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| Organisation |       | Region |       | Year: |       |
| Course |       |
| Teacher/s |            | Signature/s |       Date:            Date:       |
| Reviewer/s |            | Signature/s |       Date:            Date:       |

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| Quality Indicators addressed Checked |
| 1 Course design |
| 1.1 The course design is based on input/feedback from learners, Learn Local adult education organisation staff and/or industry and community groups. | [ ]  |
| 1.2 The course offers recognition and pathways on completion and facilitates the investigation of future directions to employment and/or further studies. | [ ]  |
| 1.3 Reflective teaching and learning practices are in place to inform continuous improvement models. | [ ]  |
| 2 Learner-centred approaches |
| 2.1 The learning design addresses personal, community and employment needs. | [ ]  |
| 2.2 The course builds on skills, behaviours and confidence to be used beyond the learning setting. | [ ]  |
| 2.3 The teaching and learning activities focus on the development of employability skills. | [ ]  |
| 3 Quality teaching |
| 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 on-going professional development to support quality pre-accredited delivery. | [ ]  |

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| Refer to guidance notes in the Pre-accredited Quality Framework Moderation Guide |
| Summary of recommended actions |       |

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| Action Plan |
| Organisation’s continuous improvement actions |       | Due Date |       |
|       | Due Date |       |
|       | Due Date |       |
| Review date |       |
| Manager |       | Today’s Date |       |
| A record of moderation activity should be retained as evidence of quality practice and for annual submission to the ACFE Board. If moderation is undertaken as an online process, email confirmation of reviewer/s input should be retained with this document. |

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| ADDITIONALNOTES/COMMENTS |