

WHERE WE'RE AT WITH THE CGEA REACCREDITATION

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TAFE



**VICTORIA
UNIVERSITY**

**A NEW
SCHOOL OF
THOUGHT**

WHAT WILL THE REACCREDITED CGEA DOCUMENT CONTAIN?

Part A: General information (codes etc)

Part B: Course Information:

- What need the course is meeting/ what are the learner / community / industry needs?
- Course outcomes
- Course rules, e.g. core units, numbers of electives
- Relationship of new course to old course
- Course Structure, including nominal hours
- Entry requirements
- Learning and Assessment Strategies
- RPL requirements
- Delivery advice/ resources, inc. qualifications for teaching/ assessing
- Requirements for on-going monitoring and evaluation

WHAT WILL THE REACCREDITED CGEA DOCUMENT CONTAIN? (2)

Part C: Units/modules written to VQA template.

<http://www.vqa.vic.gov.au> - Sample Unit of Competency
template

Doesn't contain specific delivery advice, eg, time tabling, teacher/student ratios, or team teaching arrangements. These matters are not considered as part of a reaccreditation project and need to be resolved at the point of delivery.

REACCREDITATION: 4 STAGES

1. Research & Consultation (November 2005 – May 2006)
2. Development (April- August 2006)
3. Endorsement (September 2006)
4. Submission for accreditation (November 2006)
 - New document published (November 2006)
 - Implementation (January 1st 2007)

WE'RE IN STAGE ONE: RESEARCH & CONSULTATION

- Preliminary research and consultation to confirm and document the need for the course(s)
- Liaise with VQA re accreditation requirements
- Identify and consult key stakeholders, service providers and associations on course needs
- Research and identify vocational, community and further study outcomes
- Map against existing accredited curriculum
- Research relevant Training Package units
- Submit *Intention to Accredit Course(s)* form to VQA

WE'RE IN STAGE ONE: RESEARCH & CONSULTATION (cont)

Project Steering Committee

- 1st meeting: April 6, 2005
- Considered findings of the initial research and consultation phase
- Provided advice on course outcomes, pathways
- Endorsed action plan and dates for future PSC meetings

CONSULTATIONS

- Students completed surveys (160+ responses)
- Teachers consulted (100+ responses) through:
 - Focus groups
 - On-line
 - Surveys
 - Phone interviews
 - Face to face interviews
 - Moderation reports
- Industry representatives
- Curriculum writers of previous iterations of the CGEA, content experts and key stakeholders
- Counterparts in other states and territories

WHAT DID THE STUDENTS TELL US?

- Learning how to do Basic Maths I was able to help my daughter and son with there homework. and I am gratefull for that.
- *We do in-serves at work and last week I had to fill three forms. Before this cause I would have not returned the form. I would have found some way to get out of the in-serves.*
- How to write letters for jobs and use computers

WHAT DID THE STUDENTS TELL US?

- *it has all been helpful to me as I could prity not Read or write now I can answer surveys Like this.*
- I often pick up information earlier because of something I learned in class. I have understood the information given me in a social setting.
- *It has built up my confidence to participate in my community.*

WHAT DID THE STUDENTS TELL US? (3)

- I well Reading To my Harte Content, For The Rest of my liFe.

WHY HAD THE STUDENTS ENROLLED?

Overwhelming response was to improve reading and writing:

- 1/3 for employment related reasons
- 1/3 for community participation
- 1/3 for return to study/ further education

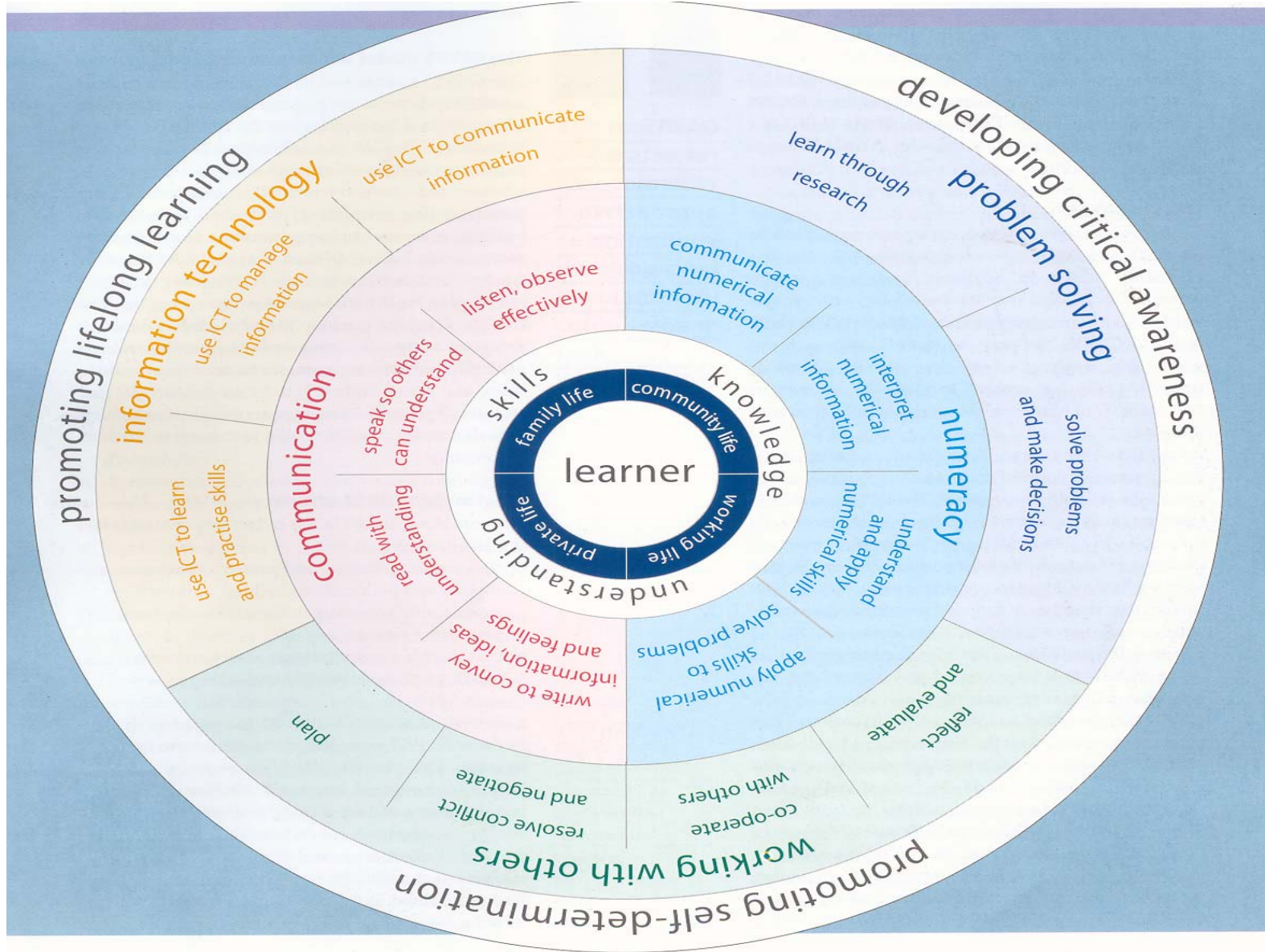
RESEARCH

- Current theorising on literacy and numeracy
- Curriculum (local, national, international)
- Relevant Training Packages
- Industry Skills Councils projects (Essential Skills, Employability Skills)
- Senate enquiry into the teaching of literacy, 2005
- Literacy and numeracy survey/ reporting data (IALS, ALLS, NRS)
- Participation statistics (AVETMIS)
- NCVET projects
- VCAA and DET curriculum documents
- ACFE and OTTE policy documents

WHAT DID RESEARCH TELL US?

- Maintain a broad definition of literacy
- Continue to build in the adult learner as central to the learning process
- Be clear about who the learner group is and what they need. There may be more appropriate curricula for other groups of learners.
- Adult literacy learners tend to have 'spiky profiles': need to think about 'skill sets' as well as whole qualifications
- Prioritise the impact of communications technology on the what, how, why, when and where of learning
- Continue to emphasise the importance of integrated, holistic, real learning

WE LIKE THE SCOTTISH WHEEL:



WHAT NEEDS CHANGING IN THE CGEA?

- Teachers value the 'flexibility' of what can be taught, but not the inflexibility in the assessment
- Modules are 'too big': students don't complete/ don't get credit for the bits they have completed
- Reading and Writing:
 - Can an element of choice be built into the Reading and Writing?
 - Can Reading and Writing be split into separate modules?
 - Do we need the Domains? Are they all still relevant?
 - Do all the Domains need to be completed?
 - Does the CGEA need a lower level literacy to pick up students at very beginning stages of reading and writing?

WHAT NEEDS CHANGING IN THE CGEA? (2)

- Numeracy:
 - needs reworking at Cert II and III levels
 - assessment criteria clarified
 - redeveloped into streams: eg, work, community or further study

WHAT NEEDS CHANGING IN THE CGEA? (3)

- Need to keep the concept of the GCOs but not separate modules. Embed these skills in a range of ways.
- Careful linkages and articulation between the CGEA and TPs is important. Alignment at the Cert level does not work.
- Training Package units must be included if they meet the requirements of learners

WHAT NEEDS CHANGING IN THE CGEA? (4)

VQA requirements:

- Formatted curriculum document
- Assessment criteria brought into line with AQTF requirements. Assessment must be more flexible.
- RPL requirements more explicit
- Qualifications to deliver and assess: must include TAA04 Certificate IV in Training and Assessment or equivalent.

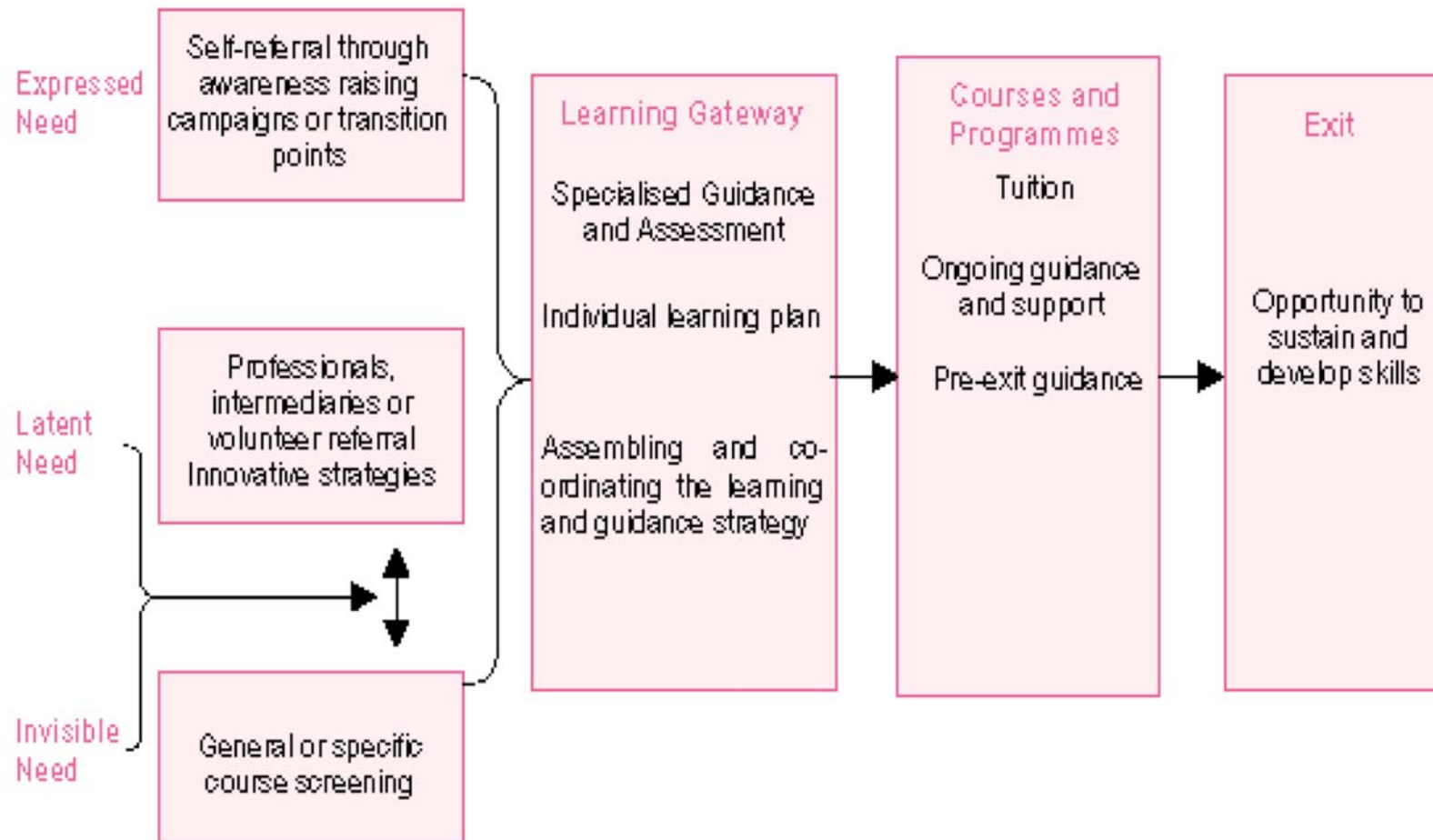
CGEA: PROPOSED STRUCTURE

CURRENT CGEA LEVELS	NEW CGEA LEVELS	NRS EXIT
	<i>I (INTRODUCTORY A)</i>	1
I (INTRODUCTORY)	<i>I (INTRODUCTORY B)</i>	2
I	<i>I</i>	3
II	<i>II</i>	4
III	<i>III</i>	5

SAMPLE CERTIFICATE I

Core	Electives Group 1	Electives Group 2
<ul style="list-style-type: none"> •Individual Learning Plan •Complete a project 	<p>Engage with texts:</p> <ol style="list-style-type: none"> 1. for personal purposes 2. for learning purposes 3. for work purposes 4. to participate in the community <p>Create texts:</p> <ol style="list-style-type: none"> 1. for personal purposes 2. for learning purposes 3. for work purposes 4. to participate in the community <p>Numeracy: 4 units: Content under discussion</p> <p>Oral Communication:</p> <ol style="list-style-type: none"> 1. for personal purposes 2. for learning purposes 3. for work purposes 4. to participate in the community 	<p>Vocational elective</p> <p>Units of competency from Training Packages, e.g.:</p> <ul style="list-style-type: none"> •IT •Business •Finance •CS & H •Manufacturing •Sport & Recreation •Media •Plumbing •TDT <p>Electives from accredited courses, e.g.:</p> <ul style="list-style-type: none"> •Cert I in Voc Prep •ESL Framework •Science •Learning Pathways

INDIVIDUAL LEARNING PLAN: THE LEARNING EXPERIENCE



What do we mean by 'texts'?

Texts are

polysemic, multimodal, and multilingual. That is, texts now include symbols other than the alphabet (such as icons, images and sound), modalities other than writing (such as speech, graphics and moving images), and languages other than English embedded in otherwise English texts (as diverse dialects, registers and languages now commonly inhabit the same textual space).

Suresh Canagarajah, A. 2006 'TESOL at Forty: What Are the Issues?' TESOL Quarterly Vol 40:1

WHAT'S NEXT

Stage 2: Development

Project Team

- Identify and develop course structure
- Identify suitable Training Package units
- Develop units
- Prepare Accreditation documentation
- Present draft of curriculum document for discussion by PSC

Project Steering Committee 2nd meeting:

- Provide feedback and validate draft curriculum.

Stage 3: Endorsement by PSC 3rd meeting

Stage 4: Submission for accreditation

- Accreditation Advisers
- Assessment Panel
- Victorian Qualifications Authority

Communication:

- Teacher forums:
 - Newport, May 19th 1.30- 3.30
 - 2 regional forums (August, September)
- CMM newsletter
- SITNtalk <http://tls.vu.edu.au/cf/sitntalk/main.cfm>
- eVALBEC