

UNDERSTANDING AND USING CSWE 2018

A GUIDE TO THE REACCREDITED CERTIFICATES AND HOW TO USE THEM

PRESENTED BY
DARREN CURL ON BEHALF OF TAFE NSW TO
ATESOL ACT MEMBERS
25 OCTOBER – 1 NOVEMBER 2019



OUTLINE

- The landscape – CSWE is a VET course
- The process of VET course reaccreditation
- Our approach
- What's changed – overview
- The format – streamlined units of competency
- Unpacking a streamlined unit of competence
- Programming CSWE
 - Choosing units – course documents
 - Planning the term
- Practising – unpacking and planning units of work from the streamlined Unit Guides

The background features several teal-colored geometric shapes. A large teal rectangle is positioned in the upper right. Below it, a white rectangular area contains the text. To the right of this white area, another teal rectangle is visible. At the bottom right, there is a small teal square. A black line starts from the left edge of the white text box, extends horizontally to the right, and then turns diagonally downwards and to the left.

THE VET ENVIRONMENT

VOCATIONAL EDUCATION AND TRAINING -VET

ASQA - Australian Skills and Quality Authority – the National VET Regulator

- Australian Qualifications Framework - AQF
- RTO Standards
- Training Packages - competency based
- Accredited Courses fill the gaps - CSWE is an Accredited Course
- In schools it is delivered as a non-Accredited course

VET Environment

- Courses and units must conform to ASQA standards
- Level and complexity of skills and knowledge must align to the AQF

THE PROCESS OF REACCREDITATION

ASQA

- Accredited courses need to be reaccredited every five years by ASQA
- Must be in the required format – like a Training Package, certificates aligned to AQF
- Extensive consultation –
 - Stakeholders
 - User surveys – providers, students
 - Advisory groups – providers

The process of reaccreditation

The course must follow the training package format, align to the AQF and be informed by extensive stakeholder consultation

OUR APPROACH

- Retain the text-based approach – retain the spirit of the CSWE
- Be informed by users – providers and students
- Balance the competing limitations and priorities
 - Meet ASQA requirements
 - Take an evidence-based approach – to ISLPR & course design, module & course usage
 - Address ISLPR issues
 - New definition of Functional English - Australian Core Skills Framework (ACSF) – ACSF 3
 - Enable the course to still be used in the AMEP – more useable with the ACSF
 - It was still a compromise



WHAT'S CHANGED?

MAJOR CHANGES

- Format of the courses is very different - training package format, streamlined units of competence
- Less guidance for teachers or assessors – less prescriptive
- Closer Alignment to the AQF and ACSF
- Changes to course rules - larger units, less units to complete per certificate, less assessment, more choice within units
- Less assessment overall and less prescriptive assessment– no longer need 2 pieces of evidence
- Learning unit not compulsory
- ISLPR Changes
 - exit level ISLPRs/equivalent assigned to each unit
 - addresses the gaps between levels
 - higher exit competencies

CHANGES TO COURSES –ASQA LIMITATIONS

AQF Levels

AQF describes the knowledge and skills required at each certificate level

Volume of learning – made up of supervised and unsupervised hours

- Certificate I – 600 hours
- Certificate II – 600 hours
- Certificate III – 1200 hours
- Certificate IV – min 600 hours

Nominal hours and Units

- Nominal hours are now a range e.g. 435 - 600 hours – depends on units chosen
- Courses are based on units not modules
- If a unit duplicates content from a training package, the training package unit must be used
- Units of competency follow the training package format – streamlined unit of competence
- Unit codes have changed – first three letters course code, second three skill area, unit number in a sequence e.g. SWERWT005

Fields in new units – ASQA Template

- **Elements of competence** must set out the essential actions or outcomes which are demonstrable and assessable.
- **Performance criteria** are the relevant tasks, roles and skills that together demonstrate the achievement of the element.
- **Performance Evidence** is what individuals must do to show that they satisfy the performance standards in the enterprise unit.
- **Knowledge Evidence** is what individuals must know in order to carry out tasks described in the unit of competency.
- **Assessment conditions** describes mandatory conditions and methods for assessment and assessor requirements.
- Performance evidence and knowledge evidence are assessable.

A large teal graphic element consisting of several overlapping rectangular shapes. One large teal rectangle is in the top right. Another teal rectangle is below it, partially overlapping. A small teal square is at the bottom center. A white rectangular box is positioned in the middle left, containing the title text. A black line starts from the left side of the white box, goes down, then right, and then diagonally down and left.

CHOOSING UNITS FOR YOUR CLASS

LEARNER NEEDS

- Who are your learners?
- Level of students
- What do they need in terms of language skills?
 - Text types they must know
 - Settlement needs
 - Community/social needs
 - Education needs
 - Employment needs
 - Language skills – macroskills, pronunciation, punctuation, vocabulary and grammar
 - Text and discourse skills
- Integrate content considerations - themes
- Consider assessment burden and evidence requirements

COURSE RULES

- Pre, Certs I, II and III require only 5 units to complete the certificates
- The units are larger – e.g. 120 hours
- The compulsory units are different –
 - Pre –very simple literacy is compulsory
 - CSWE I must choose three from the first group, which contains two oracy and two literacy
 - CSWE II the compulsory units are a choice of oracy units
 - CSWE III one oracy and literacy are compulsory
 - Learning unit is not compulsory

The background of the slide is a solid teal color. A white rectangular box is positioned in the center-left, containing the main title. The box is bordered by a thin black line on its top, left, and bottom edges. The bottom-left corner of the box is cut off at a 45-degree angle. The text is centered within the white box.

UNPACKING A STREAMLINED UNIT OF COMPETENCE

Fields in new units – ASQA Template

- **Elements of competence** must set out the essential actions or outcomes which are demonstrable and assessable.
- **Performance criteria** are the relevant tasks, roles and skills that together demonstrate the achievement of the element.
- **Performance Evidence** is what individuals must do to show that they satisfy the performance standards in the enterprise unit.
- **Knowledge Evidence** is what individuals must know in order to carry out tasks described in the unit of competency.
- **Assessment conditions** describes mandatory conditions and methods for assessment and assessor requirements.
- Performance evidence and knowledge evidence are assessable.

PLANNING CSWE COURSES FOR AMEP & ACSF ASSESSMENT

- Start from the assessment – the unit guides are guidelines for creating assessments – consider suitable themes/topics
- Who are your learners? What skills/knowledge/language do they need?
- What units are you delivering this term? What units can be taught together? How will you assess those units?
- You won't be able to assess units together, but you will be able to assess skills within units in a cohesive T-L cycle
- AMEP - Which students will hit ACSF milestones in the term for AMEP? Which ACSF indicators will be the easiest to assess?

PLANNING CSWE COURSES FOR AMEP & ACSF ASSESSMENT

- Work backwards – unpack the unit as follows:
 - Text types and themes to use
 - Types of assessment/s required to assess all elements and performance criteria – look to the performance evidence for a lead
 - AMEP - assessments must meet evidence requirements for both the curriculum and the ACSF indicators – so how will you integrate AMEP PAs into your curriculum planning? Will they be summative assessments for both the curriculum and the PA? Will they be separate? – choose ATB tasks

PLANNING CSWE COURSES FOR AMEP & ACSF ASSESSMENT

- Are there any important terms that need to be defined and indicate benchmarking of levels – e.g. “routine”, “ISLPR 2+”
- Choose assessment tasks to assess the unit and cover the ACSF requirements for PAs – use ATB for PAs
- Design cycles of teaching and learning that will cover:
 - The elements and performance criteria – i.e. activities that will give learners the chance to practice the skills and tasks
 - Knowledge requirements - KE
 - Skills to be developed – PE
 - ACSF indicator evidence requirements

PERFORMANCE EVIDENCE WILL HELP USE THIS TO GUIDE ASSESSMENT DESIGN

- Assessment task
- Assessment method
- Consider the context carefully – all the guidelines are in the performance evidence statements
- Principles of assessment
- Rules of evidence

PERFORMANCE EVIDENCE

is what individuals must do to show that they satisfy the performance standards in the enterprise unit.

INTEGRATE KNOWLEDGE EVIDENCE

HOW CAN I INTEGRATE THE KNOWLEDGE EVIDENCE REQUIREMENTS INTO THE ASSESSMENT DESIGN?

- What evidence will demonstrate performance?
- Rules of evidence
- Do we need extra questions/activities to make sure it is covered

PERFORMANCE EVIDENCE

is what individuals must know in order to carry out tasks described in the unit of competency.

CHECK THE ELEMENTS AND PCS

DO THE TASKS COVER ALL REQUIRED ELEMENTS & PCS?

- Check back against all the Elements and PCs to make sure that the learners are going to demonstrate they are going to demonstrate all those tasks, roles and skills
- Is the teaching and learning at the right level?
- Rules of evidence
- Do we need to adjust anything, or extra questions or activities?

Elements are the core skills to be learned, performance criteria are the components that make up that overall skill

ASSESSMENT CONDITIONS

- Are there any assessment conditions specified in the curriculum unit?
- AMEP – ACSF performance variables can prescribe assessment conditions – related to levels of support, text and task complexity and context
- How will you plan for them?
- How will you document them?

Describes mandatory conditions, methods for assessment and assessor requirements.

THE ACSF

Assessment for the AMEP must integrate both ACSF evidence and curriculum evidence

- When designing tasks, does your evidence demonstrate ACSF performance features of the relevant indicator? Do you need to add anything to the task to collect ACSF evidence?
- How to integrate the ACSF tasks into your T, L and A?

The AMEP assesses “progress” against the ACSF – use ATB tasks

DESIGN CYCLES OF TEACHING AND LEARNING

Plan activities that will allow learners to:

- Develop, support and practice all the required skills – PCs, PE, ACSF PFs
- Acquire and apply the required knowledge – PCs, KE, ACSF PFs
- Account for ACSF PFs if required
- Allow for assessment conditions to be observed

USE THE TEACHING LEARNING CYCLE

Context/field – modelling/skills and knowledge practice – joint construction – individual practice/performance
Scaffolding

PLANNING CSWE COURSES FOR AMEP & ACSF ASSESSMENT

- Suggestion: if your curriculum assessments are separate from your PA/ACSF assessments, plan to use your ATB ACSF assessments as classroom practice activities
- If you are using ATB assessments to cover your curriculum requirements, your assessment burden is less – but you still need to meet both the contract requirements (ACSF) and the curriculum requirements (ASQA)

PLANNING CSWE COURSES FOR ASSESSMENT – A TIP

- Plan assessment tools to cover a whole unit of competence
- Create a unit map – how each activity covers all the features of the unit - **TAEASS502 style**
- Have a validation plan



SAMPLE ASSESSMENT TASKS

QUESTIONS

TO FIND OUT MORE

Debi Richardson
TAFE NSW

Debi.Richardson1@tafensw.edu.au

**T +61 2 6768 2465 | M +61
0438 124 365**

THANK YOU



TAFE
NSW