



Pre-Accredited
QUALITY FRAMEWORK



PRE-ACCREDITED QUALITY FRAMEWORK CASE STUDIES



Adult, Community and
Further Education



Acknowledgements

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INTRODUCTION

Learn Local organisations develop and deliver a wide range of innovative pre-accredited programs designed to assist learners and communities to access further training and employment. The five Learn Local programs described in these case studies have been shortlisted for or won Learn Local awards. In addition, one received a national Adult Learning Australia award. The programs are notable for their innovative strategies, their focus on sustainable pathways and the partnerships they are developing within their communities.

CAE's Common Ground Learning Precinct pre-accredited program assists formerly homeless community members to reconnect with learning and begin to develop the confidence and skills to re-engage with further training and employment.

The Jesuit Community College Learn Local program involves women from newly settled communities in the Flemington housing estate. The Step up to Community Work course develops their employability skills and assists them to create new learning and employment pathways via their volunteering experiences.

The Avidity social enterprise hairdressing salon, developed by the Inner Melbourne VET Cluster Learn Local team, is an innovative environment for pre-accredited programs. The introductory hairdressing and makeup courses are stepping stones into further training and employment in the hair and makeup industry.

Seven Mornington Peninsula Learn Local organisations have established a Peninsula-wide Learn Local network. This has enabled the development of a shared computer-training program with professionally-produced resources. The collaboration between the seven organisations provides both pathways for learners and a valuable professional development opportunity for teachers.

Rosewall Neighbourhood Centre's pre-accredited programs re-engage often severely disengaged clients with little confidence in their capacity to learn. The Café Skills pre-accredited course is delivered using Rosewall's onsite social enterprise café. It introduces the learners to hospitality and employability skills and facilitates pathways to the local TAFE and private providers for further training.

COMMON GROUND LEARNING PRECINCT – learning to learn

CAE

Centre for Adult Education (CAE) is a large city-based Learn Local organisation. CAE College provides a range of flexible pre-accredited programs that assist young people and adults to re-engage with further education and training.

The Learners

Half of the 131 residents of the Elizabeth Street Common Ground (ESCG) have been previously homeless and the other half are low-income earners. Of the residents who have experienced homelessness, 52% have been without reliable accommodation for over 10 years, 77% have diagnosed mental illnesses and two-thirds have previously been incarcerated.

Many ESCG residents have had limited opportunities for education and employment, while others have previously engaged in high-level education and employment but have experienced major life disturbances. Due to the trauma of chronic homelessness, disability and isolation, most have significant barriers to overcome before they can re-engage with learning and employment.

The Program

Winner of the Adult Learning Australia's 'Adult Learning Program of the Year' award for 2012, the Common Ground Learning Precinct is a partnership between HomeGround Services, Yarra Community Housing and CAE that provides onsite learning opportunities for the residents of the ESCG.

The Common Ground Learning Precinct pre-accredited classes are based on the development of employability skills such as communication, teamwork, problem solving and self-management; however, the explicit focus is on concrete, meaningful skills such as cooking food, learning to read, making a video or learning a new trade. Digital literacy is particularly important throughout the program and the development of language literacy and numeracy skills underpins all of the classes.

Current and previous classes include Cook, Grow, Go (combining shopping for and preparing simple, affordable meals and learning how to grow edible plants in the ESCG rooftop garden), Visual Literacy and Media (exploring digital literacy through video production, sound production, website design and digital storytelling) and Trade Up (an introduction to basic woodworking skills).

The Common Ground Learning Precinct classes were chosen according to learner and partner feedback, ongoing monitoring of engagement levels and reviews at the end of each term.

Pathways

Pathways within the Common Ground Learning Precinct program include social re-engagement and confidence, re-enrolment in further pre-accredited or accredited classes, onsite employment by social enterprises Green Collect and Wesley Mission or external employment with enterprises such as The Big Issue or Wesley Mission's trolley collection and cleaning services.

Effectiveness

Three learners progressed to onsite accredited study, including a Certificate II in ESL, a Certificate III in Hospitality and a Certificate in General Education for Adults. Four learners are now employed by onsite social enterprises and two learners work for external social enterprises.

A large proportion of learners re-enrolled in the onsite pre-accredited programs, but possibly most significant is the fact that some of the more isolated learners who engaged in the Common Ground Learning Precinct program gained confidence, greatly improving their ability to participate in both the Common Ground community and the general community.

STEP UP TO COMMUNITY WORK – a pre-accredited workplace and employability skills program for newly arrived migrant women living in the Flemington Housing Estate

Jesuit Community College

Jesuit Community College is a Registered Training Organisation and Learn Local organisation that provides people with skills for life, learning and work.

The Learners

Winner of the ‘Outstanding Pre-accredited Program’ category of the 2012 Victorian Learn Local Awards, the Step Up to Community Work course was first offered at the Vietnamese Welfare Resource Centre on the Flemington Housing Estate. It was the outcome of collaboration between Jesuit Community College, Jesuit Social Services and the Vietnamese Welfare Resource Centre.

The pre-accredited course aimed to build on the existing strengths of the newly arrived migrant women on the estate. Most of the women were mothers of young children. Due to their home situation they had limited opportunities to speak and practise English or get part-time work during school hours.

The women wanted to gain employment and contribute to their community. The objective of Step Up to Community Work was to help the women experience social inclusion and participate productively in their communities.

The program planning began with a consultation process over morning tea. The women were offered assistance with completing forms for their children’s school,

Centrelink and other agencies.

Meeting weekly for three weeks allowed relationships to develop as the women shared their needs and aspirations. Many of them had participated in an ESL program and some had begun childcare certificates, but because of cultural barriers and poor English skills they were unable to find employment.

There were a number of factors that the women had in common. For most, there was an expectation that they would look after their children and home, preventing them from working the hours required in childcare centres or similar places. Their lack of confidence in speaking English was an additional barrier to obtaining employment. On the other hand, they were able to work within their own communities by offering childcare support and preparing food for celebrations.

My children like to see me at school. If I can't go because I'm sick, they say, 'Mum, come on, you have to go to school.' They know that learning is good for everyone.

This course is good because it helps me to learn English and get a job. I learn about skills and qualities.

The Program

The first Step Up to Community Work course was ten weeks long, offered one morning per week around school drop-off times. The course explicitly translated the women’s experiences in their communities

into the A-frame employability skills. The course featured one employability skill each week, with the aim of assisting the learners to develop an understanding of the Australian workplace.

The teacher of the first course filled out the Course Plan ‘Overview’ and ‘Session Planner’ sections in the A-frame booklet. These have been adapted and customised by other staff in subsequent courses. The session planner is used to regularly reflect on planned activities and is updated as needed. The Learner Plan is completed with each learner as they join the group, and the information in the ‘Learning Review’ section is used for continuous improvement in planning further courses.

Pathways

There is a demonstrated pathway from Step Up to Community Work into the Certificate I in Active Volunteering, or into the Certificates in General Education for Adults for those who require more assistance and time to develop their foundation skills.

Linda Rhodes, Jesuit Community College Curriculum Coordinator, notes that the learners are given an overview of the pathway at the beginning: starting with the pre-accredited course and finishing with the Certificate. She adds that the Jesuit Community College's previous experience with a similar cohort meant that they were aware that these learners needed more support before committing to an accredited course. Learners realised that Step Up to Community Work would enable them to make an informed decision about enrolling in the Certificate I in Active Volunteering.

Effectiveness

Fifteen women from the Somali and Vietnamese communities enrolled in the first course and thirteen successfully completed it. The following outcomes were achieved:

- One of the learners was employed on a sessional basis to assist with the next course.
- Three of the learners began volunteering at the Flemington Homework Group.
- One learner has taken on a role as community leader and liaison person and now assists in engaging and supporting women from her local community.
- All of the learners felt they had increased their English skills and were more connected with workplaces and the broader community.
- All of the learners are currently completing the Certificate I in Active Volunteering.

I like this class—the teacher does not go fast like in my other course. She teaches us about English for getting a job. It is slow, slow. We need it to be slow.

One of the major successes of the course was that the women volunteered for the Debney Meadows Primary School Open Day. They all thoroughly enjoyed the experience and were very appreciative of the coordination provided by the school.

Keys to Success

The Step Up to Community Work pre-accredited course was successful because it:

- used a learner-centred approach based on consultation with the community
- was taught by a highly engaging, effective teacher to provide a positive learning space
- included community mentors to assist with the course and support the women after the course had finished
- focused on increasing learners' spoken English and listening skills and included assessment and feedback for the learners
- developed a partnership with the Vietnamese Welfare Resource Centre through the Jesuit Social Services Community Development Team. This partnership included the Victorian Cooperative on Children's Services for Ethnic Groups (VICSEG) to provide childcare support, Debney Meadows Primary School, North Yarra Community Health, AMES and the Flemington Homework Club, all of which have supported the program.

It is good learning with others from my culture. We all know. Some of us have been to school, some of us haven't—[it] doesn't matter.

All these elements have combined to allow the growth of a model that is now being rolled out in four different locations: Flemington, St Albans, Heidelberg and North Melbourne.

AVIDITY – Australia’s first social enterprise hair salon; offering pre-accredited training that leads to accredited makeup and hairdressing courses for disengaged youth

The Inner Melbourne VET Cluster

The Inner Melbourne VET Cluster (IMVC) is a not-for-profit, incorporated association originally established to broker vocational programs for secondary schools in the inner Melbourne region. The IMVC facilitates a diverse range of services including brokerage of vocational training programs, workplace learning opportunities, delivery of youth support services and community engagement programs.

The Learners

The IMVC identified a need for pre-accredited training through their work with disengaged youth, many of whom are early school leavers. In early 2012 they established Avidity, a social enterprise hair salon and make up bar, to provide a supportive training environment for courses in hairdressing and makeup.

In April 2012 the IMVC started offering pre-accredited courses through Avidity to provide pathway programs for marginalised members of the community wishing to enhance their skill sets and pathway opportunities into accredited training and eventually employment.

The learners at Avidity are primarily females aged between 16 and 30 years old. Referrals to the program come from case workers, schools and job search agencies, as well as word-of-mouth through family and friends. The pre-accredited courses keep the learners interested and often re-engage them with education and training. For those who are apprehensive or lack confidence, the Avidity pre-accredited programs can be the first step in the pathway to accredited training.

The Program

Avidity offers the following makeup and hairdressing pre-accredited short courses:

- Introduction to Hairdressing and Essential Hairstyling
- Introduction to Make Up Artistry and Introduction to Skin Care and Make Up

All of the pre-accredited courses include workplace communication and customer service skills and are offered over three days. Based on learner feedback the IMVC is also considering introducing weekday evening classes.

The IMVC RTO Operations Manager drafted the A-frame Course Plan ‘Overview’ and consulted with the trainer to finalise the document. The Manager and trainer filled out the ‘Session Planner’ template together and also used the opportunity to plan the required resources, logistics and budget.

The trainers generally introduce the A-Frame Learner Plan at the beginning of the first class, immediately after the program introduction. The trainer explains each section and learners are given time to complete their plans before the group moves on. The ‘Learning Review’ section is completed in the last session on the third day.

The trainers delivering the pre-accredited Avidity programs also focus on employability skills. The use of experienced trainers has enabled the IMVC to incorporate employability skills in the planning cycle and in turn successfully integrate these skills in course delivery. This strategy maximises the learners’ capacity to pathway into hands-on accredited vocational programs.

Pathways

Pathways for all courses are clearly articulated on the Avidity website and in marketing materials distributed to participants. Discussion of linear and alternative pathway options is included in the introduction of each course. Throughout the course the trainers draw on their own professional experiences, industry references and case studies. For the pre-accredited Introduction to Makeup and Hairdressing courses these pathways include:

- Enrolment in the Certificate II in Hairdressing or Certificate II in Retail Make Up and Skin Care, both offered at Avidity.
- Successful Certificate II graduates can then pathway into Certificate III courses. To facilitate this transition, the IMVC has established a partnership arrangement with a local TAFE encouraging learners to continue their training and education journey.
- Increased full time or part time employment opportunities within the hairdressing and make up industries.

Effectiveness

As well as running hairdressing and makeup courses, the IMVC also uses Avidity to provide programs that promote education and training as an investment in an individual's capacity to fulfil their potential for economic and social participation. For example, work readiness workshops have been delivered by IMVC Youth Workers with support from job search agencies and other youth service providers in the region.

Following the first year of pre-accredited course delivery nine learners have commenced Certificate II accredited training courses and one learner has established her own small business in make-up consultancy.

Keys to success

Colleen Carters, RTO Operations Manager, says the key to success has been using highly experienced trainers who also deliver the accredited courses and have extensive industry experience. Trainers want learners “to fall in love” with the courses, the learning environment and the industry.

INTRODUCTION TO COMPUTERS – Learn Local organisations working together to develop and share a series of computer training programs

The Learn Local Mornington Peninsula network

The Learn Local Mornington Peninsula network is an alliance of seven Learn Local organisations located across the Mornington Peninsula:

- 1 Advance
- 2 Mount Martha Community Learning Centre Inc
- 3 Mornington Community Contact Inc
- 4 Mount Eliza Village Neighbourhood Centre
- 5 Peninsula Adult Education and Literacy
- 6 Rye Beach Community Centre
- 7 Sorrento Community Centre

The Network

The seven Mornington Peninsula Learn Local organisations successfully applied for a Capacity and Innovation grant to establish the Learn Local Mornington Peninsula network. The key aim of the network was to work collaboratively to improve their pre-accredited program delivery.

The first step for the network was to identify what the participating organisations had in common. Computer training was the obvious starting point for collaboration, as all sites were developing courses separately. Computer training was seen as a practical, purposeful way of bringing the network members together. The managers of each organisation were also keen to connect the teachers with one another so that they too felt part of a wider network and would benefit from working with others on a common project.

Computing teachers from each organisation worked together to develop the Introduction to Computers courses, manuals and learner handbooks. The group met monthly for six months to develop and write the material, and used online and email communication in between meetings. The program was a finalist in the 2012 Learn Local Awards.

The Program

There is a range of courses, from foundation to intermediate levels, in the Introduction to Computers program. Some are stand-alone and some form pathways through increasing skill levels. Courses include Internet Webmail, Excel, Windows 7 Operating System and Publisher 2010.

Each Learn Local organisation has electronic copies of the courses, manuals and learner workbooks, and hard copies of the materials for the courses they offer. These materials all have 'Learn Local Mornington Peninsula Network', the Learn Local logo and the Learn Local organisation logo on the front cover, so that branding is consistent and professional.

Pathways

Pathways exist between the levels of the Introduction to Computers program, which is articulated very clearly in all manuals and learner workbooks. The layout of these materials is aligned with the Certificate I in Information Technology so that learners have a record of the work they have done should they continue with the accredited certificate.

Effectiveness

The key benefit for learners is a comprehensive and clear pathway, supported by professionally-produced learning materials that can be recognised at any Learn Local organisation in the network.

The pre-accredited Introduction to Computers is presented to learners, not only as a key employability skill, but also as a possible step on a pathway to further training at the local TAFE college.

There have been a range of outcomes for the computing teachers:

- The project became a form of professional training.
- The project was a peer-mentoring opportunity with teachers sharing their knowledge and experience whilst developing the shared courses.
- Peer mentoring and sharing went on beyond the project, with teachers still actively using the online sharing service Dropbox to share resources and materials.
- The project provided a pathway for the teachers, with some completing the Certificate IV in Training and Assessment during or following on from the materials development component.

One of the learners, unemployed and in their thirties, went on to do the Certificate II in Business Administration at Chisholm TAFE, with exams supervised at Sorrento Community Centre. This led to part-time employment.

There have been a number of benefits for the Learn Local organisations and the network as a whole:

- A centralised website for the network was created, with clear links to the participating Learn Local organisations.
- Cross-promotion occurred between Learn Local organisations.
- The Learn Local brand presence in the local community, business, government and further training organisations grew stronger.
- A fee-for-service provision of Introduction to Computers courses to local businesses was made.
- Other Learn Local organisations developed an interest in using the Introduction to Computers materials.

Keys to success

The keys to the success of the project were:

- commitment to making the best use of resources and to sharing expertise
- promotion of a learning culture throughout the network
- sustainable development of pre-accredited programs.

CAFÉ SKILLS – a pre-accredited food preparation course re-engaging long-term unemployed and under-employed people from Corio in education and training

Rosewall Neighbourhood Centre

The Rosewall Neighbourhood Centre is a small Learn Local organisation in a regional area with high numbers of unemployed and under-employed people. Many of Rosewall's clients face multiple barriers in undertaking further education and training.

The Learners

Café Skills is a seven-week pre-accredited hospitality course. As well as learning about food preparation and serving, participants also complete a one-day accredited module in workplace hygiene. For many of the participants the course is their first time returning to study after negative educational experiences; a high percentage have not completed Year 10. For some this creates anxiety about simply attending.

The majority of learners are referred by job services agencies or Centrelink, and for a number of them, participating in the course is necessary if they want to continue receiving benefits and support. At the beginning of the course learners often say that they don't see accredited training as something they can achieve.

One learner emailed to ask if she had to raise her hand in class if she wanted to leave the room.

The Café Skills course has proven to be highly successful at breaking down some of these barriers. A large proportion of participants move from initial resistance to taking initiative and seeking out further pathways on completion. As a result of undertaking the course they develop the confidence to go on to further study; they understand that training is very different to school and realise that they are capable of learning.

The Program

The Café Skills pre-accredited course was developed with the Rosewall Training Café, one of the first social enterprise cafés in the Learn Local sector, providing a real-life context for skill development.

The course topics include Espresso Coffee, Food Preparation, Customer Service, Communication Skills and Money Handling. The learners get to visit the Footscray Markets and have lunch at a local restaurant. They also complete a one-day accredited module, Follow Workplace Hygiene Procedures. The pre-accredited training and employability skills are vital for the learners' ongoing success with education and training, while

completion of an accredited module is important for the referring agencies.

A typical outlook:

It's only for people who were good at school, and I wasn't good at school.

The course is run every school term, which caters for the many learners with school children. Classes are scheduled two days per week for seven weeks, during school hours.

In developing the course, Karen Williams (Adult Education Coordinator at Rosewall) drafted the 'Overview' section of the A-frame Course Plan, which was then reviewed with the teacher. In addition to specific course outcomes, the organisation has a standard outcome for all courses which reflects the needs of the local community:

To provide an adult education experience that is supportive, friendly and where learners can experience success. The most important outcome is to reconnect students to lifelong learning and to encourage their individual personal development.

The teacher completed the A-frame Course Plan 'Session Planner', which was reviewed as part of the evaluation process.

Karen notes that when creating the Café Skills course it was important to provide practical, hands-on training so that people who haven't had positive learning experiences are given a gentle re-introduction to an education setting.

Pathways

A range of pathway outcomes have been identified, including accredited hospitality courses at Gordon TAFE or other local providers, further pre-accredited courses at Rosewall Neighbourhood Centre (including computer training), the Return to Work or Study course and voluntary work. The Return to Work or Study course includes job search skills, resume development, goals and aspirations and further study and training options.

Effectiveness

The Café Skills course is also having a positive impact on intergenerational disadvantage by changing attitudes to educational opportunities. A recurring theme from the tour of Gordon TAFE that forms part of the course is, 'That would be great for my son/daughter; we must come on Open Day.'

Karen reports the pride frequently expressed: 'The kids are going off to school, and so is Mum or Dad.' This enjoyment and pride in participating represents a substantial change in attitude for many learners. For the first time they see themselves as capable of succeeding in training.

Several past participants have gone on to complete the Certificate II and III in Hospitality at Gordon TAFE or enrol with local private providers. One went to William Angliss TAFE. Others identified a need to learn computing skills and enrolled in pre-accredited computer courses at the centre, and a number have completed the Return to Work or Study course. One participant with minimal literacy and poor numeracy skills is now a volunteer at the café.

A participant from one of the first courses won a scholarship to undertake the Certificate III in Hospitality at Gordon TAFE, went on to work in the industry at several venues, and is now the Café Coordinator at the Neighbourhood Centre.

I've only done Year 8—I didn't know I could go to TAFE.



Keys to Success

Learners

This program enables successful first steps. Most of the participants find it much easier to commit to coming two days per week for seven weeks rather than to a full-time program. Karen observes that taking on an accredited certificate course is too much, too soon for many of the participants. The pre-accredited course gives them support to develop key employability skills including self-management (such as attending regularly and getting there on time), as well as allowing them to experience success in education and training, thus building self-confidence.

Ensuring participants take the first step is the biggest challenge. The Café Skills staff use a number of approaches to assist with this, including calling participants the day before the course starts to say, 'We're looking forward to seeing you tomorrow.' They also call learners who have been absent to reassure them that they are welcome to come again when they are able.

*I didn't think I was
brainy enough to
go to TAFE.*

Trainers

The trainers need to be experienced in delivering accredited hospitality training and many of the Rosewall Café Skills pre-accredited course trainers teach concurrently at Gordon TAFE. Karen feels it's vitally important to have very experienced and confident trainers when delivering programs to enable the learners to successfully re-engage in education and training.

Pathways

Throughout the course participants are reminded that the skills and knowledge covered prepares them for successfully undertaking accredited training. According to Karen, for many learners it is only when they do a tour of Gordon TAFE with their trainer that it 'clicks' that they are doing the same training that 'smart' TAFE students do, and when it does, they are amazed:

I can do this!





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