**Pre-Accredited**
QUALITY FRAMEWORK

# PRE-ACCREDITED QUALITY FRAMEWORK
## OVERVIEW

Adult, Community and
Further Education

State Government
**Victoria**

## Acknowledgements

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# INTRODUCTION

The Pre-accredited Quality Framework is a system of interrelated processes that ensure quality and continuous improvement in the cycle of planning, developing, implementing and reviewing pre- accredited courses.

The Pre-accredited Quality Framework provides assurance to all stakeholders (including learners, the community, employers and the ACFE Board) that pre-accredited programs provide quality learning experiences.

# THE PRE-ACCREDITED QUALITY FRAMEWORK KIT

## What is in this kit?

### Overview
Background to the Pre-accredited Quality Framework

### The A-frame
Pre-accredited course planning resource

### Planning guide
Overview of planning and delivery processes for managers and coordinators

### Teaching guide
Ideas and strategies for teachers delivering A-frame courses

### Moderation guide
Includes the processes and documentation for moderation and verification

### Stakeholder guide
Information for Learn Local stakeholders available at www.education.vic.gov.au/training/providers/learnlocal

### Induction guide
A model for introducing the Pre-accredited Quality Framework

### Case studies
Examples of pre-accredited courses

### Glossary
Key terms defined
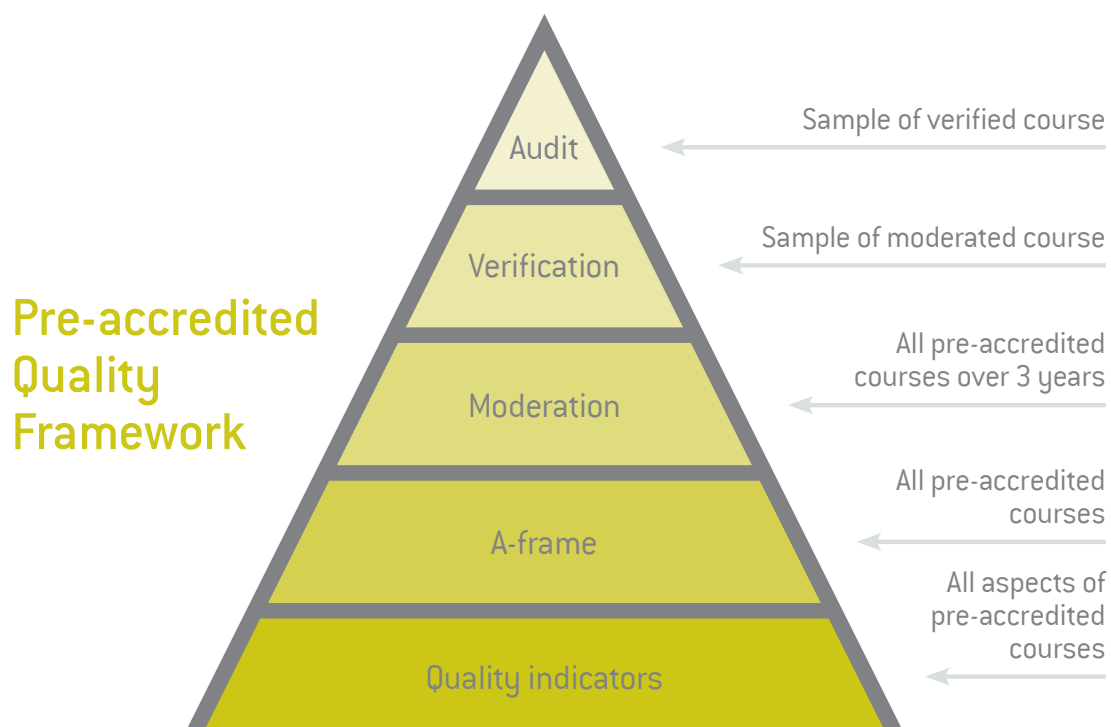
## PRE-ACCREDITED QUALITY FRAMEWORK COMPONENTS

The Pre-accredited Quality Framework has three components:

### 1 The Quality Indicators

The pre-accredited Quality Indicators are standards that reflect agreed perceptions of best practice in adult learning. They are used to assess aspects of the design, delivery and outcomes of pre-accredited courses.

### 1.1 Course design

1.1.1 The course design is based on input/feedback from learners, Learn Local adult education organisation staff and/or industry and community groups.

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

1.1.3 Reflective teaching and learning practices are in place to inform continuous improvement models.

**Pre-accredited Quality Framework**

| Pyramid level | Description |
|---|---|
| Audit | Sample of verified course |
| Verification | Sample of moderated course |
| Moderation | All pre-accredited courses over 3 years |
| A-frame | All pre-accredited courses |
| Quality indicators | All aspects of pre-accredited courses |

### 1.2 Learner-centred approaches

1.2.1 The learning design addresses personal, community and employment needs.

1.2.2 The course builds on skills, behaviours and confidence to be used beyond the learning setting.

1.2.3 The teaching and learning activities focus on the development of employability skills.

### 1.3 Quality teaching

1.3.1 The teacher has the knowledge and skills to engage learners.

1.3.2 The teacher has the relevant content expertise.

1.3.3 The teacher is engaged in ongoing professional development to support quality pre-accredited delivery.

## 2 The A-frame

The A-frame is a system for planning and documenting educational practices. It provides a curriculum model and practical tools (the Course Plan and the Learner Plan) for planning and documenting pre-accredited courses.

## 3 The moderation, verification and auditing process

The moderation process is a collaborative, peer appraisal process that promotes a shared understanding of what constitutes quality course design, delivery and outcomes for learners.

The verification of moderated pre-accredited courses provides: an opportunity for Learn Local organisations to review and sign-off on their moderation processes; feedback to Learn Local organisations about how sampled courses align to the Quality Indicators; and assurance to the ACFE Board and other stakeholders, including employers and community organisations, that the courses they purchase are of a high quality.

The audit of pre-accredited quality processes will occur annually and be scheduled after verification to provide timely advice to the ACFE Board and to inform the annual planning process.

## WHAT ARE PRE-ACCREDITED COURSES?

The primary purpose of pre-accredited education and training is to provide opportunities that engage and initiate vocational pathways for the most educationally disadvantaged learners.

Pre-accredited courses address the particular needs of adults who have experienced barriers to education in the past and find it difficult to undertake accredited courses as their first step into vocational training.

The ACFE Board purchases pre-accredited courses whose content can be classified as follows:

- Adult literacy and numeracy – training in literacy and numeracy skills, including teaching English to people from culturally and linguistically diverse backgrounds; for example, English as a Second Language (ESL).

- Employment skills – training in basic skills to support work or further learning. These include communication, teamwork and problem solving (employability skills) and job search and return-to-study skills.

- Vocational programs – vocational education that assists people to obtain the skills required for specific occupations to start work, return to work or change jobs.

- Digital literacy – training in skills to understand and utilise a range of digital technologies.

## WHAT IS THE PURPOSE OF THE PRE-ACCREDITED QUALITY FRAMEWORK?

The purpose of the Pre-accredited Quality Framework is to ensure:

- Pre-accredited courses are of a high and comparable quality regardless of where they are delivered.

- Learn Local organisations and teachers implement continuous improvement processes.

- The A-frame is implemented consistently.

- The ACFE Board purchases quality pre-accredited courses that have been developed in response to the needs of learners, employers and the community.

## WHAT ARE THE GUIDING PRINCIPLES?

The design of the Pre-accredited Quality Framework has been guided by the following principles:

- Indicators of quality are determined by the needs of learners.

- Improved outcomes and impacts are achieved by improving the quality and capability of underlying processes.

- Agreed results are most likely to be achieved through agreed plans.

- The use of data and evidence is essential to achieving quality outcomes.

- A concern for quality is integral to good management and educational practices and is not simply an 'add on'.

- Quality outcomes are achieved by committed, supported people who reflect and learn from their experiences.

- Sustainable systems deliver quality and value for all stakeholders.

- Collaborative relationships enhance the capacity of those involved to achieve quality outcomes.

- Quality outcomes can be achieved through a variety of approaches.

- Sustainable quality outcomes require on-going learning, evaluation and improvement.

- The ACFE Board is committed to supporting Learn Local organisations in the continuous improvement of the quality of their courses.

(Adapted from the General Practice Education and Training Quality Framework (2006–2008), 'Part 1 – Philosophy, Principles and Policy'.)

## PRE-ACCREDITED QUALITY FRAMEWORK STAKEHOLDERS

### Learners

Learners will be provided with opportunities for input into the development and review of pre-accredited courses via course evaluations and learner plans. Planning and continuous improvement actions embedded in the Pre-accredited Quality Framework will ensure that further education and employment pathways maximise opportunities for learners.

### Local community and industry

Local community and industry groups may be involved in the development and review of courses designed to accommodate both their clients and the broader community.

Industry groups may also be involved in the development and review of courses designed to accommodate employment pathways and/or contribute to workforce development and employee retention.

## Learn Local organisations

Learn Local organisations will contribute to the Pre-accredited Quality Framework by:

- Supporting teacher engagement in the moderation process to enable them to

  - plan and review sessions and courses
  - reflect upon and document what learners have gained from the course
  - address employability skills
  - increase their professional experience and skills, supported by a peer-appraisal model.

- Ensuring that pre-accredited courses are assessed using the Quality Indicators and that continuous improvement processes are implemented.

- Submitting evidence of moderation actions to inform the verification process and undertaking additional actions as part of this process if necessary.
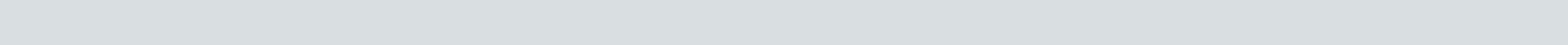
## Regional Councils

Regional Councils will support the Pre-accredited Quality Framework via their existing role in providing the ACFE Board with expertise and local knowledge about adult education needs and regional priorities.

# PRE-ACCREDITED QUALITY FRAMEWORK KIT CONTENTS

| Section | Content | Application |
|---|---|---|
| **1 / Overview**<br>Background to the Pre-accredited Quality Framework | This document | Gives new teachers and managers a broad overview and an opportunity to discuss the Framework with a mentor or buddy. It goes well with the Glossary. |
| **2 / A-frame**<br>Pre-accredited course planning resource | The Curriculum Matrix, Course Plan and Learner Plan. | Is to be given to individual teachers as their main resource for pre-accredited delivery. It is used to plan courses (in conjunction with the Teaching Guide) and introduce the Learner Plan, employability skills and adult learning techniques. |
| **3 / Planning Guide**<br>Overview of planning and delivery processes for managers and program planners | The stakeholder roles and responsibilities, methods of developing the course plans (cross-referenced to moderation requirements) and pathways strategies. | Provides a checklist for managers who are new to pre-accredited delivery or the moderation process to use in course planning to ensure evidence for moderation is available. It could also be used in an organisational planning workshop as a springboard for expanding the organisation's pathway options. |
| **4 / Teaching Guide**<br>Ideas and strategies for teachers delivering A-frame courses | An introduction to the A-frame, the background to and strategies for developing learner plans, and adult learning and employability skills. | Can be given to individuals as a resource for teaching, or used as the basis for professional development sessions (see Appendix A: Pre-accredited local induction session). It is most useful if used as a discussion starting point with an appointed buddy or mentor. |
| **5 / Moderation Guide**<br>Includes the processes and documentation for moderation and verification | A step by step introduction to the processes of moderation, and examples of the format for recording moderation outcomes. | Provides managers and program planners with the rationale and expected outcomes of the continuous improvement processes required by the ACFE Board. For a new manager it is a thorough introduction to the requirements, including the documentation required. |
| **6 / Stakeholder Guide**<br>Information for Learn Local stakeholders | An introduction to the Learn Local sector and what it is able to offer the local community and employers. | Is a resource that can be edited and adapted when a Learn Local organisation needs to provide employers and others in the community (i.e. those outside the education sector) with information about what they do and how it can be beneficial. This section should be customised to suit its audience. |
| **7 / Induction Guide**<br>A model for introducing the Pre-accredited Quality Framework | Induction strategies. | Is an overview of induction strategies and kit application for managers and program planners. The Pre-accredited local induction session (see Appendix A) can be adapted and used in a variety of ways. |
| **8 / Case Studies**<br>Examples of pre-accredited courses | Five examples of successful pre-accredited programs. | Provides those new to the sector or pre-accredited programs with a snapshot of the range of strategies used by Learn Local organisations. |
| **9 / Glossary**<br>Key terms defined | A list of terms that appear throughout the sections of the kit. | Can be given to those new to the sector or to pre-accredited delivery. It could also be pinned on a staff notice board and added to by the organisation as needed. |