



PRE-ACCREDITED QUALITY FRAMEWORK PLANNING GUIDE

Acknowledgements

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INTRODUCTION

Pre-accredited courses are planned and delivered in the context of needs identified by the Adult, Community and Further Education (ACFE) Board and the Regional Councils, and priorities identified by the Department of Education and Early Childhood Development (DEECD). Learn Local organisations develop pre-accredited courses in consultation with their local community and industry in order to close identified learning and training gaps.

Systems and processes for continuous improvement at an organisational level will vary between Learn Local organisations. This planning guide focuses on the quality assurance and continuous improvement of pre-accredited courses and is not designed to address the needs of organisations as a whole.

Registered Training Organisations (RTOs) will have policies and processes that meet the requirements of the Victorian Regulations and Qualifications Authority (VRQA) or the Australian Skills Quality Authority (ASQA). Non-RTOs may use other quality systems and processes. For further information about ensuring continuous improvement in your organisation, please see the 'Resources' section at the end of this guide.

Learn Local organisational planning for ACFE Board pre-accredited courses must address and incorporate the pre-accredited Quality Indicators.

THE QUALITY INDICATORS

1 / Course design

- 1.1 The course design is based on input/feedback from learners, Learn Local adult education organisation staff and/or industry and community groups.
- 1.2 The course offers recognition and pathways on completion and facilitates the investigation of future directions to employment and/or further studies.
- 1.3 Reflective teaching and learning practices are in place to inform continuous improvement models.

2 / Learner-centred approaches

- 2.1 The learning design addresses personal, community and employment needs.
- 2.2 The course builds on skills, behaviours and confidence to be used beyond the learning setting.
- 2.3 The teaching and learning activities focus on the development of employability skills.

3 / Quality teaching

- 3.1 The teacher has the knowledge and skills to engage learners.
- 3.2 The teacher has the relevant content expertise.
- 3.3 The teacher is engaged in on-going professional development to support quality pre-accredited delivery.

COURSE DESIGN – ROLES AND RESPONSIBILITIES

Quality Indicator 1.1 The course design is based on input/feedback from learners, Learn Local organisation staff and/or industry and community groups.

The following table summarises the roles and responsibilities of the stakeholders in the pre-accredited course design process.

Role	Responsibility	Key Resources
ACFE Board	<ul style="list-style-type: none"> Identify regional priorities Provide purchasing guidelines Provide Delivery Plan template Purchase student contact hours Audit and verify A-frame delivery 	<ul style="list-style-type: none"> Government policies Strategic Plan ACFE Board planning processes Regional Councils
Learn Local Committees of Management	<ul style="list-style-type: none"> Undertake environmental scan Confirm organisational priorities 	<ul style="list-style-type: none"> Regional Council plans Community and employer networks
Learn Local organisation or Coordinator	<ul style="list-style-type: none"> Develop delivery plans Develop course plans Oversee A-frame moderation 	<ul style="list-style-type: none"> Strategic Plan Community and industry networks <i>Planning Guide</i> <i>Moderation Guide</i> A-frame Matrix A-frame 'Course evaluation'
Teacher	<ul style="list-style-type: none"> Implement course plans Develop session planners Discuss learner plans Participate in moderation 	<ul style="list-style-type: none"> <i>Teaching Guide</i> A-frame Matrix A-frame 'Course evaluation'
Learner	<ul style="list-style-type: none"> Develop learner plan Provide feedback 	<ul style="list-style-type: none"> The Learn Local organisation program planner

What can Learn Local organisations do to meet learner needs?

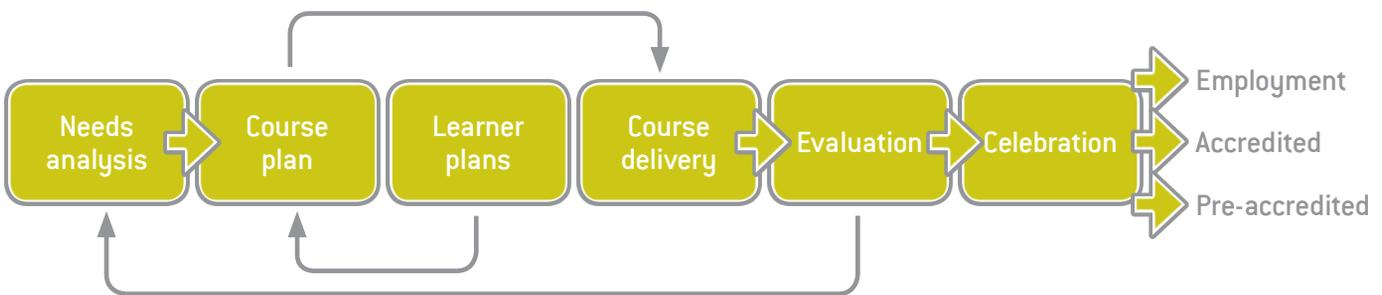
- Gather information – research the local area.
- Partner with other organisations where possible.
- Look at what you already offer.
- Adapt existing units to become pathway or introductory courses.
- Think creatively about marketing the classes (e.g. social networking or joint brochures).

- Brainstorm possible taster classes with others to identify link courses.
- Organise industry consultants to help with the A-frames so they are relevant and useful.
- Adapt accredited units and combine this core with specific industry skills and knowledge.

(From 'Planning innovative pre-accredited courses', a presentation by Wendy Hiam from the City of Knox network, delivered at the 2012 Learn Local Metro Expo.)

THE A-FRAME

Quality Indicator 1.2 The course offers recognition and pathways on completion and facilitates the investigation of future directions to employment and/or further studies.



(From the CAE Action Learning Kit: Program Design.)

The A-frame is the key resource for planning pre-accredited courses. It has three main components: a Course Plan template, a Learner Plan template and accompanying support resources. This planning guide provides information on the Course Plan. The Learner Plan and the support resources are addressed in the Teaching Guide.

The Course Plan template includes the following:

- 'Part 1 Overview' – details of the course components
- 'Part 2 Session Planner' – a record-keeping tool for the teacher delivering the course
- 'Part 3 Course evaluation' – completed by the teacher after the course has finished.

The following Course Plan key describes the requirements for each section.

COURSE PLAN KEY: DEVELOPING THE A-FRAME COURSE PLAN

Requirements for each section	What you need to do	Quality Indicators
Part 1 / Overview		
<p>Course description</p> <p>Concise description of the general objective and the content.</p> <p>Student Contact Hours to be delivered, number of days/hours.</p> <p>Vocational intent and potential pathways.</p> <p>Consistency in the course title.</p>	<p>Provide a summarised description of the course. Detailed information regarding course outcomes should appear in the 'Outcomes' section. Further pathway planning and support information can be provided in the 'Pathways' section.</p> <p>Ensure that the course title is consistent with the title used in brochures, on information given to learners, in the delivery plan and in AVETMISS reporting.</p> <p>Include the local course code and a course plan issue date for version control.</p>	
<p>Prerequisites</p> <p>Skills needed in order to do the course.</p>	<p>Identify any particular skills needed in order to do the course (eg basic computer skills by the learner).</p>	
<p>Planning and consultation</p>	<p>Describe how the need for the course was identified, and what consultation and review processes led to its development or improvement.</p>	1.1 and 2.1
<p>Teacher skills</p> <p>Teacher skills and knowledge needed to teach the course.</p>	<p>Provide enough information to identify a replacement teacher if needed.</p>	3.1 and 3.2
<p>Pre-accredited learners</p>	<p>Refer to the ACFE Board Purchasing Package for details of current target groups.</p> <p>Use the 'other' section to provide additional useful information about the learners in order to choose learning outcomes and provide the Learn Local organisation with information about participant profiles.</p>	
<p>Outcomes</p> <p>Course objectives described in terms of what learners will achieve.</p>	<p>List what learners will know and be able to do as a result of the course. This should be reflected in your session planner.</p>	1.1, 2.1, 2.2, 2.3

(Continued on next page)

<p>Course delivery checklist</p> <p>Activities appropriate to learner group and course objectives.</p>	<p>Use as both a planning tool and a professional development tool to provide teachers with a range of activities to choose from.</p>	<p>1.1 and 3.3</p>
<p>Employability skills</p> <p>Employability skills to be targeted.</p> <p>Indication of how these will be introduced and practised or developed with the learners.</p>	<p>Demonstrate an understanding of the concept of employability skills.</p> <p>See A-frame for a description of the employability skills and the Teaching Guide for suggestions on how to address them.</p>	<p>2.3</p>
<p>Delivery and achievement</p> <p>Delivery techniques and how they meet learner needs and the course objectives.</p> <p>Ways in which achievement is measured.</p>	<p>Describe how the teaching and learning approaches and techniques will be used with this particular learner group and course.</p> <p>Describe how outcomes will be measured.</p>	<p>2.1 and 2.2</p>
<p>Acknowledgement and evaluation</p>	<p>Describe the acknowledgement and evaluation techniques and how they are appropriate for the learner cohort and course objectives.</p>	<p>2.1 and 2.2</p>
<p>Pathways</p> <p>Learner pathways and the support mechanisms in place for learners to move on from this course.</p>	<p>Identify what learners can do and what pathways are available following the current course. This is one of the most important criteria for pre-accredited courses and relates to the definition of pre-accredited delivery in the Purchasing Package.</p>	<p>1.2</p>
<p>Part 2 / Session Planner</p>		
<p>Course content, delivery and objectives. This is useful as a record of the course as well as a planning and reflection tool for the teacher.</p>	<p>Outline details of the course. For a new course this may develop as the course progresses. In many cases the course objectives ('WHAT to learn') and delivery strategies ('HOW to learn') may become a syllabus that can be provided to a new teacher.</p> <p>The 'Review and changes' section allows teachers to adapt and change as understanding of the learner needs and purpose for learning develops throughout the course. Teaching resources used could be added to this section or attached as a separate sheet.</p>	<p>2.1, 2.2, 2.3</p> <p>1.1</p>
<p>Part 3 / Course Evaluation</p>		
	<p>The course evaluation is an opportunity for the teacher and/or the program planner to reflect on the Course Plan, to acknowledge successes and to identify any improvements. It is a key resource for the moderation, verification and audit process.</p>	<p>1.1, 1.2, 1.3</p> <p>2.1, 2.2, 2.3</p>

LEARNER PATHWAYS

Quality Indicator 1.2 The course offers recognition and pathways on completion and facilitates the investigation of future directions to employment and/or further studies.

The following strategies are used by Learn Local organisations to develop pathways:

Using the Learner Plan

The Learner Plan can be used to facilitate understanding of pathways for learners by:

- developing, understanding and identifying strengths and skills they already have
- introducing the concepts of employability and workforce preparation
- exploring goals and possibilities for further training or employment.

More information on the Learner Plan is included in the *Teaching Guide*.

Undertaking the Certificate in Assessment of Informal Learning (CAIL) and the Recognition of Informal Learning Course (RIL)

Many Learn Local organisations find that teachers who have undertaken the CAIL course are well-equipped to assist learners to identify the skills and knowledge they already have and use these in their pathway planning.

Many of the strategies developed by learners in undertaking the RIL course also assist them to recognise and document existing skills gained as a result of life experience and informal learning.

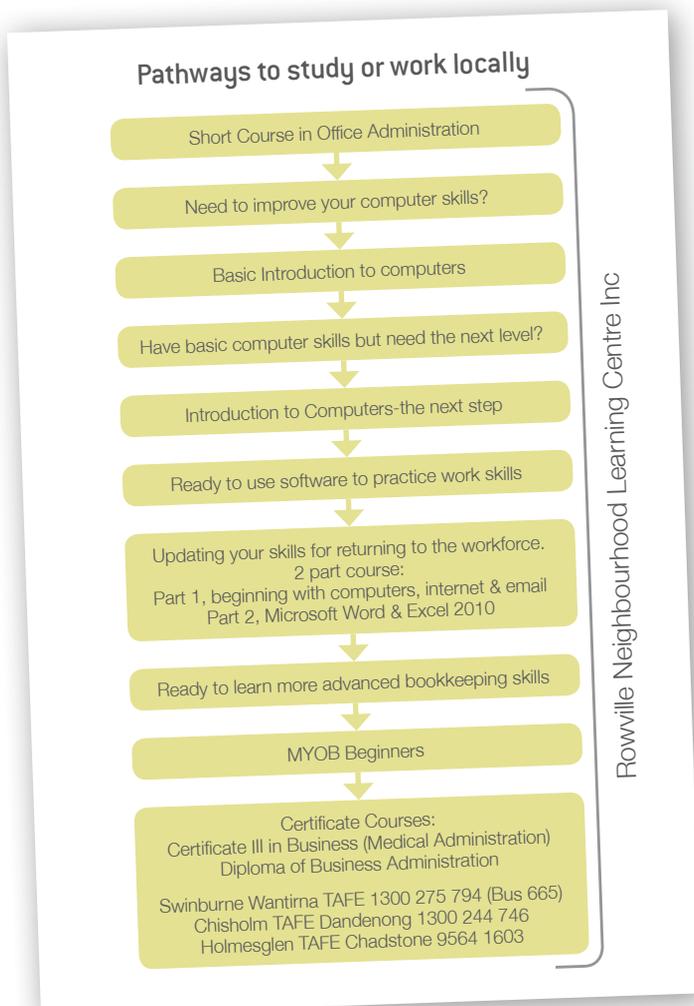
For further information about either of these courses, contact the Curriculum Maintenance Manager (General studies and further education) at Victoria University.

Making alliances and networking with other local organisations

Partnering is an effective strategy used by many Learn Local organisations as a way of facilitating pathways for their learners.

- *[We] gathered information about support groups, welfare based organisations, clubs and businesses that service the area.*
- *[We] formed an alliance to work together, beginning with looking at what we offered already in accredited and pre-accredited courses.*
- *We prioritised the information so that organisations were allocated training that they were more likely to be able to support already.*

(From 'Planning innovative pre-accredited courses', a presentation by Wendy Hiam from the City of Knox network, delivered at the 2012 Learn Local Metro Expo.)



Reaching out to communities

Some Learn Local organisations that work with very disengaged or disadvantaged learners find outreach to be critical for attracting and retaining their client groups.

Laptops on Legs: we take the learning out to the organisations that already have contact with disengaged people. We have partnerships with and assist a whole range of community organisations. (From Learn for Yourself, Learn Local organisation.)

Offering taster courses

Taster courses provide an opportunity to build up background knowledge in a vocational area and introduce the notion of more formal training. They are useful as a re-engagement strategy for learners who have had poor previous experience of education and lack the skills and confidence to undertake accredited training.

We have a pre-accredited hospitality and generic skills course run through our on-site café. Then we do a hospitality tour of the local TAFE and participants see that they can do what is required – maybe they won't stay in hospitality, but they are introduced to the idea of training. (From Rosewall Neighbourhood Learning Centre. See the Case Studies booklet for details.)

Offering pre-accredited pathways as the first step

Learners who have significant language, literacy or personal barriers may need to progress through a graded sequence of pre-accredited courses in order to prepare for accredited training or employment.

We have set up a network of computing teachers from each of the Peninsula Learn Local organisations. The teachers have developed a sequenced set of learning materials that allows learners to enter a pathway at any point and continue, even if they move to another local organisation. (From Learn Local Mornington Peninsula Network. See the Case Studies booklet for details.)

MODERATION

Quality Indicator 1.3 Reflective teaching and learning practices are in place to inform continuous improvement models.

The peer-based approach outlined in the Pre-accredited Quality Framework Moderation Guide will ensure that teachers have regular opportunities to reflect with others and learn.

QUALITY TEACHING

Quality Indicator 3.3 The teacher is engaged in on-going professional development to support quality pre-accredited delivery.

The Pre-accredited Quality Framework Teaching Guide in this kit provides resources for supporting collaborative professional development. The Induction Guide provides resources for initial training. The Case Studies booklet provides examples of a range of quality pre-accredited courses.

RESOURCES

A copy of this planning guide is available on the Learn Local website:

<http://www.education.vic.gov.au/training/providers/learnlocal/Pages/operationaltools.aspx>

VRQA guidelines for RTOs:

<http://www.eduweb.vic.gov.au/edulibrary/public/vrqa/vetproviderguidelines.pdf>

Continuing registration self-assessment template:

<http://www.asqa.gov.au/search-results.html?query=self%20assessment>

Standards for RTOs:

<http://www.comlaw.gov.au/Details/F2011L01356>

Neighbourhood House Good Practice Guide 2012

<http://www.anhlc.asn.au/resource/governance>

Plan-Do-Check-Act (PDCA) Cycle

<http://asq.org/learn-about-quality/project-planning-tools/overview/pdca-cycle.html>





Adult, Community and
Further Education

