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A-FRAME OVERVIEW

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Appendices

A-frame curriculum matrix

A-frame forms:
• 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
- critical thinking
- linking
- change.

Aspects

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

- learning outcomes
- educational practices
- acknowledgement outcomes
- pathway outcomes

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:

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

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

Layers of responsibility

Aspects of learning

Principles of learning

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

**Learners**
What do you want to know and learn? What should you know and be able to do at the end of the course?

**Teachers**
What do you want your students to know and learn?

**Learn Local organisations**
What needs to be taught (from community, student, market research)? What could you initiate? What is the target group?

### Learning outcomes

**Subject specific**
- knowledge and skills
- concepts and ideas
- understandings
- language, literacy and numeracy skills.

**Employability skills**
What form, purpose, level and type? Where required, who with?
- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organisation
- Self management
- Learning
- Technology.

## HOW to learn

**Learners**
What do you already know? How can you get the most from this activity or course?

**Teachers**
What methods and strategies will you employ?

**Learn Local organisations**
How will you achieve this? Could you connect with or partner with another provider?

### Educational practices

**Method of delivery**
- group involvement and discussion
- demonstration by tutor or learner
- modelling by tutor or learner
- listening and watching
- games and role plays.

**Resources**
media
texts
models
activities
technologies
guest speakers
field trip or excursion

**Evaluation and assessment**
role play
written
oral presentation
demonstration
portfolio

### Considerations

- Develop multiplicity of perspectives and understandings of the subject
- Consider the range of learning styles and abilities, for learner support
- Encourage skills, performances and behaviours to be used beyond the learning setting
- Consider course goals and purposes

### Curriculum principles

- VARIETY
- LINKING
- CRITICAL
<table>
<thead>
<tr>
<th>WHICH form of acknowledgement</th>
<th>WHERE learning will lead</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How will you know you achieved your goals?</strong>  What recognition or acknowledgement will you receive?</td>
<td><strong>Where will it take you?</strong>  What are your future options?</td>
</tr>
<tr>
<td><strong>How will you know you have achieved what you wanted?</strong>  What form of acknowledgement do you intend to give your students?</td>
<td><strong>Where could this course lead?</strong>  What could your students do next?</td>
</tr>
<tr>
<td><strong>How will you show the learners what they know or have achieved?</strong>  What are the possibilities?</td>
<td><strong>What other activities or courses could be developed after this course?</strong></td>
</tr>
</tbody>
</table>

**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

**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

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn Local organisation</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Date</td>
</tr>
</tbody>
</table>

## Part 1 – overview

<table>
<thead>
<tr>
<th>Course description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course focus and content, number of hours, place in overall program, pathway to further courses, accredited training or employment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning and consultation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Process undertaken for course development/improvement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg computer skills and access, literacy/numeracy levels etc</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills, experience, qualifications needed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-accredited learners tick which apply</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ people from culturally and linguistically diverse backgrounds and those who require assistance with English as a second language</td>
<td></td>
</tr>
<tr>
<td>□ people who have been marginalised and have not accessed education, training and employment</td>
<td></td>
</tr>
<tr>
<td>□ people who have experienced barriers to education in the past and need intensive support to re-engage with learning</td>
<td></td>
</tr>
<tr>
<td>□ people who have limited access to learning opportunities eg rural</td>
<td></td>
</tr>
<tr>
<td>□ other (please describe)</td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td>What teaching and learning approaches will you use?</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Achievement of outcomes</td>
<td>How will you measure the outcomes?</td>
</tr>
<tr>
<td>Evaluation</td>
<td>How will you evaluate the effectiveness of the course and plan improvements?</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>How will you acknowledge what learners have achieved?</td>
</tr>
<tr>
<td>Pathways</td>
<td>Where will this course lead for most learners? How can you provide support?</td>
</tr>
<tr>
<td></td>
<td>Internal pathway</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>External pathway</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support provided</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### How

**Employability**

*embedding skill development*

Embed processes
- group work and active learning
- team projects
- problem-based challenges
- planning, scheduling and monitoring
- learning-to-learn modelling
- computer-based tasks and products

Build explicit skills
- using email, phone and web tools for group tasks
- time management
- dealing with different opinions
- brainstorming and mapping
- task and project planning
- work-group collaboration methods
- Internet researching
- organising learning
- decision-making in groups (including meetings)

Add others:

### Delivery

**teaching and learning methods**

- group presentation and discussion
- group and pair activities
- demonstration by tutor or learner
- modelling by tutor or learner
- games
- self-directed worksheets or units
- lecture style presentation
- DVD-based activities
- case studies
- web-based activities

Add others:

### Achievement

**ways of gathering evidence**

- demonstration
- questioning and discussion
- interview
- group work
- scenario
- case study
- problem and solution
- role play
- self assessment
- journals
- written test
- online quiz
- portfolio
- action plan
- project
- research and data collection
- observation

Add others:

### Evaluation

**improving the course**

- learner feedback sheet
- monitoring during the course
- group interviews
- in-course reviews (strengths, issues)
- post-course surveys
- benchmarking other courses
- feedback from critical friends
- client feedback (employers/community)

Add others:

### Which

**recognising achievement**

- certificate of participation
- exhibition of work
- demonstration
- publicity
- film, computer or oral presentation
- performance
- letter, note, email
- skills portfolio
- community recognition

Add others:

### Where to

**providing pathway support**

- discussion of needs and aspirations via Learner Plan
- class discussion of internal and external options
- Internet links
- careers advisors
- other programs, other providers
- community advertisements
- mentoring

Add others:

---

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<table>
<thead>
<tr>
<th>Course</th>
<th>Teacher</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Session dates</th>
<th>WHAT to learn</th>
<th>HOW to learn</th>
<th>Review and changes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Include employability, numeracy and literacy skills. Indicate acknowledgement activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<td>3</td>
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<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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?
<table>
<thead>
<tr>
<th>Session Dates</th>
<th>WHAT to learn</th>
<th>HOW to learn</th>
<th>Review and changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/6/2023</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7/6/2023</td>
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<td></td>
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<tr>
<td>8/6/2023</td>
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<tr>
<td>9/6/2023</td>
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<td></td>
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<tr>
<td>10/6/2023</td>
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<td></td>
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<tr>
<td>11/6/2023</td>
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<td></td>
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<tr>
<td>12/6/2023</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Part 3 – course evaluation

<table>
<thead>
<tr>
<th>Course</th>
<th>Teacher</th>
<th>Date</th>
</tr>
</thead>
</table>

#### 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

________________________

________________________

________________________

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

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

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)

☐ Planning and organising (making decisions, organising things)
☐ Self-management (taking responsibility, organising myself)
☐ Learning (learning new things)
☐ Technology (using computers, machines, mobile phones)

☐ Speaking and listening
☐ Reading and 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)

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### Your learning experiences

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

- [ ] Listening
- [ ] Reading
- [ ] Making or doing things
- [ ] Being shown how to do things
- [ ] In groups
- [ ] Online
- [ ] I’m not sure

### 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Learn Local organisation</th>
<th>Teacher</th>
<th>Date</th>
</tr>
</thead>
</table>

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?

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

Your next steps

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

- [ ] Further study
- [ ] Further study towards a qualification
- [ ] Paid work
- [ ] Improved progress or promotion at work
- [ ] Volunteer or unpaid work
- [ ] Community activity
- [ ] Other

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## 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

<table>
<thead>
<tr>
<th>Rate the course by selecting one number from 5 (excellent) to 1 (very poor)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>content: what was covered in the course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>teaching: how it was taught and organised</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>the length of the course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

## Comments

Any other comments or suggestions for improving the course?