GLOSSARY

ACFE Board
Adult, Community and Further Education Board

AVETMISS
Australian Vocational Education and Training Management Information Statistical Standard

DEEWR
Department of Education Employment and Workplace Relations

JSA
Job Services Australia

PQF
Pre-accredited Quality Framework

SCH
Student Contact Hours

A-frame
A resource for planning and documenting educational practices. It provides a curriculum model for the development and delivery of pre-accredited programs and includes practical tools for planning and documenting learning programs to ensure that pre-accredited courses are of a consistent quality across the state.

Audit
The audit process is primarily designed to assess the quality of the processes within the PQF and does not focus on the content or delivery of pre-accredited courses. It serves to ensure that the PQF is being applied in a valid and effective manner across the sector.

Continuous improvement
A systematic process to ensure 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.

Employability skills
Non-technical skills (also called ‘generic skills’ or ‘soft skills’) that employers say they are looking for in their employees. Research done with employers indicates that while they want employees with good technical skills, they also need them to be able to communicate effectively, work with others, solve problems, take initiative and continue learning in the workplace.

External moderator
A teacher or program planner from outside your own organisation.

Pathways
Learner pathways, including employment and further study, and the support mechanisms in place to help learners move on from pre-accredited courses.

External pathways
Learner pathways from a pre-accredited course to either an accredited course at another organisation or to employment.

Internal pathways
Learner pathways, within an organisation, either from one sequenced pre-accredited course to another or from a pre-accredited program to accredited training.
Moderation
Involves teachers and/or program planners presenting, analysing, discussing and documenting adjustments to the content and delivery of their pre-accredited courses.

Pre-accredited programs
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 but don’t have formal assessment or a credential awarded. For details of the types of courses approved for funding see the ACFE Board Purchasing Guide.

Program
An organisation’s range of pre-accredited courses offered.

Program planner
A staff member who is responsible for the overall planning of pre-accredited course delivery.

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

Reflective teaching
Looking at what you do in the classroom, thinking about why you do it and thinking about whether or not it works. It is a process of self-observation and self-evaluation.

Teacher
Also known as tutor, trainer or Learn Local practitioner.

Verification
A process that involves Learn Local organisation self-assessment and ACFE Board verification. The purpose of verifying pre-accredited delivery is to ensure that the ACFE Board purchases pre-accredited programs of a high and comparable quality, regardless of where they are delivered.

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