



## e-Skills Matrix for Pre-accredited Training in Victoria

### Face-to-face delivery

Teaching/training is 100% face-to-face and delivered in a conventional classroom. Learning activities are instructor-led and include a range of structured activities including the use of some technology such as videos.

## Teachers

Teachers would use the following electronic skills in accordance with organisational policy and procedure:

#### Telephone

- Make and receive telephone calls to share information with learners and organisation
- Use Short Message Service (SMS) to share information

#### Email

- Send and receive emails
  - To support students
  - To share information
  - To send and receive information from/to organisation
- Send & save file attachments safely
  - To share information with learners such as instructions and worksheets
  - To share information with organisation For example: time sheets, PQF documents such as session plans and moderation tools

#### Photocopiers and Printers

- Photocopy relevant information such as work sheets and instructions to share with learners and other stakeholders
- Know who to seek technical assistance from with photocopier breakdowns and other copy issues
- Use printer to reproduce documents such as learning activities and organisational documents such as session plans
- Preview document in print view, select correct printer settings including page range and print document

#### Copyright Law

Access information to ensure compliance with copyright law as it relates to text, images, video, sound recordings, artistic works and music. This may be provided in hardcopy by the organisation or accessed via internet. For example:

<http://www.copyright.org.au/>

<http://www.smartcopying.edu.au/copyright-guidelines/copyright---a-general-overview/1-1-what-is-copyright->

<http://creativecommons.org.au/learn/licences/>

### **Data shows, Smart Televisions & Interactive whiteboards**

- Connect computer to projector, smart television and/or interactive whiteboard
- Know who to contact for assistance with connection issues and other troubleshooting
- Present information through projector, smart television and/or interactive whiteboard For example: Videos (Youtube & DVDs), slide shows, web pages
- Screen resolution settings
- 8 tips to use Youtube effectively [http://elearningindustry.com/8-tips-effectively-use-youtube-in-elearning?utm\\_source=feedburner&utm\\_medium=twitter&utm\\_campaign=Feed%3A+ElearningIndustry+%28eLearning+Industry+-+The+Top+eLearning+Articles+-+Post+your+eLearning+article%21%29](http://elearningindustry.com/8-tips-effectively-use-youtube-in-elearning?utm_source=feedburner&utm_medium=twitter&utm_campaign=Feed%3A+ElearningIndustry+%28eLearning+Industry+-+The+Top+eLearning+Articles+-+Post+your+eLearning+article%21%29)

### **Word Processing**

Use word processing applications (e.g. Microsoft Word) to create and modify simple documents and standard templates including:

- Course documents: For example: Worksheets & course information
- Organisational documents: For example: Time sheets, hazard and incident reports
- Pre-accredited Quality Framework documents: For example: Session Plan, assist learners with Learner Plan Part 1 & 2

And using the following features of a word processing application:

- Use basic word processing functions For example: Spell Check, Print Preview, Page Layout
- Use the ribbon to access tools for editing documents For Example: font size, style and colour
- Create tables to display information within a document
- Add data to standard templates
- Add images to the document
- Add links to internet pages and websites
- Save a document in different file formats For example: Portable Document Format (PDF)

### **Digital signature**

- Create a digital signature using a standard programme such as Adobe Reader IX
- Apply signature to PDF documents such as Pre-accredited Moderation Summary or work contract

### **File and Folder Management**

- Create and manage files and folders
- Recognise a range of different file formats
- Copy and move files into different folders for storage

- Locate a file or folder For example: Organisational policy and procedure on networked drive, PQF documents
- Store information on a portable storage device For example: A USB Flash drive or DVD

### **Locate and appraise learning materials**

- Conduct effective internet searches for learning materials such as videos. For Example: Teacher tube <http://www.teachertube.com/>
- Search for Creative Commons Licensed Materials such as Worksheets, images, <http://creativecommons.org.au/learn/fact-sheets/find-cc-materials/>
- Consider and apply accessibility options to practice inclusivity in an online environment

## **Help / Professional Development**

### **Staff induction orientation (face to face session)**

- Introduction to organisational policy and procedure
- Emergency procedures
- Pre-accredited quality Framework procedures and documentation
- Access Pre-accredited Quality Framework Kit  
<http://180degreesofreflection.acfe.vic.edu.au/Pre-Accredited+Quality+Framework+Kit>

### **Coach mentor support at organisations**

- Peer support/mentoring
- Informal learning opportunities

### **21st Century Skills online course**

- Participate as a learner to experience online learning and develop empathy for learner perspective
- Develop skills in digital literacy
- Available here: Gippsland Connect Moodle  
<http://gippslandlearnlocal.trainingvc.com.au/>

### **Attend PQF Moderation sessions**

- Promote understanding of Employability Skills.
- Encourage sharing of teaching methods/activities
- Improve documentation of learning plans and learning outcomes
- Encourage reflection on identification of learner needs, planning and implementation of the learning and learner outcomes

### **Attend ACFE funded PD sessions**

The Adult, Community and Further Education Board supports quality teaching by providing personal development opportunities for Learn Local managers and teachers.

Information is provided to managers via email and can also be accessed here:

<http://www.education.vic.gov.au/training/providers/pages/profdev.aspx>

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

<http://www.vetcentre.vic.edu.au/events>

### **Computer Skills**

The GCFLearnFree.org program is an online repository of tutorials which provide tuition in 21<sup>st</sup> Century skills. These tutorials are free and range from ICT skills through language and literacy. Technology tutorials: <http://www.gcflearnfree.org/technology>

### **Participate in a Community of Practice**

For example: Gippsland Connect Moodle <http://gippslandlearnlocal.trainingvc.com.au/>

### **Undertake self-directed and supported learning**

For example:

#### *Taking the Lead*

This online learning reflects the skill set; TAESS00009 Address Foundation Skills in Vocational Practice

This skill set is made up of three units of competency: TAELLN411 Address adult language, literacy and numeracy skills, TAELLN412 Access resources and support to address foundation skills in vocational practice, and TAELLN413 Integrate foundation skills into vocational training delivery. Advice is available re: the collection of evidence for possible accreditation of these units of competency.

<http://www.takingthelead.com.au/online-professional-development-2014>

#### *Personal Development opportunities offered by ACFE*

Information available via coordinators and here:

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

*Webinars and training days*

Adult Learning Australia <https://ala.asn.au/>

VET Development Centre <http://www.vetcentre.vic.edu.au/events>

Gippsland Connect

<http://gippslandlearnandconnect.acfe.vic.edu.au/Newsletters+and+Events>

*Free On-line Courses*

Coursera <https://www.coursera.org/courses>

MOOC List Australia <https://www.mooc-list.com/countrys/australia>

MOOCs at Boxhill TAFE <http://mooc.bhtafe.edu.au/course/index.php>

## Organisation

### **Network Systems (where applicable)**

#### **Internet & Email**

- Access to internet. For example: research, to access learning materials and PQF documents
- Access to email to communicate with learners and organisation
- Access to online videos and tutorials. For example: Youtube <https://www.youtube.com/?gl=AU> , Teacher Tube <http://www.teachertube.com/> and Intel Easy Steps Online <https://easystepsonline.intel.com/>

#### **Facilities/requirements**

- Email account and computer login
- Workstation with access to the Intranet/ Internet
- Access to data shows, smart TV or interactive whiteboards
- Provide resources applicable to learning outcomes of specific courses. For example: Workbooks which may be available in electronic format (Intel Easy Steps Teacher Guide and Learner Guide), stationary, flash drives
- Access to computer banks
- Ability to play You Tube clips in class
- Mobile devices such as tablets
- Printers and photocopiers

While recognising a diverse learner cohort, learners undertaking pre-accredited learning, generally fall within the following demographics:

- People from culturally and linguistically diverse backgrounds and those who require assistance with English as a second language
- People who have been marginalised and have not accessed education, training and employment
- People who have experienced barriers to education in the past and need intensive support to re-engage with learning
- People who have limited access to learning opportunities For example: rural & remote learners

### **Participation**

- Learners interact comprehensively with other students (supported by the facilitator) in class
- Learners commit to attend classes and to arrive punctually

### **Facilities / Requirements**

- Classrooms/workshops are equipped with a data projector and computers with Internet access
- Learners and teacher may have mobile devices such as smart phones and tablets like iPads
- Learners may have access to laptops or PCs
- Learners may have electronic storage devices like USB Flash drives and stationary such as pens and notebooks

### **Existing skills**

- May have language and literacy skills to undertake workbook/worksheet and other learning activities such as group work
- May have numeracy skills to identify mathematical meaning in activities and texts For example: calendars, clocks, oral directions
- May have basic to well-developed digital literacy skills
- May have achieved VET and tertiary qualifications

### **Employability skills**

- May have well developed employability skills
- May be aware of own employability skills
- May have developed a portfolio of employability skills

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