



Pre-Accredited
QUALITY FRAMEWORK



PRE-ACCREDITED QUALITY FRAMEWORK INDUCTION GUIDE



Adult, Community and
Further Education



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INTRODUCTION

Induction is the process of introducing new staff members to the organisation and to the roles they are to perform. For many staff coming into a Learn Local organisation there will be much to learn about the sector, the needs of the local community and the learners. There is also a good deal to learn about pre-accredited delivery and the organisation's processes.

This induction guide outlines a three-stage model of induction which contributes to meeting the Quality Indicators for teaching in pre-accredited delivery.

The Quality Indicators for teaching are:

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

STAGE 1 BASIC ORIENTATION

Many Learn Local organisations have unique processes to ensure that new staff members understand their roles and are equipped to do their job. The most basic aspect of induction relates to the essential information a new staff member needs.

An example of this is in *Growing Skills for Knox: Tutor Induction Handbook for the Knox Houses*, a publication by the Knox Group of Learn Local organisations:

The Tutor Induction Handbook has been developed for the orientation of tutors who are new to Learn Local and contains information about the sector and documentation that is currently required in order to meet accountability and funding requirements regardless of the House location. (p.1)

The Knox Houses handbook contains information under the following headings:

- Learn Local, what is it?
- What do the Knox Houses do?
- Occupational health and safety
- Pre-accredited documentation: A-frame requirements
- When you first arrive in the class
- Reporting of hazards
- Reporting of damage/injuries
- Access and equity
- Wages and conditions
- Venue requirements:
 - Keys and security
 - Equipment
 - Materials and resources
 - Smoking
 - Mobile phones
 - Food during class
 - Children in class
 - Maintain a safe and tidy classroom environment
- Self-evaluation
- Tutor tips – handling difficult situations

STAGE 2 PROFESSIONAL PRACTICE

In addition to providing essential information addressing local policies and procedures, most Learn Local organisations offer professional development opportunities to introduce new curriculum and support teachers and managers in their professional practice roles. Some of these are statewide or conference events, but often they are locally organised. The Pre-accredited Quality Framework provides resources for introducing staff to pre-accredited delivery.

Induction into pre-accredited delivery

In delivering pre-accredited programs, managers and teachers need to be aware of the purpose of pre-accredited delivery and the Quality Indicators that define its outcomes. They also need to understand the role of employability skills, the uses of the *A-frame* and the processes and outcomes of moderation.

Using the sections of the Pre-accredited Quality Framework

The sections of the Framework can be used by small groups or individuals with a mentor for induction into aspects of quality pre-accredited delivery.

Section	Content	Use for induction
1 / Overview Background to the Pre-accredited Quality Framework	Concepts of pre-accredited delivery, Quality Indicators, moderation and verification.	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 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 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 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 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 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 A model for introducing the Pre-accredited Quality Framework	This document.	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 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 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.

Workshops

In addition to statewide and conference-based workshops, many Learn Local organisations offer local workshops and discussion sessions to introduce staff to pre-accredited delivery. The *Pre-accredited local induction session and action plan* in Appendix A can be used in various ways with different groups of staff.

It includes the following topics:

- The purpose of the Pre-accredited Quality Framework
- *Planning Guide* – focusing on the Course Plan
- *Teaching Guide* – focusing on the Learner Plan
- Moderation
- Implementation.

STAGE 3 MODERATION

In addition to individual and organisation-level induction and professional development, moderation contributes to organisational improvement in program delivery. The formation of local networks provides an opportunity for teachers and managers to exchange ideas and learn from each other. See the *Moderation Guide* for further details.

APPENDIX A

Pre-accredited local induction session and action plan

Available electronically from:

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





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