

MEMORANDUM OF UNDERSTANDING

FUTURE OF WORK PARTNERSHIP

Commonwealth of Australia represented by the
Department of Education, Skills and Employment

BHP Group Operations Pty Ltd

2020-2025

Participants

The Department of Education, Skills and Employment (DESE)

DESE is the Commonwealth agency that helps to create an inclusive and prosperous Australia by maximising opportunity through national leadership on education, skills and employment policy development. DESE works to ensure Australians can experience the social wellbeing and economic benefit that quality education, training and employment provide.

The Tertiary Policy Branch in the Higher Education Division is responsible for policy supporting the Australian Government's tertiary education agenda, preparing the future workforce through globally competitive tertiary education, supporting the creation of job-ready graduates able to adapt to labour market changes and future workforce needs, and ongoing engagement in lifelong learning.

BHP Group Operations Pty Ltd (ABN 73 004 165 075) (BHPGO)

BHPGO is an entity within the BHP group of companies operating under the parent companies BHP Group Limited and BHP Group PLC (BHP). BHP is a world-leading resources company which is among the world's top producers of major commodities, including iron ore, metallurgical coal and copper. BHP also has substantial interests in oil, gas and energy coal. BHP employs more than 80,000 employees and contractors, primarily in Australia and the Americas. BHP's corporate purpose is to bring people and resources together to build a better world.

As part of BHP's contribution to the COVID-19 response and its new Social Value framework, BHP is seeking to partner with DESE to design and deliver an education co-investment model, in collaboration with subject matter experts and the higher education sector. BHP believes that in order to build a successful, adaptable and resilient workforce for the future there needs to be a strong focus on development and/or adaption of education and training courses, focussed on enhancing people's learning experiences, creating opportunities for unemployed people to gain employment and to upskill existing employees to be better prepared for the challenges of the future. BHP has identified these 'Future of Work' needs as a social investment priority area for BHP.

Background

In February 2020, BHPGO approached DESE to discuss a potential partnership in BHP's social investment priority area of the Future of Work. The aim of the partnership is to contribute to the education, empowering and upskilling of people and systems for the jobs of the future, and support Australia's economic recovery from COVID-19. Partnership programs will target the regional communities BHP operates in.

On 1 October 2020, BHP CEO Mike Henry announced a BHP-DESE Partnership to provide 1,000 skills development opportunities, over the next five years, across a range of sectors in regional areas. BHP announced that it would invest \$30 million into the Future of Work Partnership.

On 15 October 2020, The Hon Dan Tehan, Minister for Education and Senator the Hon Michaelia Cash, Minister for Employment, Skills, Small and Family Business, published a joint press release announcing the Partnership and their commitment to create opportunities for up to 1,000 people in regional areas to study a higher education qualification or upgrade their skills to improve their employability.

Purpose

This Memorandum of Understanding (MoU) sets out how BHPGO and DESE (jointly referred to in this MoU as Participants) will work together to co-sponsor, co-design and deliver initiatives under the Future of Work Partnership (**Partnership**).

The Participants agree that:

- a. This MoU is not legally binding and both participants do not intend to enter into a legally binding agreement, such as a contract or deed, by executing this MoU. References to 'partnership' in this document are to its everyday, non-legal meaning, indicating a collaboration to achieve mutually desired outcomes. Nothing in this MoU constitutes a joint venture, agency, partnership or other fiduciary relationship between the Participants.
- b. The Participants of this MoU intend to operate in the spirit of fairness and cooperation and abide by the general roles and responsibilities outlined in this MoU.
- c. The Participants acknowledge that DESE's primary obligation, as a non-corporate Commonwealth entity, is to serve its ministers and the Australian Government, and that as such, serving the Government and its priorities may affect the policy direction and previous understandings reached under this Partnership.
- d. The Participants acknowledge that DESE will at all times act in accordance with the *Public Governance, Performance and Accountability Act 2013 (PGPA Act)*, ensuring transparency and accountability of DESE activities in matters relating to the Partnership.

MoU Details

Description	Details
MoU Commencement Date	28, January 2021
MoU Completion Date	28, January 2026
Contact Officer	DESE s 22 BHPGO s 47F s 22

1. MoU Principles

1.1. The Participants are committed to collaborative working arrangements and undertake to:

- a. actively participate in the Partnership in accordance with the agreed governance arrangements, and as reasonably required, to assist in the delivery of initiatives
- b. abide by the understanding between the Participants outlined in this MoU
- c. ensure that relevant staff communicate regularly to resolve any issues relating to performance under this MoU
- d. respond to the reasonable needs, requirements and information requests of the other Participant with respect to the objectives of the Partnership, and the delivery of initiatives, in a timely and co-operative manner
- e. be transparent and accountable in the performance of their actions under this MoU.

2. Governance

2.1. The governance structure to oversee this MoU will consist of a Partnership Steering Committee and a Contact Officer from each Participant. Terms of Reference for the Partnership Steering Committee are set out in Annex 1.

3. Roles and Responsibilities

- 3.1. BHPGO's roles and responsibilities in assisting the development and delivery of initiatives under this MoU may include: financial assistance; administrative or complementary activities; providing guidance on program objectives and their link to BHPGO's social investment program; contracting agreed external parties required to deliver initiatives; and collaborating with external parties through providing access to their local contacts.
- 3.2. DESE's roles and responsibilities in assisting the development and delivery of initiatives under this MoU may include: funding initiatives or complementary activities in whole or in part, including through existing government programs and appropriations; providing guidance on program objectives and their link to the Australian Government's educational reform agenda; providing policy advice based on learnings with complementary government programs and policy; and assisting in program design and program administration.
- 3.3. DESE's roles and responsibilities will be conducted by the Higher Education division, with dedicated departmental staff time from the team responsible for the department's advanced apprenticeship-style programs and associated industry partnerships.

4. Partnership Initiatives

- 4.1. The initiatives to be delivered under the Partnership, and the specific roles and responsibilities of Participants with respect to each initiative, are set out in the Annexes to this MoU.
- 4.2. Additional initiatives may be proposed and discussed by the Participants over the duration of the Partnership. Any new initiative agreed under the Partnership will be set out and agreed in a new Annex signed by an authorised representative for each Participant.
- 4.3. Once an Annex has been made under this MoU, it may be modified or terminated by a written agreement signed by an authorised representative for each Participant. Discussion within the Partnership Steering Committee should be conducted prior to any modifications or terminations.

5. Funding

- 5.1. The Participants are expected to fund the activities in accordance with their respective roles and responsibilities specified in each Annex, noting these requirements differ for each initiative.
- 5.2. BHPGO's funding of initiatives under the Partnership may be provided by BHP through the engagement of third parties to support activities required by the initiatives.

6. Procedural Material

- 6.1. The Participants will consult each other on procedures that will be adopted to implement this MoU and its Annexes where the creation or modification of any procedural material is reasonably likely to affect the other Participant.

7. Communication Strategies and Co-Branding

- 7.1. Co-branding and appropriate communication of each initiative will be discussed and approved by the Participants. Neither Participant may publish externally any information (including any media release or other publicity) regarding this MoU, the Partnership or any initiative under the Partnership, without the prior written approval of the other Participant (not to be unreasonably withheld or delayed).

8. Intellectual Property

- 8.1. Each Participant retains all intellectual property rights in material owned or administered by it before execution of this MoU, together with any other material solely developed and contributed by that Participant during the course of this MoU.
- 8.2. The Participants may provide material to each other and any other third party required to deliver the initiatives under this Partnership, in accordance with direction by the owner of the material and only for the purpose of this MoU unless agreed otherwise in writing.
- 8.3. Neither Participant may reproduce the other Participant's (including, in the case of BHPGO, BHP's) name, trademarks, service marks, symbols, logos and other trade indicia or copyrighted material, without the prior written approval of the other Participant (not to be unreasonably withheld or delayed).

9. Confidentiality

- 9.1. In this section 9, 'confidential information' means information (a) belonging to a Participant or shared amongst the Participants that is by its nature confidential, (b) that is designated by a Participant as confidential, (c) that a Participant knows or ought to know is confidential, or (d) is explicitly stated by a Participant as confidential; but does not include information that is or becomes public knowledge otherwise than by breach of this MoU or any other confidentiality obligation. For the purposes of (a), (b) and (d) above, reference to 'Participant' includes BHPGO, BHP and any company within BHP.
- 9.2. Subject to section 9.3, the Participants must not, without the prior written consent of the other Participant, disclose any confidential information of the other Participant to a third party.
- 9.3. The Participants acknowledge that DESE has obligations to provide information to parliament or ministers under law or as required by parliamentary convention.

10. Risk

- 10.1. Each Participant will have in place appropriate risk mitigation strategies in connection with the performance of its obligations under this MoU.

11. Compliance and Audit

- 11.1. For each initiative to be delivered through the Partnership, the Participants will:
 - a. comply with all applicable laws

- b. through the Partnership Steering Committee, agree and document appropriate compliance processes and procedures
- c. work co-operatively to ensure that effective compliance regimes are maintained and, where reasonably possible, provide each other with relevant information and documentation to support compliance activity.

12. Fraud

- 12.1. Subject to Commonwealth requirements and any other applicable laws, in the event that an investigation by one of the Participants identifies fraud in connection with this MoU, the Partnership or any initiative under the Partnership which may impact on the other Participant, the investigating Participant will provide information in a timely manner to the investigations area of the other Participant (subject to any confidentiality of similar undertakings the investigating Participant may reasonably require).

Signing page

EXECUTED as a Memorandum of Understanding.

**Signed for and on behalf of the
Commonwealth of Australia as
represented by the Department of
Education, Skills and Employment by its
duly authorised delegate in the presence of**

s 22

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**Signed for and on behalf of BHP Group
Operations Pty Ltd by its duly authorised
representative in the presence of**

s 47F

s 47F

Annex 1 – Partnership Steering Committee Terms of Reference

1. Context

- 1.1. BHP Group Operations Pty Ltd (BHPGO) and the Australian Government Department of Education, Skills and Employment (DESE) have agreed to create a Partnership Steering Committee to develop and oversee the implementation of education-related initiatives to be delivered under the BHP-DESE Future of Work Partnership.
- 1.2. The Partnership involves BHPGO and DESE co-sponsoring initiatives that will contribute to the education, empowerment and upskilling of people and systems in regional areas for the jobs of the future, and support Australia's broader economic recovery from COVID-19.
- 1.3. Initiatives developed by the Partnership Steering Committee will be mutually agreed, developed on a case-by-case basis over the lifetime of the Partnership and focus on:
 - 1.3.1. responding to the changing nature of work and creating opportunities for people to gain job-ready skills and upskill
 - 1.3.2. strengthening the training to employment pathway
 - 1.3.3. any additional priorities identified over time.

2. Purpose

- 2.1. The Partnership Steering Committee will be the governing body for the Partnership.
- 2.2. The Partnership Steering Committee will select, develop and oversee education-related initiatives to be delivered under the Partnership.
- 2.3. The Partnership Steering Committee will be mindful of developments in Australian Government priorities as the Government responds to the challenges of COVID-19, and how these priorities can enhance the delivery and expected outcomes of the Partnership.
- 2.4. The Partnership Steering Committee will also be mindful that the Partnership has been designed to address BHP's Social Value Framework and its social investment focus area: the Future of Work.

3. Deliverables

- 3.1. In developing education-related initiatives, the Partnership Steering Committee will:
 - 3.1.1. conduct their respective roles and responsibilities in accordance with the general understandings of the parties, outlined in the Memorandum of Understanding (MoU) between DESE and BHPGO

3.1.2. engage in discussions and planning on proposed initiatives, in order to obtain agreement on:

3.1.2.1. which initiatives should be progressed for implementation and how communication strategies and media should be managed

3.1.2.2. a timeline for delivering the agreed initiatives, noting that flexibility may be required as work progresses

3.1.2.3. future governance arrangements (including, without limitation, appropriate compliance processes and procedures), following consideration of what investment will be required for each initiative and who the relevant parties involved will be

3.1.3. conduct activities to assess suitability of initiatives and proposals for agreed priority regions and populations

3.1.4. identify where other DESE or BHP activities can be leveraged to enhance project deliverables or where the project can influence DESE or BHP priorities related to Future of Work and regional economic recovery

3.1.5. oversee initiatives selected for implementation.

4. Governance

4.1. The Partnership Steering Committee will comprise equal representation from DESE and BHP, with a co-chair from each.

4.2. The Partnership Steering Committee is accountable to both the Minister for Education and BHP's executive.

4.3. The Partnership Steering Committee will meet as required to meet its deliverables. It is anticipated this will take place quarterly once projects have been established.

4.4. Parties will each identify where decisions by the Partnership Steering Committee will require the endorsement of the Minister for Education and/or BHP's executive.

4.5. The Partnership Steering Committee may invite external parties (such as contracted third parties, delivery partners, subject matter experts and other stakeholders) to attend specific meetings, on agreement between the co-chairs.

4.6. Secretariat support for the Partnership Steering Committee will be provided by DESE.

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Annex 2 – For the development and implementation of short courses support

Description of Project

BHPGO will partner with DESE to provide additional financial support to students from BHP's priority communities undertaking higher education short courses, such as Undergraduate Certificates and Graduate Certificates, during the 2021 academic year.

The project will provide support for up to 750 students over 2021 at a projected cost of approximately **s 47G**. The actual value will depend on the fields of education selected and undertaken by students. To support flexibility for students in BHP's priority communities, and maximise uptake, there will be no restrictions on the students' ability to study different short courses and at different institutions.

The Partnership Steering Committee, comprising representatives from DESE and BHP in accordance with Annex 1, will provide the overall governance and advise on the direction of the project. The project will be administered by a third party contracted and funded by BHPGO.

DESE will allocate departmental staff time to provide expertise and day to day administrative assistance required by the third party to successfully deliver the project. This support will be provided by the team responsible for higher apprenticeships and industry partnerships within the department's Higher Education division. DESE administrative assistance and technical advice will be delivered after consultation with BHPGO as required. DESE will fund education providers for the cost of teaching 750 students as part of the broader 2020-2021 Government Budget measure, contingent on institutional eligibility. This measure will see up to 50,000 short courses funded across the country in 2021.

BHPGO will manage the contractual relationship with the third party, maintain overall discretion in directing the third party, provide financial support required to deliver the project (in the range of the estimate in this Annex) and will be involved in the Partnership Steering Committee meetings, which will be used as a platform to discuss updates, reviews and direction of the project. BHPGO's financial contribution will cover the student's portion of the study fees and include up to **s 47G** per student in additional support to facilitate the student's successful completion of their study.

As per most scholarship programs, there will be a dual application process for the students to gain admission to the course of study and receive additional support.

Objective selection criteria will be defined by BHPGO and prioritise recipients in BHPGO's priority communities: the Bowen Basin in Central Queensland, the Upper Spencer Gulf and Roxby Downs in South Australia, the Pilbara and the Gold Fields in WA and the Hunter Region in NSW.

Context

As part of Australia's COVID-19 Higher Education Relief Package in April 2020, student study costs for six-month online higher education courses were significantly reduced in areas such as nursing, teaching, health, agriculture and science. These short courses were intended to provide options for Australians whose employment had been disrupted by the pandemic to remain engaged and enhance their skills in preparation for the economic recovery.

In the 2020 Budget, the government has provided for a further 50,000 short courses places available to students across the country in the 2021 academic year, at a cost of \$251.9 million. BHPGO's investment in short courses provides added incentives, for people in target communities, to undertake training and enhance their skills and educational qualifications.

To ensure that Australians completing these short courses could obtain a formally recognised qualification, Skills and Education ministers agreed in May 2020 to add a new higher education qualification to the Australian Qualifications Framework (AQF): the Undergraduate Certificate.

Formally, the Undergraduate Certificate certifies completion of six months full-time study towards an existing AQF qualification at an undergraduate level of study (that is, from AQF Level 5, the higher education Diploma, to AQF Level 7, the Bachelor degree).

The Undergraduate Certificate articulates smoothly into the 'parent' qualification upon completion for students who wish to continue their studies, either immediately or at some point in the future.

Continued availability of the Undergraduate Certificate beyond the end of 2021 is subject to review by Skills and Education ministers.

Roles and Responsibilities

The Partnership Steering Committee will provide overarching direction, discuss project updates and review the delivery of the project. The Partnership Steering Committee may invite external parties such as contracted third parties, delivery partners, subject matter experts or other stakeholders to attend specific meetings to provide advice and/or seek direction concerning project delivery.

BHPGO's contracted third party will manage the project.

The roles and responsibilities of each Participant specific to this project are highlighted below. These roles and responsibilities expand upon those in Section 3 of the MoU.

DESE will:

- Fund short course delivery costs for up to 750 recipients in the target regions, contingent on applicants' eligibility and successful application to higher education providers, at an expected average cost of \$5,000 per student, subject to fields of education.
- Provide departmental staff time and expertise from the department's Higher Education division to assist with the management and delivery of the project.
- Provide policy and project design advice to BHPGO and the third party administrator as necessary.
- Provide contextual advice on government policy in this area, including updates on the post-2021 status of the Undergraduate Certificate as more information is available.
- Support discussions between the third party and higher education providers.
- Promote the project through government channels.
- Participate in governance and oversight of the project through the Partnership Steering Committee.

BHPGO will:

- Fund student tuition fees at an expected average cost of **s 47G** per student, subject to fields of education, and a **s 47G** stipend for up to 750 students, at a projected total cost of **s 47G**
- Execute and manage the project contract and relationship with the third party for the project.
- Promote the project through BHP's channels.
- Provide the third party access to BHP Asset Community teams to facilitate relationships with key stakeholders in the regions, leverage existing social investment partnership opportunities in the target areas and provide socio-economic information relevant to the project.
- Provide strategic guidance to the overall delivery of the project during the establishment phase, and on an ongoing basis through the Partnership Steering Committee.

Timeframes

The project will commence once a third party has been engaged to administer the project, which is expected to be January 2021. Short courses will be offered over 2021 initially, with the option to extend during the Partnership duration based on the availability of funding and the ongoing inclusion of Undergraduate Certificates as a qualification type in the AQF.

Summary

Number of students supported	750
When	Semester 1 and 2 2021
BHPGO Funding	Student contribution (estimated at s 47G depending on field of study) s 47G per student stipend Total s 47G
DESE Funding	Commonwealth Supported Places (CSPs) as per Budget measure (estimated at \$5,000 per student depending on field of study)
Administration model	Third party administrator.
CSP status	Open, merit-based process to a CSP before receiving additional support.
Recipient location	Prioritise BHP's local communities: Bowen Basin (Qld), Pilbara and Gold Fields (WA), Upper Spencer Gulf and Roxby Downs (SA), Hunter Region (NSW)
Institution eligibility	Any eligible to have short courses.
Scholarship fields	Any field of education.
Level of study	Undergraduate Certificates Graduate Certificates

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s 47F

s 47F

Annex 3 – For the development and implementation of advanced apprenticeship-style programs

Description of Project

BHPGO will support students from BHP's priority communities to undertake an innovative new advanced apprenticeship-style model of higher education, and promote the Australian Government's efforts at ongoing reform of the higher education system to improve links to industry.

The project has been costed to fund support for up to 250 students between 2021-2025, at a projected cost of approximately **\$ 47G**. The project will aim to provide support for two cohorts of students: 100 in 2021 and 150 in 2022.

The Partnership Steering Committee, comprising representatives from DESE and BHP in accordance with Annex 1, will provide the overall governance and advise on the direction of the project. The project will be administered by a third party contracted and funded by BHPGO.

DESE will allocate departmental staff time to provide expertise and day to day administrative assistance required by the third party to successfully deliver the project. This support will be provided by the team responsible for higher apprenticeships and industry partnerships within the department's Higher Education division. DESE's expertise and technical advice will be informed by learnings and developments with existing advanced apprenticeship-style models and delivered (together with administrative assistance) after consultation with BHPGO as required.

BHPGO will manage the contractual relationship with the third party, maintain overall discretion in directing the third party, and provide financial support required to deliver the project (in the range of the estimate in this Annex) and will be involved in the Partnership Steering Committee meetings, which will be used as a platform to discuss direction, updates and reviews of the project. BHPGO will fund the costs of teaching the student and additional funding for employer support while the student is studying.

The project is envisaged as a multi-provider program targeted at BHP's existing tertiary partners (or providers able to deliver in BHP's priority regions). As the design will involve employer reserved student places, participants will not be eligible for a Commonwealth supported place.

Objective eligibility criteria for recipients will be defined by BHP. It is expected that the project will prioritise students from BHP's local communities: the Bowen Basin in Central Queensland, the Upper Spencer Gulf and Roxby Downs in South Australia, the Pilbara and the Gold Fields in WA and the Hunter Region in NSW.

Up to five providers will be engaged to participate in the first round of the project in 2021, with around 20 students per institution. Following a review of the project for 2021, the Partnership Steering Committee can determine if the project can, or should, be extended, including to new providers. Discussions with providers on potential course offerings will centre on areas of priority need as identified by the research and agreed by the Steering Committee (ie Health, Agriculture, Tourism and Hospitality). Qualification types in scope are one or two-year sub-bachelor qualifications as per other advanced-apprenticeship style programs.

Context

The Australian Government is developing new models of learning that focus on the interaction between industry, workers and higher education providers. Advanced apprenticeship-style programs aim to improve the alignment between education and industry, support workers upskilling and reskilling through a combination of work and study, and encourage a culture of lifelong learning to support Australian's ongoing prosperity.

Roles and Responsibilities

The Partnership Steering Committee will provide overarching direction, discuss project updates and review the delivery of the project. The Partnership Steering Committee may invite external parties such as contracted third parties, delivery partners, subject matter experts or other stakeholders to attend specific meetings to provide advice and/or seek direction concerning project delivery.

BHPGO's contracted third party will manage the project.

The roles and responsibilities of each Participant specific to this project are highlighted below. These roles and responsibilities expand upon those in Section 3 of the MoU.

DESE will:

- Provide policy and program design advice, through the Partnership Steering Committee, based on learnings from existing advanced apprenticeship-style models.
- Support discussions between the third party and higher education providers
- Provide departmental staff time and expertise from the Tertiary Policy Branch to assist with the management and delivery of the project.
- Undertake project management activities, including liaison with the third party as required.
- Provide contextual advice on government policy in this area.
- Promote the project through government channels.
- Participate in governance and oversight of the project through the Partnership Steering Committee.

BHPGO will:

- Fund the equivalent of students' course fee contributions and Commonwealth supported places, and employer support for up to 250 students, at a projected cost of up to **s 47G**
- Execute and manage the project contract and relationship with the third party for the project.
- Promote the project through BHP's channels.
- Provide strategic guidance for the overall delivery of the project during the establishment phase, and on an ongoing basis through the Partnership Steering Committee.

Timeframes

The project will commence once a third party has been engaged to administer the project, which is expected to be January 2021. Advanced apprenticeship programs are planned for two cohorts, in 2022 and 2023. Most students are expected to graduate by end of 2025, though students undertaking a two-year qualification part time may require longer.

Summary

Number of students supported	Up to 250
When	At least 60 students in 2022 Additional students in 2023 onwards
BHPGO Funding	Commonwealth contribution equivalent Student contribution Up to s 47G employer support Total s 47G
DESE Funding	
Administration model	Third party administrator
CSP status	Employer reserved places
Recipient location	Prioritise BHP's local communities: Bowen Basin (Qld), Pilbara and Gold Fields (WA), Upper Spencer Gulf and Roxby Downs (SA), Hunter Region (NSW)
Institution eligibility	Higher education providers capable of delivering in BHP priority regions, for example: CQU, QLD TAFE, Adelaide, UWA, Curtin
Scholarship fields	Determined based on identified community needs, for example: health, agriculture, tourism.
Level of study	Diploma, Advanced Diploma, Associate Degree

Signing page

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duly authorised delegate in the presence of

s 22

s 22

Signed for and on behalf of **BHP Group**
Operations Pty Ltd by its duly authorised
representative in the presence of

s 47F

s 47F

From: s 22
 To: Sinead McKenna (AU); s 22
 Cc: s 22 ; Georgia Brasington (AU); Matilda Unbehauen (AU); Mary Gillespie (AU); Sabrina Muysken (AU); s 22
 Subject: RE: Future of Work Program: social media strategy briefing note [SEC=OFFICIAL]
 Date: Friday, 21 May 2021 11:12:02 AM
 Attachments: image001.jpg
 Integrity check process.docx

OFFICIAL

Hello Sinead,

Apologies for the delay in responding. s 22 and I were both away last week. We've reviewed the social media strategy and we're happy with it, noting that:

- DESE (and its logo) will not appear in paid social media posts.
- DESE (and its logo) is fine for inclusion in organic social media posts (in a lock with the BHP logo on Facebook and Instagram). We'll review the social content before its published.

I checked in with my colleagues on integrity checks. For individuals it's a Google and social media check (which you would probably do anyway).

If you're videoing businesses there's a few more steps involved. We would do an in-depth media check on Google specific terms. I've attached an extract from our Case Study checklist for reference.

I hope this helps. If you have any questions please let me know.

Kind regards,

s 22

s 22

Strategic Communications – Education | Communications Branch
 Australian Government Department of Education, Skills and Employment

s 22
www.desse.gov.au



The Department of Education, Skills and Employment acknowledges the traditional owners and custodians of country throughout Australia and their continuing connection to land, waters and community. We pay our respects to them and their cultures, and Elders past, present and emerging.

From: Sinead McKenna (AU) s 22
 Sent: Thursday, 20 May 2021 7:03 PM
 To: s 22
 Cc: s 22 ; Georgia Brasington (AU) <s 22 >; Matilda Unbehauen (AU) s 22 ; Mary Gillespie (AU) s 22 ; Sabrina Muysken (AU) <s 22 >; s 22
 Subject: Re: Future of Work Program: social media strategy briefing note

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi s 22

Thank you for taking the time to speak yesterday about the Social Media Strategy for the Future of Work Program. I just wanted to confirm if you had been able to seek final endorsement for it? As flagged, the Steering Committee would like to ensure that the Comms teams are happy with the overarching strategy before commencing the sign off of the creative artefacts. We're hoping that the first lot of artefacts will be ready tomorrow or Monday for review and sign off.

Also, can I just confirm whether this is accurate regarding the DESE logo?

- DESE does not want its logo used in paid social media posts
- The DESE logo can be used in organic social media content. For example, in a lock with the BHP logo on the facebook and Instagram pages.

Many thanks and please don't hesitate to give me a call if you would like to discuss,

Sinead

On Mon, May 17, 2021 at 12:17 PM Sinead McKenna (AU) [s 22](#)

> wrote:

Hi [s 22](#)

Hope you're both well and had a lovely weekend.

Following the communications meeting 2 weeks ago with the teams from DESE, BHP and PwC, we updated the briefing note that outlines the proposed social media strategy - see attached. The Steering Committee requested that the relevant communications teams from BHP and DESE confirm they are comfortable with the proposal before they sign off.

Based on the content in the briefing note and our previous conversations, are you happy to indicate your support, or otherwise, for the overarching strategy? We will then pass this onto the Steering Committee.

Please don't hesitate to give me a call if you would like to discuss.

Many thanks,

Sinead

--

Sinead McKenna
PwC | Management Consulting
[s 22](#)

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From: s 22
To: s 47F s 47F
Cc: s 22
Subject: FW: AM Chisholm - Video message - Future of Work Advanced Apprenticeship Graduation Event
Date: Tuesday, 30 April 2024 8:55:00 AM

Good morning s 47F and s 47F

Please see below the Dropbox link to the video message from AM Chisholm for Thursday:

<https://www.dropbox.com/scl/fi/vlcr4nxyu4k0nxvnfw8wd/AM-Chisholm-CQU-vid.mov?rlkey=owjzbmy7s10gmotio6nqcfbhv&st=zmc89gwo&dl=0>

Please let me know if there are any issues,

Thanks

s 22

From: s 22
To: s 47F s 22
Cc: s 22
Subject: RE: Future of Work Program - Advanced Apprenticeship Video [SEC=OFFICIAL]
Date: Monday, 29 April 2024 9:15:07 AM
Attachments: [image001.jpg](#)

Hi s 47F

Please keep the Australian Government crest. Apologies for any confusion.

Kind regards,

Alison

s 22

Communication Branch | People, Parliamentary and Communication

Australian Government Department of Education

s 22

[Website](#) | [LinkedIn](#) | [Instagram](#) | [Facebook](#) | [X](#) | [Newsroom](#)

A close up of a blue and orange background? ? Description automatically generated



The Department of Education acknowledges the Traditional Owners and Custodians of Country throughout Australia and their continuing connection to land, waters and community. We pay our respects to them and their cultures, and Elders past and present.

The artwork *Guwanyí wingara yirabana* is our story. It means 'learning journey' in Dharug/Darug language. Designed by Trevor Eastwood from Dalmarri with our people, the artwork was made by many hands in a powerful gesture showcasing reconciliation in action.

From: s 47F

Sent: Monday, April 29, 2024 8:54 AM

To: s 22

Cc: s 22

Subject: Re: Future of Work Program - Advanced Apprenticeship Video [SEC=OFFICIAL]

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi s 22

Thanks for your emails, and glad to hear that you have been able to access the video.

Replacing the Australian Government crest with the Department of Education logo is one of the edits that the production company is currently working through. To confirm, would it be preferable to use the Australian Government crest instead of the logo?

Many thanks,

s 47F

s 22

PricewaterhouseCoopers Consulting (Australia) Pty Limited

Whadjuk Country

Brookfield Place, 125 St George's Terrace Perth WA 6000

www.pwc.com.au

twitter.com/PwC_AU

I acknowledge the Traditional Custodians of the lands and waters where we live and work, and pay my respects to Elders past, present, and future.

From: s 22

Sent: Monday, April 29, 2024 5:01 AM

To: s 22

s 47F

<s 22

>

Cc: s 22

Subject: RE: Future of Work Program - Advanced Apprenticeship Video [SEC=OFFICIAL]

Morning everyone,

Jumping in here to say we've used the crest in all previous assets (social etc) which have been approved.

I recommend we continue to be consistent.

s 22

Communication Branch | People, Parliamentary and Communication

Australian Government Department of Education

s 22

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The artwork *Guwanyí wingara yirabana* is our story. It means 'learning journey' in Dharug/Darug language. Designed by Trevor Eastwood from Dalmarrri with our people, the artwork was made by many hands in a powerful gesture showcasing reconciliation in action.

From: s 22

Sent: Friday, April 26, 2024 7:41 PM

To: s 47F

s 22

>

Cc: s 22

Subject: RE: Future of Work Program - Advanced Apprenticeship Video [SEC=OFFICIAL]

Thanks s 47F, s 22 have been able to access the video.

Do you know if the Australian Government crest at the end will be replaced with the Department logo? I don't think we have an issue either way (Government or Department crest), just that we previously provided our logo so were just unsure if that would be used or not.

Also, unfortunately we didn't receive AMO Chisholm's video message today, so I will check in again on Monday.

Have a good weekend!

s 22

From: s 47F <s 22

Sent: Friday, April 26, 2024 1:48 PM

To: s 22

Cc: s 22

Subject: Re: Future of Work Program - Advanced Apprenticeship Video [SEC=OFFICIAL]

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Thanks for letting me know s 22

s 22, I've just shared this via our file sharing platform MFT2Go. If you have any issues accessing it, please just let me know.

Many thanks,

s 47F

s 22

PricewaterhouseCoopers Consulting (Australia) Pty Limited

Whadjuk Country

Brookfield Place, 125 St George's Terrace Perth WA 6000

www.pwc.com.au

twitter.com/PwC_AU

I acknowledge the Traditional Custodians of the lands and waters where we live and work, and pay my respects to Elders past, present, and future.

From: s 22

Sent: Friday, April 26, 2024 11:39 AM

To: s 47F s 22

Cc: s 22

Subject: RE: Future of Work Program - Advanced Apprenticeship Video [SEC=OFFICIAL]

Hi s 47F

I've been able to download the video, but not transfer it internally.

I think in the interest of time it might be best to send the videos directly to our comms team (cc'd here) using the method below.

Thanks

s 22

Industry Linkages and Advanced Apprenticeships | Tertiary Policy Branch | Higher Education Group
Australian Government Department of Education
Working on Ngunnawal Country

s 22

Please note: I work part-time and am available Tuesday – Friday.

[Website](#) | [LinkedIn](#) | [Instagram](#) | [Facebook](#) | [X](#) | [Newsroom](#)

A close up of a blue and orange background ☐ Description automatically generated



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The artwork *Guwany wingara yirabana* is our story. It means 'learning journey' in Dharug/Darug language. Designed by Trevor Eastwood from Dalmarrri with our people, the artwork was made by many hands in a powerful gesture showcasing reconciliation in action.

From: s 22

Sent: Wednesday, April 24, 2024 5:14 PM

To: s 22

Subject: Future of Work Program - Advanced Apprenticeship Video

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One or more files have been sent to you.

Visit the [Workspace](#) to retrieve files.

You may be prompted to register an account if authentication is required.

This link will expire on 5/8/2024 7:09:03 AM

Hi s 22

Sharing the AA video via our internal file sharing platform - I'm hoping you can download a copy this way, but if you have any issues please let me know.

Many thanks,

s 47F

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171 Collins Street
Melbourne, Victoria 3000
Australia
T +61 3 9606 3333
F +61 3 9609 3015
bhp.com

25 February 2020

s 22

Higher Education, Research and International
GPO Box 9880
Canberra, ACT 2601

Dear s 22

Draft and for discussion only – education partnership approach

s 47G

s 47G

Regards

s 47F

s 22

From: s 22
To: s 22
Cc: s 22 ; DESE - DeputySecretaryHERI; s 22
Subject: BHP next steps [SEC=OFFICIAL]
Date: Wednesday, 17 June 2020 4:33:14 PM
Attachments: [BHP Options Paper.docx](#)
Importance: High

OFFICIAL

Hi all,

I met with BHP today to discuss their thoughts on our options. They would most like to pursue the options on apprenticeships, p-tech or short courses.

They are keen to having something **workable within the next 4 months**. To this end, in working up something more concrete, we should consider:

- They want to invest, but not run the program – so either we need to be or find an investment partner. Depending on the dollars, they may be seeking co-investment, but that's not required.
- They are not looking for a return to BHP bottom line – so it's not about BHP jobs, but building skills in areas where there is more likely to be jobs in the future (STEM, digitisation, Industry 4.0, etc).
- They are very keen on two areas – Bowen Basin (Qld) and Pilbara (WA) – as broad regions.
- Is there anything that they can support in a recovery effort? How can they contribute to the demand for skills post COVID?

I have undertaken to go back to s 47F in two weeks with more details. **Given the above, please advise:**

- Can we pursue anything under the above conditions?
- How much might a program cost (if scalable, provide options, including how many people could move through the program) and over what timeframe would be necessary for (1) a trial or (2) a good investment period.
- Who might our partners be in these areas? Would it be the Department?
- What role would we like BHP to play? Assuming they are not running the program – are they: finding employers to participate, providing advice on future skills, helping with curriculum/work experience???
- What timing might we be working on – let's assume it will take another conversation prior to briefing the Minister/s, do you need this to move at a COVID response pace or budget or is it independent of these processes?

If you can provide an **update by 30 June** to inform the next meeting. My team will put together a short paper to focus the meeting – if you want to be involved in the meeting, just let me know.

Thanks

s 22

From: s 22
Sent: Wednesday, 10 June 2020 2:05 PM
To: s 47F s 22 >
Cc: DESE - DeputySecretaryHERI s 47E(d) >; s 22

Subject: BHP update [SEC=OFFICIAL]
Importance: High

OFFICIAL

Hi s 47F

I hope you're well. Thanks for taking the time to meet a few weeks ago, and for your ongoing interest in possible projects. As discussed, I have attached a number of proposals the department sees value in. We have tried to provide a list of projects that explore new fields of interest, as well as projects we know work and would benefit from BHPs investment.

If you would like more information or have a specific interest in a project, please contact s 22) to discuss. s 22 will work with you on

getting a project up and running.

We look forward to hearing from you.

Regards

s 22

BHP Investment Opportunities

Supporting Australian Communities & Enhancing Skills of the Future

On 25 February 2020, BHP contacted the Department of Education, Skills and Employment seeking to establish an education partnership as part of its Social Value initiative.

This partnership could expand existing Government initiatives, further strengthen government collaboration with industry, and create new opportunities for Australia's education system to better respond to workforce changes.

The department welcomes the strategic investment approach that BHP is adopting and has identified several opportunities that may warrant further engagement, as a first step. The department believes that the benefits of a new collaboration model would be greatest from the inception of a new policy or program. However, collaboration through some or all of these initiatives could suggest opportunities for further engagement, which would build on lessons learned.

Australian Qualifications Framework (AQF) Reforms

<https://www.education.gov.au/australian-qualifications-framework-review-0>

The AQF is the national policy for regulated qualifications in Australian education and training. It defines the high-level learning outcomes for the Senior Secondary Certificate of Education, and tertiary qualifications from Certificate I to the Doctoral Degree. It also contains provisions for graduates' generic skills.

The department is currently working with the states and territories to modernise the framework, following a 2019 review. Significant reforms under consideration include recognition of short courses, such as microcredentials, and strengthening the framework's treatment of soft skills. These align with BHP's interest in ensuring Australian students develop the necessary technical and human skills required for the workforce of the future.

As part of this process, the department plans to create an advisory panel to receive stakeholder input into the reforms, particularly from industry. BHP would sit on the advisory panel and potentially liaise with other industry partners to ensure final policies related to microcredentials and soft skills meet the needs of industry.

This initiative does not require any direct investment costs for BHP.

Connected Beginnings

<https://www.education.gov.au/connected-beginnings-program>

Connected Beginnings is a regionally focused program that provides outreach and support so more Indigenous families get involved in early childhood services. The program works with existing services and community leaders in 15 sites to ensure Indigenous children aged 0-5 years meet the necessary health and development milestones to make a positive transition to school.

The established sites are:

- Northern Territory (Alice Springs, Tennant Creek, Galiwin'ku and Angurugu)
- Queensland (Dommadgee)

- South Australia (Ceduna and Port Augusta)
- New South Wales (Doonside, Mount Druitt, Taree and Bourke)
- Victoria (Mildura)
- Western Australia (Kalgoorlie and Derby)
- Tasmania (Bridgewater/Gagebrook)

The program intended that projects would secure philanthropic support to assist them to be sustainable over the long-term and increase the impact of the program for communities. Securing this support has been difficult for sites and the department has established a Philanthropic Working Group with sector expertise to identify further options.

BHP may wish to contribute to national action or targeted support for specific Connected Beginnings sites. While the department could facilitate support for existing Connected Beginnings sites now, the work of the Philanthropic Working Group is still pending and it may be preferable to wait until the second half of 2020 for national actions that BHP could support.

The nature and amount of support would need to reflect local needs and be undertaken in consultation with local decision makers. Investment could start as low as \$50,000 per site (\$250,000 for WA, SA and QLD or \$750,000 nationally) and be provided as a one time or yearly commitment.

Site specific support could include sponsoring a community engagement project or tailoring a specific activity that fits within the parameters of the program. Projects could include:

- developing a new early learning resource that includes place-based stories about young children who benefit from accessing integrated services, and information on brain development and planning tools to work with children and families
- other issues that involve children, such as housing and violence
- pop up playgroups promoting health and education awareness.

Higher Apprenticeships

<https://www.aigroup.com.au/policy-and-research/industrynewsletter/industry-extras/industry-4.0-higher-apprenticeships-project/>

https://cdn.aigroup.com.au/Policy/2018/Industry4-0/Industry_4_Higher_Apprentices.pdf

BHP could pilot a new higher apprenticeship training model in the mining sector to address an emerging area of industry skill shortage at the technician level, while developing new qualifications to meet BHP's workforce requirements.

The proposed model combines development of hands-on skills with higher-level technical skills, delivered in a workplace setting along the lines of a traditional apprenticeship. The higher apprentice would be employed full-time by BHP, while also completing an appropriate qualification and undertaking on-the-job training. The qualifications would potentially be at the diploma level, with a possible link to a higher education qualification, in an occupation that may not traditionally involve an apprenticeship pathway.

This approach was recently developed and tested in the advanced manufacturing sector through the *Industry 4.0 Higher Apprenticeships Project*. The department funded the Australian Industry Group (Ai Group) to manage the project in collaboration with Siemens (which employed the higher apprentices) and Swinburne University of Technology (which developed and delivered the new diploma and higher education qualifications).

BHP could trial this model in the mining sector as a sector of critical importance to Australia, and potentially in an emerging 'occupation of the future' given the requirements of increased

automation, robotics and artificial intelligence. Alternatively, it could propose a higher apprenticeship in a different occupational area currently experiencing skills shortages.¹

The proposal would respond to BHP's interest in enhancing skills for jobs of the future. It would enable BHP to test a new and alternative pathway to skills development and recruitment. The higher apprenticeship model is still relatively new in Australia, and a BHP pilot would provide an opportunity to test its applicability more broadly.

The pilot could be targeted to:

- a particular region, state or group of states (it could also be scaled up to a national approach if the pilot is successful)
- particular cohorts, for example a particular age group, gender profile or individuals with a particular educational or other background.

BHP may wish to manage the entire program or particular elements. The department could discuss a collaborative model whereby BHP undertook some of these tasks, and the department or other suitable organisations undertook others.

The level of investment would depend in part on the number of participants, the number of projects to be run and the extent to which BHP is able to leverage existing qualifications for the pilot. For the *Industry 4.0 Higher Apprenticeships Project*, the department provided Ai Group with up to \$1.84 million (GST exclusive). This funding allowed development and delivery of qualifications to 20 participants over a two-year period. Importantly, participating employers paid the participants' salaries and on-costs. The department funded:

- project management
- qualification development and accreditation
- academic/teaching staff at the partner educational institutions
- travel
- marketing, communication and promotion
- reporting
- evaluation of the pilot.

The department could also provide BHP with background on the approach taken with Ai Group's *Industry 4.0 Higher Apprenticeships Project* and facilitate a discussion with them on their pilot and its outcomes. Ai Group has been keen to promote the project and facilitate a broader rollout of the higher apprenticeship training model.

Pathways in Technology (P-TECH)

<https://www.ptech.org.au/>

<https://www.education.gov.au/pathways-technology-p-tech-0>

P-TECH offers secondary students an industry-supported education pathway to a science, technology, engineering and mathematics (STEM) related diploma, advanced diploma or associate degree. Students then have the option to continue their study at the tertiary level or pursue employment in a STEM field, including job opportunities with the school's industry partners.

¹ For example, the department's May 2019 [Occupational Skill Shortages Information for Mining Engineers](#) suggested that the labour market for mining engineers had tightened over the year and shortages have become evident.

The Australian Government has invested \$5.1 million in a pilot program and 2020 is an appropriate time to discuss the future for P-TECH, or P-TECH like cooperative education efforts and other STEM in school programs.

BHP could consider funding for the continuation of successful P-TECH programs, or Partnering with new schools and school communities, particularly in regional and remote areas or specific subject areas. Government has made no decision on further funding following the P-TECH pilots, but existing support has been through a seed funding model in partnership with industry. For a successful program, BHP would need to provide funding over several years.

Short Courses and Microcredentials

https://www.aqf.edu.au/sites/default/files/aqf_addendum_-_undergraduate_certificate.pdf

Microcredentials and other short course types are an emerging form of credentialing that require industry support, through input into the design process and acceptance in hiring practises, to meet their full potential.

As part of its response to the COVID-19 pandemic, the Australian Government has created a new Undergraduate Certificate qualification type. This is a short course at the sub-bachelor to bachelor levels, around six months long and initially targeted towards online study during the pandemic.

The Government wants to encourage more providers, in collaboration with industry partners, to offer a greater number of upskilling and reskilling options for all Australians—particularly those who have lost their jobs due to COVID-19.

BHP could work in collaboration with higher education providers (including those in regional centres where BHP may already have a presence) to co-create and subsidise a higher education microcredential, or a suite of microcredentials relevant to future skills needs in local economies. These could be in areas of technical expertise that BHP requires, or a hybrid format that will give employees broader skills to navigate future workplaces as skills requirements change.

BHP could use their industry-relevant expertise on learning and development of their own workforce to provide guidance on selecting the appropriate skills that will lead to efficient upskilling/reskilling initiatives.

A public commitment to accept short courses and microcredentials as part of BHP's hiring practises, including suitable Undergraduate Certificates, could influence other industries and encourage more efficient credentialing practises in the Australian labour market.

From: DESE - Tertiary Projects
Bcc: Sinead McKenna (AU); Sarah Phillips (AU); s 22
 Tim Rawlings (AU); Ian Persechino (AU); Elyse Coman (AU); Sabrina Muysken (AU); vc@acu.edu.au; vc@anu.edu.au; s 22
 vc@university@acu.edu.au; vc@cdu.edu.au; vc@csu.edu.au; vc@curtin.edu.au; vcoffice@deakin.edu.au; vc@ecu.edu.au; eavc@flinders.edu.au; vc@griffith.edu.au; vc@icu.edu.au; ovc@latrobe.edu.au; vc@mq.edu.au; s 22
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 dvcs@flinders.edu.au; s 22
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 vadministration@une.edu.au; s 22
 DVCademic@usq.edu.au; s 22
 dvcacademic@unsw.edu.au; s 22
 s 47F

Subject: DESE-BHP Future of Work Program [SEC=OFFICIAL]
Date: Tuesday, 9 February 2021 11:15:54 AM
Attachments: Future of Work Program STUDENTS SCREEN.pdf
 Future of Work Program STUDENTS PRINT.pdf
 Future of Work Program FACULTY PRINT.pdf
 Future of Work Program FACULTY SCREEN.pdf

OFFICIAL

Dear colleagues,

I would like to draw your attention to an upcoming skills development opportunity for your students that is being supported by the Department of Education, Skills and Employment. In an effort to help Australia as it overcomes the challenges posed by the COVID-19 pandemic, DESE and BHP have formed the Future of Work Partnership, which includes BHP investing up to \$30 million to create 1,000 skills development opportunities through advanced apprenticeships and short courses to meet the demands of the future workforce. Under the Partnership, BHP will cover the student's costs of study if they are eligible.

PricewaterhouseCoopers, on behalf of BHP and DESE, is implementing and managing the program, and as part of the short course component, will be working with relevant tertiary institutions to identify relevant courses and connect students to training. Your support in making potential students aware of this program would be appreciated, given its importance in helping create Australia's future job-ready graduates.

The PwC team will follow up with more information, but at this stage I wanted to bring the initiative to your attention and encourage you to promote the program within your tertiary institution. I have also attached a flyer setting out the program for your information and encourage you to disseminate it to your staff to help identify students who may be eligible. PwC will work with you to help facilitate student applications and will manage the overall enrolment process.

Thank you in advance for your support and assistance in helping deliver the Future of Work program.

Regards,

s 22

s 22

Higher Education

Australian Government Department of Education, Skills and Employment

www.desse.gov.au

s 22

s 47F

From <s 22 >

Sent: Tuesday, 22 December 2020 2:52 PM

To: s 22

Subject: FW: Future of Work Partnership Proposal v2

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Hi s

Please find attached. I am online briefly today so will ring you shortly to discuss.

Cheers

s 47F

From: Tim Rawlings (AU) ≤s 22 ≥

Sent: Monday, 21 December 2020 1:05 PM

To: s 47F s 22 ≥; s 47F s 22

Cc: Sara Caplan (AU) s 22 ; Ian Persechino (AU)

s 22

Subject: Future of Work Partnership Proposal v2

Hello s 47F

I hope this email finds you well and the first part of your break was relaxing.

Please find attached the updated proposal. For your convenience we have also attached a "feedback tracker" to identify where the proposal has been updated to respond to the feedback. A few things to specifically call out:

s 47G

Hi s 47F (nice to e-meet you), if you have a chance it would be good to discuss the WPI. We can fill out most of it but just want to make sure it meets your needs to progress from your side. Please let me know if you have time later today or tomorrow to discuss.

More than happy to chat about anything contained in this version of the document.

Kind regards

Tim

--

Tim Rawlings

Head of Training Product Development

PwC's Skills for Australia

s 22

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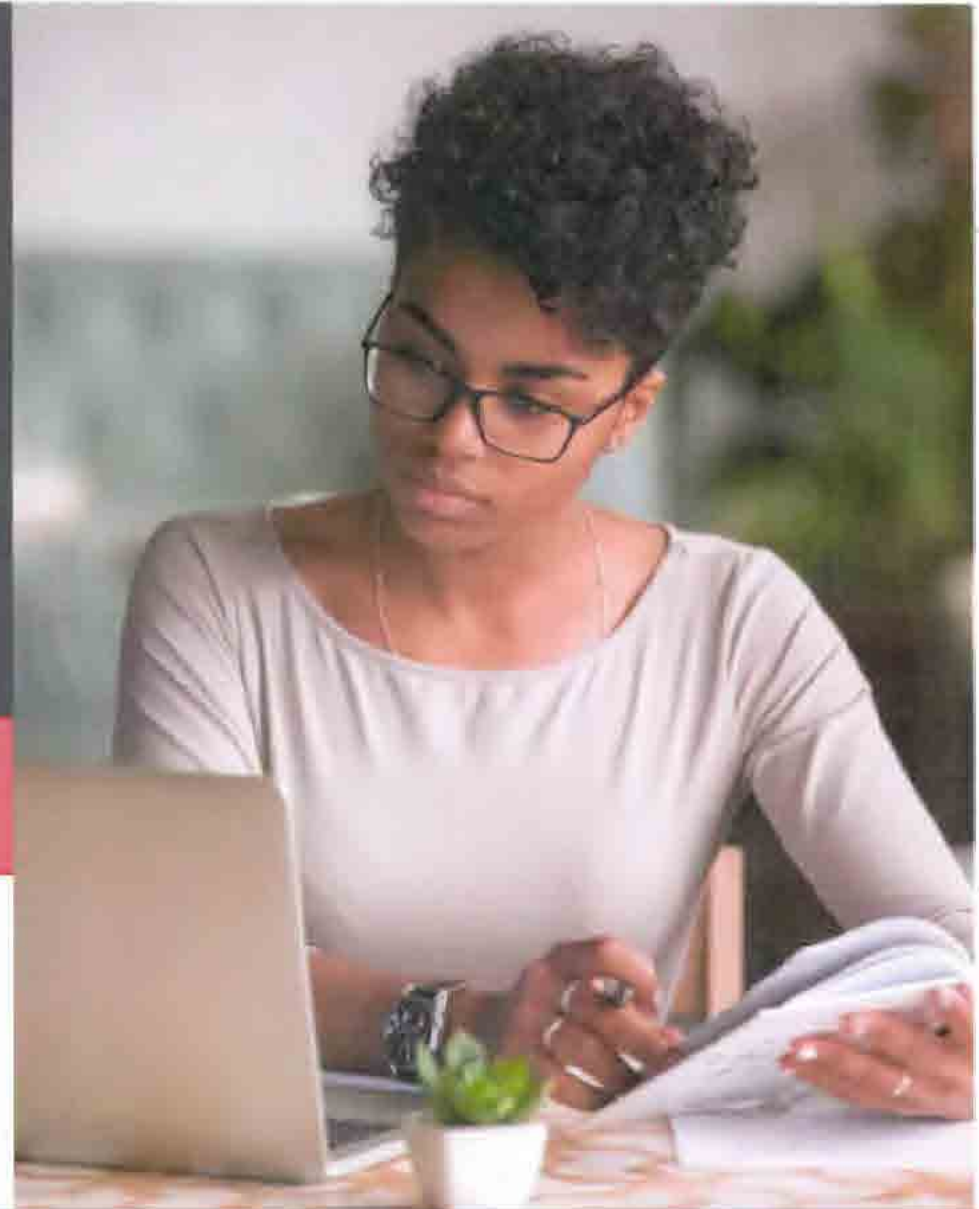
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#	Stakeholder	Section of the document	Feedback	Actioned?	Description of how this has been actioned	Related pages in the
1	s 47F	BHP	Program research (page 9)	s 22	N/A	s 22
2		BHP	Short courses (page 6)	Yes		6
3		BHP	Short courses (page 6)	Yes		General
4		BHP	Short courses (page 6)	Yes		6
5		BHP	Advanced apprenticeships (pages 8-9)	Yes		8
6		BHP	Governance (page 14)	Yes	s 47G	14
7		BHP	Monitoring and evaluation (pages 6 and 9)	Yes	s 22	9, 17
8		BHP	Commercials (page 17)	Yes		18
9		BHP	General comment	Yes		2, 4, 12, 19-20
10	s 22	DESE	General comment	Yes		6
11	s 22	DESE	General comment	Yes		13

12	s 22	DESE	General comment	Our Communications area has advised that co-branding is an option (subject to Ministerial approval). They will need to confirm individual products etc that would use the government crest, so this will need to be worked through as the detail of the comms strategy is developed. The Comms team is available to meet with you and PwC to discuss our approach at a mutually convenient time.	Yes	s 47G	12
13	s 22	DESE	Short courses (page 6)	s 22	Yes	s 22	19
14	s 22	DESE	Short courses (page 6)		Yes		6
15	s 22	DESE	Short courses (page 6)		Yes		6
16	s 22	DESE	Advanced apprenticeships (pages 8-9)		Yes		8, 10
17	s 22	DESE	Advanced apprenticeships (pages 8-9)		Yes		8
18	s 22	DESE	Advanced apprenticeships (pages 8-9)		N/A	Addressed in cover letter/via email.	N/A
19	s 22	DESE	Advanced apprenticeships (pages 8-9)		N/A	Addressed in cover letter/via email.	N/A

Future of Work Partnership

BHP and the Department of Education, Skills and
Employment



December 2020

Private & Confidential

**BHP and the Department of
Education, Skills and Employment**

PricewaterhouseCoopers Australia

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Dear s 47F

We are excited to have been invited as sole bidder to support BHP and the Department of Education, Skills and Employment on the Future of Work Partnership program.

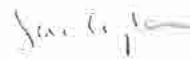
The Future of Work Partnership comes at a vital time when the nature of work in Australia is rapidly changing. Australia's ability to bounce back from COVID-19 and rebuild its economy is dependent on industries and businesses having the right skills, at the right time, and in the right places. Large organisations, government and the tertiary education sector each have a critical role to play to develop the workforce our economy needs. The development of a skilled workforce is particularly important in regional areas, where economic development has been significantly impacted and where there are vulnerable cohorts in need of support, such as unemployed youth, school leavers, Indigenous Australians and Australians looking to re-skill.

From our discussions, we understand that you are looking for a partner to design, deliver and manage the new 'Future of Work Partnership' program that will create 1,000 skills development opportunities through advanced apprenticeships and short courses. This education and skills agenda is aligned with BHP's purpose – to support the regions in which you are engaged and to bring people and resources together to build a better world. We understand the importance of this work and the imperative for regional economic development. Our team has the right skills and experience to partner with local BHP teams and their networks to successfully deliver this initiative.

We will use our deep expertise in education and training from our experience working with universities, as well as from our work as a Skills Service Organisation (SSO) updating training standards to meet new and emerging industry skill needs. We will apply our experience and knowledge from the delivery of innovative advanced apprenticeship trials in the UK and Australia, implementing best practices learnt in these pilots to maximise the impact for the target regions and cohorts in the Future of Work Partnership program. The PwC Indigenous Consulting team also brings its rich and unique experience working with Indigenous people, businesses and communities and will provide insight and guidance on Indigenous voice, engagement and matters to ensure the program supports and aligns to views and ways of working with Indigenous people and stakeholders.

The following pages build on the detail in our original Expression of Interest and subsequent presentation, which we have included for completion at the relevant appendices.

Yours sincerely,



Sara Caplan, Partner

s 22



Ian Persechino, Partner

s 22

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Our approach

Our methodology is structured to design, validate, implement and manage the Future of Work Partnership program in collaboration with local BHP teams and their networks. The chevrons below provide a high level view of our proposed project approach for both the short courses and advanced apprenticeship programs. Further detail on the critical points in our approach are outlined on pages 5 to 11. We have split the detailed approaches for short courses and advanced apprenticeships given there are key differences in how we will approach them. The following slides address them in turn.



Phase 1 Team initiation and program design

A. Project initiation

1. Inception meeting
2. Establish Project Steering Committee (SteerCo).

B. Program research and design

1. Undertake market research and consultation to assess workforce and skill needs
2. Market scan of tertiary education training programs
3. Program design
4. Candidate selection framework design
5. Training program evaluation framework design.

C. Stakeholder validation

1. Stakeholder identification and mapping
2. Targeted consultation
3. Scaled consultation (as needed)
4. Confirmation of program approach and design with SteerCo.



Phase 2 Program implementation and recruitment

A. Program implementation

1. Program initiation
2. Partnering with employers and tertiary education institutions
3. Program promotion.

B. Applicant selection and evaluation

1. Designing and implementing application review processes
2. Supporting you to review applications and select applicants
3. Communicating application outcomes.



Phase 3 Roll-out of apprenticeships and short courses

A. Program monitoring and administration

1. Designing a candidate outcome reporting framework
2. Employment agreement liaison.

B. Secretariat support

1. Monitoring and analysing program operations
2. Supporting SteerCo decision-making.

Short courses

Phase 1
Initiate & design

Phase 2
Implement & recruit

Phase 3
Rollout

Leveraging the skills demand insights, we will use the following process to design and implement a short courses program for 750 candidates in target the regions. Where appropriate, some of these processes will also be used for advanced apprenticeship delivery.

Phase 1 B2, B5

Market scan and course matching: We will engage with universities across Australia (not only those local to the target regions) to create a shortlist of existing short courses (and delivery arrangements) that align to the skills needs of target regions. Where gaps exist between identified skills needs and short course offerings, we will support universities to tailor short courses to meet those gaps, where appropriate and possible.

Phase 1 B3, C2, C3

Program design and testing: We will work with key stakeholders to design the overarching short course program to maximise the impact for target regions and cohorts, including small-medium enterprises, Indigenous businesses and universities. Together, we will design, test and validate the short courses, candidate learning and employment pathways and support services using various engagement forums.

Phase 1 B4

Candidate selection framework design: We will work with you to design the candidate selection criteria. The criteria will align candidates' career aspirations and experience with short courses and skills needs in their communities. The criteria will be approved by the Steering Committee and then applied to determine candidate selection for the program, noting candidates must still meet short course academic requirements.

Phase 2 A1, A2

Partnering: We will coordinate with universities in target regions and establish partnerships for the delivery of courses. We will also work with them to refine the approach for candidate applications, enrolments and subsequent employment opportunities.

Phase 2 B1, B2, B3

Candidate selection: We will apply the selection criteria approved by the Steering Committee to review applications and select applicants for short courses with the university partners. Following this, we will present the Steering Committee with a list of recommended candidates for their approval. We will also communicate application outcomes to successful and unsuccessful applicants.

Phase 3 A1, A2

Monitoring, administration and evaluation: At the beginning of semester we will monitor enrolments and course commencements, and provide support to university partners as needed. Throughout the program we will ensure reporting processes support evaluation and track key milestones and project activity. Where possible we will draw on lessons learned and implement real-time program improvements.

Anticipated outcomes/deliverables

Shortlist of short courses that align to the identified skills needs and can be delivered by universities in target regions

Program design tested and validated with key stakeholders across target regions and cohorts

Candidate selection criteria developed to align candidates with short courses matched to their community's skills needs

Confirmed delivery arrangements with universities and consistent approach established for candidate applications and enrolments

Short course candidates selected and applicants notified of application outcomes

Monitoring framework established to report on candidate outcomes during and on completion of the short courses, and to inform the program evaluation

Program research

Phase 1 B1

A key input into the establishment of the short courses and advanced apprenticeship program will be an understanding of the skills demand profile in our target regions. This will inform what courses are relevant to each region and ensure courses are aligned to the characteristics and trends of each regional economy. To inform our understanding of the skill needs in the target regions we will undertake a rapid demand assessment (expedited through the use of automated tools and focused on key priorities). This demand assessment will be built using three key inputs:

1

Geospatial demographic and economic data

Purpose: To understand the structure of the economy in the four regions, e.g. dominant industries, key occupations, age profile, education profile, key fields of study, and labour force trends. Inputs will include census data and other ABS data. Geospatial Economic Modelling (GEM* - a PwC capability) will be used where beneficial.

2

Desktop research

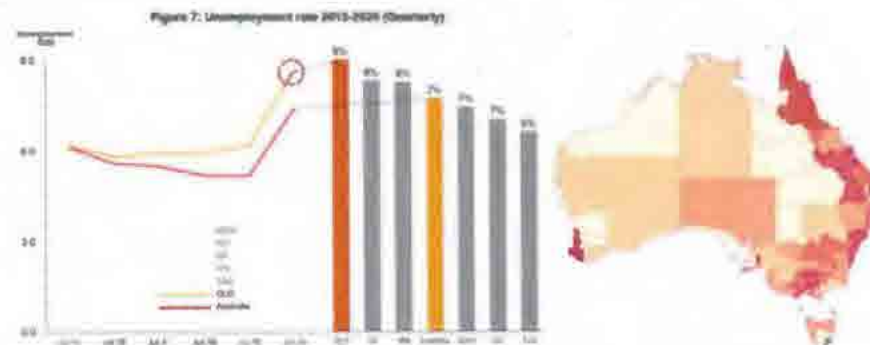
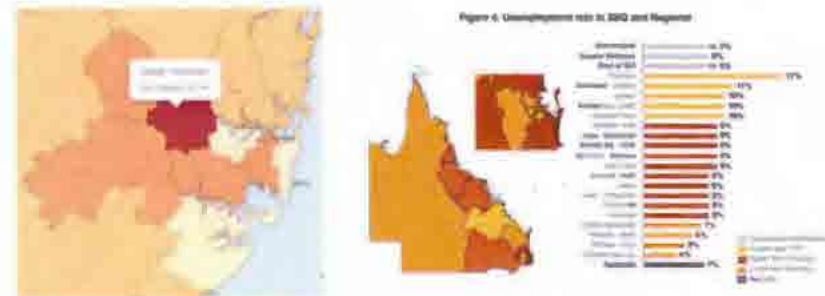
Purpose: To build on the quantitative analysis undertaken in part 1 and refine the skills demand profiles using existing research and commentary. Inputs will include government reports and market research.

3

Consultations

Purpose: To test and validate the skills demand profiles developed in parts 1 and 2 for each region with key stakeholder groups. Consultations will be undertaken with stakeholders in each region, including employers, local councils, community groups, industry peak bodies, and education providers.

Example outputs



The outcome of the demand assessment will be a clear identification and quantification of the skill needs within each target region. This 'diagnosis' of local skill needs will enable us to match the needs in each region to specific short courses and advanced apprenticeships.

* GEM analysis is a PwC developed data analytics tool that uses location-specific economic data to determine economic output across cities and regions and across industries in Australia. This enables a more granular view of economic activity over time, overlaying additional information such as social and demographic information and customer preference data, to provide a more holistic picture of a location. GEM can help identify new pockets of economic activity and those that need stimulating to help inform policy and investment decisions.

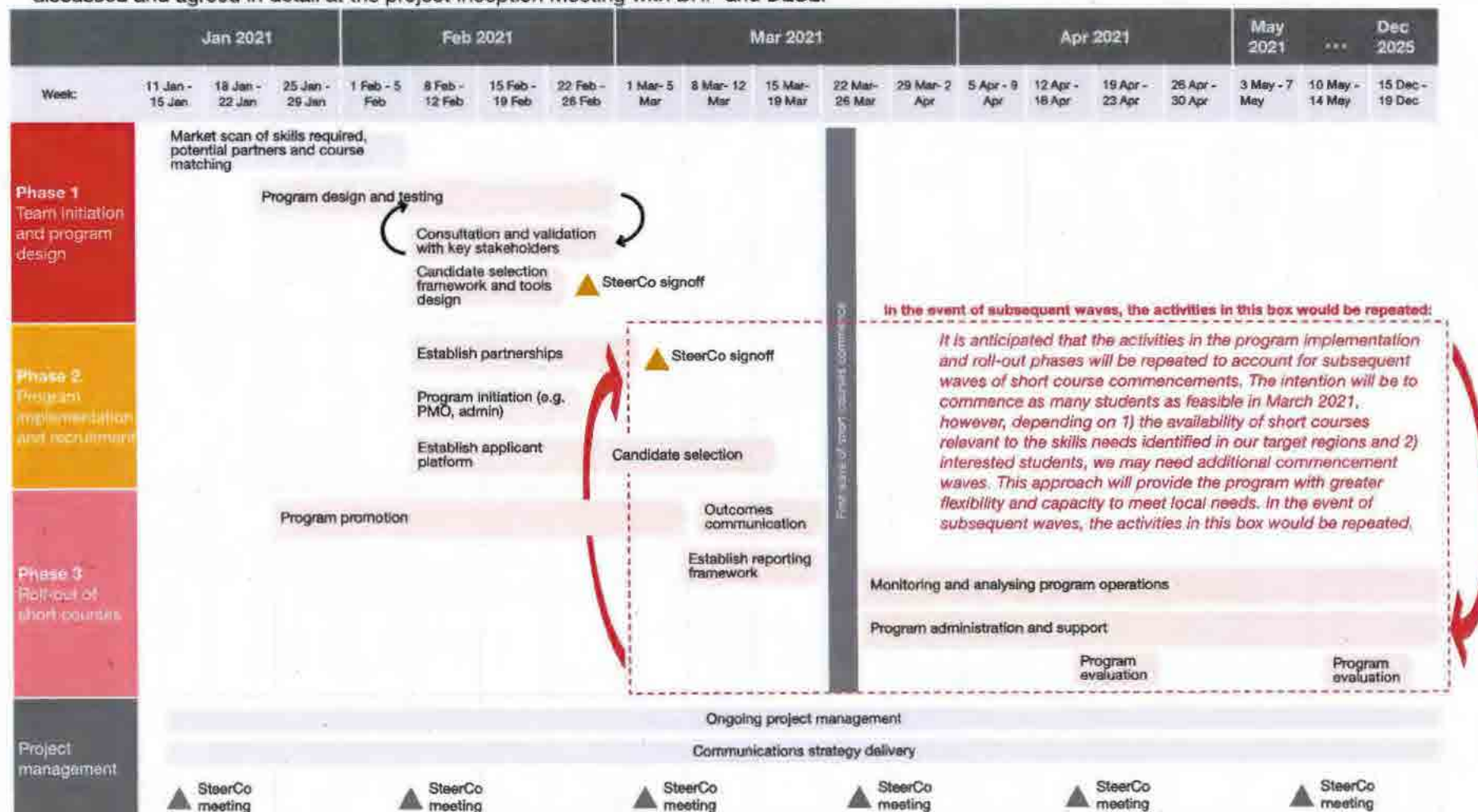
Project approach and timeline – Short courses

Phase 1
Initiate & design

Phase 2
Implement & recruit

Phase 3
Rollout

The below diagram shows the preliminary project plan for **Short courses**, noting that the timelines for phases 1 and 2 will be influenced by the decision of the Steering Committee regarding retrospective funding for the first wave of commencements. It is proposed that the project plan will be discussed and agreed in detail at the project Inception Meeting with BHP and DESE.



Advanced apprenticeships (1/2)

Phase 1
Initiate & design

Phase 2
Implement & recruit

Phase 3
Rollout

The development and implementation of the advanced apprenticeship program will largely follow the same process as the short courses. However, given the complexity of the program and the need for employer engagement, we propose an apprenticeship approach that includes minor augmentations.

Phase 1 C2

Employer and university engagement and consultation: We will engage with employers and universities in target regions to understand their skill needs, courses offerings and interest in participating in the advanced apprenticeship pilot. We will work with local BHP teams and their networks to raise awareness among small-medium enterprises and identify existing employees to participate in the program.

Phase 1 B3

Preliminary partnering: Building on our initial research and consultation we will identify geographies and/or sectors for an initial pilot of the advanced apprenticeship program. We will develop a preliminary list of business partners in these areas that are interested in participating in an advanced apprenticeship pilot program. This list will help inform the type of courses that will become part of the program.

Phase 1 B2, B5

Market scan and course matching: This activity will follow the same process as for short courses, noting that the outputs of the employer engagement and partnership discussions will be used to inform course matching, in addition to the skills demand insights.

Phase 1 B3

Program design: We will design and test with you the core and supporting elements for the apprenticeship program. We will have information from the research phase on the characteristics of our target cohort (e.g. Indigenous Australians, individuals looking to reskill, existing employees within our partner businesses, etc.) for each region. This will inform the design to ensure facilitation of positive student outcomes.

Phase 1 C2, C3

Testing and validation: We will test the proposed apprenticeship program design with you and participating businesses and universities to validate anticipated student outcomes. This will also allow us to make early adjustments, working with the universities to ensure tailoring as required.

Phase 1 B4

Candidate selection framework design: This activity will follow the same process as for short courses, noting that employers will play a critical role in the selection of candidates for their business. Therefore, employer specific criteria will need to be built into the selection framework.

Anticipated outcomes/deliverables

Further intelligence on local workforce needs and business desires, and a **network of local small and medium businesses** that can be approached for engagement on apprentices.

Identification of the scope for an initial pilot of the advanced apprenticeship program in a particular geography/sector. This pilot will inform a broader roll-out.

Shortlist of relevant apprenticeship courses that align to the identified skills needs of businesses in our target regions and can be delivered by universities.

Tailored program design for each region, including supporting program elements (e.g. mentoring) to promote positive student outcomes.

Program design tested and validated with key stakeholders across target regions and cohorts.

Candidate selection criteria developed that aligns candidates with apprenticeships matched to their community's skills needs.

Advanced apprenticeships (2/2)

Phase 1
Initiate & design

Phase 2
Implement & assess

Phase 3
Rollout

The development and implementation of the advanced apprenticeship program will largely follow the same process as the short courses. However, given the complexity of the program and the need for employer engagement, we propose an apprenticeship approach that includes minor augmentations.

Phase 2 A1, A2

Partnering: In addition to partnering with universities, at this stage we will also facilitate partnerships with the employers engaged in the program to ensure arrangements are finalised ahead of apprentice commencement. This stage will also involve clear communication and engagement with businesses to ensure they understand their responsibilities in the program.

Phase 2 B1, B2, B3

Candidate selection: This activity will follow the same process as for short courses, noting that employers will play a key role in candidate selection.

Phase 3 A1, A2

Monitoring, administration and evaluation: Once the candidate, course and employer have been confirmed, we will manage enrollment and assist the apprentice to commence study and work. Throughout the program we will manage the caseload and ensure reporting processes support evaluation and track key milestones and project activity.

Anticipated outcomes/deliverables

Established relationships with partners and clear understanding of roles and responsibilities.

Apprenticeship candidates selected and applicants notified of application outcomes.

Monitoring framework established to report on candidate outcomes during and on completion of the apprenticeship, and to inform the program evaluation.

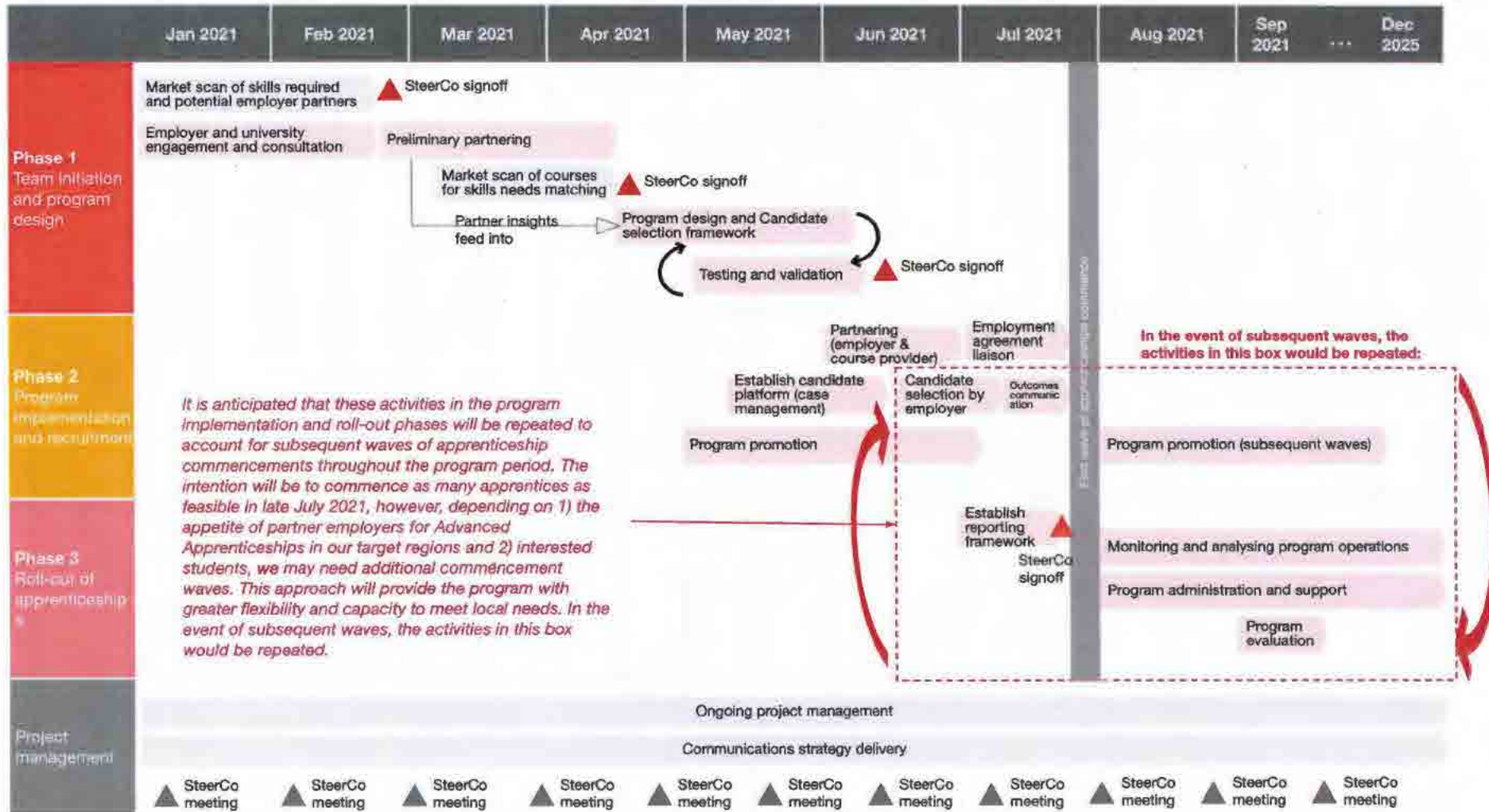
Project approach and timeline – Apprenticeships

Phase 1
Initiate & design

Phase 2
Implement & recruit

Phase 3
Rollout

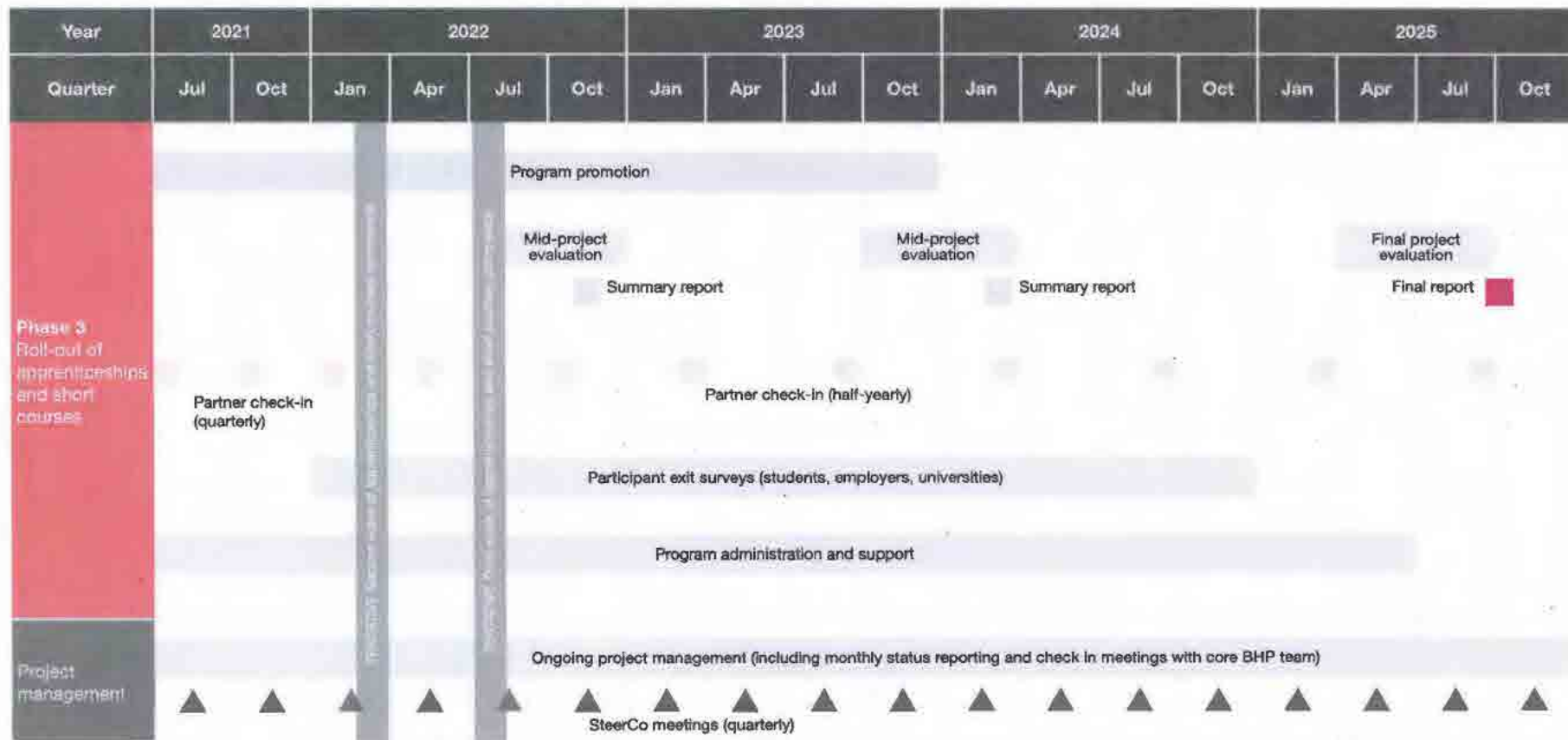
The below diagram shows the preliminary project plan for **Advanced apprenticeships**. It is proposed that the project plan will be discussed and agreed in detail at the project Inception Meeting with BHP and DESE.



Ongoing project approach and timeline

Phase 3
Rollout

The below diagram shows the proposed operating rhythm for the program once students have commenced the short courses and advanced apprenticeships. In Phase 3 of the program, we will be supporting, evaluating and monitoring the different stages of work across the program. Note that the below timeline is an estimate based on available information at the time of this proposal. The operating rhythm will be agile and flex to respond to new and emerging needs within the project.



Key:

- Summary report of project progress, presented to the SteerCo
- Partner check-in with employers and universities to discuss progress and any queries or concerns
- SteerCo meetings (quarterly) to present program progress, risks and queries

Communication strategy

s 47G

Example communication launch strategy

s 47G

Governance

A list of governance considerations concerning the roles and responsibilities of key players in the program is detailed below. Clearly establishing governance arrangements up front will facilitate the success of the Future of Work Partnership program and promote effective ongoing ways of working. **It is proposed that in the initial phase of the project we work with the Steering Committee to develop an operating protocol that establishes a shared understanding of roles, responsibilities, expectations and operating rhythm. This will guide ways of working for the duration of the program.**



PwC will defer to the Steering Committee on:

- Approval of partnerships and program documents e.g. candidate selection framework, promotional material, partnership agreements
- Key decisions e.g. individual candidate selection, budget sign-off
- Governance and arrangements with partners



PwC will be responsible for:

- Program research regarding skills required in target regions, potential partners (employers and universities) and other key stakeholders
- Preparing documents across all stages of the program
- Reporting to the SteerCo regarding program progress and any key risks and milestones
- Project management and continuous improvement
- Managing and liaising with stakeholders and partners
- Managing and tracking project finances/budgeting
- Administering all payments to educational providers in line with agreed commercial processes

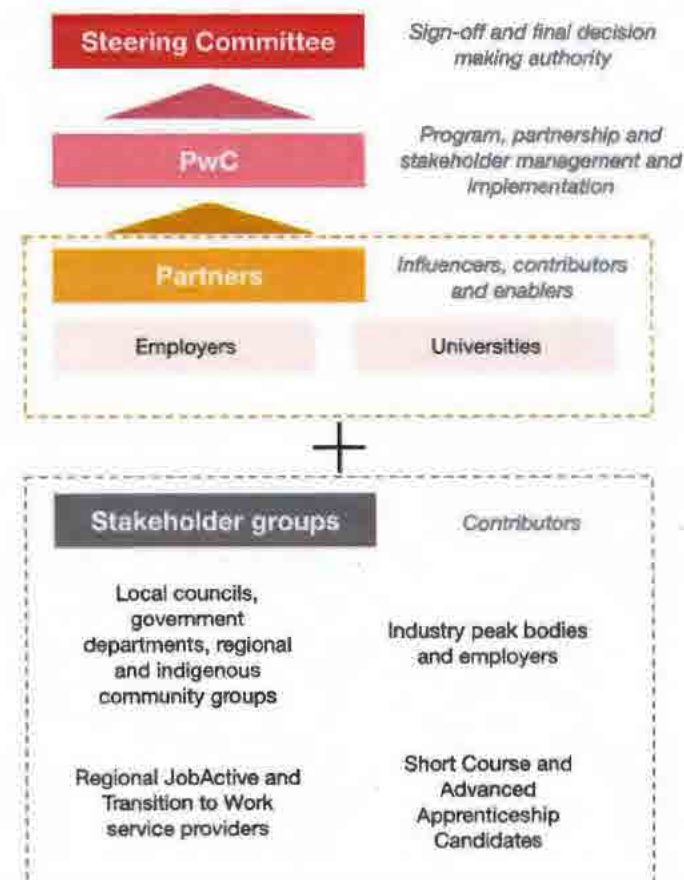


To be discussed with the Steering Committee during the kick-off meeting in January 2021:

- Operating protocol
- Operating rhythm and ways of working
- Delegation of authority throughout the program
- Involvement of regional teams and committees
- Initial budget allocation
- Confirmation of project timelines.

PwC - Future of Work Partnership Proposal

Proposed program reporting chart



Citations

We will apply our experience in education and training policy design, the establishment of apprenticeship programs, stakeholder consultation and secretariat services to successfully deliver this project with you.

Higher Apprenticeship Pilot

Client: Commonwealth Department of Education, Skills & Employment

Activity: Design and delivery of an Australian-first higher apprenticeship and traineeship pilot for 200 apprentices. This included negotiating training contracts across eight qualifications, sourcing employers (eight in total) and managing student progress.

Key learnings for this project:

Understanding of best practices for innovative training program design and data-driven processes for national candidate selection.

Governor's Aboriginal Employment Industry Cluster Cadetship program

Client: South Australia Department for Innovation & Skills

Activity: PIC designed and implemented an innovative 12-week cadetship program to align Aboriginal university students' skills with those required by South Australian employers.

Key learnings for this project:

Understanding of best practices for innovative training program design and engagement with employers and Indigenous students.

Skills Service Organisation (SSO)

Client: Commonwealth Department of Education, Skills & Employment

Activity: Support industry bodies to review national training products across various industries, including mining, infrastructure, ICT and business services.

Key learnings for this project:

Established best practices for secretariat support and nationwide consultation, including in rural and regional communities. Developed market-leading expertise in the VET sector and skills policy-setting.

Best practice in Indigenous engagement

Client: BHP

Activity: PIC led research (desktop and field) to determine whether current engagement with Indigenous communities in the WAIO area aligned to best practice.

Key learnings for this project:

Best practice methods for engagement with Indigenous communities.

Career Skills for New Jobs Pilot

Client: Commonwealth Department of Social Services

Activity: Design and coordination of a pilot to help mature-aged job seekers in western Sydney find work. This included the development of a case management system, online careers platform and an actuarial evaluation of the pilot to understand return on investment.

Key learnings for this project:

Understanding of best practices for running innovative pilot programs and managing applications.

BHP capability uplift initiatives (multiple)

Client: BHP (and other partners)

Activity: Training strategy development, worker readiness assessments and workshop facilitation for the Queensland Future Skills Partnership.

Key learnings for this project:

Understanding of BHP's culture and capability strategy. Applied deep VET sector knowledge to the needs of the METS sector workforce. Strengthened networks across key regions in which BHP operates.

Industry 4.0 Thought Leadership

Client: Swinburne University, Siemens, AMWU

Activity: Development of a thought leadership paper assessing the impact of Industry 4.0 on the manufacturing sector - the report can be accessed [here](#).

Key learnings for this project:

Understanding of best practices for consultation with small-medium enterprises, and an understanding of collaboration opportunities between government, employers and tertiary education institutions.

Resources Education Collaboration Summit

Client: AusIMM

Activity: Design and delivery of an education summit for stakeholders across the resources and education sector to discuss development of an education agenda.

Key learnings for this project:

Deepened understanding of social, economic and workforce issues affecting the METS sector. Understanding of best practices for collaboration with government, employers and tertiary education institutions.

Our team

We have established a core team with the right mix of skills, experience and knowledge to design and implement the program. This team will be supported by a range of Subject Matter Experts from across the PwC network, including Indigenous employment, competency frameworks, and recruitment.

Please note that every effort will be made to secure this team, however, some changes may be required due to other commitments. We have a large number of staff members with suitable skills for this program of work who will be engaged over the lifecycle of this project to ensure successful delivery.

Project leadership



Sara Caplan
Partner

Sara has over 25 years experience in the UK and Australian education and training sectors, including leading Higher Apprenticeship pilots in both countries and establishing PwC's Skills for Australia. Sara will be accountable for PwC's relationship with BHP and DESE and will oversee program execution.



Ian Persechino
Partner

Ian has over 20 years experience supporting public and private clients in Australia and the UK. He has run large, complex programs in the service sectors of both countries, including those which target vulnerable cohorts. Ian will quality review all deliverables.



Tim Rawlings
Director

Tim is an education and workforce expert and Head of Training Product Development at PwC's Skills for Australia. Tim has broad experience advising public and private sector clients on VET public policy, skills and workforce capability, including with BHP across several capability uplift initiatives. As project lead, Tim will guide the program strategy, design and implementation.

Core project delivery team



Sarah Phillips
Senior Manager

Sarah has over eight years experience in education policy development and project management. She will draw on her experience leading previous Higher Apprenticeship Pilots and providing secretariat services to the Human Services Skills Organisation Pilot. Sarah will be responsible for the day-to-day management of the project.



Melanie McLeod
Manager

Melanie is a Kuyani/Arrente woman from regional South Australia. She is a Manager in PwC's Indigenous Consulting and has over 15 years experience developing, implementing and reviewing complex projects and policies. Melanie will be responsible for leading consultation with target cohorts, including Indigenous businesses and communities.



Dan Hodgson
Senior Associate

Dan leads the Mining, Drilling and Civil Infrastructure team at PwC's Skills for Australia. He will draw on broad experience designing training products with employers, regulators, unions and training providers across the METS sector to guide program design and implementation. Dan will be responsible for day-to-day program delivery.



Sonia Clarke
Director

Sonia is a strategic communications expert with extensive experience across multiple global markets. She has experience directing award-winning campaigns spanning consumer brand building and corporate reputation management. Sonia will be responsible for the design and roll-out of the communications strategy for the Future of Work Partnership, working in conjunction with the BHP Corporate Affairs team and DESE Communications team.

Commercials

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We understand that you have committed \$30 million to the Future of Work Partnership program.

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Commercials

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Risks and mitigation strategies (1/3)

We have undertaken an initial risk assessment that we will refine and continue to develop with support from the Steering Committee once the project commences. Risk ratings have been determined on the basis of risk likelihood of occurrence and impact of risk. They are categorised Low, Moderate and High.

Id	Risk	Potential likelihood	Mitigation strategy
1	Candidates in the first wave of short courses are enrolled before they are notified of their admission into the program	High	s 47G
2	Low number of candidate applicants for short courses and advanced apprenticeships	Moderate	
3	Low number of partner employers	Moderate	

Risks and mitigation strategies (2/3)

We have undertaken an initial risk assessment that we will refine and continue to develop with support from the Steering Committee once the project commences. Risk ratings have been determined on the basis of risk likelihood of occurrence and impact of risk. They are categorised Low, Moderate and High.

#	Risk	Potential likelihood	Mitigation strategy
4	Limited availability of short courses and advanced apprenticeships at partner universities that align to identified skills needs of target regions	Moderate	s 47G
5	High candidate dropout rates from short courses and apprenticeships impacting delivery timelines and total candidate numbers	Moderate	
6	Difficulty engaging with stakeholders in target regions	Moderate	
7	Potential regional economic downturn may impact candidate intake across the program	Moderate	
8	The cost to BHP per apprentice and short course student is higher than budgeted	Moderate	

Risks and mitigation strategies (3/3)

We have undertaken an initial risk assessment that we will refine and continue to develop with support from the Steering Committee once the project commences. Risk ratings have been determined on the basis of risk likelihood of occurrence and impact of risk. They are categorised Low, Moderate and High.

#	Risk	Potential likelihood	Mitigation strategy
9	Inability to identify skill needs in target regions due to data availability and quality	Low	s 47G
10	Program phases may be delayed due to external changes (e.g. universities delaying delivery of short course until they have a minimum number of students enrolled)	Low	
11	Difficulty measuring the outcomes of the project	Low	

Thank you

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Appendix A - Expression of Interest

Appendix A - Expression of Interest: Future of Work Partnership



We are excited to support BHP and DESE with the Future of Work Partnership program

The Future of Work Partnership comes at a vital time when the nature of work in Australia is rapidly changing. Australia's ability to bounce back from COVID-19 and rebuild its economy is dependent on industries and businesses having the right skills, at the right time, and in the right place. The mining industry, Government and the tertiary education sector each have a critical role to play to develop the highly skilled workforce our economy needs in the decades ahead. This role is particularly important to assist cohorts such as unemployed youth, school leavers, regional and remote Australians, Indigenous Australians and Australians looking to re-skill, all of which have been significantly impacted by COVID-19.

We understand that you are looking for a partner to design, deliver and manage the new 'Future of Work Partnership' program that will create 1,000 skills development opportunities through advanced apprenticeships and short courses. We understand the importance of this work and believe we have the rights skills and experience to partner with you to successfully deliver this initiative.

We have a long history of working with BHP and the Department of Education, Skills and Employment (DESE) to deliver results.

PwC has a deep relationship with BHP. Across PwC's service offerings, and across BHP's business, our teams have worked together to help BHP achieve its purpose. PwC is currently working on an number of projects in multiple territories helping BHP improve the performance of its assets, and achieve productivity gains through technology and capability improvements.

PwC's Indigenous Consulting team (PIC) also has an ongoing relationship with BHP. PIC has supported BHP to review current engagement with Indigenous communities across the WAIO area and align this engagement with best practice principles. PIC has also assisted BHP to redesign its reconciliation action plan, and determine needs within Aboriginal communities.

Our PwC team also works beside BHP on several government upskilling initiatives, including the Coal and Metalliferous Industry Reference Committees, and the Queensland Future Skills Partnership.

PwC has partnered with DESE on various projects to design, implement and promote the Department's education and training reform agenda. We have worked in partnership with the Department as a Skills Service Organisation (SSO) since 2016, supporting 17 Industry Reference Committees to manage Vocational Education and Training (VET) training packages. We have recently supported the Department in its response to the impact of COVID-19 on the skills landscape, including the development of accelerated accreditation programs in areas such as infection control.

We also played a key role in implementing the Department's innovative Higher Apprenticeship and Traineeship Pilot in 2016-19. We worked with the Department, employers, training providers and other stakeholders to develop and lead the delivery of the Pilot in the form of a work-based training program for 200 Higher Apprentices in professional, business and IT occupations.

Our methodology maximises impact for target regions and cohorts

We have developed a methodology to design, validate, implement and manage the Future of Work Partnership program.

1. Initiate program team and delivery

Scope and objective: Research, develop and validate program design with key stakeholders

Indicative timeframe: Early January to mid February 2021 (4-6 weeks)

A. Project initiation

- **Inception meeting** to align on program scope, objectives, outcomes and ways of working
- **Establishing Project Steering Committee (SteerCo)** and agreeing on key milestones, deliverables and governance processes, drawing on our broad secretariat support experience as an SSO and PIC guidance on Indigenous voice.

- **Designing candidate selection criteria**, including developing tools that support the selection of candidates and ensure candidate selection maximises social and economic impact
- **Designing a training program evaluation framework** to support SteerCo decision-making on which tertiary education training programs maximise social and economic impact for target regions and cohorts.

B. Program research and design

- **Market research and consultation** to assess workforce and skill needs of target regions and cohorts, including consultation with local businesses across key sectors, such as health, tourism and agriculture
- **Market scan** to evaluate tertiary education training programs that address identified skills needs, including working with DESE to assess current and prospective short courses
- **Designing the program**, including structuring learning and employment pathways (both advanced apprenticeships and short courses), establishing supporting program elements (e.g. program administration and management), curating training courses, as required, and incorporating opportunities to create shared value for target regions and maximum impact for participants (e.g. implementation of a mentoring system and careers advice program)

C. Stakeholder validation

- **Stakeholder mapping** to determine key locations, organisations and individuals in target regions for consultation, drawing on our strong existing relationships with employers and training providers, and PIC's guidance on Indigenous engagement
- **Targeted consultation** to test program design with key stakeholders, including working with PIC to engage small-medium enterprises and Indigenous businesses across target regions
- **Scaled consultation** to validate findings with the broader public (as needed), leveraging digital and in-person forums where appropriate, such as town halls, webinars and focus groups
- **Confirmation of program approach and design** with SteerCo.

2. Applications received and assessed

Scope and objective: Initiate program, promote to employers and target cohorts, and evaluate applicants

Indicative timeframe: Early February to early March 2021 (4 weeks)

A. Program implementation

- **Program initiation**, including implementing program administration and management processes
- **Partnering with employers and tertiary education institutions** to establish a single platform approach for candidate applications, enrolments and employment opportunities, drawing on our cloud-based customer relationship management (CRM) system capability
- **Program promotion** to raise awareness of the program and its potential impact, leveraging our graphics and creative communications capability.

B. Applicant selection and evaluation

- **Implementing application review processes** that support you to make data-driven decisions when reviewing applicants
- **Supporting you to review applications and select applicants**, leveraging best practices from our experience with national recruitment
- **Communicating application outcomes**, providing timely feedback to unsuccessful applicants and actionable next steps for successful applicants.

3. Apprenticeships and short courses start

Scope and objective: Monitor and review program outcomes and support future decision-making needs

Indicative timeframe: Early March 2021 to December 2025

A. Program monitoring and administration

- **Designing a candidate outcome reporting framework** to ensure candidates' program experience and employment outcomes are tangibly measured, leveraging our capability in sentiment analysis and customer satisfaction measurement
- **Employment agreement liaison** with small-medium enterprises and Indigenous businesses to administer agreements that secure employment for program participants.

B. Secretariat support

- **Monitoring and analysing program operations** to inform employer and SteerCo decision-making, including reporting on program finances, candidate and employer outcomes, and investigating flow effects for target regions and cohorts
- **Supporting SteerCo decision-making** through ad hoc research and consultation on complementary initiatives to support the further piloting of innovative education and employment strategies.

We are uniquely positioned to support you with this program

In addition to our core consulting strengths, we will bring key differentiated capabilities and experiences to help drive the success of this program. These characteristics make us the ideal partner for BHP and DESE in the delivery of this program as we will be able to draw on tried and tested methodologies, use existing research and stakeholder networks, and implement lessons learnt from similar projects. This will ensure the program delivers the maximum impact for the target cohorts and regions.

We have run multiple advanced apprenticeship trials

Our team has delivered innovative Higher Apprenticeship trials that enabled accelerated accreditation for learners in the UK and Australia, including the 2016 Commonwealth Higher Apprenticeship Pilot Program. We will apply best practices learnt in these pilots to maximise the impact for target regions and cohorts, including when negotiating with tertiary education institutions, sourcing employers, and supporting candidates.

We are skilled in market research and consultation

We have developed extensive tools, datasets and thought leadership about skills and workforce issues, including our August 2020 *Where next for skills? report*. We will apply our market-leading research and consultation expertise to develop novel insights about the impact of skills and workforce development in the target regions, and will build on our pre-existing findings and datasets.

We will partner with PIC, a majority owned Indigenous business

A certified Indigenous business, PIC is a majority Indigenous owned, led and staffed consulting firm. PIC has deep experience working with Indigenous people, businesses and communities in urban, regional and remote areas. PIC will provide insight and guidance on Indigenous voice, engagement and matters to ensure the program supports and aligns to views and ways of working with Indigenous people and stakeholders.

We know how to provide project implementation support

We led the innovative 'Career Skills for New Jobs Pilot' in 2019-20, which included delivering case management for mature-aged job seekers and providing support services for delivery partners. We will use the findings from the actuarial report produced for this project that identified best practices for helping individuals gain sustainable work (e.g. tailoring support based on needs analysis).

We are experienced in training design

As an SSO, we have worked with employers and training providers to design training products to meet critical industry and business needs across a range of sectors, including the mining, equipment, technology and services (METS) sector. We will apply this experience to inform our design of the program parameters and our approach to tailoring training courses. We will also leverage the broad stakeholder networks we have developed through this work.

We employ higher apprentices and trainees at PwC

PwC has successful traineeship and apprenticeship programs in our assurance and consulting businesses. This means we have firsthand experience engaging with school leavers, recruiting apprentices, embedding them in our workforce and monitoring their progress. We will apply these tried and tested tools and methodologies to inform our approach to the project to ensure the students have a successful experience.

We will draw on these capabilities and experiences to **maximise the social, economic and educational outcomes** of this program for target regions and cohorts, including unemployed youth, school leavers, Indigenous Australians, Australians looking to reskill, Indigenous businesses, and small-medium enterprises.

We will draw on our learnings and experiences from past projects

We will apply our experience in skills policy design, the establishment of apprenticeship programs, stakeholder consultation and secretariat services to successfully deliver this project with you.

Higher Apprenticeship Pilot

Client: Commonwealth Department of Education, Skills & Employment

Activity: Design and delivery of an Australian-first higher apprenticeship and traineeship pilot for 200 apprentices. This included negotiating training contracts across eight qualifications, sourcing employers (eight in total) and managing student progress.

Key learnings for this project:

Understanding of best practices for innovative training program design and data-driven processes for national candidate selection.

Governor's Aboriginal Employment Industry Cluster Cadetship program

Client: South Australia Department for Innovation & Skills

Activity: PIC designed and implemented an innovative 12-week cadetship program to align Aboriginal university students' skills with those required by South Australian employers.

Key learnings for this project:

Understanding of best practices for innovative training program design and engagement with employers and Indigenous students.

Skills Service Organisation (SSO)

Client: Commonwealth Department of Education, Skills & Employment

Activity: Support industry bodies to review national training products across various industries, including mining, infrastructure, ICT and business services.

Key learnings for this project:

Established best practices for secretariat support and nationwide consultation, including in rural and regional communities. Developed market-leading expertise in the VET sector and skills policy-setting.

Best practice in Indigenous engagement

Client: BHP

Activity: PIC led research (desktop and field) to determine whether current engagement with Indigenous communities in the WAIO area aligned to best practice.

Key learnings for this project:

Best practice methods for engagement with Indigenous communities.

Career Skills for New Jobs Pilot

Client: Commonwealth Department of Social Services

Activity: Design and coordination of a pilot to help mature-aged job seekers in western Sydney find work. This included the development of a case management system, online careers platform and an actuarial evaluation of the pilot to understand return on investment.

Key learnings for this project:

Understanding of best practices for running innovative pilot programs and managing applications.

BHP capability uplift initiatives (multiple)

Client: BHP (and other partners)

Activity: Training strategy development, worker readiness assessments and workshop facilitation for the Queensland Future Skills Partnership.

Key learnings for this project:

Understanding of BHP's culture and capability strategy. Applied deep VET sector knowledge to the needs of the METS sector workforce. Strengthened networks across key regions in which BHP operates.

Industry 4.0 Thought Leadership

Client: Swinburne University, Siemens, AMWU

Activity: Development of a thought leadership paper assessing the impact of Industry 4.0 on the manufacturing sector - the report can be accessed [here](#).

Key learnings for this project:

Understanding of best practices for consultation with small-medium enterprises, and an understanding of collaboration opportunities between government, employers and tertiary education institutions.

Resources Education Collaboration Summit

Client: AusIMM

Activity: Design and delivery of an education summit for stakeholders across the resources and education sector to discuss development of an education agenda.

Key learnings for this project:

Deepened understanding of social, economic and workforce issues affecting the METS sector. Understanding of best practices for collaboration with government, employers and tertiary education institutions.

Our proposed team and commercial arrangements

High level budget

s 47G

Our core delivery team

We have established a core team with the right mix of skills, experience and knowledge to design and implement the program. Our core team will be assisted by additional team members in supporting roles, as well as subject matter experts in areas including Indigenous employment, the METS sector, competency frameworks, and recruitment.

Project leadership



Sara Caplan
Partner

Sara has over 25 years experience in the UK and Australian education and training sectors, including leading Higher Apprenticeship pilots in both countries and establishing PwC's Skills for Australia. Sara will be accountable for PwC's relationship with BHP and DESE, and will quality review all deliverables. She will also oversee program execution.



Ian Persechino
Partner

Ian has over 20 years experience supporting public and private clients in Australia and the UK. He has run large, complex programs in the service sectors of both countries, including those which target vulnerable cohorts. Ian will be accountable for PwC's relationship with BHP and DESE, and will quality review all deliverables. He will also oversee program execution.



Tim Rawlings
Director

Tim is an education and workforce expert and Head of Training Product Development at PwC's Skills for Australia. Tim has broad experience advising public and private sector clients on VET public policy, skills and workforce capability, including with BHP across several capability uplift initiatives. As project lead, Tim will guide the program strategy, design and implementation.



Sarah Phillips
Senior Manager

Project delivery team

Sarah has over eight years experience in education policy development and project management. She will draw on her experience leading previous Higher Apprenticeship Pilots and providing secretariat services to the Human Services Skills Organisation Pilot. Sarah will be responsible for the day-to-day management of the project.



Melanie McLeod
Manager

Melanie is a Kuyani/Arrente woman from regional South Australia. She is a Manager in PwC's Indigenous Consulting and has over 15 years experience developing, implementing and reviewing complex projects and policies. Melanie will be responsible for leading consultation with target cohorts, including Indigenous businesses and communities.



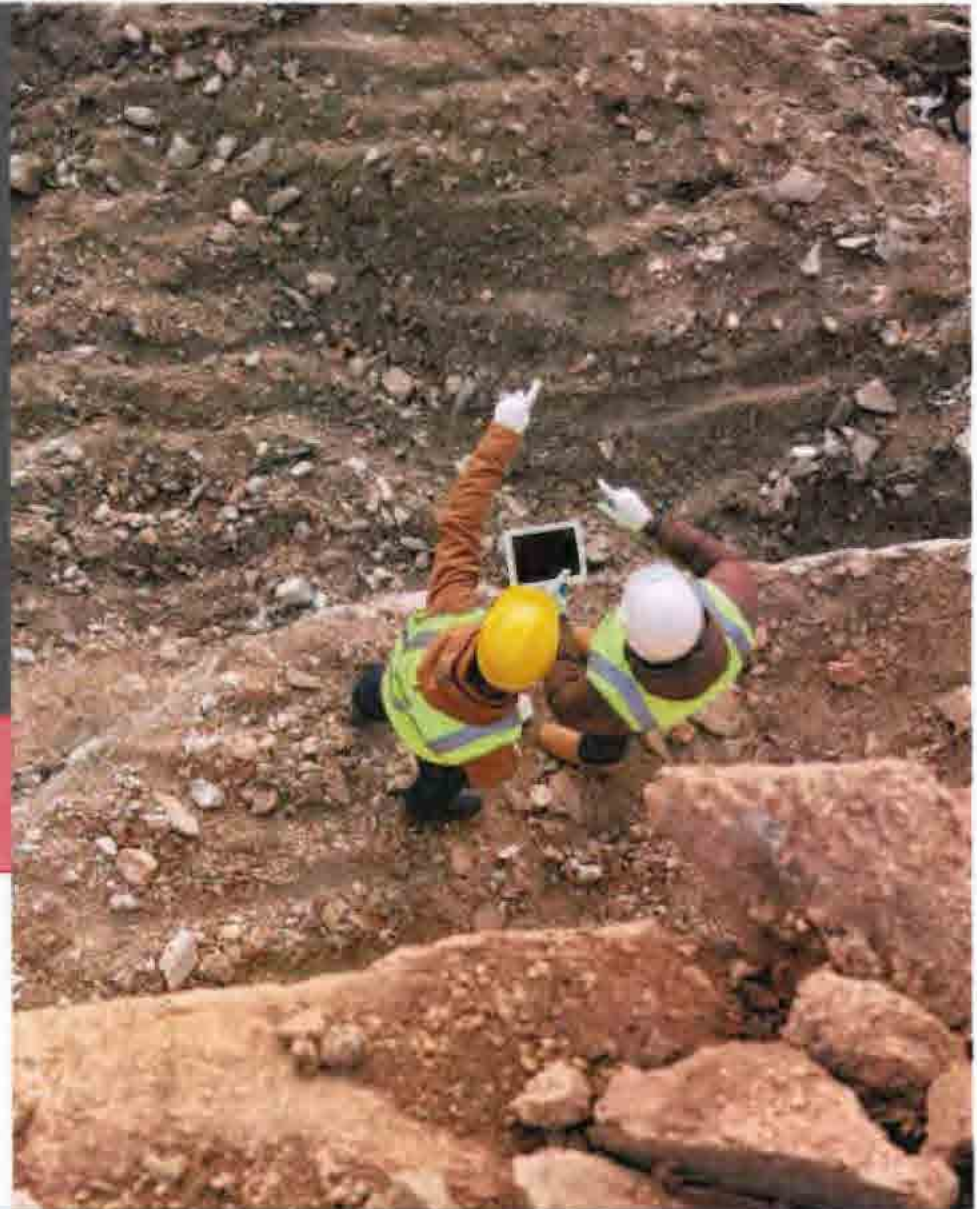
Dan Hodgson
Senior Associate

Dan leads the Mining, Drilling and Civil Infrastructure team at PwC's Skills for Australia. He will draw on broad experience designing training products with employers, regulators, unions and training providers across the METS sector to guide program design and implementation. Dan will be responsible for day-to-day program delivery.

Appendix B - Presentation slides

Future of Work Partnership

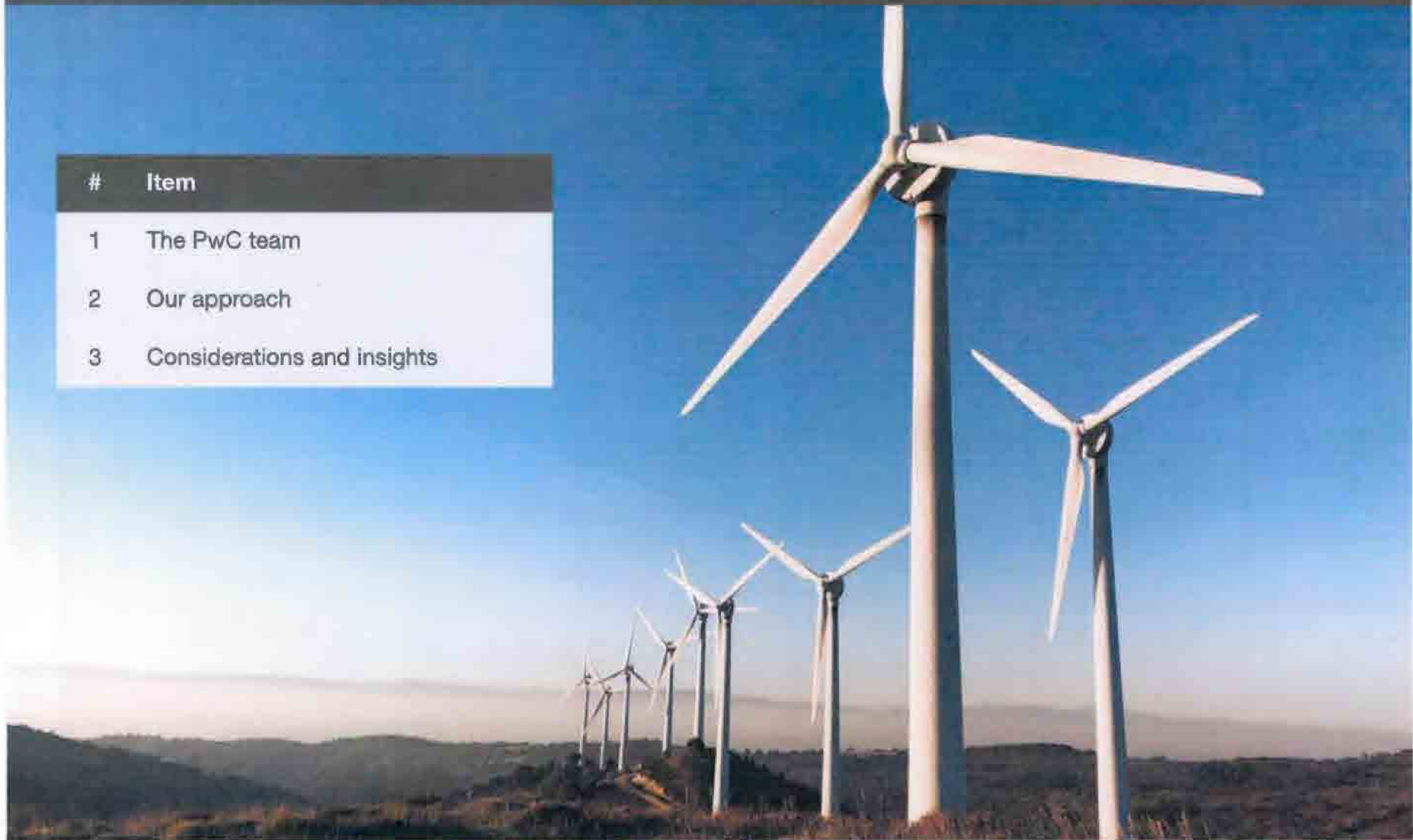
BHP and the Department of Education, Skills and Employment



November 2020

Agenda

- | # | Item |
|---|-----------------------------|
| 1 | The PwC team |
| 2 | Our approach |
| 3 | Considerations and insights |



We have a team that will work with you to deliver this project

We have established a core team with the right mix of skills, experience and knowledge to design and implement the program. This team will be supported by a range of Subject Matter Experts from across the PwC network, including Indigenous employment, the METS sector, competency frameworks and recruitment.

Project leadership



Sara Caplan
Partner

Sara has over 25 years experience in the UK and Australian education and training sectors, including leading Higher Apprenticeship pilots in both countries and establishing PwC's Skills for Australia. Sara will be accountable for PwC's relationship with BHP and DESE and will oversee program execution.



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Core project delivery team



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Senior Manager

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Dan Hodgson
Senior Associate

Dan leads the Mining, Drilling and Civil Infrastructure team at PwC's Skills for Australia. He will draw on broad experience designing training products with employers, regulators, unions and training providers across the METS sector to guide program design and implementation. Dan will be responsible for day-to-day program delivery.

Our project approach draws on our skills and experience to meet your objectives and maximise impact for target regions and cohorts

Our methodology is structured to design, validate, implement and manage the Future of Work Partnership program in partnership with you.



Considerations for our approach (1/3)



Phase 1: Team initiation and program design

Scope and objective

Research, develop and validate program design with key stakeholders

Phase duration

4-6 weeks (Early January to mid February 2021)

#	Our understanding of your needs	Key considerations
1	Market research, economic analysis and consultation will be needed to determine current and emerging skills demand in target regions. This will include interviews with employers and subject matter experts.	Publicly available information, such as ABS and state-based data, will be a core foundation for the demand analysis. We will build on this with other data sets, including existing PwC analysis, to contribute to the demand picture. What other types of research activities and datasets should be investigated to model skills demand for target regions and cohorts?
2	A broad range of tertiary education training programs should be investigated to meet the skills needs of target regions and cohorts.	What mix of tertiary education programs will best meet the program's objectives and the target skill level of participants (including nationally accredited courses and non-accredited training)? How can the combination of programs offer optimal pathways for participants?
3	The supply of training will need to be matched to the skills demand profile of the target regions and cohorts. This may require some curation of training programs.	Supply of required training in regional areas can be challenging. How can tertiary education institutions be incentivised or assisted to deliver the required training in the identified locations (e.g. technology, ensuring critical mass of students, identified qualified educators in the regions)?
4	Additional participant support services should be embedded in the program to maximise the likelihood of success. This includes supporting the employer for the Advanced Apprenticeships.	What types of support services should be included, for example, mentoring programs and work placements? How should participant support services be tailored to the needs of different regions and cohorts, such as more vulnerable individuals?

Considerations for our approach (2/3)



Phase 2: Program implementation and recruitment

Scope and objective

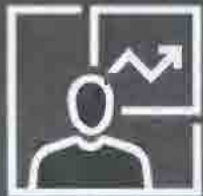
Initiate program, promote to employers and target cohorts, and evaluate applicants

Phase duration

Approx. 4 weeks repeating over the course of the program

#	Our understanding of your needs	Key considerations
1	A capability will be necessary to act as a single source of truth for candidate applications, enrolments and employment opportunities. The capability that is developed with the user in mind will track candidates in a simple and streamlined way.	What technologies will help drive program efficiency and reliability, while maximising user experience (i.e. for candidates, employers and tertiary education institutions)? What is the desired customer journey for candidates, employers and tertiary education institutions (e.g. pain points and moments that matter)?
2	Existing networks should be leveraged to drive engagement with target regions and cohorts. This includes PwC's network of employers and training providers through its work as a Skills Service Organisation (SSO). It also includes those established through PIC's work with BHP across its Australian assets, such as its connections with traditional owner groups surrounding Olympic Dam.	What promotional channels will have the greatest reach and engagement levels for target regions and cohorts? How can we build on existing BHP and DESE community programs and outreach methods, and how should we work with BHP and DESE teams to do this?
3	The candidate application process should aim to minimise biases that discriminate against certain demographics, such as vulnerable cohorts.	How will the selection process ensure fair and consistent outcomes across target regions and cohorts? For example, this may require applicants to answer a series of questions, instead of providing a resume and/or academic transcript.
4	Candidate selection criteria should preference the applicant's potential over proven ability.	What factors should candidate selection criteria address to maximise impact on target regions and cohorts? For example, what role should local schools and community organisations play in nominating and selecting candidates?

Considerations for our approach (3/3)



Phase 3: Roll-out of apprenticeships and short courses

Scope and objective

Monitor and review program outcomes and support future decision-making needs

Phase duration

Ongoing (Early March 2021 to December 2025)

#	Our understanding of your needs	Key considerations
1	The program should evolve over time. Flexibility and optionality should be built into the program's five year plan, including review points that ensure the training mix and candidate selection criteria continue to maximise impact for target regions and cohorts.	How should key stakeholders be engaged to provide timely and insightful feedback, including candidates, employers, tertiary education institutions and local communities? Common methods of engagement include surveys, webinars, workshops, focus groups, and interviews.
2	Employers should be engaged from the outset to ensure the right skills are being developed in the right place. This should maximise the participant's prospect of employment.	Employer engagement can be challenging, and buy-in and understanding of the program is critical. We have tried and tested mechanisms that have been used in the SSO and Higher Apprenticeship programs, however, we want to understand how BHP's existing networks in communities can be built on to achieve this objective.
3	Program outcomes should be measured using a broad range of metrics (beyond the participant's employment outcome). This should include the program's impact on local communities.	How can the program's benefits be measured and promoted to incentivise similar initiatives from other private companies? How the program's impact on local communities be measured, such as increasing innovation, entrepreneurship and further education?

Guiding principles for the implementation of our methodology

Our methodology is underpinned by a set of guiding principles that will help maximise the impact of the program for target regions and cohorts.



Guiding principles

Collaborative: We will engage with industry, tertiary education institutions and government to encourage input into the program

Alignment with industry needs and expectations: We will ensure the program reflects current and emerging industry needs and builds a successful, adaptable and resilient workforce for the future

Outcomes focused: We will be committed to achieving results for all parties involved

Innovative: We will adopt innovative methods wherever possible to challenge the current approach to education and training

Transparent: We will communicate with openness and clarity

Future focused: We will promote the program's long-term success and encourage further piloting of innovative education programs

Thank you

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ADDITIONAL ESTIMATES 2021-22 BACK POCKET BRIEF

BHP Future of Work Program Key Issues

- BHP is partnering with the Department of Education, Skills and Employment (DESE) to deliver the BHP Future of Work (FoW) Program. The Program is designed to prepare regional Australians and businesses for the future through the creation of up to 1,000 skills development opportunities from 2021 to 2025.
- The skills development opportunities are in the form of short courses and advanced apprenticeships. They will help upskill individuals and alleviate skills shortages in five target regional areas: Bowen Basin and Mackay (QLD), Roxby Downs and the Upper Spencer Gulf (SA), the Pilbara (WA) Goldfields (WA) and the Upper Hunter Region (NSW). BHP has engaged PriceWaterHouseCoopers (PWC) to administer the program.
- The Partnership between BHP and DESE is supported by a Memorandum of Understanding (MOU). DESE's role under the MOU is to assist in the development and delivery of the FoW initiatives includes providing guidance on program objectives and their link to the Australian Government's education reform agenda and assisting in program design and administration.
- The BHP Partnership supports the Government's higher education university and industry collaboration policy agenda and the supply of skills in target regions. The advanced apprenticeship component of the program provides an opportunity to further develop and test a regionally-based higher education advanced apprenticeship model, tailored to meet skills gaps in those areas. It complements other recent and current government pilot initiatives targeting the Flinders University Naval Shipbuilding, Industry 4.0 and Women in STEM pilots.

Funding

- BHP has committed \$30 million for the Partnership between 2021-2025, from an annual social investment budget of around \$90 million. This funding is intended to benefit society, particularly BHP's local communities, and is separate from BHP's own workforce development funding.
- There is no Australian Government (i.e. investment or funding) in the program. However, the short courses component draws on Commonwealth Supported Places (CSPs) in that short course candidates must have a CSP available to be considered for BHP funding support.

Future of Work background

- In February 2020, BHP approached DESE to discuss a potential Partnership in BHP's social investment priority area. After further discussion, BHP CEO Mike Henry announced that BHP would invest \$30 million into the FoW partnership with DESE. On 15 October 2020, the then Education and Skills Ministers, the Hon Dan Tehan MP and Senator the Hon Michaelia Cash, published a joint press release announcing the Partnership.

Short courses

- The short courses initiative for up to 750 students commenced in early 2021 and is ongoing in 2022. All students approved for the short course (an Undergraduate Certificate or Graduate Certificate) will study in an area providing them with skills needed within the region, as identified through a skills needs analysis undertaken by PWC. 100 students were approved to participate in the short course component in 2021.

Advanced apprenticeships

- The advanced apprenticeships component is currently in development and will be available for up to 250 students from Semester Two, 2022. A series of workshops to support the advanced apprenticeships were undertaken in 2021 and early 2022, focussed on the BHP regional areas in South Australia, Queensland and Western Australia. The workshops included representatives of local businesses, peak groups and community and were focussed on university and industry co-design of courses for the delivery of education and training.
- The advanced apprenticeships will be tailored to the following skills areas in target regions: Aged and Disability Care Sector (South Australia), Business and Digital Technologies (multi-sector) (Queensland), and Engineering (Western Australia).
- The education and training delivered will benefit workers by allowing them to gain new skills directly relevant to their current role and career aspirations. Their employers will benefit by receiving access to the advanced skills and knowledge that participants bring back to the workplace.

Governance

- The Partnership Committee is a key governance mechanism to manage the strategic direction of the FoW Partnership, through dialogue on education and skills and support for opportunities for government-industry collaboration in the tertiary education sector.
- A Steering Committee, which meets monthly, has been established to monitor the roll out of the program and make operational decisions. The Steering Committee provides overarching direction, discusses project updates and reviews the delivery of the project.

Key dates

• BHP Future of Work Partnership announced	1 October 2020
• The then Education and Skills Ministers, the Hon Dan Tehan MP and Senator the Hon Michaelia Cash, published a joint press release announcing the Partnership	15 October 2020
• PWC engaged to administer Partnership initiatives	27 November 2020
• Short Courses commenced	Semester One, 2021
• Memorandum of Understanding between DESE and BHP executed for BHP Future of Work partnership	April 2021
• First Partnership Committee meeting held	7 May 2021
• Second Partnership Committee meeting held	13 December 2021
• Co-design workshops for advanced apprenticeships held	August 2021 – January 2022*
• Advanced Apprenticeships will commence	Semester Two, 2022

**The final workshop for the advanced apprenticeship to be implemented in the Western Australian regions will be held in March 2022*



Australian Government
Department of Education,
Skills and Employment

Deputy Secretary's meeting

To: s 22

Meeting: BHP-DESE Future of Work Partnership Committee #1

Date: 7 May 2021

s 22

Meeting

Attendees (biographies for BHP attendees are at [Attachment A](#))

s 47F

s 22

Time

1:00 - 2:00 pm AEST

Place

Microsoft Teams Meeting

Purpose

The purpose of the Partnership Committee is to manage the strategic direction of the Government's Future of Work Partnership with BHP; establish a dialogue on education and skills; and explore opportunities for government-industry collaboration in the tertiary education sector.

Issues

1. Under the BHP-DESE future of work partnership, a project board has been established to monitor roll out of the program and make operational decisions, led by s 22 and s 47F. In addition, BHP would like to establish a governance mechanism to discuss the partnership as it relates to the work program of both DESE and BHP.
 2. This will be an introductory meeting to discuss the role of the committee, receive an overview on partnership activities to date, and understand the future agendas of both DESE and BHP in skills and education. An agenda is at Attachment B.
 3. s 22 will lead the meeting and each deputy secretary or representative will be asked to give a brief policy overview (5 minutes) of their work, which should also allow some time for discussion. A run-sheet and talking points is at Attachment C.
 4. The aim of the Partnership is strengthening economic resilience in regional communities through education and training, targeted to addressing the specific needs of local workforces and small businesses. BHP also aims to help Australia recover from the economic effects of COVID-19. BHP's introductory letter seeking a partnership provides some insight to how it would like to work with government; it is at Attachment D.
- s 22
6. Higher Education Division has been leveraging the partnership to support its short courses and advanced apprenticeship-style courses agenda. These initiatives involve new qualification types and models of learning that support rapid reskilling and improved collaboration between industry and universities.
 7. s 47G
 8. The partnership committee is expected to meet quarterly, but members can discuss and agree a suitable cadence. Over this period, it is likely the following topics will be explored:
 - a. ways to improve pathways between VET and higher education, and better align on-the-job learning with academic teaching in higher education
 - b. whether arrangements for employer reserved places in higher education are functioning effectively in encouraging collaboration between providers and industry
 - c. other barriers from government and business in supporting timely, relevant, and high-quality education and training
 - d. the potential for additional partners and a wider scope for the partnership to positively influence education and skills system.

Funding

9. BHP's current funding for the partnership is drawn from its social investment program. This funding is explicitly not for BHP's benefit or to train its own workforce. The money is also targeted at its local communities. BHP has committed \$30 million for the partnership between 2021-2025, from an annual social investment budget of around \$90 million. s 47G
10. To date DESE's contribution to the partnership has not involved additional funding. s 47G

Sensitivities

11.s 22

Consultation

12. Industry Advice Branch and Skills Organisation Branch (Skills and Training Group); and the National Skills Commission have provided input to this brief.
13. Skills and Training Group; Schools Group; Early Childhood and Child Care Group; and Higher Education, Research and International Group provided suggestions for potential projects to BHP in 2020 before the partnership activities were finalised. Some proposals were not successful because BHP wanted to partner with DESE, rather than an external organisation, and not have to administer the programs itself. BHP was also interested in new projects.

Background

14. In February 2020, BHP approached DESE to discuss a partnership in BHP's social investment priority area: the Future of Work. This funded is intended to benefit society, particularly BHP's local communities, and is separate from BHP's own workforce development funding.
15. BHP's regions of interest are the Bowen Basin and Mackay, Queensland; Roxby Downs and Upper Spencer Gulf, South Australia; the Pilbara and Goldfields, Western Australia; Hunter Region, New South Wales.
16. After further discussion, on 1 October 2020 BHP CEO Mike Henry announced that BHP would invest \$30 million into a Future of Work Partnership with DESE, aiming to create opportunities for up to 1000 people in regional communities to study a higher education qualification. On 15 October 2020, the Hon. Dan Tehan, then-Minister for Education, and the Hon. Michaelia Cash, then-Minister for Skills, Employment and Small Business, published a joint press release announcing the partnership.
17. There are two higher education initiatives currently being delivered under the partnership between 2021-2025:
 - A short courses program for up to 750 students. BHP will provide additional financial support to students undertaking Undergraduate Certificates and Graduate Certificates.
 - An advanced apprenticeship-style program for up to 250 students. This program will benefit workers by allowing them to gain new skills directly relevant to their current role and career aspirations, and benefit employers by giving access to the advanced skills and knowledge that participants bring back to the workplace.
18. BHP has engaged PricewaterhouseCoopers (PwC) to administer the partnership projects.
19. The short courses initiative commenced in early 2021; 29 applicants have been approved for the first wave. Assessment of the second wave of short course applications began in late April.
20. Work required to rollout the advanced apprenticeships program, such as engagement with local businesses and community, is expected to commence in early May. The first apprenticeships, potentially at one location first, are expected to commence in late 2021.
21. The Partnership's initiatives support the Australian Government's higher education policy agenda and the supply of skills in the regions. The Partnership's delivery of a higher education advanced

apprenticeship program, in particular, offers the opportunity to further develop this model of tailored, industry-relevant education, complementing the Government's Women in STEM Cadetships and Advanced Apprenticeships Program and pilots in Naval Shipbuilding and Industry 4.0.

22. The Steering Committee, which sits under the Partnership Committee, is undertaking the work required to implement the initiatives with PwC.
23. DESE's role in the partnership has been to provide BHP and PwC with policy advice and sector liaison based on previous learnings and knowledge of the Government's broader agenda for higher education. This support has been provided by Higher Education Division's Industry Linkage Team.
24. DESE will provide secretariat support for the Partnership Committee for the first year, with BHP to follow on an alternating basis. This support will be provided in DESE by the Industry Linkage Team in Higher Education Division.

s 22

Summary of attachments

<u>Attachment A</u>	Biographies
<u>Attachment B</u>	Agenda
<u>Attachment C</u>	Run-sheet and talking points
<u>Attachment D</u>	BHP letter

s 22



Australian Government
Department of Education,
Skills and Employment

Deputy Secretary's meeting

s 22

To:

Meeting: BHP-DESE Future of Work Partnership Committee Meeting #2

Date: 13 December 2021

s 22

Meeting

Attendees (biographies for BHP attendees are at Attachment A).

s 47F

s 22

Time

10.00am AEDT, Monday 13 December 2021

Place

The Executive Boardroom on Level 11, 50 Marcus Clarke St (**for DESE participants only**) and Microsoft Teams

Purpose

1. The purpose of the Future of Work Partnership Committee Meeting is for the Department and BHP to discuss a range of issues of mutual interest in relation to training, education and employment. The agenda for the meeting is at Attachment B and background of trades to technical pathways (a key issue of interest to BHP) is at Attachment C. A Chairs handling brief and running sheet will be provided separately.
2. BHP have developed draft guiding principles for the Future of Work Partnership Committee, in consultation with the Department, and will be seeking to have these endorsed at the meeting (see Attachment D). We support the proposed principles.

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4. BHP have advised they wish to discuss their experience engaging with government on skills, education and research, and would like to discuss how business and government can work better together.
5. This provides an opportunity to discuss opportunities for further collaboration. A key issue of interest to BHP is the upskilling and reskilling of its workforce, including for pathways for employees to transition from trade professions to technical roles, such as engineering for their existing truck driver workforce.
6. Although it is not listed as an item on the agenda, BHP is also likely to provide an update on their Future of Work Program which is funding short courses and advanced apprenticeships for students in key regional areas in which BHP operates (Bowen Basin and Mackay, Queensland, Roxby Downs and Upper Spencer Gulf, South Australia, the Pilbara and Goldfields, Western Australia and Hunter Valley, New South Wales). The department (Harold Lomas) can also provide an update from its perspective.

Issues

7. The Partnership Committee is a key governance mechanism to manage the strategic direction of the Department's Future of Work Partnership with BHP, which establishes a dialogue on education and skills and supports opportunities for government-industry collaboration in the tertiary education sector.
8. This will be the second meeting of the Partnership Committee meeting. The first meeting was held on 7 May 2021. While there were no specific outcomes or actions, the general discussion included topics such as the overall Future of Work concept, and how it incorporates the principles of collaboration between big business and the Australian Government. The discussion also touched on the specific emphasis on the need to develop local skills and talent highlighted by the COVID-19 pandemic.
9. At the meeting BHP also discussed its approach to social value and skills, and the need for local career pathways which are mutually beneficial to both BHP and local workers. DESE provided a policy update on initiatives that related to the Future of Work Program, i.e. the Job-Ready Graduates package's emphasis on regional and remote training and education, and national consistency on the delivery of VET training.
10. The BHP Partnership supports the Government's higher education policy agenda and the supply of skills in target regions. The advanced apprenticeship component of the program provides an opportunity to further develop and test a different, regionally-based higher education advanced apprenticeship model, tailored to meet skills gaps in those areas, complementing other recent and current government pilot initiatives targeting Naval Shipbuilding, Industry 4.0 technologies and Women in STEM.

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Funding

12. BHP's current funding for the partnership is drawn from its social investment program. This funding is explicitly not for BHP's benefit or to train its own workforce. The money is targeted at its local communities. BHP has committed \$30 million for the partnership between 2021-2025, from an annual social investment budget of around \$90 million.
13. To date DESE's contribution has not involved additional dedicated funding although the short courses component draws on Commonwealth Supported Places (CSPs). s 47G

. This has not

been raised with Ministers to date, as the existing funding commitments by BHP are sufficient to meet the costs of the initial roll out to test delivery models and student demand.

Sensitivities

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Consultation

15. The Higher Education Program Management and the AQF Reform Team (Higher Education Division), Industry Advice Branch (VET Quality and Policy Division), Apprenticeship Network Operations (Apprenticeships and Foundation Skills Division) were consulted in relation to this brief.

Background

16. In February 2020, BHP approached DESE to discuss a partnership in BHP's social investment priority area: the Future of Work. This funding is intended to benefit society, particularly BHP's local communities, and is separate from BHP's own workforce development funding. After further discussion, on 1 October 2020 BHP CEO Mike Henry announced that BHP would invest \$30 million into a Future of Work Partnership with DESE, aiming to create opportunities for up to 1000 people in regional communities to study a higher education qualification. On 15 October 2020, the then Education and Skills Ministers, Dan Tehan and Michaelia Cash, published a joint press release announcing the partnership.
17. To support the partnership, the Department and BHP entered into a Memorandum of Understanding (see Attachment E). The Partnership includes two higher education initiatives to be delivered between 2021-2025, including a short courses program for up to 750 students, through which BHP provides financial support to students undertaking Undergraduate Certificates and Graduate Certificates, and an advanced apprenticeship-style program for up to 250 students.
18. The short courses initiative commenced in early 2021. As of 6 December 2021, this component of the program drew interest from 357 candidates, with a total of 100 applicants approved to undertake short courses over four successive recruitment waves. Three students have completed their course to date.

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20. Development of the advanced apprenticeships program is well underway, with a series of co-design workshops held in South Australian, Queensland and Western Australian areas. The workshops included representatives of local businesses, peak groups and community. The advanced apprenticeships are expected to commence in Semester One and Two, 2022.
21. A Steering Committee, which meets monthly, has been established to monitor roll out of the program and make operational decisions, currently led by s 22 Tertiary Policy Branch) and s 47F The Steering Committee provides overarching direction, discusses project updates and reviews the delivery of the project.

Summary of attachments

<u>Attachment A</u>	Biographies of BHP attendees
<u>Attachment B</u>	Meeting Agenda
<u>Attachment C</u>	Background information on trades to technical pathways (Agenda item 5):
<u>Attachment D</u>	Draft Future of Work Principles proposed by BHP
<u>Attachment E</u>	BHP and DESE Memorandum of Understanding

Principles to guide workings of the Partnership Steering Committee

In order to maximise the time and resources of both BHP and DESE the following principles have been developed to guide the topics for discussion and areas through which we may be able to work together:

- **Future-focussed** – We will support Australia’s economic recovery and future prosperity by exploring issues and challenges that will impact our future workforce, the future of regional communities (with a focus on where BHP operates). We will support students to engage, learn, develop their skill set and achieve their potential through innovative program achievements which emphasise a life-long learning approach, from learning through to employment.
- **Disruptive and transformative** – we will seek to drive better educational and employment outcomes for rural and regional communities by respectfully and actively challenging the status quo, seeking innovative program solutions to future workforce challenges.
- **Co-designed and consultative** – we will support the use of collective impact and other co-design methodologies with a view to tackling complex challenges, recognising that no one entity has all the answers or can create innovative and sustainable change in isolation. We will incorporate insights from a broad spectrum of stakeholders in program design which provides opportunities to combine work, study and ongoing skills development.
- **Learner focussed and industry aligned** – we will recognise the needs of the student and seek to align employer demands, institutional offerings and opportunities to learner expectations. We will commit to collaborative industry and higher education engagement to achieve industry aligned program design and implementation, which in turn will help produce graduates that have the skills they and industry need, leading to improved labour market outcomes.
- **Timely** – we will focus on the timely delivery of tangible results for the delivery of project outcomes for our target communities, with particular emphasis on achieving immediate improvements in access to higher education in these regions.
- **Solutions-driven** – we will focus our efforts on making a difference and embarking on projects that lead to tangible and relevant outcomes, taking into account VET and higher education training options, and the interactions between both sectors.

- **Data and evidence driven:** We will revisit program strategies based on emerging data and evidence from continuous evaluations, surveys and reports. We will take an evidenced-based approach to program decisions.

Issue: BHP Future of Work Program - Back Pocket Brief
Contact: s 22

Key Points

- BHP has partnered with the Australian Government Department of Education to deliver the Future of Work (FoW) Program, intended to prepare regional Australians and businesses for the future through the creation of (at announcement) up to 1,000 skills and development opportunities.
- BHP has committed funding for the partnership between 2021-2025 as part of its philanthropic work.
- The Department's role is to provide guidance on FoW Program objectives and their links to other policy and initiatives that aim to improve the connection between higher education and industry.
- The program is targeted to skills needs in five regional areas: Bowen Basin and Mackay (QLD), Roxby Downs and the Upper Spencer Gulf (SA), the Pilbara and Goldfields (WA) and the Upper Hunter Region (NSW).
- Since 2021, the program has supported students to undertake short courses such as an Undergraduate Certificate or a Graduate Certificate. Students have their student contribution fee for their Commonwealth-supported short course funded.
- Within the FoW Program, the Regional Education and Skills Program (RESP) was later launched in March 2023. This program provides students with funding to help them complete a course of their choosing. Unlike the 2021-2022 Short Course Program, students will not be required to have a Commonwealth Supported Place (CSP) for their program. If they do have a CSP, the program will pay some or all the student contribution fee.
- The RESP program has been very successful, and it was decided that funding needed to be shifted from the Advanced Apprenticeship pool of money to continue supplying demand. This reallocation made possible an increase on the original 750 short courses that were budgeted for at the commencement of the FoW.
- The FoW Program has also delivered an advanced apprenticeship program during 2023 and 2024. CQUniversity provided a Business in the Digital Age Advanced Apprenticeship, designed with the input of

local business and industry stakeholders to address local skills shortages in the Bowen Basin and Mackay region.

- Advanced apprentices who complete the one-year program and wish to continue their higher education journey have the option to articulate into the recommended three-year degree program - a Bachelor of Business.

Background

- In February 2020, BHP approached the then Department of Education, Skills and Employment (DESE) to discuss a partnership in BHP's social investment priority area: the FoW.
- After further discussion, in October 2020 BHP CEO Mike Henry announced that BHP would invest \$30 million into a FoW Partnership with DESE. A Memorandum of Understanding between DESE and BHP is in effect between January 2021 and January 2026.

Media

- Nil

Attachments

- Nil

Date Last Cleared	Date cleared
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From: [Sinead McKenna \(AU\)](#)
To: s 22 s 22
Cc: [Tim Rawlings \(AU\)](#); [Sarah Phillips \(AU\)](#); [Ian Persechino \(AU\)](#); [Elyse Coman \(AU\)](#)
Subject: FoW Steering Committee: Actions from last meeting
Date: Friday, 5 February 2021 6:15:17 PM
Attachments: [Research approach.pptx.pdf](#)
[Draft PwC & Partnership Steering Committee Operating Protocol.docx](#)

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Good afternoon all,

I hope this finds you well.

In our first Future of Work Steering Committee meeting last week we agreed that PwC would action the following items:

1. **Drafting of an operating protocol for the Steering Committee.** Please see the draft operating protocol attached. We will discuss this in the next Steering Committee meeting on February 24th, however, the request is that you please review and provide any comments and suggested changes in the interim. This will allow us to continue to refine the document ahead of the meeting.

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A diary hold for the next Steering Committee meeting on Wednesday 24 February will be shared with you early next week.

Many thanks and hope you have a lovely weekend,

Sinead

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Sinead McKenna

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