Grant
(N.B. Apprenticeships and Traineeships are out of scope)

Stage 2: Full Grant Application deadline: 20 March 2020

These Grant Guidelines (**Guidelines**) are issued by the Department of Education to provide interested parties with background on the grant opportunity, eligibility and scored criteria, and guidance on how to complete and submit an EOI and Full Grant Application. Applicants are advised to read all sections of the Guidelines prior to starting work on their Expression of Interest and Full Grant Application.
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Contents

1. Introducing the Smart and Skilled Behavioural Insights Grant opportunity

The Smart and Skilled Behavioural Insights Grant Program (**Grant**) is an initiative of the NSW Skills Board and the NSW Department of Education (**Department**), to trial new behaviour based approaches to better support completion rates in Vocational Education and Training (**VET**) and transitions into work from VET.

Behavioural insights

'Behavioural insights' draws on research from behavioural and social sciences to understand how people make decisions, including insights from behavioural economics, psychology, anthropology, sociology and neuroscience. This evidence is used to design better public policies, enhance services and improve the lives of citizens.[1]

Traditionally, many policies and programs have been developed with an underpinning in economics, which assumes that people will always act in a rational manner in their own self-interest. However, people are complex, often unaware of their biases and influences, and the context in which they make daily choices is dynamic.

Another approach to policy is to 'steer people's choices in directions that will improve their lives' without denying individual agency or significantly changing their economic incentives.[2] This can be done through subtle changes to the way decisions are framed and conveyed, based on a richer understanding of the social, cognitive and emotional behaviour of individuals.[3]

Grant purpose

The Grant is designed to develop knowledge of evidence-backed behavioural interventions that can make a positive impact on outcomes for VET students. Developing this evidence base is critically important to inform future policy, programs and partnerships undertaken by government and other parties.

The Grant will support Applicants to leverage behavioural insights to improve outcomes for Smart and Skilled (NSW government-funded) VET students. Grants are available to support Applicants and other VET stakeholders to trial and evaluate innovative approaches to influence Smart and Skilled student behaviour to increase completion rates of VET and successful transitions to work from VET. It may also be possible to achieve these outcomes by targeting the behaviour of other stakeholders, such as trainers, employers, parents, teachers, or other relevant stakeholders.

Evaluation

Rigorous evaluation of a project's effects is an essential component of the Grant. EOIs and Full Grant Applications will be assessed to ensure that projects have clear goals and measures of success.

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[1] Institute for Government and Cabinet Office, 2010, *MINDSPACE: Influencing Behaviour Through Public Policy*, London: Institute for Government.
[2] Thaler, R, and Sunstein, C, 2008, *Nudge: Improving Decisions About Health, Wealth, and Happiness*, New Haven: Yale University Press.
[3] Service, O, Hallsworth, M, Halpern, D, Algate, F, Gallagher, R, Nguyen, S, Ruda, S, Sanders, M with Pelenur, M, Gyani, A, Harper, H, Reinhard, J and Kirkman E (2015), *EAST Four simple ways to apply behavioural insights*, https://www.behaviouralinsights.co.uk/wp-content/uploads/2015/07/BIT-Publication-EAST_FA_WEB.pdf

Progress updates

Successful grantees will be required to provide progress updates at regular intervals to the Department to monitor implementation and progress of the project.

1.1 Objectives

As a whole, the Grant aims to:

1. generate insights into motivating behaviour change, which can be used to inform future policy, programs and partnerships undertaken by government and other parties;

2. accelerate the adoption of behaviour-based approaches, through projects which do not require ongoing government funding, can be scaled up, replicated and adopted and modified to solve similar problems; and

3. expand and advance the range of behaviour-based approaches to achieving the Outcomes.

   (**Objectives**)

1.2 Outcomes

The outcomes of the Grant are to:

1. increase completion rates of students in Smart and Skilled VET qualifications (excluding Apprenticeships and Traineeships); and

2. improve Smart and Skilled VET completers' success in transitioning to work (excluding Apprenticeships and Traineeships).

   (**Outcomes**)

Projects need to achieve **one or both** of the Outcomes.

The Department and the NSW Behavioural Insights Unit have conducted behavioural insights based trials with Apprentices and Trainees. As this work is ongoing, the Department wishes to expressly target non-Apprenticeship and non-Traineeship cohorts.

1.3 Available funding

The total funding for the Behavioural Insights Grant program is $500,000, which is intended to fund multiple individual grants. Projects with in-kind support or additional funding secured from other sources are encouraged, as are projects that have already secured the co-operation of Smart and Skilled (**S&S**) Registered Training Organisation(s) (**RTO**) and other relevant stakeholders.

Applicants are advised to make submissions requesting funding up to the value of $150,000 (GST exclusive). If, however, Applicants are able to better achieve the Target Outcome or add a further comparison Intervention or cohort under the same approach, but require additional funding, then Applicants may make a separate additional submission requesting funding in excess of $150,000 (GST exclusive), i.e., make two submissions, one submission for less than or equal to $150,000 **and** a second submission for more than $150,000.

This is a one-off grant and projects that require recurrent funding will not be considered.

1.4 Deadlines

Stage 1: Expressions of interest (**EOI**) deadline for Grant Applicants: 17 January 2020

Stage 1: EOI deadline for S&S RTO participants: 17 January 2020

Stage 2: Full Grant Application deadline: 20 March 2020

1.5 Grant process

Grant opportunity opens

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Stage 1: You complete and submit an EOI

You complete an EOI form addressing eligibility criteria and scored criteria. Talk with other like-minded people and/or groups (such as S&S RTOs) about the possibility of a project as part of a consortium. Projects undertaken by a range of people and/or organisations working together may have broader benefits and may strengthen an EOI.

S&S RTOs that wish to potentially participate in a project should complete and submit the S&S RTO participant EOI form. The Department will work to publicise this on its website.

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Stage 1: Assessment of EOIs

EOIs from Applicants will be assessed by a panel against eligibility criteria and scored criteria and provide recommendations for successful EOIs to progress to Stage 2.

The Department will try to match relevant EOI Applicants with relevant S&S RTOs (who submitted a S&S RTO participant EOI form) that may be suitable for your project.

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Stage 1: Notification of outcome of your EOI

The Department advises if your EOI has been successful or unsuccessful.

Successful EOI Applicants and suitable EOIs from S&S RTOs will be provided with each other's contact details in order for each party to explore the opportunity for collaboration.

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Stage 2: You are invited to complete and submit a Full Grant Application

The Department will invite successful EOI Applicants to submit a Full Grant Application. The Department may provide recommendations to improve your project.

Grant Applicants complete the Full Grant Application form, providing additional information about the project outlined in your EOI.

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Stage 2: Assessment of Full Grant Applications

Full Grant Applications will be assessed by a panel against scored criteria and consider overall value for money in comparison to all of the other Full Grant Applications.

Stage 2: Notification of outcome of your Full Grant Application
The Department advises Grant Applicants if their Full Grant Application has been successful or unsuccessful. We may not notify unsuccessful Applicants until Funding Deeds have been signed by successful Applicants.

Negotiation and signing of Funding Deed
The Department will enter into negotiations with a view to entering into a Funding Deed with you if your Full Grant Application is successful.

Once Funding Deeds have been signed, any remaining Grant Applicants will be notified of the outcome of their Full Grant Application.

Delivery of grant
You undertake grant Activity and meet Milestones as agreed in the Funding Deed.

You complete final report
You report on outcomes from the project.

1.6 Expected timeline

Expected timeline

Activity	Timeframe	Cumulative Timeframe
Stage 1: You complete and submit an EOI (N.B. Office closure of two weeks from 23 December 2019 to 3 January 2020)	5 weeks (excluding 2 week office closure period) 2 December 2019 – 17 January 2020	7 weeks (including 2 week office closure period)
Stage 1: Assessment of EOIs	3 weeks 20 January 2019 – 7 February 2020	10 weeks
Stage 1: Notification of outcome of your EOI	2 weeks 10 February 2020 – 21 February 2020	12 weeks
Stage 2: You are invited to complete and submit a Full Grant Application	4 weeks 24 February 2020 – 20 March 2020	16 weeks

Activity	Timeframe	Cumulative Timeframe
Stage 2: Assessment of Full Grant Applications	6 weeks 23 March 2020 – 1 May 2020	22 weeks
Stage 2: Notification of outcome of your Full Grant Application	2 weeks 4 May 2020 – 15 May 2020	24 weeks
Negotiations and signing of Funding Deed		On execution of the Funding Deed
Commencement date		On execution of the Funding Deed
Completion date		Subject to individual Funding Deeds

2. Benefits of completing VET and transitioning into a job

The Smart and Skilled program of NSW government-funded training was introduced in 2015 to support growth in the NSW economy by increasing productivity and workforce participation through lifting the skill base. Central to Smart and Skilled is a demand-driven training entitlement designed to encourage more people to take up entry-level training and build pathways to higher-level qualifications.

Smart and Skilled qualifications are subsidised by the NSW Government so that all people in NSW are able to:
1. learn and achieve;
2. contribute to, and benefit from, the economy; and
3. participate and feel culturally and socially connected.

The Department is focused on supporting a State outcome, of a skilled and employable workforce.

Since 2017 the Department has conducted a yearly NSW Student Outcomes Survey (**SOS**) of past Smart and Skilled students, in partnership with the National Centre for Vocational Education Research (**NCVER**). The SOS collects information on VET students' reasons for training, experience and satisfaction with training, and employment and further study outcomes. The 2018 NSW SOS, which generated over 50,000 responses, showed generally high satisfaction with training and with training providers, especially for students who completed their qualification. It also revealed that a student is more likely to transition into a job (where they didn't have a job prior) if they completed their qualification.

3. Eligibility

3.1 Eligibility

To be eligible to apply for a Grant, you must:

1. be one of the following entity types:
   a) Company
   b) Co-operative
   c) Incorporated Association

d) Incorporated Trustee on behalf of a Trust (signed Trust Deeds and any amendments to the Trust Deed must be provided)
e) Partnership (signed Partnership Agreement and any amendments to the agreement must be provided)
f) Person
g) Sole Trader
h) Statutory Entity
i) TAFE NSW

(**Eligible Entity**)

2. have an Australian Business Number (**ABN**) or be willing to obtain one prior to execution of the Funding Deed;

3. be registered for the purposes of GST or be willing to register prior to execution of the Funding Deed;

4. if a Person or Sole Trader, be a permanent resident of Australia; and

5. have an account with an Australian financial institution.

You are not eligible to apply for a grant through this grant opportunity if you are:

1. a Federal, State, Territory or Local government agency (except for TAFE NSW);

2. an unincorporated association; or

3. an overseas resident.

3.2 Consortia

Some entities may apply as a consortium to deliver the project. A consortium is two or more entities that are working together to combine their capabilities to develop and deliver a project. For example, an academic and a S&S RTO may work together to develop and deliver a project or several S&S RTOs may work together to develop and deliver a project.

If you are making a submission on behalf of a consortium, a member entity or a newly created entity must be appointed as the 'Lead Applicant'. The Lead Applicant must meet the eligibility criteria. Only the Lead Applicant will enter into a Funding Deed with the Department and will be responsible for the project. The Lead Applicant must complete the EOI and Full Grant Application forms and identify all other members of the proposed consortium in the relevant form.

Note that Eligible Entities may apply as the Lead Applicant of a consortium which includes Federal, State, Territory and Local government agencies as consortium members (for example, some agencies are also S&S RTOs). For clarity, ineligible entities are not eligible to apply as solo or Lead Applicants.

3.3 What the Department is looking for

The Grant is looking to fund projects that identify, develop, implement, test and evaluate the best behaviour-based ideas to motivate action to achieve the Outcomes. The Grant will not fund awareness raising (education campaigns), theoretical research projects or investments in capital assets or infrastructure.

The Department is looking for projects that:

1. identify and assess relevant **Behavioural Influences and Mental Shortcuts**;
2. remove or reduce relevant **Barriers to Action** to achieve Outcomes;
3. apply one or more of the **Behavioural Insights Tools**;
4. collect and review data to measure and evaluate the effectiveness of behaviour-based approaches to achieve the Target Outcome; and
5. produce a report that captures the results, evidence, knowledge and insights gained, in order for the Department to promote adoption of successful Interventions throughout the VET sector.

See sections starting with the title 'The importance of behaviour' for further information on bolded terms above.

3.4 Project examples – applying the tools

The following are examples of behaviour-based approaches of interest:

1. **Increasing apprenticeship course attendance through behavioural interventions**:
    a. the NSW Behavioural Insights Unit ran a randomised controlled trial with Training Services NSW and TAFE NSW to increase the proportion of course lessons that apprentices and trainees attend;
    b. fieldwork revealed that the two key barriers to course completion were:
        i. a disconnect between formal study and on-the-job learning; and
        ii. insufficient employer support.
    c. at work, learners often do not communicate what they are learning to their employers. Consequently, employers do not fully value the training their learners receive;
    d. employers are also often unaware of what their learners are studying at TAFE NSW so they cannot give them a chance to directly practice their skills at work. Due to this disconnect, both employers and learners have negative perceptions about the value of the training they receive;
    e. the employers of the students in the intervention group received behaviourally informed text messages for one semester prompting them to give the student a chance to practice a recently learnt skill on the job or to talk to the student about that topic; and
    f. the text messages to employers were effective in increasing the students' class attendance by 3.1 percentage points.

    Using feedback, i.e. what the students were learning and actionable information in the text message, they were able to increase class attendance over the course of the semester the trial ran.[4]

2. **Financial incentives and buddies**:
    a. the UK Behavioural Insights Team worked with 21 Children's Centres in England to test whether social commitments between classmates could

[4] NSW Behavioural Insights Unit, 31 May 2019, *Increasing Apprenticeship Course Attendance Through Behavioural Interventions*

increase engagement and effort towards the shared goals. The students were parents of young children;
b. each student was buddied up with another student in the class randomly;
c. they were informed that they would receive £2.50 x length of course, if they attended at least 60% of classes or £5.00 x length of course, if they attended at least 80% of classes;
d. so for a course that lasts 10 weeks, they would receive £25 (£2.50 x 10 weeks) if they attended 60% of classes or £50 (£5.00 x 10 weeks) if they attended 80% of classes;
e. there was an 'individual incentive group' and a 'buddy incentive group'. The crucial difference being that in the 'buddy incentive group', students would only be entitled to the financial reward if both buddies' attendance was 80% or higher;
f. there was also a 'control' group who were not told about the incentive;
g. students also received a 'stamp card', which they shared with their buddy; and
h. both groups performed better that the control group. The individual incentive group increased attendance by 21.8 percentage points and the buddy incentive group increased attendance by 31.7 percentage points.

Using social commitments, financial incentives, feedback and recognition (in the form of stamp cards) they were able to significantly increase engagement and effort towards a goal and thereby increase course retention.[5]

4. Stage 1: Expression of Interest

4.1 Stage 1: Purpose of EOI form for S&S RTO participants

The EOI for S&S RTO participants is designed to potentially match:

1. Applicants which **are not S&S RTOs** and would like to collaborate with S&S RTOs; and

2. Applicants which **are S&S RTOs** and would like to collaborate with other S&S RTOs.

There is no scored criteria for the EOI for S&S RTOs as matching will depend on the EOI from Grant Applicants. If there is a potential match, then:

1. both parties will be provided with each other's contact details;

2. the Grant Applicant will be provided with a completed copy of the S&S RTO EOI participation form; and

3. the S&S RTO will be provided a brief description of the Grant Applicant's proposed project,

in order for each party to explore the opportunity for collaboration and negotiate the terms of agreement including funding arrangements.

To facilitate an efficient matching process, where S&S RTOs submit their EOI within the first two weeks the EOI is open, the Department will publish their details on the website and

[5] Hume, S, O'Reilly, F, Groot, B, Selley, E, Barnes, J, Soon, X-Z, Chande, R and Sanders, M, February 2018, Retention and Success in Maths and English: A Practitioner Guide to Applying Behavioural Insights, The Behavioural Research Centre for Adult Skills & Knowledge, Behavioural Insights Team

potential Grant Applicants will be able to look on the website and contact S&S RTOs which may be suitable for their project. Where S&S RTOs submit their EOIs after the first two weeks, the Department will endeavour to publish their details on the website, but makes no guarantee that this will occur.

4.2 Stage 1: Purpose of EOI form for Grant Applicants

The purpose of the EOI for Grant Applicants is designed to balance:

1. the needs of the Department to receive sufficient information which provides confidence that the EOI has merit and should be developed further at the next stage (Stage 2 Full Grant Application); and

2. the time and resource constraints faced by Applicants, and the frustrations associated with being unsuccessful after committing significant time and resources into a Full Grant Application.

4.3 Stage 1: Determine eligibility

Determine whether you are eligible.

Eligible Lead Applicants may collaborate with ineligible entities as consortium members. Please note that the Department will only enter into a Funding Deed with an Eligible Entity (Lead Applicant) that will be responsible for the project and the expenditure of funds.

4.4 Stage 1: Submit an EOI

Applicants are required to submit an Expression of Interest for assessment to determine whether their project meets the criteria to progress to the Full Grant Application stage (Stage 2). Applicants are advised to provide substance and information in their EOI, rather than a 'sales pitch'.

Applicants are advised to read all sections of these Guidelines prior to starting work on their EOI

Applicants are responsible for ensuring that their EOI is complete and accurate. Giving false or misleading information will exclude the EOI from further consideration. Incomplete EOIs will not be assessed.

Late EOIs will not be considered unless there were exceptional circumstances beyond the applicant's control resulting in an inability to meet the stipulated deadline, e.g. natural disasters, personal tragedy of key personnel.

EOIs must be submitted electronically.

Applicants are advised to keep a copy of their EOI and any supporting documents.

4.5 Stage 1: Scored criteria for EOI

The scored criteria for the EOI is the same as the scored criteria for the Full Grant Application, which can be found in the section titled 'Scored criteria'.

4.6 Stage 1: Notification of outcome of EOI

Applicants will be notified whether their EOI has been successful or unsuccessful.

5. Stage 2: Full Grant Application

5.1 Stage 2: Submit a Full Grant Application

If an Applicant has been notified that their Stage 1: EOI has been successful, then they will be invited to submit a Full Grant Application. All Full Grant Applications must be submitted electronically.

Applicants are advised to read all sections of these Guidelines prior to starting work on their Full Grant Application.

Applicants are responsible for ensuring that their Full Grant Application is complete and accurate. Giving false or misleading information will exclude the Full Grant Application from further consideration. Incomplete Full Grant Applications will not be assessed.

Late Applications will not be assessed unless there were exceptional circumstances beyond the applicant’s control resulting in an inability to meet the stipulated deadline, e.g. natural disasters, personal tragedy of key personnel.

Applicants are advised to keep a copy of their Full Grant Application and any supporting documents.

5.2 Stage 2: Full Grant Application checklist

Please complete and/or attach the following documents:

1. Complete Full Grant Application Form (required)
2. Pro-forma Program Logic Model (required)
3. Pro-forma Project Work Plan and Budget document (required)
4. Pro-forma Detailed Evaluation Plan (required)
5. Consortium member commitment letters (required if applying as the Lead Applicant of a consortium)
6. Target Cohort journey map (optional)

5.3 Stage 2: Notification of outcome of Full Grant Application

Applicants will be informed in writing whether their Full Grant Application has been successful.

The Department:

1. makes no commitment to fund any Applicant;
2. may choose which Applicants to fund, if any, at its sole and absolute discretion; and

3. shall not be responsible for any cost or expenses incurred by any Applicant, including any costs or expenses associated with preparing and submitting responses to this call for proposal.

5.4 Stage 2: Negotiation of Funding Deed

The Department will enter into negotiations with successful Applicants, with a view to entering into a Funding Deed.

Any funding granted would be subject to applicable reporting, performance and accountability requirements under a Funding Deed.

5.5 Stages 1 and 2: Support for completing forms

For questions about the Smart and Skilled Behavioural Insights Grant, Applicants should review the Frequently Asked Questions (FAQs).

Now that the Grant is open, probity standards prevent the Department providing entities additional assistance and guidance on an individual basis, as it can be perceived as unfair support. However, Applicants are encouraged to contact the Department and where we are able to clarify matters or provide further information, we will publish the query and response (where it has not already been addressed) so the same information is available to all Applicants.

Contact details:

NSWSkillsBoard.Secretariat@det.nsw.edu.au

Cynthia Cherian, Senior Project Officer, telephone: 02 8267 7623

6. Smart and Skilled Behavioural Insights Grant

6.1 Grant target area – Engaging online learners

The grant seeks to fund projects which will increase the completion rate for students undertaking Smart and Skilled VET qualifications online (excluding Apprenticeships and Traineeships).

Target Outcome	Increase completion rates for students undertaking Smart and Skilled qualifications online. In Stage 2: Full Grant Application, Applicants are required to quantify the expected increase for their Target Cohort, e.g. increase completion rates by X percentage points for Target Cohort undertaking Y qualification(s) online.
Problem Statement	Learners enrolled in qualifications delivered online only can find it difficult to remain engaged and are therefore more likely to drop out.
Research	The **research** has found that online learners:

	1. frequently experienced a lack of support and guidance from the RTO and/or teacher; 2. experienced poor responsiveness to queries by the RTO and/or teacher, including receiving feedback, answers and marks from the teacher; 3. found it hard to remain motivated without the face-to-face contact; and 4. found it difficult to study from home, particularly those who were only able to study at night after a day at work or the family had gone to bed.[6]

Information about Smart and Skilled students who study online

Studying full qualifications online has grown as a proportion of other modes of delivery from 2016 to 2018 (11,634 to 15,531). However, completion rates are lowest for online learners compared to other delivery modes.

The disadvantage rate amongst students studying online is high. Students experiencing disadvantage may include Aboriginal or Torres Strait Islander people, people with a disability and individuals who are long-term unemployed.[7] An S&S RTO may identify other students who are also experiencing disadvantage for a variety of reasons.[8]

On average the number of students studying full qualifications online by region (metro versus regional NSW) is evenly split with similar completion rates.

The vast majority (74%) of students studying full qualifications online are female. Female students tend to select certain Fields of Education that have comparatively low completion rates, such as ‘Management and Commerce’, ‘Society and Culture’ and ‘Health’.

For more information on online learners, see:

1. section below titled ‘Further information on online learners’; and
2. the report ‘Online delivery of VET qualifications: current use and outcomes’ by Tabatha Griffin and Mandy Mihelic, National Centre for Vocational Education Research.

6.2 Grant target area – Enabling appropriate qualification selection

The grant seeks to fund projects which will reduce Smart and Skilled VET qualifications dropout rates due to inappropriate qualification selection and thus increase the likelihood of completions (excluding Apprenticeships and Traineeships).

Target Outcome	Increase student completion rates of Smart and Skilled VET qualification by enabling appropriate qualification selection. In Stage 2: Full Grant Application, Applicants are required to quantify the expected increase for their Target Cohort, e.g. increase completion rates by X percentage points by enabling appropriate qualification selection for Target Cohort undertaking Y qualification(s).

[6] Woolcott Research & Engagement, July 2017, *Drivers of Participation and Completion of VET*, pgs. 9 and 30
[7] Smart and Skilled Operating Guidelines 6 May 2019, page 6, clause 2.3.
[8] Ibid

Problem Statement	Students often select qualifications inappropriate for their needs or preferences, leading to unmet expectations and dropouts.[9]
Research	The **research** suggests that poor choice of qualification is due to multiple factors, including but not limited to: 1. difficulty navigating a plethora of information;[10] 2. poor information on course content and expected student workload; [11] 3. not having a clear idea of future study and work goals;[12] and 4. a lack of confidence in one's own academic abilities and reasons for doing a course, particularly for young people.[13]

Information on Smart and Skilled students who had unmet expectations of training

In the 2018 NSW Student Outcomes Survey of students who participated in Smart and Skilled training, the top 3 reasons for non-completion were as follows:

Top 3 reasons for non-completion	Percentage
Family or personal reasons	33%
The training was not what I expected	17%
Changed jobs or started a new job	16%
Total	**66%**

When **compared with other non-completers**, students who stated that 'the training was not what I expected' had the following features:

1. they were least likely to have received at least one job-related benefit from the training;
2. they were the most likely to be dissatisfied with RTO-level factors such as:
    a. teaching;
    b. learning resources;
    c. assessment;
    d. facilities;
    e. equipment; and
    f. the level of information provided about the course by the RTO.
3. they were also the least likely to have completed at least one assessment or test; and
4. they were also the most likely to state that they required help but did not receive help (the survey question does not distinguish between whether they asked for help and did not receive help or whether they did not ask for help and did not receive help).

When **compared with completers** students who stated that 'the training was not what I expected' had the following features:

1. were more likely to have some form of disability: 33% versus 16% for completers;
2. were more likely to be studying a Certificate IV: 23% versus 16% for completers;
3. were more likely to be studying a Diploma or higher: 23% versus 16% for completers;
4. slightly more likely to be studying online: 25% versus 22% for completers; and
5. were less likely to be studying in a classroom: 58% versus 70% for completers.

[9] See note 6
[10] See note 6
[11] See note 6
[12] See note 6
[13] See note 6, pg. 19

6.3 Grant target area – Applicant to propose

Target Outcome	Applicants to propose a quantifiable Target Outcome, where the Target Outcome seeks to achieve one or both of the Outcomes.
Problem Statement	Applicants to propose a Problem statement.
Research	Applicant to cite research which supports the Problem statement.

To obtain research and data, Applicants are encouraged to explore the websites for:

1. Business Reporting (public Tableau dashboard): quantifies NSW funded training;
2. the National Centre for Vocational Education Research; and
3. the NSW Skills Board – Research and publications.

6.4 The importance of behaviour – Behavioural Influences and Mental Shortcuts

The following non-exhaustive list of **Behavioural Influences and Mental Shortcuts** demonstrate why and how people make decisions:

1. **Anchoring and adjustment**: to make an estimate by applying adjustments to a particular reference value (i.e., the 'anchor').[14] Anchoring is a particular form of priming effect, whereby initial exposure to a number serves as a reference point and influences subsequent judgments.[15]

   An example of anchoring is the credit-card / tip system operated in New York taxis. Under this system, credit card systems automatically suggested a 30%, 25% or 20% tip. This caused passengers to think of 20% as the low tip, whereas the previous average was only around 8-10%. Since the installation of the credit card systems, average tips have risen to 22 percent (Grynbaum 2009).[16]

2. **Availability bias**: refers to the human tendency to judge an event particularly its likelihood or frequency, by the ease with which examples of the event can be retrieved from memory or constructed anew.[17] Information that readily comes to mind is used to make a decision rather than using a comprehensive set of facts that evaluates all options.[18]
   For example, investors may judge the quality of an investment based on information that was recently in the news, ignoring other relevant facts (Tversky & Kahneman, 1974).[19]

3. **Avoided loss / loss aversion**: people dislike losses more than they like equivalent gains. Loss aversion refers to our tendency to try to avoid losses.[20]

[14] Ly, K, Mazar, N, Zhao, M, and Soman, D, March 15, 2013, *A Practitioner's Guide to Nudging*. Rotman School of Management Working Paper No. 2609347. Available at SSRN: https://ssrn.com/abstract=2609347 or http://dx.doi.org/10.2139/ssrn.2609347
[15] https://www.behavioraleconomics.com/resources/mini-encyclopedia-of-be/anchoring-heuristic/
[16] https://www.tutor2u.net/economics/reference/anchoring-and-behavioural-choice
[17] https://www.tutor2u.net/economics/reference/availability-heuristic-or-availability-bias
[18] See note 14
[19] https://www.behavioraleconomics.com/resources/mini-encyclopedia-of-be/availability-heuristic/
[20] The Behavioural Insights Unit Report April 2018

4. **Choice overload**: the presence of too many choices for a particular decision, making it difficult to evaluate and decide.[21]

5. **Confirmation bias**: a predisposition to accepting information that confirms one's opinions or conclusions rather than information that is contradictory.[22]

6. **Endowment effect**: the inclination to value and pay more for an item that is already in possession than for an item that has yet to be attained.[23]

7. **Hyperbolic discounting**: suggests that valuation of costs and benefits based on time is not linear nor at a constant rate.[24]

8. **Information overload**: the presence of too much information in the environment, preventing the individual from evaluating and making a good decision.[25]

9. **Mental accounting**: money is mentally allocated to several 'accounts' such as clothing or entertainment rather than being perceived as fungible/interchangeable.[26]

10. **Messenger effect**: being heavily influenced by who communicates information.[27]

    For example messages delivered by an expert in the field can persuade people more effectively.

11. **Optimism bias**: is a person's tendency to overestimate their abilities, the quality of their plans and the likelihood of future success.[28]

12. **Present bias**: the tendency for people to systematically overweight present costs and benefits and underweight future costs and benefits.[29]

    For example, preferring to receive $15 today rather than $20 tomorrow.

13. **Reference bias / Social proof**: different groups of people have different reference points that they compare themselves to.[30] When an individual looks to the behaviour of their peers to inform their decision-making, and their tendency to conform to the same behaviour their peers are engaged in.[31]

    For example people surrounded by others with low skill levels, assess their abilities relative to others with low skill levels and may overestimate their own skills, reducing their inclination to invest in training as a result.

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21 See note 14
22 See note 14
23 See note 14
24 https://www.behavioraleconomics.com/resources/mini-encyclopedia-of-be/time-temporal-discounting/
25 See note 14
26 See note 14
27 See note 14
28 Sunstein, CR, 2014, Nudging: A Very Short Guide, 37 J. Consumer Pol'y 583, http://nrs.harvard.edu/urn-3:HUL.InstRepos:16205305
29 Samantha, B, 2017, *Annex B: Basic skills in workplaces – a behavioural insights perspective*, Government Social Research, Social Science in Government, Available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/690344/ANNEX_B_-_Basic_Skills_in_Workplaces_update_13March.pdf
30 Ibid
31 See note 14

14. **Representativeness** (similar to stereotyping): the use of similar attributes to judge the likelihood of an event occurring or the likelihood of a person being a particular way. This is in contrast to using a more comprehensive approach that would utilise statistics (e.g., base rates) to determine likelihood.[32]

    For example, we tend to develop ideas about how people in certain occupations should behave. A farmer, for example, might be seen as hard-working, outdoorsy, and tough. A librarian, might be viewed as being quiet, organised, and reserved. How well an individual fits into these representations of each profession affects our view of how probable it is they hold one of these positions.[33]

15. **Status quo bias**: an individual's preference to maintain their current state even if a small change would provide better results.[34]

    For example, not switching to a more cost effective energy provider or insurance provider.

16. **Willpower**: the fact that individuals only have a certain amount of willpower at any given time and that willpower needs to be replenished periodically.[35]

17. **Other**: Applicants are free to identify other behavioural influences and mental shortcuts that may be at play for the target cohort.

6.5 The importance of behaviour – Barriers to Action

Even when individuals are motivated and capable of changing, they may face the following non-exhaustive list of **Barriers to Action**:

1. **Ambiguity effect (lack of awareness and inadequate information at key moments)**: people are reluctant to make decisions if the outcome is unclear or ambiguous. People prefer options for which they know how likely they are to get a favourable outcome.[36]

2. **Capacity constraints**: lacking the time and expertise to identify opportunities and act on those opportunities.

3. **Financial constraints**: lacking sufficient funds to action intentions.

4. **Fixed mindsets**: where people believe that their abilities are fixed and unchangeable (as opposed to a growth mindset, where people believe that their abilities can be developed through effort).[37]

5. **Friction costs / hassle factors**: small inconveniences that deter people from taking action even if they have the desire, awareness, knowledge and financial incentives to act. Removing friction costs can make it easier for people to complete a task or change their behaviour.

[32] See note 14
[33] https://www.verywellmind.com/representativeness-heuristic-2795805
[34] See note 14
[35] See note 14
[36] The Behavioural Insights Unit Report April 2018
[37] See note 29

6. **Illusion of explanatory depth**: the overconfidence that people have of how well they understand complex phenomena.[38]

7. **Ingrained habits**: many daily choices are automatic habits that are hard to change.

8. **Scarcity mindset**: a mental state which causes people to make poor long-term decisions by focussing on the present and on scarce resources.[39]

   Examples of scarce resources include time, money and food. Scarcity in these domains can induce a scarcity mindset that influences other behaviours/choices.

9. **Short-term focus**: people may perceive that what they are being asked to do have immediate costs that out-weigh any long-term benefits.

10. **Other**: Applicants are free to identify other barriers to action that may be relevant for the target cohort.

6.6 The importance of behaviour – Behavioural Insights Tools

The following non-exhaustive list contains **Behavioural Insights Tools**:

1. **Actionable information**: providing people with tailored information right when they need it, to support their decision-making for a specific behaviour.

   For example, receiving information about candidates being right before an election.

2. **Commitment/pre-commitment strategies/pledges**: by which people commit to a certain course of action.[40] People can be encouraged to make commitments and like to be consistent with their previous commitments[41] especially in public settings. Commitments are most useful when combined with other tools on this list. Committing to a specific action at a precise future moment in time better motivates action and reduces procrastination.[42] Reminding people of their commitments or using commitment devices (ways to encourage people to keep their commitments) can encourage people to do what they have said they will do.[43]

   For example, signing up now to pay an extra amount into your superannuation fund from the date of your next pay rise on 1 July.

3. **Competition**: harnessing the human tendency to want to outperform others in order to motivate action.

   For example, having a public leader board that is regularly updated showing each participant's position.

4. **Defaults**: making the desired behaviour the default and therefore easiest option and requiring people to 'opt out' if they don't want to participate.

[38] See note 29
[39] See note 29
[40] See note 28
[41] See note 36
[42] See note 28
[43] See note 36

For example, employers are required to contribute money into a superannuation fund and where an employee does not nominate a superannuation fund, then the money gets paid to the default superannuation fund of the employer's choosing.

5. **Ease and convenience**: people often make the easy choice. If the goal is to encourage certain behaviour, reducing various barriers (including the time that it takes to understand what to do) is often helpful. Resistance to change is often a product not of disagreement or of scepticism, but of perceived difficulty – or of ambiguity. If the easy choice is also fun, people are more likely to make it.[44]

6. **Eliciting implementation intentions**: people are more likely to engage in activity if someone elicits their implementation intentions, such as asking people if they plan to vote. Emphasising people's identity can also be effective ('you are a voter, as your past practices suggest').[45]

7. **Feedback**: giving people information about their performance, which helps to motivate behaviour changes necessary to increase their performance; this is especially effective if the feedback is personalised.

8. **Gain / loss framing**: people can react differently to a particular message or choice depending on how it is presented. Gain-framed messages highlight the benefits of a particular behaviour, as opposed to loss-framed messages, which highlight the risks.[46] This is linked to the loss aversion, and in many instances loss-framed messages have proven more powerful at eliciting a behavioural change.

9. **Gamification**: using the features of games with the aim of meeting a real-world goal; this can combine several behaviour change elements including feedback, social comparison (norms), competition, extrinsic motivation (prizes) and intrinsic motivation (fun) to achieve changes in behaviour.

10. **Goal setting**: when we make a plan to do something (especially if it is time-bound and realistic), we are more likely to follow through on it in the future, than if we just hope to do it. Goal setting can help people make concrete and specific plans, including identifying barriers they might encounter and how they will overcome them.[47]

11. **Informing people of the nature and consequences of their own past choices**: private and public institutions often have a lot of information about people's own past choices, for example, their expenditures on health care or on their electric bills. The problem is that individuals often lack that information. If people obtain it, their behaviour can shift.[48]

12. **Recognition**: giving positive, public feedback for a desired behaviour can help a new activity become a habit and can help create a new social norm.

13. **Reminders**: people tend to have a lot on their minds and when they do not engage in certain conduct (for example, paying bills, taking medication or making a doctor's appointment), the reason might be a combination of inertia, procrastination, competing obligations and simple forgetfulness. A reminder can have a significant

[44] See note 28
[45] See note 28
[46] See note 36
[47] See note 36
[48] See note 28

impact. Timing really matters; making sure that people can act immediately on the information in the reminder is critical.[49]

Reminders may be sent by email or text message, for overdue bills and upcoming obligations or appointments.

14. **Simplification**: complexity is a serious problem, partly because it causes confusion, partly because it can increase expense and partly because it deters participation in important programs. As a general rule, programs should be easily navigable, even intuitive. The effects of simplification are easy to underestimate.[50]

15. **Social norms**: people look to others for guidance on what to do; this tendency can be leveraged (e.g., through social marketing tactics) to help convince more people to take action.

    For example, when people were told in letters from the tax authority that most people in their area pay their tax on time, it significantly increased payment rates.[51]

16. **Other**: Applicants are free to identify other Behavioural Insights tools that may be at relevant for the target cohort.

By understanding and addressing these **Barriers to Action** and **Behavioural Influences and Mental Shortcuts** in project design, projects can more effectively motivate action using the **Behavioural Insights Tools** in the **Grant Target Areas**.

7. Guidelines for completing EOI and Full Grant Application

7.1 Scored criteria

The scored criteria for the EOI is the same as the scored criteria for the Full Grant Application. A review panel will assess and score eligible EOIs and make recommendations for projects to proceed to Stage 2: Full Grant Application. The method used to select potential projects to invite to Stage 2: Full Grant Application may involve comparative assessment of EOIs relative to other EOIs.

A review panel will assess and score eligible Full Grant Applications and make recommendations for project funding. The method used to select potential projects for funding may involve comparative assessment of Applications relative to other Applicants.

EOIs and Full Grant Applications will be scored based on the following criteria:

Scored criteria	Weight
Business Case: the project's program logic, rationale, risk assessment and extent to which it is likely to contribute towards the Outcomes and Objectives	20%
Innovation: the project goes beyond 'business as usual' and trials new approaches	10%
Performance Measures: valid metrics of appropriate scale	10%

[49] See note 28
[50] See note 28
[51] See note 3

Scored criteria	Weight
Project Work Plan (20%): a detailed, feasible work plan to achieve the Outcomes **Budget (10%):** eligible costs aligned to the work plan delivering good value for money	30%
Entity capacity, capability and collaboration: the staff, tools, consortium members and governance arrangements that would support the project and project evaluation **Consortia information:** enhancing capacity, demonstrating reach and achieving collaboration	15%
Evaluation Plan: an appropriate evaluation plan for the proposed evaluation approach	15%

The best approach to gaining grant funding for your project is to submit an EOI and Full Grant Application that comprehensively and clearly addresses all scored criteria and is supported by evidence and data.

7.2 Detailed guidance on completing a Full Grant Application form

Detailed guidance is provided for some sections of the Full Grant Application form. Applicants should use these sections to provide the information requested below, and write 'Not Applicable' in fields that do not apply to them.

Project information – Business Case (20%)

Applicants should answer this section and set out the **business case** for the proposed project. The business case should include:

1. a **Project Description and Program logic**: that explains how and to what extent the proposed project will lead to achievement of the Target Outcome (and ultimately one or both Outcomes). This should include:
    a. a description of the problem and its impact (this could include a Target Cohort journey map);
    b. an explanation of how the Activities will help solve the problem;
    c. a description of any assumptions made in the program logic;
    d. an explanation of the extent to which **Behavioural Influences and Mental Shortcuts** experienced by the target cohort and the **Behavioural Insights Tools** used by the project will reduce the **Barriers to Action** that the project proposes to address and achieve the Target Outcome.

    EOIs and Full Grant Applications will be assessed on the basis of the strength of the program logic and its relevance to the Outcomes.

2. **Target cohort(s)**: whose behaviour will change as a result of the project? Provide further details on the target cohort(s), including:
    a. how and why they were chosen;
    b. how you expect to recruit them; and
    c. how many you expect to recruit.

3. **Objectives**: how and to what extent will the proposed project contribute towards achieving the Objectives, i.e.:

   a. generate insights into motivating behaviour change, which can be used to inform future policy, programs and partnerships undertaken by government and other parties;
   b. accelerate the adoption of behaviour-based approaches, through projects which do not require ongoing government funding, can be scaled up, replicated and adopted and modified to solve similar problems; and
   c. expand and advance the range of behaviour-based approaches to achieving the Outcomes.

4. a **rationale explaining why and to what extent the project will be successful** and any **supporting evidence**. This could include:
   a. a history of managing similar projects and relevant past achievements, which includes your experience in developing, tracking and reporting on outcomes and performance measures successfully;
   b. a description of successful strategies that will be used to ensure achievement of project outcomes; and
   c. relevant case studies from other entities.

5. a **risk assessment** which identifies potential risks to successful project delivery, and includes mitigation strategies for each identified risk.

Required attachment to support this section: a pro-forma Program logic model (showing the links between the Target Cohort, project inputs, Activities and the expected outputs which achieve the Target outcome).

Optional attachment to support this section: Target Cohort journey map

Project information – Innovation (10%)

Applicants should explain how the proposed project is **innovative**. Points will be awarded for projects that go beyond 'business as usual' to make a substantial difference by testing and implementing new and innovative behaviour-based solutions which achieve one or both of the Outcomes.

Applicants should demonstrate an understanding of which other entities are delivering work similar to the proposed project, where applicable, and how the project will add to or enhance the range of 'behaviour-based' approaches.

Where other entities are delivering similar work, Applicants should outline what steps or measures will be taken to ensure that the project does not overlap with existing projects with the same Target Cohort.

Project information – Performance Measures (10%)

Applicants should complete this section **in full** to define their project metrics and provide numerical goals, i.e. what measures will be used to demonstrate the effect of the Intervention on the Target Outcome.

Project information – Project work plan (20%) and budget (10%)

The pro-forma Project Work Plan and Budget document is designed to provide the Department with a clear idea of how the Applicant is going to carry out the project. It should demonstrate a systematic approach as to how all phases of the project will be accomplished. A comprehensive work plan with specific achievable Milestones provides confidence in the Applicant's capacity and is an indicator of likely project success.

Applicants are required to provide a detailed and robust **project work plan**. Care should be given to identify each of the major Milestones required to deliver and evaluate the project. Applicants should describe each Milestone separately. Milestones may need to be broken down into Activities to be described on separate rows.

A viable **project work plan** should include:

1. Milestones, Activities, timelines, Performance Measures and any Deliverables that are practical given the resources requested for the project;

2. identification of which staff member or consortium member will be responsible for each Activity and the amount of time they will devote; and

3. sufficient detail of Activities to enable reviewers to understand specifically what will be delivered, when, by whom and to what end.

The **budget** should:

1. correspond to the Activities identified by the Applicant;

2. be presented sequentially;

3. explain how your requested amount of grant funding is proportionate to the scale, benefits and number of participants supported by your project and therefore show that the project will use grant funding efficiently and effectively; and

4. provide the dollar value and source of cash and/or in-kind contributions from the Lead Applicant or other funders. Applicants are encouraged to identify other sources of funding to cover eligible and ineligible expenditures required to deliver the project.

The Project Work Plan and Budget document provides full instructions on what is required in a work plan and budget and provides an example of the type of information and level of detail required.

Eligible and ineligible expenditure

Project personnel:	
Eligible expenditure	**Ineligible expenditure**
• Staff salaries or wages and on-costs directly attributable to the project • Training costs that are relevant, appropriate and in line with the project • Payment to sub-contractors to perform project Activities	• Permanent non-project staff salaries and benefits • Bonuses • Membership fees • Honoraria and gifts

Project goods and services (e.g., for meetings, workshops and/or events):	
Eligible expenditure	**Ineligible expenditure**
• Rented space and equipment e.g. laptops, meeting rooms	• Purchased equipment and capital for the project* e.g. land, fixtures to the land, building renovations.

	*Project equipment should be rented and not purchased in most cases. However, the Department may approve of purchase of project equipment if: 1) total rental costs are greater than the one-time purchase cost; 2) the equipment is not a type found in a normal office environment; and, 3) it is unlikely that the recipient would purchase the equipment if not for the project.

Project-related travel, accommodation and hospitality:	
Eligible expenditure	**Ineligible expenditure**
• Domestic travel costs including transportation, meal costs and accommodation • Hospitality for meetings, workshops, and/or events	• Travel outside of Australia • Alcoholic beverages • Entertainment • Anything not directly attributable to the project

Project administration: Up to 15% of the funding amount	
Eligible expenditure	**Ineligible expenditure**
• Support services: time spent by staff in HR, finance, IT, administration and communications that is directly attributable to the project • Expenses: telephone, postage/courier charges, stationery, printing and photocopying charges incurred in carrying out a project	• Ongoing organisational expenses • Overhead costs**: mortgage, rent, utilities, insurance for regular operations. **Overhead costs are not eligible as they would be incurred for regular business and are not directly associated with the delivery of the project. Eligible expenditures must be project specific and incremental to the existing expenses of the Applicant.

Other	
Eligible expenditure	**Ineligible expenditure**
• Other project-related costs	• Costs to attend and travel to conferences • Overseas travel • Retrospective costs, that is costs incurred prior to the commencement of the Funding Deed, including costs incurred in the preparation of your EOI and Full Grant Application or related documentation • Costs of business-as-usual activities that are not part of the project being delivered under the Funding Deed

Required attachment to support this section: completed Project Work Plan and Budget document.

Project information – Entity capacity, capability and collaboration (15%)

Applicants should complete this section to demonstrate capacity, capability and collaboration to deliver and evaluate the proposed project, by including information on:

1. the staff, tools and governance arrangements that would support the project;

2. what makes the Applicant well positioned to deliver the project (for example, this might include a relevant track record of success for similar projects, connections with the target cohort, or distinctive experience, tools, or network); and

3. the qualifications, skills and relevant experience of the people or consortium members who will be responsible for each Milestone of the project, including project evaluation (as identified in the Project Work Plan and Budget document).

Consortium information

Consortia are encouraged and can serve to demonstrate reach, capacity, capability and broad support across stakeholder groups for the project idea. Applicants should complete this section **in full** to specify the roles and responsibilities of consortium members.

Applicants should complete this section **in full** if they are applying as the Lead Applicant of a consortium and provide relevant details of consortium members.

Commitment letters from consortium members should be included as attachments. Such letters should outline the value of cash commitments and/or in-kind support and clearly defined roles and responsibilities of consortium members, as well as any accountability towards project performance, risk and use of project funding.

Required attachment to support this section: commitment letters from consortium members.

Project information – Evaluation Plan (15%)

Evaluation plans will be scored based on the appropriateness of their proposed evaluation approach to their proposed project. See the evaluation guidance in section 8 for more information about evaluation.

Evaluation plans should address the following:

1. how the Target Outcome will be measured;

2. what secondary outcomes will be measured;

3. what sources of evidence will be used;

4. an approach to collect, analyse and report on the evidence. This should include all metrics identified by the Applicant;

5. what techniques will be used to analyse the data and evidence to show whether the Intervention had an effect, i.e. what worked, what didn't and why; and

6. what data will be collected to monitor any unintended consequences.

Required attachment to support this section: pro-forma Evaluation plan.

8. Evaluation guidance

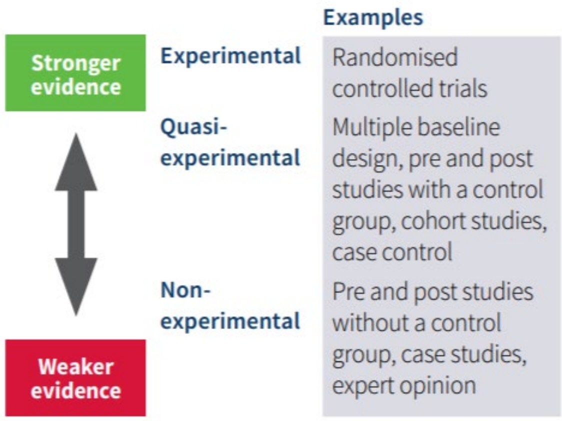
Outcome evaluation seeks to verify a causal link between defined activities and outcomes.[52] A good evaluation plan is crucial to finding out what works, what doesn't and why and any unintended consequences. In order to evaluate success, Applicants need to measure whether behaviour has changed as a result of the project.

Funded projects are expected to produce behaviour-based Interventions which support the achievement of Outcomes. Evaluating behaviour change can be a complex undertaking. This section aims to provide guidance and examples of approaching behaviour change and measurement. However, alternative approaches are welcomed, provided they are sufficiently detailed and likely to result in a strong evaluation of Target Outcomes (and ultimately one or both Outcomes).

8.1 What to evaluate?

There is a range of evaluation research designs you can use to show causal links between defined activities and outcomes. The methodologies can be divided into three main groups: experimental, quasi-experimental and non-experimental designs. Experimental and quasi-experimental designs need careful planning and may require ethics approval. While potentially costlier than non-experimental designs, they give much stronger evidence of program effectiveness.[53]

The figure[54] below shows the relative strength of evidence gained from each, and gives some example methodologies:



The methods of verifying a causal link between defined activities and outcomes are through one or more of the following:

1. **Experimental design**: is considered the strongest methodology for demonstrating a causal relationship between pre-defined program activities and outcomes.[55] It measures changes in the desired outcome for participants in an 'intervention' group and those in a 'control' group. Sufficient participants are ***randomly*** assigned, meaning there is negligible systematic difference between the groups. Results are therefore independent of selection processes and any associated bias.

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[52] NSW Government Program Evaluation Guidelines, January 2016, pg. 8 and 19 - 23
[53] Ibid pg. 8
[54] Ibid
[55] Ibid

2. **Quasi-experimental design**: is typically used when experimental designs are not feasible or ethical, but some form of control group is possible.[56] High quality quasi-experimental designs can show a causal link between pre-defined program activities and outcomes. These methods compare outcomes for program participants, either against a non-random control group or at different phases in the rollout of a program. High quality quasi-experimental designs are well suited to measuring program impact on intended outcomes.

   A ***multiple baseline*** design may be used for a phased rollout of a program.[57]

   A ***pre and post study*** involves observations about participants before and after the program. A ***pre and post study with a control group*** improves the validity of this study design and the strength of the evidence produced.[58] The control group may be selected randomly or more often is selected for suitability, thereby producing a quasi-experimental design. Any change in outcomes before and after the program that are not seen in the control group provides evidence that the effect is likely due to the program rather than some other factor.

   Cohort studies look at groups of people without intervening.[59] They can be forward looking or backward looking. They observe the cohort over a period of time to determine cause and effect.

   Case control studies are retrospective and clearly define two groups at the start: one with the outcome and one without the outcome.[60] They look back to assess whether there is a statistically significant difference in the rates of exposure to a defined risk factor between the groups. The main outcome measure in case-control studies is odds ratio.

3. **Non-experimental designs**: is also referred to as descriptive or observational studies. They do not involve a control group, but instead examine changes in participants before and after program implementation, or rely only on qualitative data, such as client and stakeholder interviews or expert opinion. They are the weakest methodology, unable to measure cause and effect, and should be avoided wherever possible.

   It is important to note however that qualitative data from stakeholders (such as program staff and clients) is essential for contextualising outcomes and is useful in providing a narrative around the quantitative data. Therefore quality outcome evaluations will typically include one or more qualitative methods (e.g. in-depth interview, focus groups) to complement a quantitative methodology.

   A ***pre and post study with no control group*** is defined as non-experimental because without a control group, effects cannot be attributed to the program as there is potential for influence from external factors.[61] It only measures whether a change in outcome measures has occurred since a program has commenced but the outcome is not necessarily due to the intervention.

[56] Ibid
[57] Ibid
[58] Ibid
[59] https://www.medicalnewstoday.com/articles/281703.php
[60] https://www.students4bestevidence.net/case-control-and-cohort-studies-overview/
[61] See note 52

Other examples include, measuring usage data (where you measure use of a tool that's been deployed) and self-reported data (eg surveying people before and after in order to determine what impact the intervention had on achieving the Outcomes).

8.2 How to evaluate?

The following is a simple example for illustrative purposes of a behaviour change evaluation which has elected to use a randomised controlled trial and usage data measurement tools.

Suppose an entity is launching a project which aims to increase completion rates for students undertaking a qualification online. The qualification goes for 10 weeks with 2 lessons to be completed each week. The interventions they introduce include buddying classmates and sending them behaviourally informed emails weekly, to stimulate discussions and check-ins utilising the online chat function.

1. **Identify two or more interventions to compare (e.g. current practice v proposed new practice)**.[62]

2. **Determine the outcome that the intervention is intended to influence**.[63] The entity has decided to focus on increasing completion rates for a particular Smart and Skilled VET qualification delivered online.

3. **Identify the specific behaviour(s) and behavioural change targeted**. The entity has conducted desktop research and fieldwork and identified the lack of face-to-face contact for students studying online can lead to a depletion of ***willpower*** to continue with the qualification and a ***scarcity mindset*** which deprioritises online class attendance i.e. progress through the two lessons each week so as to complete within 10 weeks.

   At the start of the qualification, each buddy is asked by the other about their intention to complete the course (***eliciting implementation intentions***) and then asked to ***commit*** to each other that they will attend at least 80% of online lessons and set up a regular time to chat with each other online.

   The entity targets this area of behaviour to increase the number of online lessons completed by the student and hence the completion rate of the online qualification.

4. **Select a measurement tool(s) to collect data on the targeted behaviour based on its appropriateness and participant consent**. The entity will target usage data e.g. whether the student opens the behaviourally informed emails, how often the student logs in per week to complete lessons, progress through each lesson per week, the duration of logins, and how often the chat function is used to communicate with their buddy.

5. **Apply the measurement tool to collect baseline data, before project activities begin**. Baseline data provides a useful starting point from which to improve. The entity obtains relevant data on previous cohorts.

[62] Haynes, L, Service, O, Goldacre, B and Torgerson, D, *Test, Learn, Adapt: Developing Public Policy with Randomised Controlled Trials*, pg. 19, Cabinet Office: Behavioural Insights Team. Available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/62529/TLA-1906126.pdf
[63] Ibid

6. **Decide on the randomisation unit**:[64] i.e. whether to randomise to intervention and control groups at the level of individuals, institutions (e.g. RTOs) or geographical areas. The entity decides to randomise at the individual level at an RTO.

7. **Determine how many units (people, institutions or areas) are required for robust results**.[65] The entity uses an appropriate sample size tool to determine the number of students required to ensure that the effect is likely due to the intervention and not due to other factors. [66]

8. **Assign each unit to one of the interventions, using a robust randomisation method**.[67] The entity looks at relevant student factors to ensure randomisation.

9. **Apply the measurement tool to collect project data at regular intervals (as stated in the Project Work Plan and Budget document)**. The entity collects all relevant data on a continuous basis and reviews the data and tracks progress weekly to develop a narrative around the results.

10. **Analyse data collected from the measurement tool to assess progress made on project outcomes**. Measure the results and determine the impact of the interventions.

11. Produce a **report** which provides details of the intervention and the results. It also captures the evidence, knowledge and insights gained from the project.

8.3 Evaluation glossary

To evaluate a project, Applicants need to identify and measure metrics that assess progress towards the Target Outcome (and ultimately one or both of the Outcomes). Applicants need to put forward suitable metrics for their project.

Please review the following evaluation terminology:

1. **Metrics – Goals**: for each metric, the target number that the project is aiming to achieve that measures progress towards the Target Outcome (provided by the project and proposed by the Applicant in the Performance Measures).

2. **Metrics – Actual**: for each metric actual numbers that measure progress towards the Target Outcome. The project needs to be designed in such a way so that data relating to metrics can be captured for the relevant Activity and/or Milestone.

3. **Target Outcome**: a number or percentage point increase proposed by the Applicant in relation to the Target Cohort identified by the Applicant. The Target Outcome, needs to achieve one or both of the Outcomes.

4. **Milestones**: work achieved to complete a significant phase of the project (proposed by the Applicant in the Project Work Plan and Budget document).

5. **Activities**: the tasks required to achieve a Milestone (proposed by the Applicant in the Project Work Plan and Budget document).

[64] Ibid
[65] Ibid
[66] Ibid pg. 26
[67] Ibid pg. 19

6. **Activity Performance Indicators**: the quantifiable results which measure success of the Activity, but not necessarily progress towards the Target Outcome or Outcomes (Activity Performance Indicators should be contained in the Project Work Plan and Budget document).

7. **Deliverables**: any relevant documents and/or reports.

Applicants should ensure their Evaluation Plan measures achievement of the Target Outcome (and ultimately one or both of the Outcomes), not just Activities and Activity Performance Indicators. In addition, while metrics are by their nature quantifiable, project evaluations should back up the metrics with narrative. While the metrics may indicate what works and what doesn't, the narrative should explain why.

9. Additional information

9.1 Funding Deeds

Project funding, if approved, will be provided to grant recipients under a Funding Deed between the Department and the grant recipient. Project funding will be paid according to agreed milestones and Performance Measures defined in the Funding Deed and Project Work Plan and Budget document.

Grant recipients will be responsible for managing and executing their projects in line with the Funding Deed. The Funding Deed will set out the terms and conditions governing the grant and may include:

1. project budget;
2. project management;
3. project Activities;
4. communication strategies for monitoring and reporting requirements, including progress reporting, audits and financial reports;
5. milestone, performance measures and deliverables;
6. mode and schedule of payment; and
7. contract termination and corrective action.

Successful grant recipients will:

1. be accountable to the Department for all monies and project components and will be considered to be the final decision-making authority among any partners for the project under the Funding Deed;
2. manage their project plan to meet financial and accountability reporting requirements and deliverables, as identified in the Funding Deed;
3. be responsible for the receiving, administering and allocating funds to any partners in accordance with the requirements of their agreements and may be required to open a separate bank account for the program funds;

4. be responsible for measuring results and reporting on their performance as required by their Funding Deed; and

5. be required to submit regular reporting that will be used by the Department to assess the progress of implementation, as well as compliance with financial and auditing requirements, as required by the Funding Deed.

The Funding Deed may require the grant recipient to develop formal agreements and/or memorandums of understanding with any project partners to whom funding may be flowed for the purpose of meeting project Outcomes or addressing obligations.

The Department will review all reporting and monitoring to ensure compliance with the Funding Deed and its terms and conditions.

It is anticipated that funding will be allocated in instalments according to a specific payment schedule and project phases. The payment of funding instalments will be dependent on the grant recipient meeting all program and reporting requirements under the Funding Deed.

You should consider speaking to a tax advisor about the effect of receiving a grant before you enter into a Funding Deed. You can also visit the Australian Taxation Office website for more information.

9.2 Acknowledgement

All materials related to grants under the program must acknowledge the NSW Government as follows:

‘Smart and Skilled Behavioural Insights Grant – a NSW Government initiative’.

9.3 Conflict of interest

A successful Applicant would be required to carry out the project and use the funds received without an actual, potential, or perceived conflict of interest.

A conflict of interest may include a situation where an applicant or any person who has the capacity to influence the applicant’s decisions, has outside commitments, relationships or financial interests that could, or could be seen to, interfere with the applicant’s objective, unbiased and impartial judgment relating to the Grant and the use of the funds.

Disclosure to the Department

As part of your Application, you will be asked to declare any perceived or existing conflicts of interests or that, to the best of your knowledge, there is no conflict of interest.

If you later identify that there is an actual, apparent, or potential conflict of interest or that one might arise in relation to a grant Application, you must:

1. disclose to the Department, without delay, any situation that a reasonable person would interpret as either an actual, potential, or perceived conflict of interest; and

2. comply with any terms and conditions that the Department may prescribe as a result of the disclosure.

9.4 Public access to government information

The *Government Information (Public Access) Act 2009* (NSW) (**GIPA Act**) created rights to information that are designed to meet community expectations of more open and transparent government. It encourages the routine and proactive release of government information, including information held by the providers of goods and services contracted by government agencies. Access to information is only restricted where there is an overriding public interest against disclosure under the GIPA Act.

Applicants are advised that the names and addresses of funding recipients, consortium members, the amount of funding provided and the purpose for which funds are provided is information that the Department may make available to the public.

Additionally, the Department may share Application information with others for the purpose of assessing eligibility and proposals and administering the Grant.

9.5 Privacy and personal information

Applicants must be mindful of their obligations under relevant legislation when preparing and implementing their grant and evaluation proposals to ensure they are complying with all requirements of law, including but not limited to all obligations with respect to the collection, protection, use and disclosure of personal information.

Applicants must ensure that they comply with the *Privacy and Personal Information Protection Act 1998* (**PPIP Act**) at all times, and the *Health Records and Information Privacy Act 2002* (NSW) (**HRIP Act**) when obtaining information about a person's health and other personal information. As part of your Application, you are required to declare your ability to comply with the PPIP Act, HRIP Act, the *Privacy Act 1988* (Cth), including the Australian Privacy Principles and to impose the same privacy obligations on any subcontractors that you engage to assist with your project.

The Applicant is responsible for complying with and ensuring consortium members and subcontractors comply with, all ethical and legal requirements relating to privacy, confidentiality and security of information, including the obligation under any Funding Deed that may be entered into, when carrying out their activities in connection with the proposed project, including but not limited to all evaluation and reporting activities.

Grant recipients will be expected to ensure the necessary rights and consents are obtained to use data and information as contemplated in this guide and any Funding Deed that may be entered into.

Additionally, any other legislation or laws relevant to privacy, work health and safety or anti-discrimination obligations that apply under State law are to be adhered to.

The NSW Government's privacy practices are regulated by the PPIP Act. For more information:

- contact the Office of the NSW Privacy Commissioner (www.lawlink.nsw.gov.au/privacynsw);
- refer to the NSW Department of Education's 'Privacy Internal Review Application' form; and
- refer to the NSW Department of Education's 'Privacy Management Plan'.

The Department will only collect personal information for a lawful purpose that directly relates to our primary function and services as a NSW government agency and for obtaining feedback about the effectiveness of our services. The Department will not collect any more information than is necessary for it to fulfil these functions. The Department will not disclose your personal information to anyone without your consent unless legally required or entitled to do so.

By submitting an Application, Applicants agree that if their project is selected for funding, information about the project will be publicly shared for the benefit of other communities and entities. Such information includes key findings, evaluation results and data and the lessons learned. Personal information about individuals will not be shared.

Public use could include: sharing lessons learned and best practices, contributing to evidence-based policy and program design and delivery, supporting further research and analysis based on data and findings from the Grant projects.

9.6 Rights of the Department

In submitting an EOI or Full Grant Application, the Applicant and S&S RTO participant is deemed to have acknowledged that the Department may:

1. communicate directly with any Applicant, potential Applicants or S&S RTO participants;

2. verify any information set out in an EOI or Full Grant Application with any Applicant, S&S RTO participant or with a third party;

3. make changes, including substantial changes, to these Guidelines and related documents including the EOI and Full Grant Application forms;

4. cancel this Stage 1: EOI and/or Stage 2: Full Grant Application process at any stage of the process; and

5. reject any or all EOIs or Full Grant Applications in its sole and absolute discretion.

10. Further information on online learners

See below for further information on Smart and Skilled online learners.

1. Studying **full qualifications online** has **grown as a proportion** compared to other modes of delivery from 2016 to 2018 as follows:

Studying full qualifications online	**2016**	**2017**	**2018**
Online based delivery (number of students)	11,634	12,165	15,608
Proportion compared to other modes of delivery	13%	14%	16%

2. For the period from 2016 to 2018 Smart and Skilled **students studying full qualifications online** had the following features:

	2016	**2017**	**2018**
Number of **all students** commencing full qualifications **online**	11,634	12,165	15,608
Proportion of online students experiencing **disadvantage**	66% (7,644)	68% (8,226)	67% (10,400)
Proportion of **non-disadvantaged** students	34% (3,990)	32% (3,939)	33% (5,208)

3. The **types of disadvantage** are as follows:

Disadvantage types	**2016**	**2017**	**2018**
Aboriginal and Torres Strait Islander	13% (1,536)	11% (1,303)	13% (1,972)
Disability dependent	0% (52)	0% (40)	0% (56)
Long-term unemployed	0% (43)	0% (16)	0% (29)
Multiple disadvantaged	7% (826)	12% (1,456)	11% (1,684)
Student disability	10% (1,184)	9% (1,144)	9% (1,420)
Welfare recipient	34% (4,003)	35% (4,267)	34% (5,239)
Proportion of online students experiencing **disadvantage**	**66% (7,644)**	**68% (8,226)**	**67% (10,400)**
Number of **all students** commencing full qualifications **online**	**11,634**	**12,165**	**15,608**

4. Students studying full qualifications by region is split fairly evenly:

Online commencements by region

	NSW Metro (Greater Sydney)			**Regional NSW** (the rest of NSW)		
	2016	**2017**	**2018**	**2016**	**2017**	**2018**
% and (number) of students commencing	49% (5,673)	48% (5,784)	54% (8,416)	51% (5,961)	52% (6,381)	46% (7,192)

5. Approximately 74% of students studying full qualifications online between 2016 – 2018 were female.

Online commencements of female students

	2016	**2017**	**2018**
% and (number) of female students commencing	74% (8,597)	74% (9,017)	75% (11,575)

a. The proportion of disadvantaged females studying online

Online commencements of disadvantaged female students

	2016	**2017**	**2018**
% and (number) of disadvantaged females commencing	67% (5,794)	69% (6,243)	68% (7,851)

b. The Field of Education with the highest commencements by female students studying online are as follows:

Top 3 Fields of Education chosen by female students studying online

	2016	2017	2018
Management and Commerce Total number of females commencing	3,361	3,253	3,729
Society and culture Total number of females commencing	2,866	3,335	4,396
Health Total number of females commencing	722	828	1,208
Sub-total top 3 FOE	**6,949**	**7,416**	**9,333**
Commencements in other Fields of education	1,648	1,601	2,300
Total FOE	**8,597**	**9,017**	**11,633**
% of top 3 fields of education	**81%**	**82%**	**80%**

Top 3 Fields of Education chosen by disadvantaged female students studying online

	2016	2017	2018
Management and Commerce % and (number) of disadvantaged females commencing	64% (2,149)	68% (2,207)	70% (2,610)
Society and culture % and (number) of disadvantaged females commencing	73% (2,102)	72% (2,399)	70% (3,089)
Health % and (number) of disadvantaged females commencing	58% (422)	64% (532)	60% (728)

11. Behavioural insights resources

General information on behavioural insights and frameworks

Name	Comment	Length
Behavioural insights for public policy: Case studies from around Australia, Behavioural Exchange June 2018	Provides a snapshot of over 20 case studies.	87 pages
EAST: Four simple ways to apply behavioural insights, Behavioural Insights Team (**BIT**)	Provides a framework for considering how behavioural insights may be used	53 pages
The BASIC Toolkit: Tools and ethics for applied behavioural insights, Organisation for Economic Cooperation and Development (**OECD**)	Provides a concise summary of behavioural insights, including summaries of different frameworks.	52 pages
The Behavioural Economics Guide 2018, Robert Cialdini and Alain Samson	Provides a comprehensive summary of Behavioural Economics, including terminology.	242 pages

Designing and implementing randomised controlled trials

Name	Comment	Length
A Practitioner's Guide to Nudging, Rotman School of Management	Provides a framework and process map to carry out nudges	28 pages
Developing behavioural interventions for randomised controlled trials: Nine guiding questions, Behavioural Economics Team of the Australian Government (**BETA**)	Provides a concise step-by-step guide to design and implement a randomised controlled trial	24 pages
Test, Learn, Adapt: Developing Public Policy with Randomised Controlled Trials, Behavioural Insights Team (**BIT**)	Provides an explanation of what a randomised controlled trial is and step-by-step guide to design and implement a randomised controlled trial	35 pages
Sample size calculator	Estimates the minimum sample needed for your experiment	N/A

Research or data on students

Name	Comment	Length
Behavioural Solutions for Youth Unemployment, Mind, Behaviour, and Development Unit, World Bank Group	Provides a framework for applying behavioural insights to youth unemployment problems.	16 pages
Business Reporting (tableau public)	Quantifies NSW funded training	N/A
Consumer information insights, ACIL Allen, December 2018	Investigated what and how VET course information should be presented to ensure potential VET students are informed when decision-making and thereby increase the likelihood of suitable course selection and course completion.	45 pages
Drivers of Participation and Completion of VET, Woolcott Research and Engagement July 2017	Examined the drivers of and barriers to participation and completion of VET in New South Wales. The project included desktop research, qualitative research (n=42 groups, n=64 depth interviews and n=16 family sessions amongst considerers, current and past VET students) and an online survey (n=2072).	105 pages (full report)
Increasing Apprenticeship Course Attendance Through Behavioural Intervention, Behavioural Insights Unit NSW (BIU NSW)	A case study on running a randomised controlled trial with Training Services NSW and TAFE	12 pages (full report)

Name	Comment	Length
	NSW to increase course attendance by trainees.	
Moments of Choice, Behavioural Insights Team (**BIT**)	Young people, teachers and careers guidance professionals were consulted in order to build an understanding of young people's knowledge regarding careers and to understand the career decision journey.	84 pages
National Centre for Vocational Education Research	The national professional body responsible for collecting, managing, analysing and communicating research and statistics on the Australian VET sector.	N/A
Online delivery of VET qualifications: current use and outcomes, Tabatha Griffin, Mandy Mihelic, National Centre for Vocational Education Research	This research provides a view of how online learning is used to deliver entire qualifications in the Australian VET sector. It investigates what this online delivery looks like and whether online training is providing similar experiences and outcomes as face-to-face training. It identifies what makes for good practice in online delivery.	84 pages
Retention and Success in Maths and English: A Practitioner Guide to Applying Behavioural Insights, Behavioural Insights Team (**BIT**)	Provides examples of how behavioural insights were used in the context of education and the results.	49 pages
Annex A: Encouraging participation and persistence in adult literacy and numeracy, Literature Review, Behavioural Insights Team (**BIT**)	Provides a useful summary of the barriers to adult learning and how best to engage adult learners.	107 pages
Annex B: Basic skills in workplaces – a behavioural insights perspective, Behavioural Insights Team (**BIT**)	Provides a useful summary of the barriers to invest in training by employers and employees and how to surmount those barriers and get the best out of training.	51 pages

Other

Name	Comment	Length
Life Launcher	Life Launcher helps launch you in to a career you love by exploring your interests, through short and fun quizzes.	N/A
List of S&S RTOs	Referred to as ‘Training provider’ on the website.	N/A

12. Glossary

Term	Definition
Activities	the tasks required to achieve a Milestone (proposed by the Applicant in the Project Work Plan and Budget document).
Activity Performance indicators	refers to the quantifiable results which measure success of the Activity, but not necessarily progress towards the Target Outcome or Outcomes.
Applicant	means an entity that is applying for funding under the Grant and may be the Lead Applicant if applying as part of a consortium. The Applicant completes the EOI and Full Grant Application form.
Application/Full Grant Application	means a full grant application as per the form in Stage 2 (after Stage 1: EOI).
Apprenticeship	means an apprenticeship established under Division 2 (Establishment of apprenticeships and traineeships), Part 2 (Apprenticeships and traineeships) of the *Apprenticeship and Traineeship Act 2001* (NSW).[68]
Barriers to Action	even when individuals are motivated and capable of changing, they may face various barriers to action.
Behavioural Influences and Mental Shortcuts	relate to why and how people make decisions.
Behavioural Insights	draws on research from behavioural and social sciences to understand how people make decisions, including insights from behavioural economics, psychology, anthropology, sociology and neuroscience. This evidence is used to design better public policies, enhance services and improve the lives of citizens.[69]
Behavioural Insights Tools	various behavioural and social sciences based tools to overcome barriers to action.
Behavioural intervention(s) or **Interventions**	Behaviourally-informed interventions (‘behavioural interventions’) are low-cost, efficient and customer-focused methods to improve decision-making and promote desired behaviours.[70] The *EAST* principles represent an established framework used globally to identify and implement behavioural interventions. “EAST” stands for making behavioural change Easy, Attractive, Social and Timely.[71]

[68] Smart and Skilled contract terms and conditions 6 May 2019.
[69] Institute for Government and Cabinet Office (2010) MINDSPACE: Influencing Behaviour Through Public Policy. London: Institute for Government.
[70] Behavioural Insights Unit (2014) Understanding People, Better Outcomes. Behavioural Insights in NSW. Sydney: BIU.
[71] See note 3

Term	Definition
	Randomised control trials are the primary mechanism for testing BI interventions in a policy context.[72] The NSW Behavioural Insight Unit's behavioural insights methodology of *Understand, Build, Test, Scale-up* is an evidence based framework for delivering randomised control trials in Australia and implementing behavioural interventions in a range of contexts.[73]
Completion rate	the percentage of individuals who successfully completed their qualification (i.e. passed) divided by the total number of students who were assessed/finalised (i.e. passed, failed and withdrawn). Regardless of when the student completes, the rate is assigned to the year the student commenced. Completion rates do not take into account continuing students. For that reason, completion rates should be considered together with the percentage in training, the Non-dropout rate and number of enrolments. The Department's completion rates are not comparable to NCVER's published completion rates due to different methodologies.
Department	means the NSW Department of Education.
Eligible Entity	means a type of entity listed under section titled 'Eligibility'.
Eligible expenditure	means project costs that meet the eligibility criteria for funding.
Expression of Interest (EOI) for Grant Applicants	means an Applicant applying under the EOI and completing an EOI for Applicants form. A S&S RTO may be an Applicant.
EOI for S&S RTO participants	means a S&S RTO that wishes to volunteer qualifications that they wish to potentially put forth for a behavioural insights project and completes and submits the EOI for S&S RTOs form. The purpose of the EOI is to facilitate collaboration between S&S RTOs and Grant Applicants (which may or may not be S&S RTOs).
Funding Deed	sets out the relationship between the parties to the deed and specifies the details of the Grant.
Grant Target Areas	mean the following: 1. Engaging online learners; 2. Enabling appropriate qualification selection; and 3. Applicant to propose.
Ineligible expenditure	means project costs which do not meet the eligibility criteria for funding but are likely to be expended as part of the project.
Innovative	means fresh ideas that are not already in existence and will provide new evidence of what works. The purpose of the Grant is to test new ideas. That means that while funding is not available to top up funding for, or extend, existing programs, Applications that take existing programs in new directions would be considered. Applicants should explain clearly why their approach is new or different from other approaches and be clear about the problem the project is attempting to address; what success would look like; and how the project's impact would be measured.

[72] See note 62
[73] See note 70

Term	Definition
Lead Applicant	refers to an Applicant that applies on behalf of a consortium and is the Eligible Entity selected to submit the EOI and the Full Grant Application and enter into a Funding Deed with the Department. The Department will not enter into a Funding Deed with other members of the consortium and the Lead Applicant may have contractual arrangements with consortium members.
Metrics – Actual	for each Metric, actual numbers that measure progress towards the Target Outcome.
Metrics – Goals	for each Metric, the target number that the project is aiming to achieve that measures progress towards the Target Outcome
Milestones	refers to work achieved to complete a significant phase of the project.
Mode of Delivery	Refers to how training is delivered. For example: 1. Classroom based 2. Electronic based 3. Employment based 4. Other[74]
NSW Skills Board	The NSW Skills Board advises the NSW Government on how best to meet the skills and training needs of NSW individuals, industry, regions and the economy. The board provides independent, high level, strategic advice on the vocational education and training system in NSW. The board is also responsible for overseeing major reform of the vocational education and training system in NSW. This included the shift to a more contestable training market, funding allocations, training outcomes, quality assurance and budget sustainability under Smart and Skilled
Non-dropout rate	Number of students who have completed, failed or still in training as a percentage of total commencements from the relevant start date.
Qualification	means an Accredited Course or a Training Package qualification that is a nationally endorsed group of Units of Competency to meet the training requirements of industry workforce roles.[75] Accredited Course means a program of learning that comprises one or more components (e.g. Units of Competency, modules or subjects) that has been accredited by an accrediting authority.[76] Training Package means a nationally endorsed, integrated set of competency standards, assessment guidelines and Australian Qualifications Framework (AQF) Qualifications for a specific industry, industry sector or enterprise.[77] Unit of Competency means the specifications of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace as specified in the Training Package.[78]

[74] https://www.ncver.edu.au/__data/assets/pdf_file/0031/3067384/Total-VET-students-and-courses-2017.pdf
[75] Smart and Skilled contract terms and conditions 6 May 2019.
[76] Ibid
[77] Ibid
[78] Ibid

Term	Definition
	Part Qualification means designated Skill set(s) or Units of Competency or modules that are part of a Qualification.[79] Skill Set is a specific group of Unit of Competencies that are defined in a training package and recognised by ASQA.[80]
Registered Training Organisations (RTOs)	are those training providers registered by Australian Skills Quality Authority (or, in some cases, a State regulator) to deliver vocational education and training (VET) services. RTOs are recognised as providers of quality-assured and nationally recognised training and qualifications.[81]
Smart and Skilled Registered Training Organisation(s) S&S RTO(s)	means a Registered Training Organisation who is a party to the Smart and Skilled contract (referred to as a 'Provider' under the contract).[82]
Smart and Skilled	means the reform to the NSW Government subsidised vocational education and training.[83] It's helping people get the skills they need to find a job and advance their careers.[84] Smart and Skilled provides eligible students with: 1. an entitlement to government-subsidised training up to and including Certificate III; and 2. government funding for higher-level courses (Certificate IV and above) in targeted priority areas.[85] Eligibility for S&S is as follows: 1. ≥ 15 years old; 2. no longer at school; 3. living or working in NSW; and 4. an Australian citizen, Australian permanent resident, humanitarian visa holder or New Zealand citizen.[86]
Smart and Skilled Programs	means the Smart and Skilled Entitlement Foundation Skills Program, the Smart and Skilled Entitlement Full Qualifications Program, the Smart and Skilled Entitlement Apprenticeships and Traineeships Program and the Smart and Skilled Targeted Priorities Programs.[87]
Smart and Skilled Targeted Priorities Programs	means the Smart and Skilled Targeted Priorities Full Qualifications Program and the Smart and Skilled Targeted Priorities Prevocational and Part Qualifications Program.[88]
Traineeship	means a traineeship established under Division 2 (Establishment of apprenticeships and traineeships), Part 2 (Apprenticeships and

[79] Ibid
[80] Ibid
[81] https://www.asqa.gov.au/about/australias-vet-sector/about-rtos
[82] See note 75
[83] See note 75
[84] Training Services NSW (2016) Smart and Skilled. Sydney: TS NSW.
[85] https://smartandskilled.nsw.gov.au/about
[86] https://smartandskilled.nsw.gov.au/are-you-eligible
[87] See note 75
[88] See note 75

Term	Definition
	traineeships) of the *Apprenticeship and Traineeship Act 2001* (NSW).[89]
VET	means Vocational Education and Training.

[89] See note 75