

FORM B	COURSE PLAN	type and save
Course		
ACE organisation		
Tutor(s)		Date
Part 1 Overview		
Course details	Duration of course, place in overall program, links to accredited courses	
Requirements	Pre-requisites, computer skills and access, literacy/numeracy levels etc	
Tutor details	Skills, experience, qualifications	
Learner cohort	<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		

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

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

Course delivery

tick any options you plan to use

What
Employability <i>embedding skill development</i>
Embed processes
<input type="checkbox"/> group work and active learning
<input type="checkbox"/> team projects
<input type="checkbox"/> problem-based challenges
<input type="checkbox"/> design sequences (from idea to implementation)
<input type="checkbox"/> planning, scheduling and monitoring
<input type="checkbox"/> learning-to-learn modelling
<input type="checkbox"/> computer-based tasks and products
Build explicit skills
<input type="checkbox"/> using email, phone and web tools for group tasks
<input type="checkbox"/> dealing with different opinions
<input type="checkbox"/> brainstorming and mapping
<input type="checkbox"/> task and project planning
<input type="checkbox"/> work-group collaboration methods
<input type="checkbox"/> Internet researching
<input type="checkbox"/> document publishing
<input type="checkbox"/> organising learning
<input type="checkbox"/> decision-making in groups (including meetings)
Add others:

How
Delivery <i>teaching and learning methods</i>
<input type="checkbox"/> group presentation and discussion
<input type="checkbox"/> group and pair activities
<input type="checkbox"/> demonstration by tutor or learner
<input type="checkbox"/> modelling by tutor or learner
<input type="checkbox"/> games
<input type="checkbox"/> self-directed worksheets or units
<input type="checkbox"/> lecture style presentation
<input type="checkbox"/> DVD-based activities
<input type="checkbox"/> case studies
<input type="checkbox"/> web-based activities
Add others:

How
Assessment <i>ways of gathering evidence</i>
<input type="checkbox"/> demonstration
<input type="checkbox"/> questioning and discussion
<input type="checkbox"/> interview
<input type="checkbox"/> group work
<input type="checkbox"/> scenario
<input type="checkbox"/> case study
<input type="checkbox"/> problem and solution
<input type="checkbox"/> role play
<input type="checkbox"/> self assessment
<input type="checkbox"/> journals
<input type="checkbox"/> written test
<input type="checkbox"/> online quiz
<input type="checkbox"/> portfolio
<input type="checkbox"/> action plan
<input type="checkbox"/> project
<input type="checkbox"/> research and data collection
<input type="checkbox"/> observation
Add others:

How
Evaluation <i>improving the course</i>
<input type="checkbox"/> learner feedback sheet
<input type="checkbox"/> monitoring during the course
<input type="checkbox"/> group interviews
<input type="checkbox"/> in-course reviews (strengths, issues)
<input type="checkbox"/> post-course surveys
<input type="checkbox"/> benchmarking other courses
<input type="checkbox"/> feedback from critical friends
<input type="checkbox"/> client feedback (employers/community)
Add others:

Which
Acknowledgement <i>recognising achievement</i>
<input type="checkbox"/> certificate of participation
<input type="checkbox"/> exhibition of work
<input type="checkbox"/> demonstration
<input type="checkbox"/> publicity
<input type="checkbox"/> film, computer or oral presentation
<input type="checkbox"/> performance
<input type="checkbox"/> letter, note, email
<input type="checkbox"/> skills portfolio
<input type="checkbox"/> community recognition
Add others:

Where to
Impact <i>providing pathway support</i>
<input type="checkbox"/> Internet links
<input type="checkbox"/> careers advisors
<input type="checkbox"/> other programs, other providers
<input type="checkbox"/> community advertisements
<input type="checkbox"/> 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	
Course
Tutor(s) Date

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?