



PRE-ACCREDITED
QUALITY FRAMEWORK



Acknowledgements

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A-FRAME OVERVIEW

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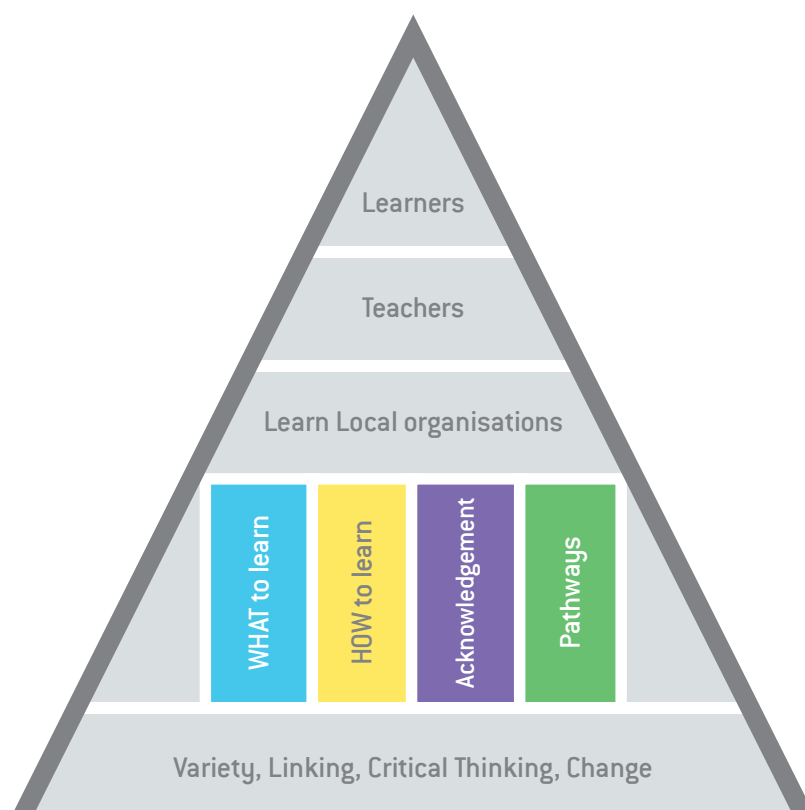
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- Course Plan
- Learner Plan



WHAT IS THE A-FRAME?

The A-frame is a system and process for planning and documenting educational practices. It aims to save time, provide consistency and improve quality.

As well as an overall curriculum model (or framework), it includes practical tools (forms) for planning and documenting learning programs, including:

- the teacher's experience and expertise
- delivery requirements, such as lesson plans and learner resources
- course and session outcomes
- length of the course
- the pre-accredited learners
- the possible pathways.

Resources

Overview

The document you are reading now. It describes the principles, structure and resources of the A-frame.



Curriculum matrix

A comprehensive one-page colour summary of the A-frame model (see the appendices to this document).

Forms

Practical tools for implementing the A-frame in Learn Local organisations.

There are two forms:

- the Course Plan
- the Learner Plan.

As well as the copies included as appendices to this document, the forms are available as editable MS Word files from www.education.vic.gov.au/training/providers/learnlocal.

WHAT IS THE A-FRAME BASED ON?

The A-frame is based on the solid grounding of a conceptual framework.

Principles

The basis of the framework is the four principles:

- variety
- linking
- critical thinking
- change.

Aspects

The four principles are woven through each of the four aspects of curriculum:

- learning outcomes *what* to learn
- educational practices *how* to learn
- acknowledgement outcomes *which* form of recognition is provided
- pathway outcomes *where* this learning will lead.

Layers

The aspects and principles are woven through the three layers of learning responsibility:

- organisation/community
- teacher
- learner.

Employability Skills

Embedded within the learning aspects and principles are the eight employability skills:

Employability Skill	Interpretation for A-frame context	Facets to be explored in pre-accredited program provision
Communication	Skills that contribute to productive and harmonious relations between people.	May include: reading; writing; speaking; listening and clarifying; numeracy; negotiating.
Teamwork	Skills that contribute to productive working relationships and outcomes.	May include: working with diverse team members; practising inclusivity; supporting others; working in groups.
Problem solving	Skills that contribute to productive outcomes.	May include: anticipating problems; developing solutions; using mathematics to solve problems; evaluating results and making recommendations.
Initiative and enterprise	Skills that contribute to innovative outcomes.	May include: adapting to change; translating ideas into actions; assessing risk; developing creative solutions and long term vision.
Planning and organising	Skills that contribute to long-term and short-term strategic planning.	May include: managing priorities; meeting timelines; monitoring progress; setting goals; employing strategies to monitor achievement; planning pathways.
Self management	Skills that contribute to employee/learner satisfaction and growth.	May include: setting personal goals; evaluating own progress; time management; completing tasks; prioritising; taking responsibility.
Learning	Skills that contribute to ongoing improvement and expansion in operations and outcomes.	May include: managing own learning; identifying own learning style and strengths; accessing mentor/ networks; contributing to the learning environment.
Technology	Skills that contribute to effective execution of tasks.	May include: applying technology to access and manage information, including computers, the internet, emails; selecting appropriate software; using office equipment appropriately.

Adapted from Australian Chamber of Commerce and Industry and the Business Council of Australia Employability Skills 2002

WHY USE THE A-FRAME?

The A-frame can improve outcomes by:

- enhancing the provision of effective educational experiences
- ensuring quality and consistency in delivery of ACFE Board funded courses
- developing a strong, sustainable means of disseminating and sharing knowledge across the field
- providing time and cost-effective teaching and management
- providing a common tool for course development and record keeping
- adding value to course content and intention.

The A-frame can strengthen communities through:

- increasing partnerships between Learn Local organisations and the local community and employers
- increasing awareness of pre-accredited learning opportunities and pathways
- increasing adult skills and knowledge
- supporting and involving those with little previous access to education
- improving management practices of Learn Local organisations
- increasing the skills of Learn Local tutors.



WHO USES THE A-FRAME?

Learn Local organisations

For:

- reminding them to meet market, community and learner needs
- planning and documenting their activities
- considering and documenting future activities and pathways
- considering and documenting learner outcomes
- recording and monitoring learner satisfaction
- planning for future courses
- continuous improvement.

Teachers

For:

- planning and documenting their activity
- documenting ongoing evaluation of the course and the learner responses
- reflecting and documenting what their learners gained from the course
- considering and documenting learner pathways and outcomes
- addressing employability skills
- recording and monitoring learner satisfaction
- planning future courses
- continuous improvement.

Learners

On enrolment

For documenting:

- why they have enrolled
- how they learn best
- what they could receive or gain from the course
- what they could do after the course.

After the course

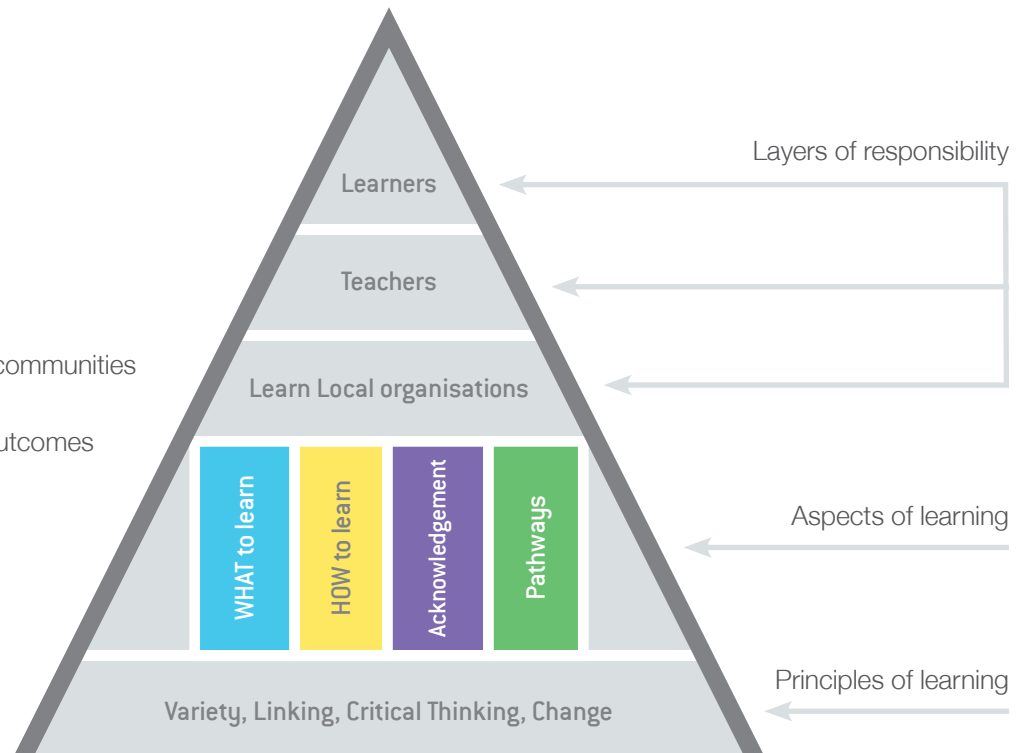
For documenting:

- what they learned
- how they were taught
- what they gained from the course
- what they will be doing next.

THE A-FRAME MODEL

A-frame

- ✓ guides practice
- ✓ supports quality
- ✓ measures results
- ✓ strengthens learners, communities and Learn Local
- ✓ encourages positive outcomes



Learn Local organisations

Researches possible delivery of a course based on community, employment, learner and tutor needs and support required; offers recognition and pathways on course completion; investigates future directions.



Teacher

Delivers a course considering the variety of community, employment, learner and or organisation needs and support required; uses a variety of methods and strategies and considers possible outcomes, with ongoing evaluation.



Learner

Participates in a course which addresses their personal, community and employment needs and the support required; completes course and considers value of the learning and possible future directions.



CURRICULUM MATRIX





GUIDE TO USING THE A-FRAME

A-frame curriculum matrix

A-frame is best viewed overall with the A-frame curriculum matrix, a map of the curriculum framework (see appendices).

- WHAT to learn is shown in **blue**
- HOW to learn is shown in **yellow**
- WHICH form of acknowledgement is shown in **purple**
- WHERE learning will lead is shown in **green**

A-frame forms

A-frame includes easy-to-use forms for putting the framework into practice when you are planning courses and recording outcomes.

There are two forms:

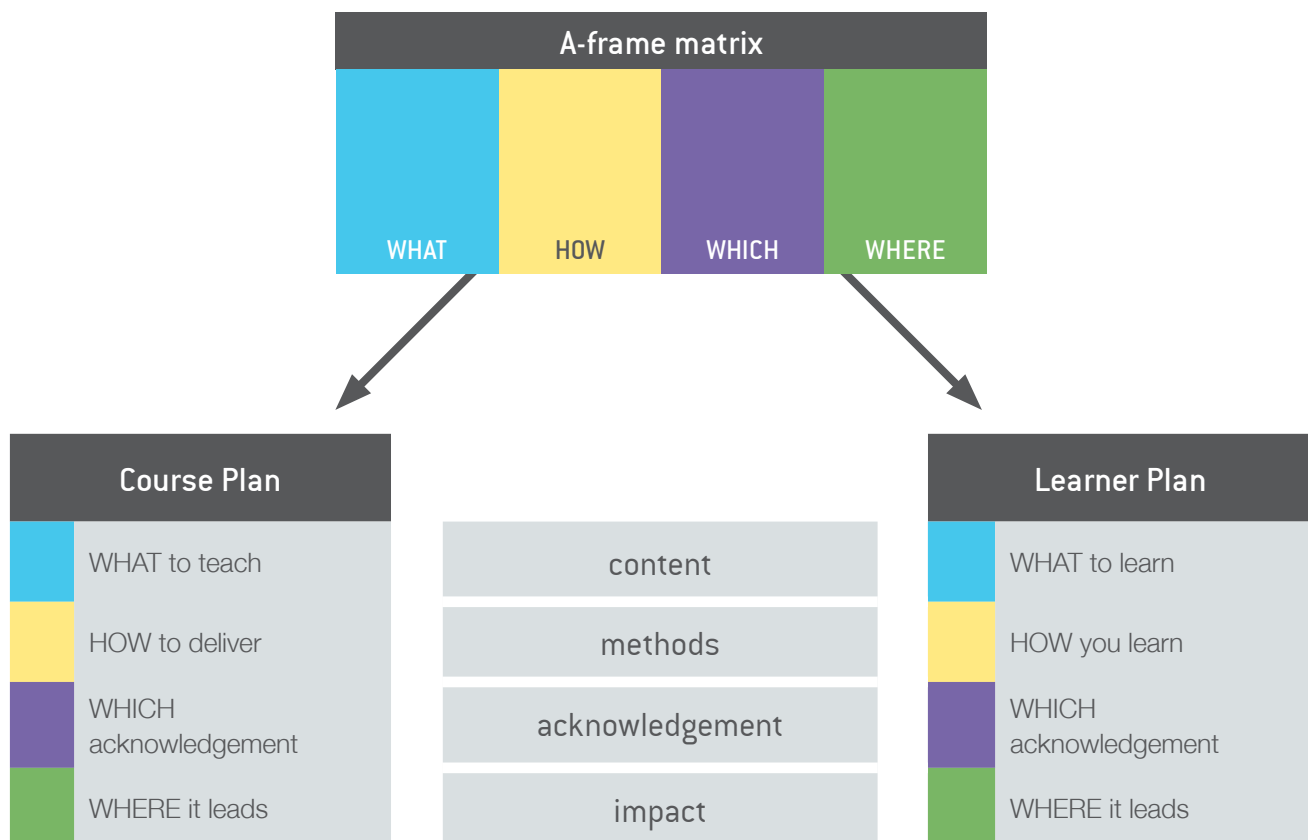
- Course Plan
- Learner Plan

The Course Plan will generally be completed by the Program Planner for a course, in consultation with the teacher and other Learn Local staff.

The Learner Plan is designed so that the learner can fill it in, with tutor assistance as required.

The colours of the matrix provide a guide to completing the sections of the forms.

This diagram below shows how the matrix and forms work together.





	WHAT to learn	HOW to learn
Learners	What do you want to know and learn? What should you know and be able to do at the end of the course?	What do you already know? How can you get the most from this activity or course?
Teachers	What do you want your students to know and learn?	What methods and strategies will you employ?
Learn Local organisations	What needs to be taught (from community, student, market research)? What could you initiate? What is the target group?	How will you achieve this? Could you connect with or partner with another provider?
Aspects of learning	<p>Learning outcomes</p> <p>Subject specific</p> <ul style="list-style-type: none"> • knowledge and skills • concepts and ideas • understandings • language, literacy and numeracy skills. <p>Employability skills</p> <p>What form, purpose, level and type? Where required, who with?</p> <ul style="list-style-type: none"> • Communication • Teamwork • Problem solving • Initiative and enterprise • Planning and organisation • Self management • Learning • Technology. 	<p>Educational practices</p> <p>Method of delivery</p> <ul style="list-style-type: none"> • group involvement and discussion • demonstration by tutor or learner • modelling by tutor or learner • listening and watching • games and role plays. <p>Resources</p> <p>media texts models activities technologies guest speakers field trip or excursion</p> <p>Evaluation and assessment</p> <p>role play written oral presentation demonstration portfolio</p>
Considerations	<p><i>Develop</i> multiplicity of perspectives and understandings of the subject</p> <p><i>Consider</i> the range of learning styles and abilities, for learner support</p> <p><i>Encourage</i> skills, performances and behaviours to be used beyond the learning setting</p> <p><i>Consider</i> course goals and purposes</p>	<p><i>Integrate</i> employability skills in activities</p> <p><i>Consider</i> a variety of resources and technologies</p> <p><i>Develop</i> interconnected and multidimensional activities</p> <p><i>Consider</i> a variety of teaching and assessment methods to meet learner needs, backgrounds and abilities</p> <p><i>Encourage</i> critical intelligence – questioning, analysing and learning to learn practice</p> <p><i>Encourage</i> personal transformation and wider engagement in the community</p>
Curriculum principles	VARIETY – LINKING – CRITICAL T	

CURRICULUM MATRIX



WHICH form of acknowledgement

How will you know you achieved your goals? What recognition or acknowledgement will you receive?

How will you know you have achieved what you wanted? What form of acknowledgement do you intend to give your students?

How will you show the learners what they know or have achieved? What are the possibilities?

Acknowledgement outcomes

Form of acknowledgement

Formal

- certificate of participation or attainment
- exhibition
- demonstration
- publicity
- film, computer or audio presentation
- performance
- applause
- positive comments
- letter, note or email
- skills passport
- community recognition
- other

Consider employability skills
Develop multiple forms of recognition
Consider recognition of informal learning

WHERE learning will lead

Where will it take you? What are your future options?

Where could this course lead? What could your students do next?

What other activities or courses could be developed after this course?

Pathway outcomes

Possible pathways

- work, paid
- work, unpaid or volunteer
- further study
- another course
- improved confidence and self esteem
- increased independence
- community involvement or participation
- life or attitude change

Consider a multiple range of alternatives and choices

Consider critical intelligence to analyse options and experience changes in focus with learning and wider community involvement

Outcomes

What do you want your learners to know and be able to do as a result of the course?

Employability

What employability skills will you address?

What strategies will you use to build learners' employability skills?

Speaking and listening

Reading and writing

Numeracy

Teamwork

Problem-solving

Initiative and enterprise

Planning and organising

Self-management

Learning

Technology

COURSE PLAN

Course

Learn Local organisation

Teacher

Date

Version

Part 1 – overview

Course description

Course focus and content, number of hours, place in overall program, pathway to further courses, accredited training or employment

Planning and consultation

Process undertaken for course development/improvement

Prerequisites

Eg computer skills and access, literacy/numeracy levels etc

Teacher skills

Skills, experience, qualifications needed

Pre-accredited learners tick which apply

- people from culturally and linguistically diverse backgrounds and those who require assistance with English as a second language
- people who have been marginalised and have not accessed education, training and employment
- people who have experienced barriers to education in the past and need intensive support to re-engage with learning
- people who have limited access to learning opportunities eg rural
- other (please describe)

Delivery	What teaching and learning approaches will you use?
Achievement of outcomes	How will you measure the outcomes?
Evaluation	How will you evaluate the effectiveness of the course and plan improvements?
Acknowledgement	How will you acknowledge what learners have achieved?
Pathways	Where will this course lead for most learners? How can you provide support?
	<p>Internal pathway</p> <hr/> <hr/> <p>External pathway</p> <hr/> <hr/> <p>Support provided</p> <hr/> <hr/>

Some options to consider for course planning

Tick any options you plan to use:

How
<p>Employability <i>embedding skill development</i></p> <p>Embed processes</p> <p><input type="checkbox"/> group work and active learning</p> <p><input type="checkbox"/> team projects</p> <p><input type="checkbox"/> problem-based challenges</p> <p><input type="checkbox"/> planning, scheduling and monitoring</p> <p><input type="checkbox"/> learning-to-learn modelling</p> <p><input type="checkbox"/> computer-based tasks and products</p> <p>Build explicit skills</p> <p><input type="checkbox"/> using email, phone and web tools for group tasks</p> <p><input type="checkbox"/> time management</p> <p><input type="checkbox"/> dealing with different opinions</p> <p><input type="checkbox"/> brainstorming and mapping</p> <p><input type="checkbox"/> task and project planning</p> <p><input type="checkbox"/> work-group collaboration methods</p> <p><input type="checkbox"/> Internet researching</p> <p><input type="checkbox"/> organising learning</p> <p><input type="checkbox"/> decision-making in groups (including meetings)</p> <p>Add others:</p>

How
<p>Delivery <i>teaching and learning methods</i></p> <p><input type="checkbox"/> group presentation and discussion</p> <p><input type="checkbox"/> group and pair activities</p> <p><input type="checkbox"/> demonstration by tutor or learner</p> <p><input type="checkbox"/> modelling by tutor or learner</p> <p><input type="checkbox"/> games</p> <p><input type="checkbox"/> self-directed worksheets or units</p> <p><input type="checkbox"/> lecture style presentation</p> <p><input type="checkbox"/> DVD-based activities</p> <p><input type="checkbox"/> case studies</p> <p><input type="checkbox"/> web-based activities</p> <p>Add others:</p>

How
<p>Achievement <i>ways of gathering evidence</i></p> <p><input type="checkbox"/> demonstration</p> <p><input type="checkbox"/> questioning and discussion</p> <p><input type="checkbox"/> interview</p> <p><input type="checkbox"/> group work</p> <p><input type="checkbox"/> scenario</p> <p><input type="checkbox"/> case study</p> <p><input type="checkbox"/> problem and solution</p> <p><input type="checkbox"/> role play</p> <p><input type="checkbox"/> self assessment</p> <p><input type="checkbox"/> journals</p> <p><input type="checkbox"/> written test</p> <p><input type="checkbox"/> online quiz</p> <p><input type="checkbox"/> portfolio</p> <p><input type="checkbox"/> action plan</p> <p><input type="checkbox"/> project</p> <p><input type="checkbox"/> research and data collection</p> <p><input type="checkbox"/> observation</p> <p>Add others:</p>

How
<p>Evaluation <i>improving the course</i></p> <p><input type="checkbox"/> learner feedback sheet</p> <p><input type="checkbox"/> monitoring during the course</p> <p><input type="checkbox"/> group interviews</p> <p><input type="checkbox"/> in-course reviews (strengths, issues)</p> <p><input type="checkbox"/> post-course surveys</p> <p><input type="checkbox"/> benchmarking other courses</p> <p><input type="checkbox"/> feedback from critical friends</p> <p><input type="checkbox"/> client feedback (employers/ community)</p> <p>Add others:</p>

Which
<p>Acknowledgement <i>recognising achievement</i></p> <p><input type="checkbox"/> certificate of participation</p> <p><input type="checkbox"/> exhibition of work</p> <p><input type="checkbox"/> demonstration</p> <p><input type="checkbox"/> publicity</p> <p><input type="checkbox"/> film, computer or oral presentation</p> <p><input type="checkbox"/> performance</p> <p><input type="checkbox"/> letter, note, email</p> <p><input type="checkbox"/> skills portfolio</p> <p><input type="checkbox"/> community recognition</p> <p>Add others:</p>

Where to
<p>Pathways <i>providing pathway support</i></p> <p><input type="checkbox"/> discussion of needs and aspirations via Learner Plan</p> <p><input type="checkbox"/> class discussion of internal and external options</p> <p><input type="checkbox"/> Internet links</p> <p><input type="checkbox"/> careers advisors</p> <p><input type="checkbox"/> other programs, other providers</p> <p><input type="checkbox"/> community advertisements</p> <p><input type="checkbox"/> mentoring</p> <p>Add others:</p>

Part 2 – session planner

Course	Teacher		
Session dates	WHAT to learn	HOW to learn	Review and changes
	<i>Include employability, numeracy and literacy skills. Indicate acknowledgement activities</i>		
	What will your learners know and be able to do?	How will you deliver, judge progress and evaluate?	How is it going? What adjustments are needed?
1 ___/___/___			
2 ___/___/___			
3 ___/___/___			
4 ___/___/___			
5 ___/___/___			

WHAT to learn	HOW to learn	Review and changes
6 — / — / —		
7 — / — / —		
8 — / — / —		
9 — / — / —		
10 — / — / —		
11 — / — / —		
12 — / — / —		

Part 3 – course evaluation

Course

Teacher

Date

Outcomes

How successful was the course in meeting learners' needs and reaching their learning goals?



Employability

How effective was the course in improving learners' employability skills?



Delivery

What worked well? What would you do differently next time?



Achievement

How effective were your approaches to measuring progress? How could they be improved?



Acknowledgement

Were the learners' achievements adequately recognised? Which strategies worked best?



Pathways

What evidence is there that the course has provided a pathway to employment or education?



Any other reflections on the course?

LEARNER PLAN

Name		Date	
Course			
Learn Local organisation			
Teacher			

Part 1 – learning plan

Your goals

Why are you doing this course? (please tick any options that apply to you)

To learn a new skill To improve skills at work
 To help me find work To join community activities

For something else _____

Some experience I have already for this course _____

Your future

What do you see yourself doing after this course?

Further study Paid work Community activities
 Further study towards a qualification Volunteer or unpaid work I don't know yet

Your skills

In this course you will learn a range of skills. Some of them are general skills that help you with learning and study, and some are important for getting a job and doing well in it. These skills are also important for living well and being part of the community.

I would like to get better at: (please tick any options that apply to you)

<input type="checkbox"/> Speaking and listening	<input type="checkbox"/> Planning and organising (making decisions, organising things)
<input type="checkbox"/> Reading and writing	<input type="checkbox"/> Self-management (taking responsibility, organising myself)
<input type="checkbox"/> Numeracy	<input type="checkbox"/> Learning (learning new things)
<input type="checkbox"/> Teamwork (working in groups, giving feedback)	<input type="checkbox"/> Technology (using computers, machines, mobile phones)
<input type="checkbox"/> Problem solving (working out ways to do things)	
<input type="checkbox"/> Initiative and enterprise (trying new things, being creative, following up ideas)	

Your learning experiences

How do you think you learn best? (please tick any options that apply to you)

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Listening | <input type="checkbox"/> In groups |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Online |
| <input type="checkbox"/> Making or doing things | <input type="checkbox"/> 'm not sure |
| <input type="checkbox"/> Being shown how to do things | |

During the course

Do you want help to plan for further study or work? Yes No

Anything else you would like to add?

Part 2 – learning review

Name			
Course			
Learn Local organisation			
Teacher		Date	

Your skills

What were the main things you gained from the course? Was it what you expected?

Did you improve any of your learning and employability skills?

Skills	Improved a lot	Improved	Stayed the same
Communicating Speaking & Listening Reading & Writing Numeracy			
Teamwork Working in groups, giving feedback			
Problem Solving Working out ways to do things			
Initiative and enterprise Trying new things, being creative, following up ideas			
Planning and organising Making decisions, organising things			
Self-management Taking responsibility, organising myself			
Learning Learning new things			
Technology Using computers, machines, mobile phones			

Your next steps

What are you planning to do next? How can you use what you've learned from this course?

<input type="checkbox"/> Further study	<input type="checkbox"/> Community activity
<input type="checkbox"/> Further study towards a qualification	<input type="checkbox"/> Other
<input type="checkbox"/> Paid work	_____
<input type="checkbox"/> Improved progress or promotion at work	_____
<input type="checkbox"/> Volunteer or unpaid work	_____

Your next steps

What are you planning to do next? How can you use what you've learned from this course?

Your feedback on the course

Rate the course by selecting one number from 5 (excellent) to 1 (very poor)

• content: what was covered in the course	1	2	3	4	5
• teaching: how it was taught and organised	1	2	3	4	5
• the length of the course	1	2	3	4	5

Comments

Any other comments or suggestions for improving the course?



