



# frame

A framework for quality pre-accredited teaching and learning

## A MESSAGE FROM THE MINISTER FOR SKILLS AND WORKFORCE PARTICIPATION

The Victorian government policy statement *Securing Jobs for Your Future – Skills for Victoria*, which the Premier and I released in August 2008, and the policy statement *A Stronger ACFE – Delivering Skills for Victoria* launched in June 2009 affirm our Government's ongoing commitment to delivering better learning outcomes for individuals and businesses.

Within the broader vocational education and training sector, adult community education (ACE) plays a key role in:

- meeting the skills development needs of adult Victorians
- meeting industry skill needs, including generic and employability skills
- providing lifelong skills development and pathways to further education and employment for adults
- strengthening individual and community capacity through learning.

Both policy statements highlight the unique contribution of ACE through pre-accredited programs that offer tentative and disadvantaged learners an accessible first step on a path to gaining a qualification and increasing their economic and social participation in the Victorian community.

The A-frame is an important support to the development of high-quality pre-accredited programs and I congratulate the ACFE Board on this initiative to enhance and update the framework so that ACE organisations continue to deliver these important outcomes for learners who have experienced barriers to educational achievement.



**Jacinta Allan, MP**

Minister

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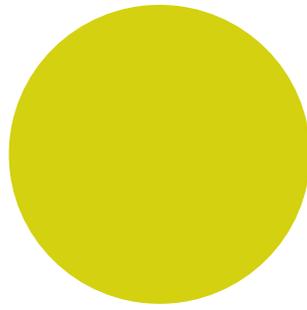
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A framework for quality pre-accredited  
teaching and learning

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# A-FRAME OVERVIEW

## Contents

Foreword	6
A-frame: the background	7
What is A-frame?	8
What is A-frame based on?	9
Why use A-frame?	10
Who uses A-frame?	10
Conceptual framework	11
Guide to using A-frame	12

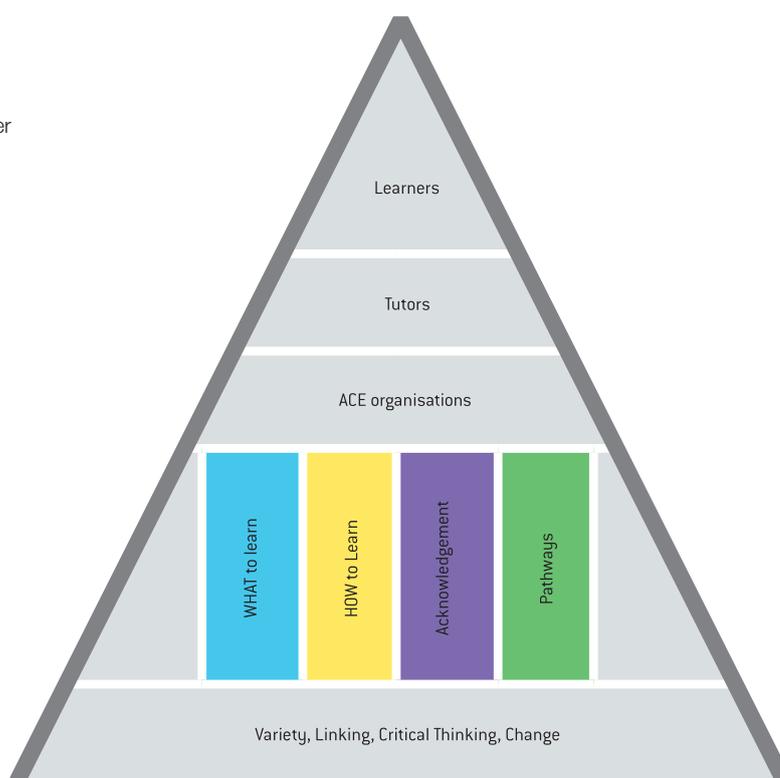
## Appendices

A-frame curriculum matrix

Contacts: Regional Councils of Adult, Community and Further Education

A-frame forms:

- Form A: Learner Plan
- Form B: Course Plan



## FOREWORD

The Adult, Community and Further Education (ACFE) Board has long been aware of the need for higher and more consistent quality standards in pre-accredited delivery and for improved pathways for learners undertaking pre-accredited programs. These will lead to better outcomes for learners and broader recognition of the value of pre-accredited learning across the vocational education and training system.

In the light of this, in 2006 the Board commissioned the development of *A-frame: An ACE Framework for Non-accredited Learning, Building on the Best* to cater for ACE organisations delivering ACFE Board funded pre-accredited learning, including those organisations that are not registered training organisations (RTOs). *A-frame* was compiled and trialled by CAE, Melbourne, in consultation with ACE Providers.

This second edition, retitled *A-frame: a Framework for Quality Pre-accredited Teaching and Learning*, has been enhanced with customised links to the Employability Skills Framework, which was developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia and endorsed by the Department of Education, Employment and Workplace Relations. It encapsulates a set of generic skills identified as being critical, not only to gaining and maintaining employment, but to operating effectively in personal and community contexts.

The strategic purpose of A-frame is to help tutors, learners and ACE organisations plan what will be learned, for what reason and how teaching and learning will be structured and undertaken. Important considerations in this process are the form of acknowledgement that will be given to learners regarding their learning achievements and the pathways and future options that flow from these achievements. In this way, A-frame encourages reflection on the outcomes for learners and promotes continuous improvement.

I commend the use of A-frame by Regional Councils and ACE organisations in planning pre-accredited programs.

A handwritten signature in black ink, appearing to read 'Adrian Nye'.

**Adrian Nye**

Acting Chairperson  
Adult, Community and Further Education Board of Victoria



## A-FRAME: THE BACKGROUND

### Stepping stones

In 2004 the Victorian Government released a Ministerial statement outlining the directions for ACE for the next four years. The statement highlighted the role of community-based adult education organisations in contributing to the building knowledge, skills and attributes necessary to participate in society.

The statement prioritised specific learner groups:

- learners who wish to gain basic skills or who had no previous educational qualifications
- Koories
- men aged over 45
- people with a disability
- people from culturally and linguistically diverse backgrounds
- young people aged 15 and over
- people aged over 55.

The statement also acknowledged that ACE organisations have an established role in offering entry-level training as an educational stepping stone for learners who have little or no recent experience of education and, for reasons associated with different kinds of disadvantage, find it difficult to undertake accredited training as their first entry into vocational education and training (VET). It was in this context that the development of a framework to support pre-accredited training started and has led to the development of A-frame.

### Pathways

In August 2008 the Victorian Government released the *Securing Jobs for Your Future – Skills for Victoria* policy statement for VET which again highlighted the role of ACE in supporting those learners most disadvantaged in further education and training and the need for specific identification of pre-accredited delivery as an important VET pathway.

In June 2009 the Victorian Government released a new policy statement for adult education, *A Stronger ACFE – Delivering Skills for Victoria*. The statement re-emphasises the role of ACE in successfully reaching out to people who have yet to complete Year 12 or equivalent or who may not otherwise pursue a pathway to education and training.

In doing so the policy commits to supporting ACE to deliver to Victorians including:

- 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
- people who live in remote and rural areas or who otherwise have limited access to learning opportunities.

## WHAT IS A-FRAME?

A-frame is a system and process for planning and documenting educational practices. It aims to save time, provide consistency and improve quality.

As well as an overall curriculum model (or framework), it includes practical tools (forms) for planning and documenting learning programs, including:

- the tutor’s experience and expertise
- delivery requirements, such as lesson plans and learner resources
- course and session outcomes
- length of the course
- the learner cohort
- the possible pathways.

## Resources

### Overview

The document you are reading now. It describes the principles, structure and resources of A-frame.

### Curriculum matrix

A comprehensive one-page colour summary of the A-frame model (see the appendices to this document).

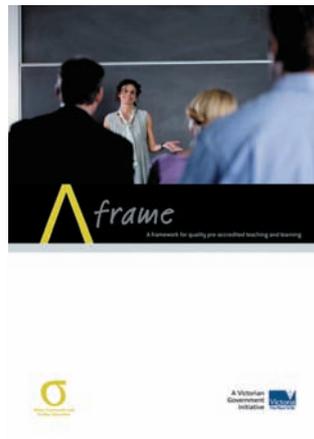
### Forms

Practical tools for implementing A-frame in ACE organisations.

There are two forms:

- the Learner Plan
- the Course Plan.

As well as the copies included as appendices to this document, the forms are available as editable MS Word files from [www.acfe.vic.gov.au](http://www.acfe.vic.gov.au).



## WHAT IS A-FRAME BASED ON?

A-frame is built on the solid grounding of a conceptual framework.

### Principles

The basis of the framework is the four principles:

- variety
- linking
- critical thinking
- change.

### Aspects

The four principles are woven through each of the four aspects of curriculum:

- learning outcomes *what* to learn
- educational practices *how* to learn
- acknowledgement outcomes *which* form of recognition is provided
- pathway outcomes *where* this learning will lead.

### Layers

The aspects and principles are woven through the three layers of learning responsibility:

- provider/community
- tutor
- learner.

### Employability Skills

Embedded within the learning aspects and principles are the eight employability skills:

Employability Skill	Interpretation for A-frame context	Facets to be explored in pre-accredited program provision
<b>Communication</b>	Skills that contribute to productive and harmonious relations between people.	May include: reading; writing; speaking; listening and clarifying; numeracy; negotiating.
<b>Teamwork</b>	Skills that contribute to productive working relationships and outcomes.	May include: working with diverse team members; practising inclusivity; supporting others; working in groups.
<b>Problem solving</b>	Skills that contribute to productive outcomes.	May include: anticipating problems; developing solutions; using mathematics to solve problems; evaluating results and making recommendations.
<b>Initiative and enterprise</b>	Skills that contribute to innovative outcomes.	May include: adapting to change; translating ideas into actions; assessing risk; developing creative solutions and long term vision.
<b>Planning and organising</b>	Skills that contribute to long-term and short-term strategic planning.	May include: managing priorities; meeting timelines; monitoring progress; setting goals; employing strategies to monitor achievement; planning pathways.
<b>Self management</b>	Skills that contribute to employee/ learner satisfaction and growth.	May include: setting personal goals; evaluating own progress; completing delegated tasks; prioritising; taking personal responsibility.
<b>Learning</b>	Skills that contribute to ongoing improvement and expansion in operations and outcomes.	May include: managing own learning; identifying own learning style and strengths; accessing mentor/ networks; contributing to the learning environment.
<b>Technology</b>	Skills that contribute to effective execution of tasks.	May include: applying technology to access and manage information, including computers, the internet, emails; selecting appropriate software; using office equipment appropriately.

## WHY USE A-FRAME?

A-frame can improve outcomes by:

- enhancing the provision of effective educational experiences
- ensuring quality and consistency in delivery of ACFE funded courses
- developing a strong, sustainable means of disseminating and sharing knowledge across the field
- providing time and cost-effective teaching and management
- providing a common tool for course development and record keeping
- adding value to course content and intention.

A-frame can strengthen communities through:

- increasing partnerships between community organisations and other providers
- increasing awareness of pre-accredited learning opportunities and pathways
- increasing adult skills and knowledge
- supporting and involving those with little previous access to education
- improving management practices of ACE organisations
- increasing the skills of ACE tutors.

## WHO USES A-FRAME?

### ACE organisations

For:

- reminding them to meet market, community and learner needs
- planning and documenting their activities
- considering and documenting future activities and pathways
- considering and documenting learner outcomes
- recording and monitoring learner satisfaction
- planning for future courses.

### Tutors

For:

- planning and documenting their activity
- documenting ongoing evaluation of the course and the learner responses
- reflecting and documenting what their learners gained from the course
- considering and documenting learner pathways and outcomes
- addressing employability skills
- recording and monitoring learner satisfaction
- planning future courses.

### Learners

#### On enrolment

For documenting:

- why they have enrolled
- how they learn best
- what they could receive or gain from the course
- what they could do after the course.

#### After the course

For documenting:

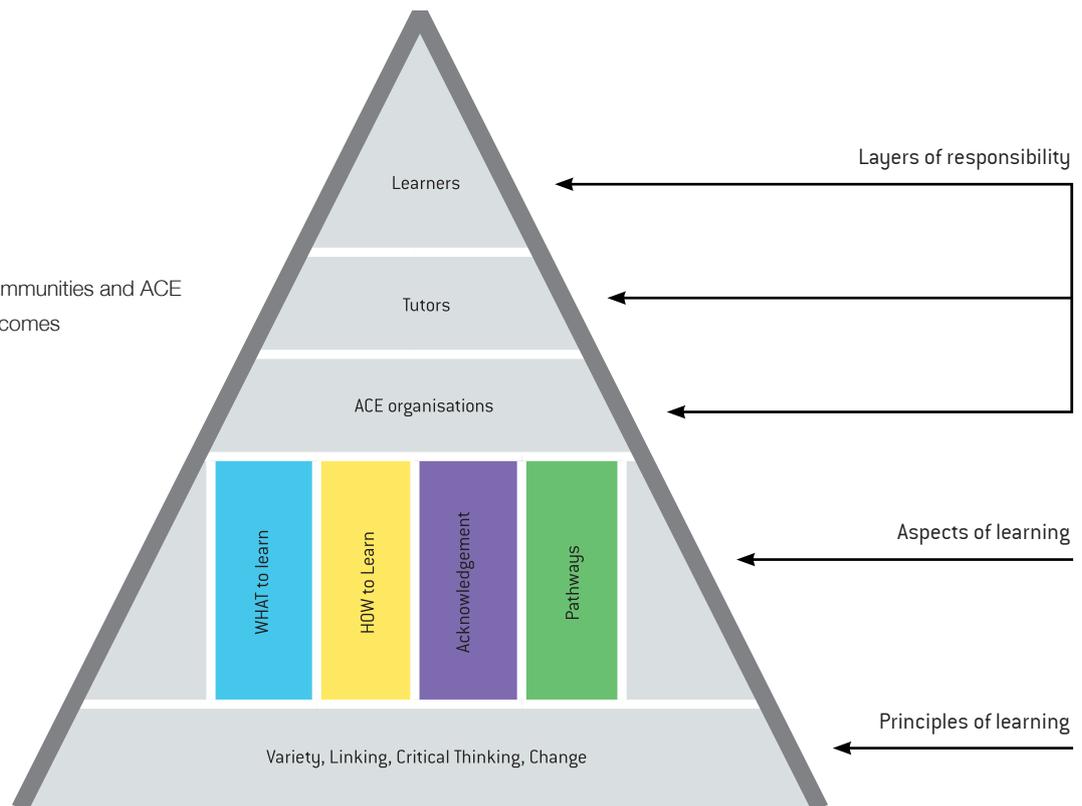
- what they learned
- how they were taught
- what they gained from the course
- what they will be doing next.



## CONCEPTUAL FRAMEWORK

### A-frame

- ✓ guides practice
- ✓ supports quality
- ✓ measures results
- ✓ strengthens learners, communities and ACE
- ✓ encourages positive outcomes



### ACE organisations

Researches possible delivery of a course based on community, employment, learner and tutor needs and support required; offers recognition and pathways on course completion; investigates future directions.



### Tutor

Delivers a course considering the variety of community, employment, learner and or provider needs and support required; uses a variety of methods and strategies and considers possible outcomes, with ongoing evaluation.



### Learner

Participates in a course which addresses their personal, community and employment needs and the support required; completes course and considers value of the learning and possible future directions.

## GUIDE TO USING A-FRAME

### A-frame curriculum matrix

A-frame is best viewed overall with the A-frame curriculum matrix, a map of the curriculum framework (see appendices).

- WHAT to learn is shown in **blue**
- HOW to learn is shown in **yellow**
- WHICH form of acknowledgement is shown in **purple**
- WHERE learning will lead is shown in **green**

### A-frame forms

A-frame includes easy-to-use forms for putting the framework into practice when you are planning courses and recording outcomes.

There are two forms:

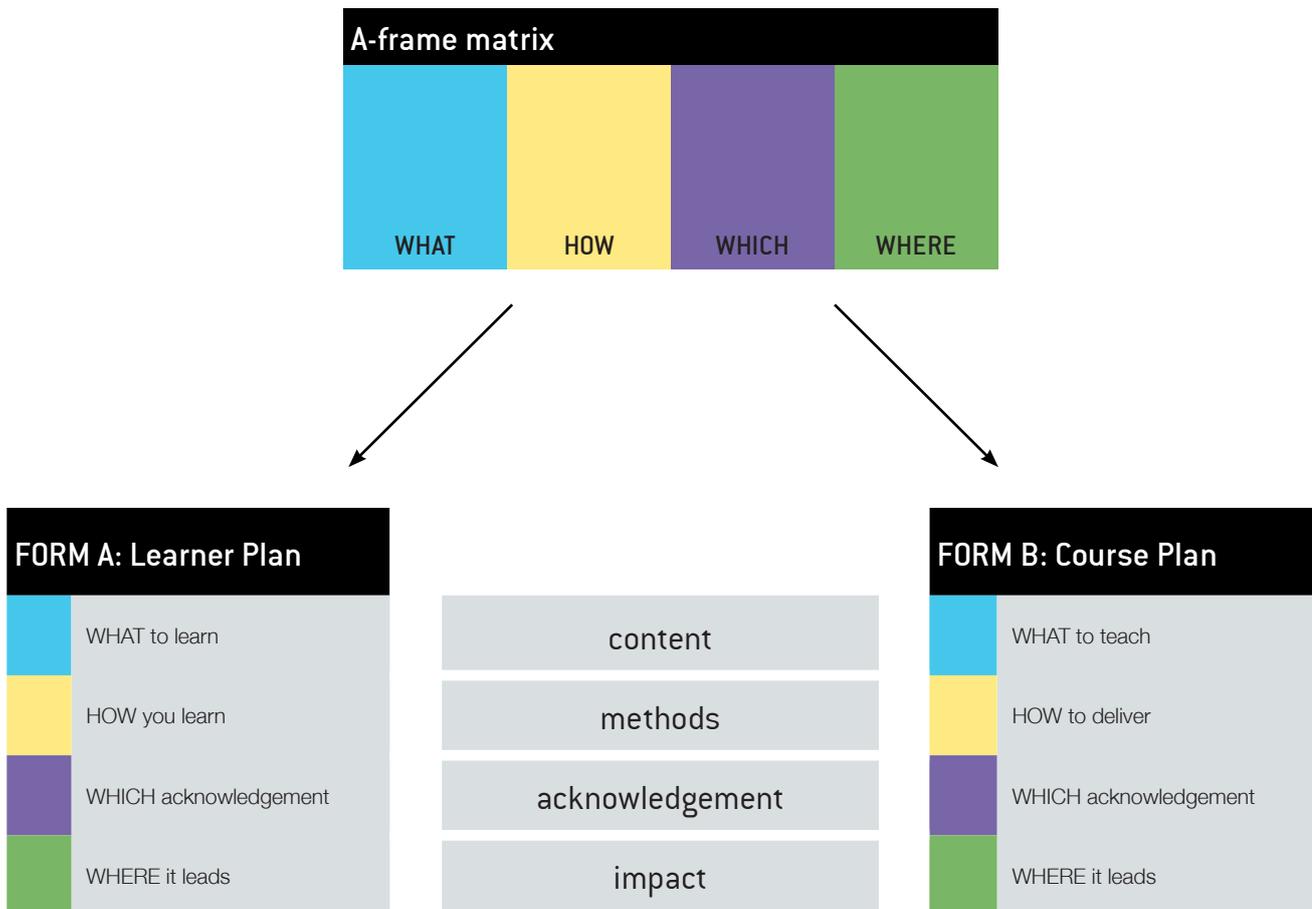
- Form A: Learner Plan
- Form B: Course Plan

Form A is designed so that the learner can fill it in, with tutor assistance as required.

Form B will generally be completed by the tutor(s) for a course, with input from other ACE organisation staff.

The colours of the matrix provide a guide to completing the sections of the forms.

This diagram below shows how the matrix and forms work together.





CURRICULUM MATRIX



<b>Learners</b>	
<b>Tutors</b>	
<b>ACE organisations</b>	

**Aspects of learning**

WHAT to learn
What do you want to know and learn? What should you know and be able to do at the end of the course?
What do you want your students to know and learn?
What needs to be taught (from community, student, market research)? What could you initiate? What is the target group?

**Learning outcomes**

**Subject specific**

- knowledge and skills
- concepts and ideas
- understandings
- language, literacy and numeracy skills.

**Employability skills**

What form, purpose, level and type?  
Where required, who with?

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organisation
- Self management
- Learning
- Technology.

HOW to learn
What do you already know? How can you get the most from this activity or course?
What methods and strategies will you employ?
How will you achieve this? Could you connect with or partner with another provider?

**Educational practices**

**Method of delivery**

- group involvement and discussion
- demonstration by tutor or learner
- modelling by tutor or learner
- listening and watching
- games and role plays.

**Resources**

- media
- texts
- models
- activities
- technologies
- guest speakers
- field trip or excursion

**Evaluation and assessment**

- role play
- written
- oral presentation
- demonstration
- portfolio

**Considerations**

<i>Develop</i>	multiplicity of perspectives and understandings of the subject
<i>Consider</i>	the range of learning styles and abilities, for learner support
<i>Encourage</i>	skills, performances and behaviours to be used beyond the learning setting
<i>Consider</i>	course goals and purposes

<i>Integrate</i>	employability skills in activities
<i>Consider</i>	a variety of resources and technologies
<i>Develop</i>	interconnected and multidimensional activities
<i>Consider</i>	a variety of teaching and assessment methods to meet learner needs, backgrounds and abilities
<i>Encourage</i>	critical intelligence – questioning, analysing and learning to learn practice
<i>Encourage</i>	personal transformation and wider engagement in the community

**Curriculum principles**

**VARIETY – LINKING – CRITICAL**

# CURRICULUM MATRIX



## WHICH form of acknowledgement

How will you know you achieved your goals?  
What recognition or acknowledgement will you receive?

How will you know you have achieved what you wanted?  
What form of acknowledgement do you intend to give your students?

How will you show the learners what they know or have achieved?  
What are the possibilities?

**Acknowledgement outcomes**

**Form of acknowledgement**

*Formal*

- certificate of participation or attainment

*Informal*

- exhibition
- demonstration
- publicity
- film, computer or audio presentation
- performance
- applause
- positive comments
- letter, note or email
- skills passport
- community recognition
- other

*Consider* employability skills

*Develop* multiple forms of recognition

*Consider* recognition of informal learning

*Consider* RPL (Recognition of Prior Learning) to acknowledge existing skills

## WHERE learning will lead

Where will it take you?  
What are your future options?

Where could this course lead?  
What could your students do next?

What other activities or courses could be developed after this course?

**Pathway outcomes**

**Possible pathways**

- work, paid
- work, unpaid or volunteer
- further study
- another course
- improved home or family involvement
- improved confidence and self esteem
- increased independence
- community involvement or participation
- life or attitude change
- new hobby or interest.

*Consider* a multiple range of alternatives and choices

*Consider* critical intelligence to analyse options and experience changes in focus with learning and wider community involvement

# CONTACTS

## Adult Community and Further Education offices

### Barwon South Western Region

PO Box 1046  
Geelong VIC 3220  
Phone 03 5215 6002

### Eastern Metropolitan Region

Rear, 1st Floor  
25 Ringwood Street  
Ringwood VIC 3134  
Phone 03 9879 4000

### Gippsland Region

PO Box 923  
Moe VIC 3825  
Phone 03 5127 6000

### Grampians Region

111 Armstrong Street North  
Ballarat VIC 3350  
Phone 03 5327 2821

### Hume Region

13 Lowry Place  
Benalla VIC 3672  
Phone 03 5762 4655

### Loddon Mallee Region

PO Box 2409  
Bendigo Mail Centre VIC 3554  
Phone 03 5442 4300

### North Western Metropolitan Region

Level 11, 1 Spring Street  
Melbourne VIC 3000  
Phone 03 9651 7002

### Southern Metropolitan Region

PO Box 62  
Seaford VIC 3198  
Phone 03 9786 9466

<b>FORM A</b>	<b>LEARNER PLAN</b>	print and fill in
Name		Date
Course		
ACE organisation		
Tutor		

<b>Part 1</b>	<b>Learning Plan</b>	complete this section at the start of the course
---------------	----------------------	--

### Your reasons and goals

**Why have you enrolled in this course?**

eg improve skills at work, help find work, improve life at home, join community activities, learn a new skill, something else

**What do you hope to get from doing the course?**

Note your learning and personal goals, short or long term

### Your experience

**What previous experience can you use in this course?**

Note anything similar you have done before, skills you have which can be useful

### Your work skills

**How are your employability skills?**

*These skills are important for getting and keeping jobs*

Rate yourself on each skill by circling a number from 1 (poor) to 5 (excellent):

<b>• Communicating</b>	speaking, listening, reading, writing and numeracy	1	2	3	4	5
<b>• Teamwork</b>	working in groups, giving feedback	1	2	3	4	5
<b>• Problem solving</b>	working out ways to do things	1	2	3	4	5
<b>• Initiative and enterprise</b>	trying new things, being creative, following up ideas	1	2	3	4	5
<b>• Planning and organising</b>	making decisions, organising things	1	2	3	4	5
<b>• Self-management</b>	taking responsibility, organising yourself	1	2	3	4	5
<b>• Learning</b>	good at learning new things	1	2	3	4	5
<b>• Technology</b>	using computers, machines, mobile phones	1	2	3	4	5

## Your experience

### How do you learn best?

By listening, reading, making or doing things, being shown how, in groups, online, or a combination of these

## Your evidence and results

### Do you want your tutor to help you to:

*tick if yes*

- list the skills you already have, plus what you learn from this course
- plan for further study or work?

### Do you give us permission to:

- show, exhibit and publish your work from the course?

Notes

## Your future

### Where do you see yourself going after this course?

*tick if yes*

- paid work
- volunteer or unpaid work
- further study towards a qualification
- accredited training
- another course here
- family activity
- community activity

Notes

Name .....

Date .....

**Your goals**

**Benefits**

What were the main things you gained from the course? Was it what you wanted?

**Your employability skills**

**Rate your progress**

Note your improvement in these skills from 1 (no change) to 5 (big improvement):

• Communicating	speaking, listening, reading, writing and numeracy	1	2	3	4	5
• Teamwork	working in groups, giving feedback	1	2	3	4	5
• Problem solving	working out ways to do things	1	2	3	4	5
• Initiative and enterprise	trying new things, being creative, following up ideas	1	2	3	4	5
• Planning and organising	making decisions, organising things	1	2	3	4	5
• Self-management	taking responsibility, organising yourself	1	2	3	4	5
• Learning	good at learning new things	1	2	3	4	5
• Technology	using computers, machines, mobile phones	1	2	3	4	5

Comments

**Your learning skills**

**Learning to learn**

Note any new ways of learning which will help you go on learning (eg searching the Internet, using a library)

## Your evidence

### Recognise your learning

What have you got to show what you've achieved, what you can do now?

## Your future

### Next steps

What are you planning to do next? How can you use what you've learnt from this course?

Some examples: paid work, volunteer or unpaid work, further study towards a qualification, accredited training, another course at this centre, family activity, community activity.

## Your feedback on the course

### Evaluation

Rate the course by circling one number from 1 (poor) to 5 (excellent):

• Content: what was covered	1	2	3	4	5
• Teaching: how it was taught and organised	1	2	3	4	5
• Use of technology to assist learning (eg computers)	1	2	3	4	5
• Acknowledgement: providing you with evidence of your learning	1	2	3	4	5

Any comments or suggestions for improving the course?

<b>FORM B</b>	<b>COURSE PLAN</b>	print and fill in
Course		
ACE organisation		
Tutor(s)		Date
<b>Part 1 Overview</b>		
<b>Course details</b>	Duration of course, place in overall program, links to accredited courses	
<b>Requirements</b>	Pre-requisites, computer skills and access, literacy/numeracy levels etc	
<b>Tutor details</b>	Skills, experience, qualifications	
<b>Learner cohort</b>	<input type="checkbox"/> people from culturally and linguistically diverse backgrounds and those who require assistance with English as a second language <input type="checkbox"/> people who have been marginalised and have not accessed education, training and employment <input type="checkbox"/> people who have experienced barriers to education in the past <input type="checkbox"/> people who live in remote and rural areas or who otherwise have limited access to learning opportunities <input type="checkbox"/> other (please describe) .....	
Tick which apply		

<b>Outcomes</b>	What do you want your learners to know and/or be able to do as a result of the course?

<b>Employability</b>	What strategies will you use to build learners' employability skills?
<b>Delivery</b>	What teaching and learning approaches will you use?
<b>Assessment</b>	How will you assess how well learners have achieved their outcomes?
<b>Evaluation</b>	How will you evaluate the effectiveness of the course and plan improvements?
<b>Acknowledgement</b>	How will you acknowledge what learners have achieved?
<b>Impact</b>	Where will this course lead for most learners? How can you provide support?

# Course delivery

tick any options you plan to use

### What

**Employability**  
*embedding skill development*

**Embed processes**

- group work and active learning
- team projects
- problem-based challenges
- design sequences (from idea to implementation)
- planning, scheduling and monitoring
- learning-to-learn modelling
- computer-based tasks and products

**Build explicit skills**

- using email, phone and web tools for group tasks
- dealing with different opinions
- brainstorming and mapping
- task and project planning
- work-group collaboration methods
- Internet researching
- document publishing
- organising learning
- decision-making in groups (including meetings)

Add others:

### How

**Delivery**  
*teaching and learning methods*

- group presentation and discussion
- group and pair activities
- demonstration by tutor or learner
- modelling by tutor or learner
- games
- self-directed worksheets or units
- lecture style presentation
- DVD-based activities
- case studies
- web-based activities

Add others:

### How

**Assessment**  
*ways of gathering evidence*

- demonstration
- questioning and discussion
- interview
- group work
- scenario
- case study
- problem and solution
- role play
- self assessment
- journals
- written test
- online quiz
- portfolio
- action plan
- project
- research and data collection
- observation

Add others:

### How

**Evaluation**  
*improving the course*

- learner feedback sheet
- monitoring during the course
- group interviews
- in-course reviews (strengths, issues)
- post-course surveys
- benchmarking other courses
- feedback from critical friends
- client feedback (employers/community)

Add others:

### Which

**Acknowledgement**  
*recognising achievement*

- certificate of participation
- exhibition of work
- demonstration
- publicity
- film, computer or oral presentation
- performance
- letter, note, email
- skills portfolio
- community recognition

Add others:

### Where to

**Impact**  
*providing pathway support*

- Internet links
- careers advisors
- other programs, other providers
- community advertisements
- mentoring

Add others:

Part 2 Session Planner				
Course	Tutor(s)			
Session dates	WHAT to learn	HOW to learn	Review and changes	
	<i>Include employability, numeracy and literacy skills. Indicate acknowledgement activities</i>			
	What will your learners know and be able to do?	How will you deliver, assess and evaluate?	How is it going? What adjustments are needed?	
1 / /				
2 / /				
3 / /				
4 / /				
5 / /				

	WHAT to learn	HOW to learn	Review and changes
6 / / .....			
7 / / .....			
8 / / .....			
9 / / .....			
10 / / .....			
11 / / .....			
12 / / .....			

**Part 3 Course evaluation**

<b>Course</b>	.....	
<b>Tutor(s)</b>	.....	<b>Date</b> .....

**Outcomes** How successful was the course in meeting learners' needs and reaching their learning goals?

--	--

**Employability** How effective was the course in improving learners' employability skills?

--	--

**Delivery** What worked well? What would you do differently next time?

--	--

**Assessment** How effective were your assessment approaches? How could they be improved?

--	--

**Acknowledgement** Were the learners' achievements adequately recognised? Which strategies worked best?

--	--

**Impact** What evidence is there that the course has provided a pathway to employment or education?

--	--

**Any other reflections on the course?**

--	--



