**Professional Practice Recognition Framework for the Learn Local LLNED Workforce**

***User Guide to the Professional Practice   
Self-Assessment Tool***

***Draft final for Sector consideration***

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# **1 The Framework**

The *Professional Practice Recognition Framework for the Learn Local LLNED Workforce* (*The Framework*) has been developed to specifically meet the needs of those teachers/trainers and managers/coordinators in the Learn Local workforce involved in the delivery of Language, Literacy, Numeracy, Employability and Digital Skills (LLNED) pre-accredited learning. It is designed to:

* describe the collective of professional practices (knowledge and skills) a Learn Local workforce uses when developing and delivering quality pre-accredited training, for new staff entrants to the workforce through to those who are highly experienced
* be used by the LLNED Learn Local staff to self-assess their current skills and knowledge and identify their professional development goals
* be used as the foundation for the development and delivery of appropriate ACFE Board funded professional development activities for the LLNED Learn Local sector, responsive to workforce needs.

*The Framework* is comprehensive in that it captures the work carried out by staff responsible for the delivery of LLNED programs, specifically by:

* the teachers and trainers who deliver learner focused, pre-accredited LLNED programs to adults needing further development of these skills for study and work and for participation in every day modern life
* the managers/coordinators of pre-accredited training programs – the leaders responsible for the overall pre-accredited business and workforce planning and performance reporting work within the organisation. These leaders may undertake marketing and learner outreach work, target potential learners, and forge relationships and partnerships with other providers, business and other stakeholders to support learners’ educational and non- educational needs.

The consolidation of practices within one Framework recognises that the organisations funded as providers of LLNED programs vary in their size and working arrangements, and that staff within organisations will have different responsibilities in organising and addressing the overall tasks required for delivery.

# **2 Purpose of the Self-Assessment Tool**

The *Professional Practice Self-Assessment Tool* supports *The Framework*. The self-assessment has been developed to enable LLNED staff to self-assess their skills and knowledge, guided by the practices outlined in *The Framework*. It provides an opportunity for LLNED staff to reflect on their skills, knowledge and practices required to deliver pre-accredited LLNED programs, to identify the practices they already do, and the practices they would like to develop.

The *Self-Assessment Tool* is intended for personal use and personal reflection. It is not intended as a performance appraisal tool.

When using the *Self-assessment Tool*, practitioners will have the opportunity to reflect on each of Practice Descriptors to gauge their own practice. This is not only an opportunity to think about skills and knowledge for development, but also an opportunity to reflect on the practices that are already achieved and used competently with learners while delivering LLNED programs. It’s important to step back and recognise those skills, and to celebrate the successful work carried out daily in Learn Local Organisations.

At the same time, using the Tool will assist practitioners to identify practices that they would like to develop. This will enable planning for professional learning that is meaningful and targeted.

To be valuable, the self-assessment process needs to be honest. Users need to think carefully about each of the practice statements and tick the columns that are really relevant. Teachers, trainers, coordinators and managers are encouraged to share the outcomes of their self-assessment with their colleagues to assist them in confirming or modifying their initial self-assessments.

To build the Learn Local sector, it is really important for users to clearly identify skills they need, or would like to develop for their personal professional development and for career planning, through informal and formal professional learning and development.

### The glossary

Users might find that some of the terms used are unfamiliar and so a glossary is included at the back of this guide. Terms asterisked in the *Self-Assessment Tool* are explained in the glossary.

### LLNED skills

Throughout *The* *Framework* and the *Self-Assessment Tool*, there are references to developing the LLNED skills of learners and implementing processes to assess their skills. This is particularly the case in the first three Practice Domains – Engaging learners, Teaching LLNED skills and Determining learner gain. The acronym ‘LLNED’ refers to Language, Literacy, Numeracy, Employability and Digital Literacy Skills. It includes:

* Learning
* Reading
* Writing
* Oral communication
* Numeracy
* Teamwork
* Problem solving
* Initiative and enterprise
* Planning and organising
* Self-management
* Digital Literacy.

The skills listed above include five skills from the Australian Core Skills Framework (ACSF) and Digital Literacy Skills from the Digital literacy Skills Framework (DLSF). It also includes Employability Skills, some of which overlap (Learning, Communication, Technology).

Although these LLNED skills are described as discrete skills, their interrelationships are crucial. For example, to use a computer, even at a low level, an individual also needs to be able to read some text, and to carry out Numeracy tasks, a person also needs to read symbols and instructions, even at a basic level. The core skill of ‘Learning’ underpins all skills.

Practitioners may be employed to deliver some or all of these skills and will have varying degrees of skills and knowledge in each. When self-assessing their practice to deliver these skills, practitioners are likely to find that their skills and knowledge will vary, and in the same way that learners have a ‘spiky profile’ of LLNED skills, practitioners will also have a ‘spiky profile’ of practice.

The full list of LLNED skills (listed above) is included in a number of places in the *Self-Assessment Tool* to enable practitioners to identify their strengths and also to identify skills that may require further development.

**Learners come from diverse backgrounds and have diverse needs**

There are a few generic references in *The Framework* and the *Self-Assessment Tool* about learners who come from diverse backgrounds and/or who have diverse needs*.* In making a self-assessment of skills and knowledge for these learners, practitioners might need to consider a range of issues that may affect learning, or may include learners:

* with mental and/or physical health issues
* affected by trauma
* with diverse ethnicity, age, race, disability, gender, sexual orientation and/or socioeconomic status.

## How to use the Self-Assessment Tool

The *Self-Assessment Tool* is provided as a Word document, with a separate self-assessment for each of the Practice Domains and for each of the Practice Areas and Practice Descriptors. The Tool is adaptable to suit individual needs. Not all practitioners will need to self-assess against all Domains of Practice, nor all Practice Areas. For example, and depending on job roles within an organisation:

* teachers and trainers may initially self-assess for the Practice Domains: *Teaching LLNED Skills* and *Engaging learners* and then possibly move on to *Determining* *learner gain* prior to addressing their skills in *Collaborating and networking* and *Leading and managing*
* managers or coordinators may focus initially on self-assessment against the *Engaging Learners* and the *Leading and managing* Domains before moving to *Collaborating and Networking*
* some staff who undertake management and teaching/training roles may undertake their self-assessment across all of the Domains.

Consider the following steps for using the *Self-Assessment Tool*:

**Step 1 – Save the tool**

Save the Word version of the *Self-Assessment Tool* to a personal storage area.

**Step 2 – Reflect on your practice**

Identify the Domains of Practice you wish to focus on. Reflect on your skills and knowledge to carry out each of the practices. Tick (✓) one of the columns to describe your practice.

It is likely that you can already carry out many of the practices listed.

Think about whether you would benefit from training or development for a particular practice by placing a tick (✓) in the column under *I would like to develop this practice*.

**Step 3 – Identify your priorities for development**

You may identify that you would like to develop several practices, and that is OK. To make future learning manageable, try and identify up to three priority areas for development for each of the Practice Domains you have identified.

Practices may be developed through informal or formal professional learning and development, targeting specific Practice Areas or specific Practice Descriptors.

**Step 4 – Develop your own ‘spiky profile’ and your top three priority areas for development**

At the end of the *Self-Assessment Tool* there is a grid for you to plot your own ‘spiky profile’ and summarise the skills and knowledge that you already have. Take some time to acknowledge the skills that you already have and identify the top three priorities that you would particularly like to develop.

**Step 5 – Talk with your co-workers**

Make some time to talk with other staff e.g. colleagues, supervisor about your self-assessment and your priority areas for development. This conversation will help you to confirm or refine some of the judgements you make about your skills and knowledge and your plan for accessing opportunities to assist you to develop and refine your skills as an LLNED practitioner, coordinator or manager.

Building a collaborative approach involving 360 degree feedback where teachers, trainers, coordinators and managers share the outcomes of their self-assessment will assist all in confirming or modifying their initial self-assessments.

**Step 6 – Forward advice on your top three priorities to ACFE/ACFE Board**

Advice on your top three priorities identified in Step 4 above might be forwarded to ACFE/ACFE Board where feedback mechanisms exist to seek advice on workforce needs. Depending on the demand and the availability of resourcing, these priorities could be used as the foundation for the development and delivery of funded professional development activities for the LLNED Learn Local sector.

# **Chart, pie chart Description automatically generated3 Professional Practice Self-Assessment Tool**

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| --- | --- | --- | --- | --- | --- | --- |
| *Practice Domain: Engaging learners*  *For each descriptor below, please reflect on your skills and knowledge to carry out the practice. Tick (✓) one of the columns to describe your practice. NOTE: Refer to the Glossary where (\*) is indicated in a Practice Descriptor.* | | | | | | |
| **Attracts and supports prospective learners** | I don’t need to do this | I do this competently | | | | I would like to develop this practice |
| Sometimes | Mostly | | Always |
| Engage with prospective learners to discuss benefits of, and options for, pre-accredited courses\* |  |  | |  |  |  |
| Provide information on support services available to assist prospective learners |  |  | |  |  |  |
| Seek opportunities to engage with prospective learners to discuss benefits of, and options for, pre-accredited courses\* |  |  | |  |  |  |
| Provide options for design and delivery of pre-accredited programs\* that support individuals or groups |  |  | |  |  |  |
| Provide leadership to team members involved in attracting and supporting learners |  |  | |  |  |  |
| Develop strategies to engage with key stakeholders to share benefits of pre-accredited programs\* and to explore options for learners |  |  | |  |  |  |
| **Ascertains learner interests and goals** | | | | | | |
| Provide a safe and welcoming learner centred\* environment, that supports learners to identify their own strengths and areas for development |  |  |  | |  |  |
| Acknowledge that learners come from diverse\* backgrounds and have diverse needs |  |  |  | |  |  |
| Assist learner to articulate own goals and link them with available learning options |  |  |  | |  |  |
| Use a range of strength based\* approaches to help learners identify their goals |  |  |  | |  |  |
| Provide guidance to team members in working with learners who come from diverse\* backgrounds and have diverse needs |  |  |  | |  |  |
| Provide leadership, modelling and mentoring on ascertaining learner interests and goals |  |  |  | |  |  |
| Design and develop tools and systems for team on ascertaining learner interests and goals |  |  |  | |  |  |
| **Provides initial and ongoing placement and pathways advice** | | | | | | |
| Work with learners to identify goals and potential supports for varied study, work and life contexts |  |  |  | |  |  |
| Provide some LLNED advice to assist learners to complete learner plan |  |  |  | |  |  |
| Conduct pre-course interview\* using PRIAK\* or other LLNED tools and enrols where appropriate |  |  |  | |  |  |
| Use knowledge of education and training pathways, and employment options, to develop and review Learner Pathways Plan\* |  |  |  | |  |  |
| Work with learner to complete pre and post-course interview and plan next steps |  |  |  | |  |  |
| Foster the use of quality LLNED initial and ongoing review\* tools for use by team members |  |  |  | |  |  |
| Lead others to interpret and apply LLNED frameworks\* for establishing placement and pathways\* advice based on initial and ongoing performance levels |  |  |  | |  |  |
| Create systems and procedures to guide staff in the provision of quality advice on placement and pathways\* for learners |  |  |  | |  |  |

I have discussed my self-assessment with colleagues/coordinator/manager. Yes / No

For this Practice Domain, the three priorities I would most like to develop are:

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| *Practice Domain: Teaching LLNED Skills* *For each descriptor below, please reflect on your skills and knowledge to carry out the practice. Tick (✓) one of the columns to describe your practice. NOTE: Refer to the Glossary where (\*) is indicated in a Practice Descriptor.* | | | | | |
| **Applies adult learning theory to practice** | I don’t need to do this | **I do this competently** | | | I would like to develop this practice |
| Sometimes | Mostly | Always |
| Use adult learning principles\* and theories\* when working with individuals and groups |  |  |  |  |  |
| Use a learner-centred\*, strengths-based\* approach to inform teaching practice |  |  |  |  |  |
| Engage in reflective practice to improve teaching practice |  |  |  |  |  |
| Investigate a range of adult teaching and learning theories\* to expand and improve teaching repertoire |  |  |  |  |  |
| Foster a learner centred\*, strength based\* approach within the organisation |  |  |  |  |  |
| Create opportunities for the team to share and build their knowledge of learning theories\* and application to practice |  |  |  |  |  |
| **Creates responsive and inclusive programs** | | | | | |
| Demonstrate understanding of the impact of own cultural beliefs and values on the learning environment |  |  |  |  |  |
| Ensure learning program and resources meet the LLNED needs and goals of learners |  |  |  |  |  |
| Demonstrate sensitivity and respect for diversity\* and differences between individuals and groups |  |  |  |  |  |
| Provide a culturally\* safe learning environment |  |  |  |  |  |
| Contribute to the development of learning programs that address the combination of LLNED skills required by an individual or group, for different contexts for study, work and life\* |  |  |  |  |  |
| Ensure LLNED program content reflects the diverse needs\* and goals of learners |  |  |  |  |  |
| Model cross cultural understanding and encourages cultural competence in teaching team |  |  |  |  |  |
| Create responsive programs that address:   * the LLNED skills of the individual or group * the diversity\* of learners |  |  |  |  |  |
| Lead the design, development and evaluation of learning programs that meet diverse individual and group needs and goals, for different contexts |  |  |  |  |  |
| **Facilitates learning** | | | | | |
| Grow the learner’s capacity to learn through building confidence and self-esteem |  |  |  |  |  |
| Establish a collaborative approach to the learning process that promotes engagement |  |  |  |  |  |
| Use a range of delivery modes\* |  |  |  |  |  |
| Plan structured and sequenced learning, including using pre-developed learning programs |  |  |  |  |  |
| Use effective teaching strategies to deliver LLNED across a range of delivery modes and contexts |  |  |  |  |  |
| Recognise the range of ‘Learning’\* skills that need to be developed |  |  |  |  |  |
| Use varied teaching strategies to meet individual learner needs |  |  |  |  |  |
| Share knowledge of a range of effective teaching practices within the organisation |  |  |  |  |  |
| Promote the core skill of ‘Learning’\* to be developed, including confidence and self-esteem |  |  |  |  |  |
| Promote innovative teaching practice across a range of modes\* and approaches, based on theoretical underpinnings\* |  |  |  |  |  |
| **Teaches specific LLNED skills** | | | | | |
| Teach one or more of the following LLNED skills, using deep content knowledge:   * Learning |  |  |  |  |  |
| * Reading |  |  |  |  |  |
| * Writing |  |  |  |  |  |
| * Oral communication |  |  |  |  |  |
| * Numeracy |  |  |  |  |  |
| * Teamwork |  |  |  |  |  |
| * Problem solving |  |  |  |  |  |
| * Initiative and enterprise |  |  |  |  |  |
| * Planning and organising |  |  |  |  |  |
| * Self-management |  |  |  |  |  |
| * Digital Literacy |  |  |  |  |  |
| Check LLNED resources to determine suitability for individuals and groups |  |  |  |  |  |
| Use a limited range of teaching strategies and resources to develop identified LLNED skills:   * Learning |  |  |  |  |  |
| * Reading |  |  |  |  |  |
| * Writing |  |  |  |  |  |
| * Oral communication |  |  |  |  |  |
| * Numeracy |  |  |  |  |  |
| * Teamwork |  |  |  |  |  |
| * Problem solving |  |  |  |  |  |
| * Initiative and enterprise |  |  |  |  |  |
| * Planning and organising |  |  |  |  |  |
| * Self-management |  |  |  |  |  |
| * Digital Literacy |  |  |  |  |  |
| Use ACFE LLNED tools and resources |  |  |  |  |  |
| Apply a range of teaching strategies and tools to develop LLNED skills |  |  |  |  |  |
| Use teaching strategies that embed integrated LLNED skill development |  |  |  |  |  |
| Develop or contextualise LLNED resources to meet learner needs for study, work and life |  |  |  |  |  |
| Mentor others on how LLNED skills are integrated |  |  |  |  |  |
| Champion the use of innovative approaches to the teaching of integrated LLNED skills |  |  |  |  |  |
| Lead the development of fit-for-purpose LLNED resources for different contexts |  |  |  |  |  |
| **Evaluates and reflects on own practice** | | | | | |
| Contribute to evaluation of LLNED program |  |  |  |  |  |
| Seek regular feedback from learners and peers to reflect on and evaluate own performance and plan for improvements |  |  |  |  |  |
| Evaluate program outcomes using established tools and techniques |  |  |  |  |  |
| Assist in modifying program design in response to evaluation\* outcomes |  |  |  |  |  |
| Maintains awareness of own skill level and proactively addresses skills gaps |  |  |  |  |  |
| Assist staff to identify their training needs |  |  |  |  |  |
| Establish systems and processes for reviewing skills and professional development needs within the organisation |  |  |  |  |  |
| Develop and implement tools and techniques to evaluate program outcomes |  |  |  |  |  |
| Report on evaluation outcomes and recommends system improvements |  |  |  |  |  |

I have discussed my self-assessment with colleagues/coordinator/manager. Yes / No

For this Practice Domain, the three priorities I would most like to develop are:

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| *Practice Domain: Determining learner gain* *For each descriptor below, please reflect on your skills and knowledge to carry out the practice. Tick (✓) one of the columns to describe your practice. NOTE: Refer to the Glossary where (\*) is indicated in a Practice Descriptor.* | | | | | |
| **Applies theory when determining learner gain** | I don’t need to do this | **I do this competently** | | | I would like to develop this practice |
| Sometimes | Mostly | Always |
| Work with learners to identify the value of recognising learner performance levels and learner gain\* |  |  |  |  |  |
| Recognise different measures of success\* |  |  |  |  |  |
| Demonstrate sensitivity and flexibility while reviewing a learner’s LLNED skills |  |  |  |  |  |
| Begin to use recognised LLNED frameworks\* |  |  |  |  |  |
| Promote a range of different measures of success\* within the organisation |  |  |  |  |  |
| Use recognised LLNED frameworks\* |  |  |  |  |  |
| Demonstrate and mentor appropriate use of recognised LLNED frameworks to inform and expand practice |  |  |  |  |  |
| Demonstrates application of the principles of assessment\* |  |  |  |  |  |
| Apply the rules of evidence\* |  |  |  |  |  |
| Lead others to interpret and apply LLNED frameworks for reviewing learner gain\* and to improve assessment practice |  |  |  |  |  |
| Provide leadership on recognising and recording finer gradations\* of progress |  |  |  |  |  |
| Lead others in understanding and applying the principles of assessment\* and the rules of evidence\* |  |  |  |  |  |
| **Uses strategies and tools to determine learner gain** | | | | | |
| Access pre-accredited guidelines and tools to assist learner in identifying own gain |  |  |  |  |  |
| Encourage learner to measure their own progress\* including building strengths as a learner |  |  |  |  |  |
| Use pre-accredited guidelines and tools to ascertain learner gain\* |  |  |  |  |  |
| Select and conduct appropriate initial\*, formative\* and summative\* based on recognised LLNED frameworks\* |  |  |  |  |  |
| Implement LLNED assessment across a range of modes\*, including online |  |  |  |  |  |
| Interpret outcomes from diagnostic or indicative LLNED assessments |  |  |  |  |  |
| Mentor others to recognise the range of assessment tools to measure gain\* from light touch\* to more rigorous |  |  |  |  |  |
| Contribute to the development and/or modification of assessment tools based on recognised LLNED frameworks\* |  |  |  |  |  |
| Design and develop fit for purpose LLNED assessment tools that assist the transition for learners into different study, work and life contexts |  |  |  |  |  |
| Design and develop continuous improvement\* strategies to advance assessment practice |  |  |  |  |  |
| Foster team to develop theoretical and technical knowledge of assessment to advance practice |  |  |  |  |  |
| **Assesses specific LLNED skills** | | | | | |
| Work with the learner to ascertain learner gain\* in specific LLNED skills |  |  |  |  |  |
| Discuss feedback with learner on completed LLNED tasks |  |  |  |  |  |
| Document evidence of learner gain\* |  |  |  |  |  |
| Use a range of strategies and tools to assess LLNED skills |  |  |  |  |  |
| Participate in moderation sessions about learners’ performance, within organisation |  |  |  |  |  |
| Participate in processes to validate own practice against LLNED frameworks, within organisation |  |  |  |  |  |
| Discuss feedback with learners on their progress in meeting goals and monitors and updates documented Learner Pathways Plan\* |  |  |  |  |  |
| Moderate evidence generated from LLNED assessments with others from within organisation |  |  |  |  |  |
| Guide team members to validate practice against LLNED frameworks\* |  |  |  |  |  |
| Lead assessment of LLNED skills |  |  |  |  |  |
| Implement improvements to assessment processes and tools including documented plans |  |  |  |  |  |
| Establish and support culture of continuous improvement in both assessment practice and providing regular quality feedback to learners |  |  |  |  |  |

I have discussed my self-assessment with colleagues/coordinator/manager. Yes / No

For this Practice Domain, the three priorities I would most like to develop are:

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| *Practice Domain: Collaborating and networking* *For each descriptor below, please reflect on your skills and knowledge to carry out the practice. Tick (✓) one of the columns to describe your practice. NOTE: Refer to the Glossary where (\*) is indicated in a Practice Descriptor.* | | | | | |
| **Engages with others for professional learning** | I don’t need to do this | **I do this competently** | | | I would like to develop this practice |
| Sometimes | Mostly | Always |
| Participate in forums, professional development and professional learning networks to inform and improve own LLNED teaching practice |  |  |  |  |  |
| Build knowledge of referral services to enable referrals into, and pathways\* out of, the organisation |  |  |  |  |  |
| Build partnerships and collaborates with others outside the organisation to validate tools and processes and moderate learner performance |  |  |  |  |  |
| Use LLNED research to improve own practice |  |  |  |  |  |
| Actively engage with networks to share programs and practices to support LLNED learning across different contexts |  |  |  |  |  |
| Lead local and state-wide communities of practice and networks |  |  |  |  |  |
| Lead and share emerging research and practice to improve outcomes for learners |  |  |  |  |  |
| Champion evidence-based research to improve teaching practice and build knowledge in the LLNED field |  |  |  |  |  |
| **Engages with community, industry and other education and training stakeholders** | | | | | |
| Recognise the role of adult community education within the broader field of employment, education and training |  |  |  |  |  |
| Understand local employment opportunities |  |  |  |  |  |
| Identify a range of government and non-government agencies, community organisations and employment services available to refer learners for support |  |  |  |  |  |
| Identify a range of education and training pathways and employment options for learners to consider when developing and reviewing their potential pathways |  |  |  |  |  |
| Liaise with a limited range of government and non-government agencies, community organisations and employment services to refer learners for support |  |  |  |  |  |
| Liaise with a limited range of local employers or employer networks to:   * ensure LLNED programs reflect current workplace practice * provide opportunities for learners to transition into employment pathways\* via work experience or through full or part time work |  |  |  |  |  |
| Liaises with a limited range of education and training providers and other community education providers to develop transition arrangements and pathways to study, work or life\* |  |  |  |  |  |
| Actively engage with a wide range of government and non-government agencies, community organisations and employment services to refer learners for support |  |  |  |  |  |
| Actively engage with a wide range of local employers and employer networks to:   * ensure LLNED programs reflect current workplace practice * provide opportunities for learners to transition into employment pathways\* |  |  |  |  |  |
| Actively engage with a wide range of education and training providers and other community education providers to develop transition arrangements and pathways\* to study, work or life |  |  |  |  |  |
| Develop training programs in partnerships with industry, employers and RTOs |  |  |  |  |  |
| Establish mechanisms to ensure LLNED programs meet and/or exceed stakeholder expectations |  |  |  |  |  |
| Formalise partnerships with a range of government and non-government agencies, community organisations/networks and employment services to refer learners for support |  |  |  |  |  |
| Formalise partnerships with a range of local employers and employer/industry networks, education and training providers and other local community education providers to assist with learner transitions from the LLNED program and pathways\* to employment |  |  |  |  |  |

I have discussed my self-assessment with colleagues/coordinator/manager. Yes / No

For this Practice Domain, the three priorities I would most like to develop are:

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| *Practice Domain: Leading and managing* *For each descriptor below, please reflect on your skills and knowledge to carry out the practice. Tick (✓) one of the columns to describe your practice. NOTE: Refer to the Glossary where (\*) is indicated in a Practice Descriptor.* | | | | | | |
| **Engages, mentors and leads professional practice** | | I don’t need to do this | **I do this competently** | | | I would like to develop this practice |
| Sometimes | Mostly | Always |
| Identify own learning needs to develop leadership skills | |  |  |  |  |  |
| Seek mentor\* to guide leadership development | |  |  |  |  |  |
| Share knowledge and experience with team, demonstrates self-awareness, provides a positive role model for colleagues and learners | |  |  |  |  |  |
| Assist others in the team to identify skills gaps and training needs | |  |  |  |  |  |
| Focus on achieving organisational goals and priorities | |  |  |  |  |  |
| Support staff to engage in reflective practice and continuous improvement\* | |  |  |  |  |  |
| Develop a formal mentoring plan to work with mentee | |  |  |  |  |  |
| Foster a supportive, inclusive workplace, committed to continuous improvement\* | |  |  |  |  |  |
| Lead initiatives to bring diverse stakeholders together to establish and deliver quality LLNED programs | |  |  |  |  |  |
| Review relevant LLNED frameworks\* and learning theories\* and models them in practice | |  |  |  |  |  |
| Provide professional development and networking opportunities for staff | |  |  |  |  |  |
| **Builds organisational capacity** | | | | | | |
| Demonstrate an understanding that LLNED provision addresses a range of outcomes across different study, work and life contexts\* | |  |  |  |  |  |
| Build own awareness of the organisation’s strategic goals | |  |  |  |  |  |
| Seek opportunities to build skills and knowledge that add to organisational capacity | |  |  |  |  |  |
| Contribute to promoting the strengths of the organisation | |  |  |  |  |  |
| Work within the organisation to build the capacity for LLNED provision to address outcomes across different study, work and life contexts\* | |  |  |  |  |  |
| Work with other Learn Local providers to share skills, knowledge and resources | |  |  |  |  |  |
| Advocate for place based\* adult community LLNED provision and its role within the broader education and training system | |  |  |  |  |  |
| Provide guidance to build organisational capacity and address team skills gaps | |  |  |  |  |  |
| Actively promote the organisation’s programs | |  |  |  |  |  |
| Develop team plans with clear targets and goals linked to the organisation’s strategic plan | |  |  |  |  |  |
| Mentor staff to build individual capabilities and organisational capacity to meet strategic goals | |  |  |  |  |  |
| Support and promotes staff to be leaders within the broader LLNED and Learn Local sectors | |  |  |  |  |  |
| Develop and lead the marketing strategy of the organisation | |  |  |  |  |  |
| **Implements quality business processes and standards** | | | | | | |
| Demonstrate work practices that comply with organisational policies, procedures, standards and quality frameworks | |  |  |  |  |  |
| Identify and report on risks associated with own work role | |  |  |  |  |  |
| Maintain accurate and up to date records for program administration | |  |  |  |  |  |
| Contribute to business process development and identifies opportunities for improvement | |  |  |  |  |  |
| Develop approaches to meet compliance requirements and continuous improvement of LLNED practice | |  |  |  |  |  |
| Contribute to identifying and mitigating risks for the and identifying opportunities | |  |  |  |  |  |
| Contribute to monitoring budgets and meeting contractual obligations | |  |  |  |  |  |
| Provide advice to management on policy and program issues related to developing and delivering LLNED programs | |  |  |  |  |  |
| Contribute to strategic planning for LLNED programs within the LLO business | |  |  |  |  |  |
| Review and create policies and procedures to guide program implementation and practice | |  |  |  |  |  |
| Ensure team members keep up to date and accurate records of learner participation, progress and outcomes | |  |  |  |  |  |
| Ensure team compliance with standards, regulations and relevant legislation | |  |  |  |  |  |
| Plan and monitor LLNED program budgets and contractual obligations and manage risks | |  |  |  |  |  |
| Develop the strategic plan for the pre-accredited program (including the policy, program and evaluation framework), for endorsement by the Committee of Management | |  |  |  |  |  |

I have discussed my self-assessment with colleagues/coordinator/manager. Yes / No

For this Practice Domain, the three priorities I would most like to develop are:

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |

# **Summary of my skills and knowledge**

Plot your professional profile on the grid below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **My skills and knowledge** |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| *Engaging learners* | *Teaching LLNED skills* | *Determining learner gain* | *Collaborating and networking* | *Leading and managing* |
|  | **Practice Domain** | | | | |

The three priority practices I would most like to develop are:

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |

# **4 Glossary**

# **A**

## Accredited training

Accredited training is a program of study leading to the Australian Qualifications Framework (AQF) vocational qualifications and credentials that are recognised across Australia. Only registered training organisations (RTOs) that meet government quality standards, e.g. TAFE, private providers and vocational divisions of universities, can provide nationally recognised training. [[1]](#footnote-1)

It includes accredited courses, endorsed training package qualifications and associated subjects.

(See also, pre-accredited courses/training).

## Adult learning principles

Adult learning principles or andragogy refers to the methods and practices of educating adult learners.

Malcolm Knowles identified five principles of adult learning, which are summarised below.

1. Adult learners need to know the purpose of the learning; why they need to know.

2. Adult learners need to take responsibility for their own learning and need to be consulted on decisions about the learning.

3. Adult learners have a variety of life and work experiences that can be both a rich source of information and bias.

4. Adult learners are ready to learn those things they need to know.

5. Adult learners are motivated to learn to the extent that they perceive a purpose relevant to them. [[2]](#footnote-2)

There are a range of other adult learning theorists, e.g. Jack Mesirow (Transformational Learning), David Kolb (Experiential Learning). Also see Learning theories and LLNED learning theories.

## A-frame

The A-frame is a system for planning and documenting educational practices that provides a curriculum model and practical tools (the Course Plan and the Learner Plan) for planning and documenting pre-accredited courses. It is part of the Pre-accredited Quality Framework ([PQF](#_Pre-accredited_Quality_Framework)). [[3]](#footnote-3)

## Agency

Being able to make choices and decisions, influence events and have an impact on one’s world. Agency ensures that a person is an active contributor to their own experiences, interactions, learning and development. [[4]](#footnote-4) The PQF Plus supports the learner in their tailored learner journey and aims to give them agency in their learning journey. See [Adult learning principles](#_Adult_learning_principles).

## Assessment (formal)

Evaluating learner performance through a structured (often written) assessment.[[5]](#footnote-5)

## Assessment (formative)

Evaluating learner progress to provide feedback to learners and adapt teaching and learning programs.[[6]](#footnote-6) Formative assessment helps educators understand and evaluate learner skill during the learning sequence. [[7]](#footnote-7)

## Assessment (informal)

Evaluating learner performance through techniques such as observation and anecdotal records.[[8]](#footnote-8)

## Assessment (summative)

Evaluating learner achievement of learning goals at a point in time.[[9]](#footnote-9) Summative assessment is usually undertaken at the end of the learning period.

## Australian Core Skills Framework (ACSF)

The ACSF is a tool that assists English language, literacy and numeracy (LLN) practitioners to describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy. It identifies and develops the core skills in three contexts: personal and community; workplace and employment; and education and training. [[10]](#footnote-10)

## Australian Quality Framework (AQF)

The Australian Quality Framework is a single, 10-level coherent framework for the school, VET, and higher education sectors in Australia.[[11]](#footnote-11)

# **B**

## Blended learning

Blended learning incorporates online and face-to-face learning methodologies.

# **C**

## CALD

CALD is an acronym for culturally and linguistically diverse, which broadly describes communities with diverse languages, ethnic backgrounds, nationalities, traditions, societal structures and religions.

## Co-design

Also referred to as participatory design. The purpose of co-design is to actively involve all parties in the design process with the aim of ensuring that the end product is practical and meets the needs of the target group.

**Constructivist teaching practice[[12]](#footnote-12)**

Teaching and learning programsthat incorporate adult learning principles and approaches that put the learner at the centre of the learning process. It:

* values learner interests and questions
* builds on what the learner already knows
* allows for teachers and learners to co-construct knowledge
* acknowledges that the teacher’s role is interactive and based on negotiation
* facilitates opportunities for learners to learn primarily in groups.   
  Also, see [Adult learning principles](#_Adult_learning_principles) and [Agency](#_Agency).

## Continuous improvement

A systematic process that ensures that operations and activities are regularly reviewed and improved using a cycle of planning, implementing, evaluating, and redesigning.

## Course

An individual learning event made up of a sequence of learning [activities](#_Activities).[[13]](#footnote-13)

## Course plan

Also sometimes referred to as the A-frame, the course plan contains an overview of the course as a whole and includes information relevant to the [course context](#_Course_context), [delivery mode](#_Delivery_mode), learner [prerequisites](#_Prerequisites), and [LLNED outcomes](#_LLNED_Outcomes) amongst other things.

## Core Skills

The language, literacy and numeracy skills of Learning, Reading, Writing, Oral Communication, Numeracy and Digital Literacy[[14]](#footnote-14)

## Cultural competence

The ability to understand the beliefs and values of, and interact effectively with, those from backgrounds different from your own, including on the basis of, e.g. ethnicity, disability, religion, gender, trauma.

# **D**

## Delivery/Learning mode

The medium used to deliver the training/facilitate the learning. May be face-to-face, via technologies, distance-resource-based or [blended](#_Blended_learning).[[15]](#footnote-15)

## Diagnostic LLNED assessment

A detailed assessment that identifies performance against skills, indicators and levels of skills, as identified in the ACSF/DLSF.

## Digital Literacy Skills Framework

The [Digital Literacy Skills Framework](about:blank) (DLSF) was developed for use in the Commonwealth Government’s Foundation Skills for Your Future Program launched in 2020. It has been developed to sit alongside the [ACSF](#_Australian_Core_Skills) with the same format of core skill, indicators, focus areas, performance features and sample activities. It utilises the existing Performance Variables Grid which provides essential information about the Support, Context, Text Complexity and Task Complexity appropriate at every ACSF level. It has two indicators: the active awareness of self as a digital user and the knowledge, use and application of digital literacy skills.[[16]](#footnote-16)

## Diversity

Diverse needs and diverse backgrounds that impact on learning. May include learners with mental and physical health issues or those affected by trauma. It can include diversity in ethnicity, age, race, disability, sexual orientation and socioeconomic status. Also see Cultural competence.

# **E**

## Employability skills

Also referred to as generic skills needed to participate in study, work and life.

Non-technical skills (also called ‘generic skills’ or ‘soft skills’) that employers say they are looking for in their employees. Developing the following employability skills continues to be an essential part of pre-accredited[[17]](#footnote-17) teaching and learning:

* Teamwork
* Problem solving
* Planning and organising
* Initiative and enterprise
* Self-management
* Communication
* Learning
* Technology.

Note: The last three skill listed overlap with the core skills in the ACSF and the DLSF.

## Evaluation

In the context of Learn Local programs, evaluation means using a process to determine the effectiveness of the learning program.

# **F**

## Finer gradations of progress

Small measures of learner within a Skill level rather than progress in all aspects of the skill. Finer Gradations of progress might include:

* doing the same task, e.g. operating a computer, but progressing from needing support to carry out the computer task to being able to do the task independently
* improving in part of the whole skill of writing, e.g. improving your spelling and punctuation
* improvement in part of the whole skill of learning: e.g.
* arriving on time for training or work, equipped with the tools needed (folder, pen, drill)
* increased confidence and self-esteem.

## Foundation skills

Foundation skills are the combination of English language, literacy and numeracy skills and employability skills required for participation in work, the community and education and training (adapted from the Standing Council on Tertiary Education Skills and Employment, *National Foundation Skills Strategy for Adults*, September 2012).[[18]](#footnote-18)

# **I**

## Indicative LLND assessment

An informal or ‘light touch’ assessment that provides a ballpark level of performance, rather than detailed evidence. See Light touch assessment.

## Initial review

The review or assessment of goals and skills carried out before enrolment (included in ‘Engaging Learners’ Practice Domain)

# **L**

## Learner

The use of the term learner as a synonym for student. It is the preferred term in the ACFE Board strategy plan and the Ministerial Statement.

## Learner-centred

Learning that is developed and facilitated in consultation with the learner.

## Learning – Core Skill

The core skill of ‘Learning’[[19]](#footnote-19) is crucial to all other learning. It includes understanding that Learning:

* is a purposeful and goal-directed activity to achieve objectives that are valued by the learner
* is socially constructed, occurring within and strongly influenced by context and culture
* does not necessarily transfer neatly from one situation to another – transfer requires practice, time and appropriate support
* doesn’t always occur in a logically incremental way
* can be negative, where adults develop negative perceptions of themselves as learners and this will then act as a barrier to further learning.

The development of Learning in an individual includes:

* how individuals see themselves as learners, including their self-esteem and awareness of their strengths and weaknesses
* the degree of motivation and engagement an individual has in the learning process
* the extent to which the learner is able to take control of the learning process
* how well a learner can actively reflect on performance and feedback
* how effectively a learner is able to transfer and adapt prior knowledge and skills
* learning dispositions for example, persistence, taking responsible risks
* the ways in which an individual learns with and from other people.

## Learner gain

At its simplest level, learner gain can be defined as the difference between the education and skills demonstrated by a learner at two points in time. See Measuring learner gain.

## Learning approaches

Including, e.g. project based, workbook, discussion

## Learning contexts

Including:

* Study – Education/training (specific to a learning environment such as a Learn Local or TAFE, may also include learning on the job)
* Work – Workplace (specific to activities that may be carried out at work, or for potential employment)
* Life – Personal/community (specific to personal identity and achieving personal goals, and interacting with wider community)

## Learning theories

Including, for example:

* Adult learning principles (self-direction, transformation, experience, mentorship, mental orientation, motivation, and readiness to learn)
* Social constructivist theories
* Behaviourist theories
* Cognitivist theories.

See Adult learning principles and LLNED learning theories.

## Light touch assessment

Informal assessment method that may not be recognised by the potential learner as assessment or a test. Light touch assessment is especially useful for learners who may be reluctant to be assessed or who may have had bad experiences with more formal assessment. Examples of light touch assessment may include, asking about educational background or about sporting preferences as a way of assessing oral communication skills or asking a learner to fill out a familiar and short enrolment form to ascertain writing skills. See Indicative assessment.

## LLNED

Language, Literacy, Numeracy, Employability Skills, Digital Literacy (LLNED) skills, including:

* Learning
* Reading
* Writing
* Oral communication
* Numeracy
* Teamwork
* Problem solving
* Initiative and enterprise
* Planning and organising
* Self-management
* Digital Literacy.

Note: There is some overlap between the skills in the ACSF/DLSF with the Employability Skills. Also see information included in the introduction.

## LLNED learning theories

Including, for example:

* Four Resources Model (Luke and Freebody) which assumes learners assume four roles – code breaker, text participant, text user and text analyst
* The impact of task and text complexity on the level of difficulty of a task, as described in the ACSF/DLSF in PVG (guided by the work of Kirsch & Mosenthal)
* Socio-linguistic theories.

## LLND outcomes

A clear statement of what a learner is expected to achieve in their LLND skills over the duration of the course. The LLND learning outcomes are pre-determined for each [level](#_Level_descriptors) and will be the same for any course at that level. These outcomes are for the trainer and the organisation.

# **M**

## Measuring learner gain

The process of monitoring the learner’s progress throughout the course. It involves giving clear and helpful feedback that actively improves learning. As a formative assessment strategy, it is most effective if the teacher and learner are partners in learning and the assessment of the learning. Learning gain may include a growth in self-confidence or in learner agency, as well as specific improvements in writing, numeracy etc.

**Measures of success**

Measures of success can include learner gain over levels of the ACSF/DLSF, or ‘finer gradations’ of those frameworks such as:

* being able to carry out a LLNED task without support when support was previously required
* attending learning sessions on time when that was previously not the case
* attending learning sessions being prepared to learn
* increased confidence and self-esteem.

See Finer gradations.

**Mentoring**

Formal or informal relationship between two people with the goal of professional and personal development.

# **N**

## Numeracy

This term refers to the application of mathematical skills in **real** situations related to a person’s study, work and participation in their community. It involves knowing and understanding the language of numeracy and being able to write and interpret its symbols accurately and confidently. When selecting **numeracy** as a priority, your course will focus on introducing numeracy skills and concepts at the nominated level, in a real context that is relevant to your learners and their goals.

# **P**

## Pathways

Learner pathways, including employment and further study, and the support mechanisms in place to help learners move on from pre-accredited courses.[[20]](#footnote-20) They are a path or sequence of learning or experience that can be followed to attain competency, qualifications or employment (adapted from NCVER Glossary of VET).[[21]](#footnote-21)

## Pathways Plan

Individualised plan that documents the outcome of a pre-training LLNED review, learner goals, options for pre-accredited or accredited training.

## Pathways (external)

Learner pathways from a pre-accredited course to either an accredited course at another organisation or to employment.[[22]](#footnote-22)

## Pathways (internal)

Learner pathways, within an organisation, either from one sequenced pre-accredited course to another or from a pre-accredited program to accredited training.[[23]](#footnote-23)

## Place based

Targets the specific circumstances of a particular place and the local community.

## Pre-accredited courses/programs (training)

Modular learning opportunities that provide re-engagement with learning and skill development. They can focus on foundation or vocational skills and are customised to meet the needs of the learner or learner group.[[24]](#footnote-24)

Pre-accredited training focuses on learners who have not achieved Year 9 or an equivalent qualification. Programs must address the particular needs of adults who have experienced barriers to education and find it difficult to undertake accredited programs as their first step back into education and training.[[25]](#footnote-25)

## Pre-accredited Quality Framework (PQF)

The PQF is a system of interrelated processes that ensure quality and continuous improvement in planning, developing, implementing and reviewing pre-accredited courses. It provides assurance to learners, the community, employers and the ACFE Board that pre-accredited programs provide quality learning experiences. *The Framework* includes audit, verification, moderation, A-frame and quality indicators.

## Pre-course interview

An interview conducted prior to course commencement using the PRIAK tool to evaluate existing LLN skills and knowledge. In the PQF Plus pilot, we will be using the Learner Pathways Plan A as part of the pre-course interview and record the outcomes. Also called an initial interview.

## PRIAK

Pre-accredited Initial Assessment Kit provides standardised assessment tools for determining the literacy and numeracy skills of adults wishing to access pre-accredited language, literacy and numeracy programs.

## Principles of assessment[[26]](#footnote-26)

| Valid | The assessor is assured that the learner has the skills, knowledge and attributes as described in the framework, module or unit of competency. |
| --- | --- |
| Sufficient | The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency. |
| Authentic | The assessor is assured that the evidence presented for assessment is the learner’s own work. |
| Current | The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past. |

## Professional judgement

Professional judgement is ability to determine whether a learner has competently completed a task. An educator will rely on the curriculum requirements as well as your training, experience, professional knowledge, and understanding of your learner cohort.

## Post-course interview

An interview conducted after course completion using the Learner Pathways Plan Part B and the learner portfolio to discuss learning gain and achievements, revisit goals, plan next steps and any possible referrals.

# **R**

## Reflective practice

A process of self-observation and evaluation. Reflect on what you do in the classroom, why you are doing it, whether it works or not, and what adjustments need to be made. See [continuous improvement](#_Continuous_improvement).

## Recognised LLNED Frameworks

Frameworks that provide a structure for LLNED teaching and assessment practice, including PRIAK, ACSF, DLSF.

## Referral services

Services to support learners, including for example, services such as housing advice, childcare, counselling services.

## Rules of evidence[[27]](#footnote-27)

| Fair | The individual learner’s needs are considered in the assessment process.  Where appropriate, reasonable adjustments are applied by the assessor to take into account the individual learner’s needs.  The assessor informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary. |
| --- | --- |
| Flexible | Assessment is flexible to the individual learner by:   * reflecting the learner’s needs * assessing skills and knowledge held by the learner no matter how or where they have been acquired * drawing from a range of assessment methods and using those that are appropriate to the context, the framework, module or unit, and the individual. |

| Valid | Any assessment decision made by the assessor is justified, based on the evidence of performance of the individual learner.  Validity requires:   * assessment against a framework or standard and covers the skills and knowledge that are essential to competent performance * assessment of knowledge and skills is integrated with their practical application * assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and * judgement of competence is based on evidence of learner performance that is aligned to the framework or standard. |
| --- | --- |
| Reliable | Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment. |

# **S**

## Scaffolding

A strategy for providing structures to support a developing learner. Typically, this might involve providing guidance and limiting the complexity of the context, text and task. As the learner's skills and confidence develop these supports are removed[[28]](#footnote-28)

Support is provided to learners by a more experienced person in order to achieve outcomes that they would otherwise not be able to achieve on their own. [[29]](#footnote-29) E.g. Vygotsky’s zone of proximal development.

## Spiky profile

The recognition that a person's performance level may vary between core skills (e.g. stronger at reading but not as strong with writing) or within a core skill (e.g. stronger at writing dot point instructions compared with narrative writing). A person may also display a spiky profile across different focus areas (e.g. stronger at number and algebra but not at statistics and probability) and different text types[[30]](#footnote-30) (e.g. stronger at writing dot point instructions compared with narrative writing).

## Strength-based teaching

Strength-based teaching is an approach that looks for opportunities to complement and support a learner’s existing strengths and abilities as opposed to focusing on any deficits.

## Support

Can refer to a range of services, teaching methods, or resources used to assist learners in their development of LLNED skills. These may include support on housing availability, income support, childcare availability, counselling.

# **T**

## Text

What is read, viewed and listened to and created in order to share meaning. Texts can be print-based, such as books, magazines and posters or screen-based, for example, internet sites and DVDs. Texts may also be graphic, oral or numeric. Many texts are multimodal, integrating images, written words and/or sound. [[31]](#footnote-31)

1. Adapted from ACFE, Glossary of terminology commonly used in ACFE [↑](#footnote-ref-1)
2. IBSA, VET Glossary 5th Edition [↑](#footnote-ref-2)
3. ACFE, Glossary of terminology commonly used in ACFE [↑](#footnote-ref-3)
4. Adapted from State Government of Vic, Literacy Teaching Toolkit: Literacy glossary [↑](#footnote-ref-4)
5. AITSL, Glossary [↑](#footnote-ref-5)
6. AITSL, Glossary [↑](#footnote-ref-6)
7. Adapted from State Government of Vic, High-ability toolkit: Key terms and glossary [↑](#footnote-ref-7)
8. AITSL, Glossary [↑](#footnote-ref-8)
9. AITSL, Glossary [↑](#footnote-ref-9)
10. ACFE, Glossary of terminology commonly used in ACFE [↑](#footnote-ref-10)
11. Adapted from DESE, Australian Core Skills Framework p. 190 [↑](#footnote-ref-11)
12. Foley, Ollis, Rossiter & Harrison (2021). Tools for measuring learning gain, Deakin University [↑](#footnote-ref-12)
13. State Government of Vic Pre-accredited Quality Framework (PQF) kit - Glossary [↑](#footnote-ref-13)
14. DESE, Australian Core Skills Framework and Digital Literacy Skills Framework [↑](#footnote-ref-14)
15. IBSA, VET Glossary 5th Edition [↑](#footnote-ref-15)
16. McLean & Oldfield, 2021. [↑](#footnote-ref-16)
17. State Government of Vic Pre-accredited Quality Framework (PQF) kit - Glossary [↑](#footnote-ref-17)
18. ACFE, Glossary of terminology commonly used in ACFE [↑](#footnote-ref-18)
19. Based on the Learning Core skill, as outlined in the Australian Core Skills Framework (ACSF) © 2012 [↑](#footnote-ref-19)
20. State Government of Vic Pre-accredited Quality Framework (PQF) kit - Glossary [↑](#footnote-ref-20)
21. Adapted from ACFE, Glossary of terminology commonly used in ACFE [↑](#footnote-ref-21)
22. State Government of Vic Pre-accredited Quality Framework (PQF) kit - Glossary [↑](#footnote-ref-22)
23. State Government of Vic Pre-accredited Quality Framework (PQF) kit - Glossary [↑](#footnote-ref-23)
24. Adapted from State Government of Vic Pre-accredited Quality Framework (PQF) kit - Glossary [↑](#footnote-ref-24)
25. ACFE, Glossary of terminology commonly used in ACFE [↑](#footnote-ref-25)
26. Adapted from Standards for Registered Training Organisations (RTOs) 2015, p15 [↑](#footnote-ref-26)
27. Adapted from Commonwealth of Australia, Standards for Registered Training Organisations (RTOs) 2015, p14 [↑](#footnote-ref-27)
28. DESE, Australian Core Skills Framework pg. 179 [↑](#footnote-ref-28)
29. State Government of Vic, Literacy Teaching Toolkit: Literacy glossary [↑](#footnote-ref-29)
30. DESE, Australian Core Skills Framework pg. 179 [↑](#footnote-ref-30)
31. Adapted from State Government of Vic, Literacy Teaching Toolkit: Literacy glossary [↑](#footnote-ref-31)