

Table 1 – Some Options for Reporting Progress using the ACSF

Option	Advantages	Disadvantages	Outcomes	Where applicable
<p>Option 1: Provide evidence of gain against a core skill – current way of recording progress</p>	<ul style="list-style-type: none"> • Addresses a whole core skill • Does not treat parts of the skill as discrete • Allows all skill development within a core skill to be acknowledged • Allows for development of a number of focus areas and performance features • Easy to record 	<ul style="list-style-type: none"> • Difficult to move learners one whole level • Does not allow finer gradations of progress to be reported • May not allow individual learners' particular strengths or needs to be seen • Indicators are not discrete; they are part of the whole core skill 	<ul style="list-style-type: none"> • Allows progress to be identified from one level to the next • Addresses the current KPI 	<ul style="list-style-type: none"> • More applicable to delivery modes that include quite a large number of hours, e.g. approximately 200 hours per core skill • Works well with learners who are making fast progress
<p>Option 2: Provide evidence of gain against one indicator in a core skill</p>	<ul style="list-style-type: none"> • Addresses a number of focus areas • Can acknowledge progress in all focus areas of an indicator • Easy to record 	<ul style="list-style-type: none"> • Does not allow finer gradations of progress to be reported • May not allow individual learners' particular strengths or needs to be seen 	<ul style="list-style-type: none"> • Allows progress of part of the core skill and a number of focus areas to be identified from one level to the next • There are no indicators at Pre Level 1 so could not use this option when reporting progress from Pre Level 1 to Level 1 	<ul style="list-style-type: none"> • More applicable to delivery modes that include quite a large number of hours, e.g. approximately 100 hours per indicator
<p>Option 3: Provide evidence of gain against a predominant focus area/s for a core skill</p> <ul style="list-style-type: none"> • How reported: training 	<ul style="list-style-type: none"> • Links focus of delivery and learning to specific reportable performance • Could work well at the lower 	<ul style="list-style-type: none"> • Focus areas are not discrete; they are interconnected with other focus areas. It may prove difficult to isolate and report against 	<ul style="list-style-type: none"> • Allows progress to be identified within a level • Allows a particular focus area to be identified as a need for the learner, the 	<ul style="list-style-type: none"> • Where specific aspects of a core skill are taught, e.g. interventions that help workers write appropriate progress notes by focusing on

<p>needs could be linked to a focus area/s, e.g. register in report writing (progress notes in Aged Care), and performance measured against progress in that focus area. Progress would need to indicate a one level increase in this focus area.</p>	<p>levels of the ACSF where focus areas may be able to be treated as more discrete</p> <ul style="list-style-type: none"> • Is an attainable outcome even for quite low total hours of training, e.g. 10 hours 	<ul style="list-style-type: none"> • Requires assessors to make a judgement which incorporates assessment of performance from a number of focus areas and the Performance Variables Grid. This will require a solid understanding of the ACSF • Difficult to make work with a group because learners may be at different points within a focus areas 	<p>cohort and the employer</p> <ul style="list-style-type: none"> • There are no indicators at Pre Level 1 so could not use this option when reporting progress from Pre Level 1 to Level 1 	<p>aspects of register for the identified audience</p>
<p>Option 4: Provide evidence of gain in an indicator against performance features</p> <ul style="list-style-type: none"> • How reported: Use performance grids to identify appropriate features and track changes by highlighting them in the grids. Evidence would also need to be attached to the highlighted grids 	<ul style="list-style-type: none"> • Creates visual map of progress so that changes can be easily tracked and seen • Allows very specific and detailed changes in individual performance to be identified and reported • Easy to use but must still be informed by the Performance Variables Grid. 	<ul style="list-style-type: none"> • Too detailed for some purposes • Need familiarity with the detail of the ACSF • Needs to be supported with evidence • Will a minimum number of performance feature increases be required 	<ul style="list-style-type: none"> • Allows progress to be identified within a level • Gives a more individual picture of a learner's performance by identifying a spiky profile within levels 	<ul style="list-style-type: none"> • Allows gains to be reported across a wide range of delivery scenarios because not linked to any particular task or text.
<p>Option 5: Provide evidence of gain in a core skill using text types</p> <ul style="list-style-type: none"> • How reported: a text type is identified, e.g. 	<ul style="list-style-type: none"> • Progress linked directly to engagement in identified texts • Useful for delivery 	<ul style="list-style-type: none"> • Doesn't allow individual learners' particular strengths or needs to be seen 	<ul style="list-style-type: none"> • Allows progress to be identified within a level • Allows for specific needs of the workplace to be 	<ul style="list-style-type: none"> • Wide range of applications, in supporting engagement in specific workplace texts, e.g. technical

<p>procedural (for writing a set of instructions) and the training focuses on that text type only</p>	<p>involving groups</p> <ul style="list-style-type: none"> • Can meet employer expectations • Provides specific evidence at ACSF level • Provides the opportunity to specify need against a text type and a core skill • Easy to locate in an ACSF level and describe progress 	<ul style="list-style-type: none"> • May work in a first round of training but may be difficult to justify subsequent round of training focusing on the same text type • Would require progress to be demonstrated in that text type for all indicators and all focus areas • Requires solid knowledge of the ACSF 	<p>met</p> <ul style="list-style-type: none"> • Allows for cohort goals to be articulated 	<p>(instruction manual); regulatory (industry standards list); procedural (standard operating procedures)</p>
<p>Option 6: Provide evidence of gain against level of support</p> <ul style="list-style-type: none"> • Describe task and map to ACSF performance variables grid • Assess the level of support the learner needs to complete the task before and after the LLN intervention 	<ul style="list-style-type: none"> • Appropriate where the LLN context, text and task remains the same but where training has enabled the learner to complete the task independently • Easy to use and report • Provides easily identified gains for employer (increased productivity) 	<ul style="list-style-type: none"> • Could under report or miss other progress if used when delivery allows for gains using other measurement options • Is very task specific so reports against a very limited outcome 	<ul style="list-style-type: none"> • Allows progress to be identified when all other factors of a learner's core skill level remain static. 	<ul style="list-style-type: none"> • Workplace interventions which have limited time frames and specific task focus • Maintenance literacy
<p>Option 7: Provide evidence of gain against Domains</p> <ul style="list-style-type: none"> • How reported: learner would need to demonstrate that skills acquired in one domain 	<ul style="list-style-type: none"> • Allows reporting directly against sample activities • Easy to use and report • Useful for group delivery 	<ul style="list-style-type: none"> • Doesn't allow individual learners' particular strengths or needs to be seen • Requires depth of 	<ul style="list-style-type: none"> • Allows progress to be identified within a level 	<ul style="list-style-type: none"> • Training that allows for demonstration in broader contexts, i.e. workplace gains that can be transferred to personal/community life,

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<p>were able to be demonstrated in another domain</p>	<ul style="list-style-type: none"> Acknowledges improvement in breadth of progress within a level rather than progress to the next level 	<p>knowledge of ACSF</p>		<p>e.g. creates a flyer for workplace and creates a flyer for local sport club barbeque</p>
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