

Question on notice no. 296

Portfolio question number: SQ18-001000

2018-19 Supplementary budget estimates

Education and Employment Committee, Education and Training Portfolio

Senator the Hon. Doug Cameron: asked the Department of Education and Training on 25 October 2018—

When will the independent evaluation of the AMEP be finalised? What stage is the evaluation currently at? Please provide the following details about the request for tender process: Was the original RFT amended in any way? Where the Terms of Reference amended? Please provide any new terms of reference. How many RFTs were received? How many were shortlisted? Who has been awarded the contract? Will the evaluation be assessing the usefulness and performance of the ACSF as a means of assessing and progressing students? Will the evaluation ensure that it involves the experience of students and teachers? Will the evaluation provide a guarantee of anonymity/confidentiality to teachers and to students involved in the evaluation? Has the Department undertaken a 'comprehensive review of curricula, teacher and assessor qualifications suitable for the AMEP', separate from the independent evaluation? If so, when did that review commence? Has it been completed? If yes, please provide the associated full report including appendices, findings and recommendations. If not: When is it due for completion? Who is working on the review? What are the terms of reference for the review? Will the report be made public?

Answer —

See attachments.



AMEP CURRICULA AND TEACHER AND ASSESSOR QUALIFICATIONS GUIDE

Created for the Department of Education and Training
By LWA
June 2018

Project Team

Suzana Stapar

Fiona Xaiz

Mary Wallace

Document Design and Layout:

Juliana Pearson

Acknowledgements

The research was conducted with the cooperation of all AMEP Service Providers who provided the accredited curricula / training packages as listed on their Registration of Curricula for use in AMEP delivery. The following Providers are acknowledged for the generous contribution of licenced curricula: TAFE QLD, TAFE SA, TAFE NSW and Centacare WA.

Copyright

© 2018 Commonwealth of Australia.

Copyright in this work is owned or licensed by the Commonwealth of Australia, represented by the Department of Education and Training.

Copyright in material provided by non-Commonwealth agencies, private individuals or organisations may belong to those agencies, individuals or organisations and be licensed by the Commonwealth.

Subject to any contrary statement on relevant material, you may use any of the material in this work for your personal, non-commercial use or use within your organisation for non-commercial purposes, provided that an appropriate acknowledgement is made (retaining this notice), and the material is not altered or subjected to derogatory treatment. Apart from any other use as permitted under the Copyright Act 1968, all other rights are reserved.

Copyright requests and enquiries concerning further authorisation should be addressed to: The Copyright Officer, Department of Education and Training, Location code C10MT1 GPO Box 9880 Canberra ACT 2601 or emailed to Copyright@education.gov.au.

Please note requests to use the Commonwealth Coats of Arms must be made to the Department of the Prime Minister and Cabinet, in accordance with the Department of the Prime Minister and Cabinet Coat of Arms Guidelines.

Where a copyright owner, other than the Commonwealth, is identified with respect to specific material contained on this website, please contact that third-party copyright owner directly to seek permission.

Table of Contents

I. EXECUTIVE SUMMARY	7
Curricula/training packages review summary	7
Teacher and Assessor qualifications review summary.....	9
Assessing suitability of teacher qualifications mandated by curricula/training packages	9
Assessing suitability of teacher qualifications.....	9
TESOL Qualifications Suitability Matrix.....	11
II. ABBREVIATIONS/ACRONYMS.....	12
III. TERMINOLOGY	14
IV. LIST OF TABLES.....	18
V. ACKNOWLEDGEMENTS.....	19
VI. (A) RESEARCH QUESTIONS – PART A: ACCREDITED CURRICULA/TRAINING PACKAGES	20
VI. (B) RESEARCH QUESTIONS – PART B: TEACHER QUALIFICATIONS IN THE AMEP	21
VII. CURRICULA/TRAINING PACKAGES REVIEWED IN THE RESEARCH.....	23
Curricula/training packages currently used in the AMEP program.....	23
Table 1 Curricula/training packages currently used in the AMEP by Provider and State	23
Other Curricula/training packages reviewed	24
Table 2 Other curricula/training packages currently available at the foundation skills levels	24
1. CURRICULA/TRAINING PACKAGES REVIEW	25
Foundations skills coverage to allow for reporting against the ACSF	25
Suitability of curricula/training packages based on Tuition Streams.....	25
Suitability of curricula/training packages based on sub-programs.....	25
1.1. Certificates in Spoken and Written English (CSWE) Review	26
1.1.1. Targeted Student Cohort.....	26
1.1.2. Structure of the curricula/training packages	26
1.1.3. Foundation skills coverage to allow for reporting against the ACSF.....	27
Table 3 Suitability of the CSWE Curriculum based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills.....	28
1.2. English as an Additional Language (EAL) Framework Review.....	30
1.2.1. Targeted Student Cohort.....	30
1.2.2. Structure of the curricula/training packages	31
1.2.3. Foundation skills coverage to allow for reporting against the ACSF.....	32
Table 4 Suitability of the EAL Framework based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills.....	33
1.3. Core Skills for Learning (CSL) Review	35
1.3.1. Targeted Student Cohort.....	35
1.3.2. Structure of the curricula/training package	36
1.3.3. Foundation skills coverage to allow for reporting against the ACSF.....	36

<i>Table 5 Suitability of the Core Skills for Learning (CSL) based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills.....</i>	<i>37</i>
1.4. Certificates in English Proficiency (CEP) Review	39
1.4.1. Targeted Student Cohort	39
1.4.2. Structure of the curricula/training packages	39
1.4.3. Foundation skills coverage to allow for reporting against the ACSF.....	40
<i>Table 6 Suitability of the Certificates in English Proficiency Curriculum (CEP) based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills</i>	<i>41</i>
1.5. Foundation Skills Training Package (FSK) Review	43
1.5.1. Targeted Student Cohort	43
1.5.2. Structure of the curricula/training packages	44
1.5.3. Foundation skills coverage to allow for reporting against the ACSF.....	45
<i>Table 7 Suitability of the FSK Training Package based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills.....</i>	<i>46</i>
1.6. Certificates in General Education for Adults (CGEA) Review	48
1.6.1. Targeted Student Cohort	48
1.6.2. Structure of the curricula/training packages	48
1.6.3. Foundation skills coverage to allow for reporting against the ACSF.....	48
<i>Table 8 Suitability of the CGEA Certificates based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills.....</i>	<i>49</i>
1.7. Certificate I in Gaining Access to Training and Employment (GATE) Review	51
1.7.1. Targeted Student Cohort	51
1.7.2. Structure of the curricula/training package	51
1.7.3. Foundation skills coverage to allow for reporting against the ACSF.....	52
<i>Table 9 Suitability of the GATE Certificate I based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills.....</i>	<i>53</i>
1.8. General Education Programmes Review	55
1.8.1. Targeted Student Cohort	55
1.8.2. Structure of the curricula/training packages	55
1.8.3. Foundation skills coverage to allow for reporting against the ACSF.....	56
<i>Table 10 Suitability of the General Education Programmes based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills.....</i>	<i>57</i>
1.9. Curricula/training packages recommendations	60
<i>Table 11 Suitability of curricula/training packages in the AMEP delivery</i>	<i>61</i>
Rationale:	61
2. TESOL QUALIFICATIONS REVIEW	63
2.1. Mandated teacher qualifications	64
<i>Table 12 Current and future trainer/teacher and assessor requirements</i>	<i>65</i>
2.1.1. CSWE– Teacher and Assessor qualifications	66

2.1.2. EAL Framework – Teacher and Assessor qualifications.....	66
2.1.3. CSL – Teacher and Assessor qualifications	67
2.1.4. CEP – Teacher and Assessor qualifications.....	68
2.1.5. FSK – Teacher and Assessor qualifications	68
2.1.6. CGEA – Teacher and Assessor qualifications	69
2.1.7. GATE – Teacher and Assessor qualifications	69
2.1.8. General Education Programmes – Teacher and Assessor qualifications ⁽⁴⁾	69
Table 13 Mandated teacher qualifications summary	73
2.1.9. An overview of TESOL qualifications	74
Table 14 An overview of TESOL qualifications and the AQF levels.....	75
2.1.10. TESOL qualifications currently offered in Australia	76
Table 15 The most prevalent TESOL qualifications offered in Australia.....	77
2.1.11. Teaching Practicum	78
2.2. Overseas TESOL qualifications.....	79
Table 16 Overseas TESOL qualifications	80
2.2.1. Assessment of overseas TESOL qualifications	80
2.2.2. ASQA - mandated teachers/assessors qualifications	81
2.2.3. NEAS - mandated teachers/assessors qualifications.....	81
2.2.4. VETASSESS - mandated teachers/assessors qualifications.....	82
2.3. Teacher qualifications recommendations.....	84
3. CONCLUSION	86
4. APPENDICES	87
Appendix 1.....	87
Eligible Temporary Visas for AMEP	87
Appendix 2.....	88
Foundation Skills List (Victoria)	88
Appendix 2a.....	90
Foundation Skills (Queensland)	90
Queensland Government funded	90
Australian Government funded	91
Appendix 2b.....	92
Foundation Skills (NSW)	92
Appendix 2c.....	93
Foundation Skills (WA)	93
Appendix 3.....	94
ASQA Fact Sheet excerpt and Clauses 1.13 to 1.16 excerpt	94
Appendix 4 – Overseas Qualification Units per state/territory	98
5. REFERENCES	99

I. EXECUTIVE SUMMARY

The AMEP Curricula and Teacher and Assessor Qualifications Guide project provides comprehensive research into a range of curricula used in the Adult Migrant English Program (AMEP), and curricula not currently used but potentially could be used in the AMEP. Curricula were researched in order to determine whether the curricula used are suitable, unsuitable or possibly suitable in meeting AMEP English as an Additional Language (EAL) learning and Australian Core Skills Framework (ACSF) objectives. To assist the Department of Education and Training (department) in determining suitable teacher and assessor qualifications for the AMEP, the qualifications were reviewed in the context of current Teaching English to Speakers of Other Languages (TESOL) courses offered in Australia; previously gained TESOL qualifications; overseas gained TESOL qualifications; and teaching experience in the AMEP and/or adult teaching setting. The research provides practical guidance and reference for the department in determining the most suitable curricula to be used based on Tuition Streams and Sub-Programs in the AMEP. It also provides guidance and advice pertinent to the most suitable teacher and assessor qualifications required to deliver AMEP tuition.

Curricula/training packages review summary

Based on this research that reviewed a range of curricula/training packages, the following recommendations are made: *(Please note that the curricula/training packages are not listed in any order of preference. Also note that in-depth analysis and the rationale behind the recommendations for each curricula/training package can be found in the body of the research. See Section 1.)*

Further recommendations regarding rationale for selection of curricula are made in Section 1.9. Curricula/training packages recommendations.

Recommendation 1:

The following curricula/training packages are deemed suitable to use in the AMEP delivery due to their flexibility to tailor to clients' needs, ability to address the goals of the AMEP and capacity for reporting against the ACSF:

- Certificate in Spoken and Written English (CSWE)
- English as an Additional Language (EAL) Framework
- Core Skills for Learning (CSL)
- Certificate in English Proficiency (CEP)

Recommendation 2:

The following curricula/training packages are deemed unsuitable to use in the AMEP delivery due to lack of focus on the EAL target cohort language needs and AMEP client settlement needs as well as their inability to sufficiently report against the ACSF:

- Certificate in General Education for Adults (CGEA)
- Certificate I in Gaining Access to Training and Employment (GATE)
- General Education Programmes suite of certificates
- Foundation Skills Training Package (FSK)

Recommendation 3:

The following curricula are deemed suitable to use in all AMEP sub-programs due to their versatility and range of certificate levels that cover a range of contexts. As described in the ACSF, core skills development is seen through “diverse personal, community, work and education and training contexts” (ACSF 2012, p. 2):

- CSWE
- EAL Framework

Recommendation 4:

The Core Skills for Learning (CSL) Curriculum is deemed suitable to use in the two sub-programs, Special Preparatory Program (SPP) and AMEP Extend. It is potentially suitable to use in the Settlement Language Pathways to Employment and Training (SLPET) delivery and is dependent on the units of competency chosen, content and students’ ACSF level when delivering Certificate II in Skills for Education, Training and Employment Pathways Certificate.

Recommendation 5:

The Certificate in English Proficiency (CEP) Curriculum is deemed potentially suitable to use in all three sub-programs dependent on the students’ ACSF level, units of competency chosen and the content of delivery.

Recommendation 6:

It is strongly advised that the curricula deemed suitable to use in the AMEP, i.e. CSWE, EAL Framework, CSL and CEP are considered by Providers as the most appropriate curricula that allow for a broad range of foundation skills coverage and strong reporting against the ACSF.

Suitability of reviewed curricula/training packages based on Tuition Streams and AMEP Sub-programs is shown in the matrix below.

Curricula/Training Package	Tuition Stream		AMEP Sub-programs		
	Pre-Employment	Social	SPP	SLPET	AMEP Extend
Certificate in Spoken and Written English CSWE	✓	✓	✓	✓	✓
EAL Framework	✓	✓	✓	✓	✓
Core Skills for Learning CSL	✓	✓	✓	≡	✓
Certificate in English Proficiency	✓	✓	≡	≡	≡
Certificate in General Education for Adults CGEA	×	×	×	×	×
Certificate I in Gaining Access to Training and Employment GATE	×	×	×	×	×
General Education Programmes	×	×	×	×	×
Foundation Skills Training Package FSK	×	×	×	×	×

Symbols used:

✓ - suitable

≡ - potentially suitable

×

Teacher and Assessor qualifications review summary

Based on the research of TESOL qualifications currently offered by Australian higher education institutions, TESOL qualifications held by teachers in the AMEP program and the research of overseas TESOL qualifications, the following is recommended: *(Please note that in-depth analysis and the rationale behind the recommendations is outlined in Section 2.)*

Assessing suitability of teacher qualifications mandated by curricula/training packages

Recommendation 1:

The following curricula that are deemed suitable to use in the AMEP do not allow for any flexibility in lessening teacher qualifications standards and are in line with the AMEP Service Provider Instructions (SPI):

- CSWE
- EAL Framework
- CEP

Recommendation 2:

Curricula mandated TESOL qualifications must be maintained when recruiting AMEP teachers to avoid being in breach of ASQA requirements.

Recommendation 3:

The CSL recognises the need for broader application of specialised skills and knowledge needed to deliver training in an adult learning setting. The curriculum is strongly recommended as it meets the needs of the AMEP cohort and delivery and allows for flexibility given to teacher qualifications that also comply with ASQA requirements. *(See Sections 1.3 and 2.1.3.)*

Recommendation 4:

The onus is on individual providers to ensure that the most suitable foundation skills curricula are on their scope of registration to support a more varied and open approach to teaching qualifications, thus providing an opportunity for exemptions for the long-term AMEP teachers who obtained their teaching degrees prior to 1995 and/or 1977.

Assessing suitability of teacher qualifications

Recommendation 1:

TESOL qualifications must result from a course of study in which course content covers the grammar of the English language, language learning and TESOL methodology. A teaching practicum of at least 60 hours of teaching practicum is recommended.

Recommendation 2

TESOL qualifications – an undergraduate teaching degree and a suitable postgraduate TESOL qualification with an adequate teaching practicum should remain mandatory as per the AMEP SPIs.

Recommendation 3:

Overseas TESOL qualifications need to be thoroughly assessed by the appropriate Government institutions, for AQF equivalency and detailed assessment of the qualification academic transcript and subject matter.

Recommendation 4:

Clear guidance and information needs to be available to the AMEP Providers when employing teachers with overseas TESOL qualifications, e.g. who can assess or recognise overseas TESOL qualifications and to what degree of detail (*See Appendix 4*).

Recommendation 5:

Overseas TESOL qualifications deemed suitable by VETASSESS for immigration purposes only cannot be accepted as recognised TESOL qualifications unless assessed by the appropriate Government institutions where the academic transcript is examined.

Recommendation 6:

A thorough understanding of the TESOL acronym is needed by the Government institutions, higher education institutions and providers to avoid confusion and misinformation.

Recommendation 7:

Qualifications such as Certificate in Teaching English to Speakers of Other Languages (CELTA), Royal Society of Arts Certificate (RSA) or similar that are obtained after a short, intensive four-week course either overseas or in Australia are deemed unsuitable as TESOL qualifications in the AMEP context. They do not meet ASQA curriculum requirements, they focus on teaching English as a foreign language and provide insufficient training for AMEP client language acquisition needs.

Recommendation 8:

Consideration needs to be given to recruitment of teachers in regional and remote areas. Consideration should include the following:

- potentially suitable qualifications obtained;
- years of teaching in the adult sector and/or AMEP;
- substantial teaching experience in AMEP and/or other adult learning settings and/or foundation skills programs;
- the choice of a suitable foundation skills curricula;
- an offer of LLN Scholarship courses funded by DET.

Recommendation 9:

When assessing teacher/assessor TAE requirements, providers need to adhere to the revised Standards for Registered Training Organisations that will take effect from 1st April 2019.

TESOL Qualifications Suitability Matrix

Qualifications	Suitable	Potentially suitable	Unsuitable
a 4 year Bachelor Degree with TESOL Method	✓		
a 3 year teaching undergraduate degree in methods other than TESOL & a postgraduate TESOL qualification	✓		
a 3 year non-teaching undergraduate degree & a postgraduate TESOL qualification	✓		
Graduate Certificate in TESOL	✓		
Graduate Diploma in Applied Linguistics and TESOL	✓		
Graduate Diploma in TESOL and Foreign Language Teaching (AMEP and SEE specific)	✓		
Master of Education (TESOL)	✓		
Master of Applied Linguistics and TESOL	✓		
Graduate Certificate in Applied Linguistics and TESOL	✓*		
Graduate Certificate in Education (TESOL)	✓*		
Graduate Diploma in Educational Studies (TESOL)	✓*		
Graduate Diploma of Education (TESOL)	✓*		
Graduate Diploma in TESOL	✓*		
Master of Applied Linguistics (TESOL)	✓*		
Master of Arts (TESOL)	✓*		
Master of Education (TESOL)	✓*		
Master of TESOL	✓*		
Overseas TESOL Qualifications	Suitable	Potentially suitable	Unsuitable
Cambridge CELTA			×
Delta / DELTA			×
TEFL Certificate			×
RSA Certificate			×
Master of English Literature			×
Master of Philology			×
PhD in Philology			×

* must include teaching practicum

II. ABBREVIATIONS/ACRONYMS

ACE – Adult and Community Education

ACSF – Australian Core Skills Framework

AMEP – Adult Migrant English Program

ASGS – Australian Statistical Geography Standard

ASQA – Australian Skills Quality Authority

AQF – Australian Qualifications Framework

ATSI – Aboriginal and Torres Strait Islander

CELTA – Certificate in Teaching English to Speakers of Other Languages

CEP – Certificates in English Proficiency

CEP – The Country Education Profile

CGEA – Certificates in General Education for Adults

COAG – The Council of Australian Governments

CSL – Core Skills for Learning

CSWE – Certificates in Spoken and Written English

Delta / DELTA – Diploma in Teaching English to Speakers of Other Languages

DET – Department of Education and Training

EAL – English as an Additional Language

EAL/D – English as an Additional Language/Dialect

EAL Framework – English as an Additional Language Framework

ELICOS – English Language Intensive Courses for Overseas Students

ELT – English Language Teaching

ESL – English as a Second Language

FSK – Foundation Skills Training Package

GATE – Certificate I in Gaining Access to Training and Employment

IA – Initial Assessment

ICT – information and communication technology

IECs – Intensive English Centres

ISLPR – International Second Language Proficiency Rating

LLN – Language, Literacy and Numeracy

NEAS – National English Language Teaching Accreditation Scheme

OECD – The Organisation for Economic Co-operation and Development

RSA Certificate – Royal Society of Arts Certificate

RTO – Registered Training Organisation

SLPET – Settlement Language Pathways to Employment and Training

SPI – Service Provider Instructions

SPP – Special Preparatory Program

TEFL – Teaching English as a Foreign Language

TESL – Teaching English as a Second Language

TESOL – Teaching English to Speakers of Other Languages

VET – Vocational education and training

VETASSESS – Australia’s vocational education and training (VET) assessment provider

III. TERMINOLOGY

Accredited curricula/training packages – Accreditation is formal confirmation that the course:

- is nationally recognised
- meets an established industry, enterprise, educational, legislative or community need
- provides appropriate competency outcomes and a satisfactory basis for assessment
- meets national quality assurance requirements
- is aligned appropriately to the AQF where it leads to a qualification (as per ASQA website)¹

AMEP – Adult Migrant English Program

AMEP Extend – AMEP extend is a capped sub-program which offers eligible clients up to 490 additional tuition to AMEP clients who, at the conclusion of 500 hours of AMEP tuition have not reached Functional English. The program is needs-based and offers clients further opportunity to reach their English language learning goals. As per AMEP – Service Providers Instructions (2017-2020), Ref. 5.3 AMEP Extend, Contract Ref: Part 2 clause 2.27.

AMEP students – Identified as eligible migrants and humanitarian entrants who need help with learning foundation English language and settlement skills to enable them to participate socially and economically in Australian society. Eligibility to participate in AMEP tuition is determined by permanent residency status and/or eligible temporary visa status as outlined under the Immigration (Education) Act 1971 – Specification of English Courses for Holders of Certain Temporary Visas 2015. See Appendix 1 for the list of eligible visa categories. Furthermore, eligibility to participate in the AMEP program delivery is determined by the level of English language proficiency as outlined in the legislative instrument, Immigration (Education) (Functional English) Specification 2017, under the Act: “This instrument specifies that a person is taken to have Functional English if they are assessed in accordance with subsection 5(2) of the Migration Act 1958 as having Functional English in respect to a visa grant, or, are assessed under the Australian Core Skills Framework to have a Level 3 proficiency or above across the core skills of skills of reading, writing, learning and oral communication.” Further guidance re AMEP eligibility is also outlined in the AMEP – Service Providers Instructions (2017-2020), Ref. 2.1 AMEP eligibility, Contract Ref: Part 2 clause 2.11.

Contract region – As defined in the department document ‘New Contract Regions and Service Providers for Adult Migrant English Program’ from 2017, there are 58 AMEP contract regions. These regions align with the Australian Bureau of Statistics (ABS) Australian Statistical Geography Standard (ASGS) regions which are also used by the Department of Employment and the Department of Human Services to manage service delivery contracts.

Current industry skills are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry.

¹ <https://www.asqa.gov.au/course-accreditation/accreditation-asqa> accessed on 12/04/2018

Current industry skills are informed by consultations with industry and may include, but are not limited to:

- a) having knowledge of and/or experience using the latest techniques and processes;
- b) possessing a high level of product knowledge;
- c) understanding and knowledge of legislation relevant to the industry and to employment and workplaces;
- d) being customer/client-oriented;
- e) possessing formal industry and training qualifications; and
- f) training content that reflects current industry practice.

Curricula – The curriculum defines the content of learning which includes both knowledge and skills. Curricula comprise of core and elective units that describe a set of knowledge and skills required for life-long learning and specific skills development.²

Domestic students/domestic qualifications – denote students who are Australian or New Zealand citizens or hold dual citizenship for the purpose of applying for a university course in Australia.

Foundation Courses – are courses pertinent to the foundation skills and are determined by individual states. See Appendix 2 for example of foundation courses per state.

Foundation Skills – as defined by the COAG National Foundation Skills Strategy for Adults (2012), comprise of: English language, literacy and numeracy (LLN) – listening, speaking, reading, writing, digital literacy and use of mathematical ideas; and employability skills, such as collaboration, problem solving, self-management, learning and information and communication technology (ICT) skills required for participation in modern workplaces and contemporary life. Furthermore, the OECD definition of foundation skills as ‘language, literacy and numeracy’ in combination with ‘employability skills in the information age’ is now widely accepted in Australia.

Functional English – As outlined in the legislative instrument, Immigration (Education) (Functional English) Specification 2017, under the Act: “This instrument specifies that a person is taken to have Functional English if they are assessed in accordance with subsection 5(2) of the Migration Act 1958 as having Functional English in respect to a visa grant, or, are assessed under the Australian Core Skills Framework to have a Level 3 proficiency or above across the core skills of reading, writing, learning and oral communication.”

Metro Contract Region – defined by capital cities boundaries as per Australian Statistical Geography Standard (ASGS) regions descriptors developed by the Australian Bureau of Statistics.

Non-accredited curricula/training packages – comprises of non-formal or workplace training that does not lead towards a nationally recognised qualification as described by the AQF.

Overseas students – denote students undertaking higher education studies in Australia who are not permanent residents. It may also denote students overseas who study English as a foreign language in their country of origin.

² <http://curriculumplanning.vcaa.vic.edu.au/global/hints-and-tips> accessed on 16/04/2018.

Overseas qualifications – denote qualifications gained overseas where English may not be considered lingua franca. The qualifications gained may not be in English.

Potentially suitable curricula/training packages – are nationally endorsed and comply with accreditation regulations as described in the implementation guide(s) pertinent to specific curricula/training packages. A limited number of units/modules can be used in delivering higher levels linked to specific training in the Pre-Employment Stream, with the units of competency/modules to be determined on case by case basis. Dependent upon the manner in which they are implemented, in certain circumstances they are deemed suitable to deliver in the AMEP.

Potentially suitable TESOL qualifications – Potentially suitable qualifications take into consideration undergraduate and post graduate qualifications gained overseas or in Australia and the role of extensive teaching experience.

Pre-employment English stream – This stream is for clients who are seeking to gain Functional English in order to participate in the workplace, as per AMEP – Service Providers Instructions (2017-2020), Ref. 4.2 Targeted tuition streams.

Regional Contract Region – defined by regional centres/regional areas as per Australian Statistical Geography Standard (ASGS) regions descriptors developed by the Australian Bureau of Statistics (ABS).

Remote Contract Region – defined by regions relative access to services. Remoteness Areas (RAs) are based on the Accessibility and Remoteness Index of Australia (ARIA+), as detailed on the ABS website.³

Social English stream – This stream is for clients seeking greater competence in Functional English to help them to participate socially and to gain the confidence to live independently within their local community and region, as per AMEP – Service Providers Instructions (2017-2020), Ref. 4.2 Targeted tuition streams.

Special Preparatory Program (SPP) – SPP provides additional AMEP tuition hours to all clients who are on an eligible humanitarian visa, in recognition of their difficult pre-migration experiences. SPP should be delivered to clients with specialised support and resources to assist them in easily transitioning to formal education. As per AMEP – Service Providers Instructions (2017-2020), Ref. 5.1 Special Preparatory Program, Contract Ref: Part 2 clause 2.22.

Spiky profile - The recognition that a person's performance level may vary between core skills or within a core skill between different Domains of Communication. A person may also display a spiky profile across different Focus Areas and different text types (ACSF 2012).

Sub-programs – The AMEP sub-programs provide clients with tuition in addition to their 510-hour entitlement, contextualised to clients' needs and goals.

Suitable curricula/training packages – are nationally endorsed and comply with accreditation regulations as described in the implementation guide(s) pertinent to specific curricula/training packages. It is essential to determine the suitability on the basis of the AMEP client cohort, Stream and Sub-program.

³ [http://www.abs.gov.au/websitedbs/D3310114.nsf/home/Australian+Statistical+Geography+Standard+\(ASGS\)](http://www.abs.gov.au/websitedbs/D3310114.nsf/home/Australian+Statistical+Geography+Standard+(ASGS)) accessed on 16/04/2018

Suitable TESOL qualifications – as per Service Providers Guidelines that state the following:

The qualifications of Personnel who deliver tuition and conduct ACSF assessments:

2.41 The Contractor must ensure that Personnel have, at the minimum, the following qualifications:

- a) Personnel teaching in the Pre-Employment English Stream: An Australian undergraduate degree or equivalent and a post-graduate TESOL qualification in adult education;
- b) Personnel teaching in the Social English Stream: An Australian undergraduate degree or equivalent and is enrolled in a post-graduate TESOL course in adult education;
- c) Personnel conducting ACSF assessments, must have a qualification described in clauses 2.41(a) or (b); and
- d) Personnel who are volunteers delivering AMEP Services through the Home Tutor Scheme, must have received a minimum of 15 hours training from the Contractor in AMEP tutoring, including cross cultural awareness training;
- e) Personnel delivering tuition under a curriculum must satisfy any qualification requirements as part of the licensing agreement for that curriculum.

Settlement Language Pathways to Employment and Training (SLPET) – SLPET is a capped sub-program that assists clients in their transition to work by providing additional hours of industry specific tuition and work experience opportunities to help them familiarise themselves with Australian work place culture and values. As per AMEP – Service Providers Instructions (2017-2020), Ref. 5.2 Settlement Language Pathways to Employment and Training, Contract Ref: Part 2 clause 2.23.

Training package(s) – is a nationally endorsed, integrated set of competency standards, assessment requirements, Australian Qualifications Framework qualifications, and credit arrangements for a specific industry, industry sector or enterprise as stated in Standards for VET Accredited Courses 2012. Training package qualifications are occupational skills standards against which training delivery and assessment of competency can take place. They are developed through a process of national consultation with industry.⁴

Tuition Streams – In the AMEP context, the Pre-employment English Stream and the Social English Stream are offered. These streams are designed to tailor services to clients based on their individual learning objectives and needs and must be offered at every AMEP site as per the AMEP – Service Providers Instructions (2017-2020), Ref. 4.2 Targeted tuition streams.

Unsuitable curricula/training packages – are curricula/training packages that are not nationally endorsed and/or are deemed as non-accredited by ASQA. In addition, curricula/training packages are deemed unsuitable if they do not address AMEP learners' goals of language proficiency and settlement goals regardless of the stream they are enrolled in.

Unsuitable TESOL qualifications – Considerations are based on whether the qualifications reflect undergraduate/postgraduate qualifications related to the teaching of TESOL and English language in adult learning settings.

⁴ <https://www.education.gov.au/training-packages> accessed on 12/04/2018

IV. LIST OF TABLES

Table 1 Curricula/training packages currently used in the AMEP by Provider and state

Table 2 Other curricula/training packages currently available at the foundation skills levels

Table 3 Suitability of CSWE Curriculum based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

Table 4 Suitability of EAL Framework based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

Table 5 Suitability of Core Skills for Learning (CSL) based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

Table 6 Suitability of Certificates in English Proficiency Curriculum (CEP) based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

Table 7 Suitability of FSK Training Package based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills programs

Table 8 Suitability of CGEA Certificates based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

Table 9 Suitability of GATE Certificate I based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

Table 10 Suitability of General Education Programmes based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

Table 11 – Suitability of curricula/training packages in the AMEP delivery

Table 12 – Current and future trainer/teacher and assessor requirements

Table 13 Mandated teacher qualifications summary

Table 14 An overview of TESOL qualifications and the AQF levels

Table 15 The most prevalent TESOL qualifications offered in Australia

Table 16 Overseas TESOL qualifications

Table 17 – TESOL qualifications suitability matrix

V. ACKNOWLEDGEMENTS

LWA would like to acknowledge and thank the following providers for their contribution of their licensed curricula for review in this research project:

- TAFE QLD, QLD: Core Skills for Learning (CSL)
- TAFE SA, SA: Certificates in English Proficiency (CEP)
- TAFE NSW, NSW: Certificates in Spoken and Written English (CSWE); General Education Programme suite of certificates
- Centacare, WA: Certificate I in Gaining Access to Training and Employment (GATE)

VI. (A) RESEARCH QUESTIONS – PART A: ACCREDITED CURRICULA/TRAINING PACKAGES

Clients

1. Who is the target student cohort for the accredited curricula/training package?
2. What skills and knowledge will be gained upon the completion of the curricula/training package certificate(s)?
 - i. How do such knowledge and skills equate to the ‘functional English’ goal of the AMEP?
3. What are the pre-requisites to enrol in a certificate level?
 - i. Are these pre-requisites relevant for any AMEP client cohorts?

Structural issues

4. Does the curriculum/training package allow for the importation of units of competency/modules from other curricula/training packages?
 - i. If so, when is it appropriate to import and deliver units of competency/modules from other curricula/training packages?
5. Do the curricula/training packages cover a sufficient range of foundation skills to allow for reporting against the ACSF?

Suitability of curricula across AMEP

6. For each curricula/training package, is it suitable for use in the:
 - (i) Social English Stream?
 - (ii) Pre-Employment English Stream?
 - (iii) SPP?
 - (iv) SLPET?
 - (v) AMEP Extend?
7. Are there any differences in regards to mandated teacher qualifications by curricula/training packages and the Service Providers Guidelines, as outlined by the department?

VI. (B) RESEARCH QUESTIONS – PART B: TEACHER QUALIFICATIONS IN THE AMEP

TESOL

1. What are the benefits of undertaking a postgraduate TESOL qualification?
2. What TESOL qualifications are offered at a postgraduate level in Australia?
3. What TESOL qualifications are currently offered at a postgraduate level in Australia that focus on adult learners?
4. How long does it take to complete a postgraduate TESOL qualification and what are the implications for teachers undertaking the study?
5. What are the costs involved when undertaking postgraduate TESOL qualifications and what are the implications for teachers undertaking the study?
6. What are the parameters within which TESOL qualifications need to be examined?
7. How important is extensive experience in teaching AMEP in determining suitability of qualifications held?
8. Are there any ASQA implications relating to undertaking a postgraduate TESOL qualification?
9. What is the difference between equivalency and recognition of TESOL qualifications and what implication does it have on employability in the AMEP Program?
10. What are the mandated teacher qualifications of teachers and assessors in the AMEP as per the Service Providers Guidelines?

Overseas TESOL

10. What are the main overseas TESOL qualifications presented by overseas trained teachers?
11. What are the differences between TESOL teaching courses overseas and in Australia?
12. Who is mandated to examine overseas TESOL qualifications in Australia?

Alternatives to TESOL

13. What terminology was used for TESOL methods prior to 1995 and how to recognise the TESOL methods in degrees obtained prior to 1995 and/or prior to 1977 when a Diploma was the highest available teaching qualification?
14. What do CELTA, DELTA, TEFL, RSA, Cambridge Certificates and similar courses have in common and how to define them?
15. What are the possible implications of employing teachers with overseas qualifications such as CELTA, DELTA, TEFL or Cambridge Certificate?

Experience

16. How important is extensive AMEP teaching experience in determining suitability of qualifications held?
17. What factors should be taken into consideration when making a decision on the suitability of TESOL qualifications with long serving AMEP teachers?
18. How should exemptions to the Service Providers Guidance in regard to TESOL qualifications be defined?
19. What factors should be taken into consideration when recruiting for the AMEP Program in regional and remote areas?

VII. CURRICULA/TRAINING PACKAGES REVIEWED IN THE RESEARCH

Curricula/training packages currently used in the AMEP program

A range of accredited curricula and training packages is currently used by the AMEP Providers across Australia to meet the needs of the AMEP students in metro, regional and remote regions. Upon reviewing the Individual Training Declarations submitted to the department by the AMEP Providers, the following curricula/training packages have been noted as the most prevalent:

- Certificates in Spoken and Written English (CSWE)
- English as an Additional Language Framework (EAL Framework)
- Core Skills for Learning (CSL)
- Certificates in English Proficiency (CEP)
- Certificates in General Education for Adults (CGEA)
- Foundation Skills Training Package (FSK)

Please note that a range of units of competency from a range of training packages (excluding the FSK) are imported to support individual certificate level delivery.

Table 1 Curricula/training packages currently used in the AMEP by Provider and State

CURRICULA/TRAINING PACKAGE(S)	PROVIDER	STATE
CERTIFICATES IN SPOKEN AND WRITTEN ENGLISH (CSWE)	Navitas English	NSW, ACT
	TAFE NSW	NSW
	AMES Australia	Victoria
	Melbourne Polytechnic	Victoria
	TAFE English Language and Literacy Services (TELLS) TAFE QLD	QLD
	South Metropolitan TAFE	Western Australia
	South Regional TAFE	Western Australia
	STEPS Group Australia	Northern Territory
	TAS TAFE	Tasmania
ENGLISH AS AN ADDITIONAL LANGUAGE FRAMEWORK (EAL FRAMEWORK)	Melbourne Polytechnic	Victoria
	Djerriwarrh Learning for Employment	Victoria
CORE SKILLS FOR LEARNING (CSL)	TAFE English Language and Literacy Services (TELLS) TAFE QLD	QLD
CERTIFICATES IN ENGLISH PROFICIENCY (CEP)	TAFE SA	South Australia
CERTIFICATES IN GENERAL EDUCATION FOR ADULTS (CGEA)	South Metropolitan Youth Link	Western Australia
FOUNDATION SKILLS TRAINING PACKAGE (FSK)	Navitas English	NSW, ACT
	TAFE NSW	NSW
	STEPS Group Australia	Northern Territory

Other Curricula/training packages reviewed

In addition to the curricula/training packages registered with the department, a suite of other foundation skills curricula/training packages is also used in delivering foundation skills. These curricula/training packages aim to address the needs of particular client cohorts where more commonly used curricula/training packages, as listed in Table 1, cannot fully meet the needs of more diverse and challenging client cohorts. The curricula/training packages listed below are registered for use in the SEE Program.

The curricula/training packages are:

- Certificate I in Gaining Access to Training and Employment (GATE)
- Course in Vocational and Community Engagement (General Education Programme)
- Certificate I in Preparation for Work and Training (General Education Programme)
- Certificate I in Access to Work and Training (General Education Programme)
- Certificate II in Career Preparation (General Education Programme)
- Certificate II in Study Skills (General Education Programme)
- Certificate III in Pathways to Further Studies (General Education Programme)
- Certificate IV in Tertiary Preparation (General Education Programme)

Table 2 Other curricula/training packages currently available at the foundation skills levels

CURRICULA/TRAINING PACKAGE(S)	COPYRIGHT/LICENSE	USAGE in the SEE Program
Certificate I in Gaining Access to Training and Employment (GATE)	Challenger Institute of Technology, WA	Centacare, WA
Course in Vocational and Community Engagement (General Education Programme)	TAFE NSW, NSW	TAFE NSW, NSW
Certificate I in Preparation for Work and Training (General Education Programme)		
Certificate I in Access to Work and Training (General Education Programme)		
Certificate II in Career Preparation (General Education Programme)		
Certificate II in Study Skills (General Education Programme)		
Certificate III in Pathways to Further Studies (General Education Programme)		
Certificate IV in Tertiary Preparation (General Education Programme)		

1. CURRICULA/TRAINING PACKAGES REVIEW

The curricula/training packages review identifies the following:

- Targeted student cohort as defined by the curricula/training packages
- Structure, i.e. number of certificates, pre-requisites (if applicable), any qualifications, credits or statements of attainment awarded upon completion
- Coverage of a sufficient range of foundation skills to allow for reporting against the ACSF
- Suitability of the curricula/training packages to be used in different tuition streams
- Suitability of the curricula/training packages to be used in the AMEP sub-programs

The review findings are outlined in a one-page checklist/diagram/matrix.

A list of recommendations is included to allow for clearer understanding of the curricula/training package suitability based on the review findings.

Foundations skills coverage to allow for reporting against the ACSF

Foundation skills coverage as defined by the COAG National Foundation Skills Strategy for Adults (2012), comprises of: English language, literacy and numeracy (LLN) – listening, speaking, reading, writing, digital literacy and use of mathematical ideas; and employability skills, such as collaboration, problem solving, self-management, learning and information and communication technology (ICT) skills required for participation in modern workplaces and contemporary life. The coverage of foundation skills for each curricula/training package pertinent to reporting against the ACSF are reviewed and presented in a table format.

For the purpose of this research and data presented in subsequent sections of the report, exit competence for each certificate level mapped against the ACSF needs to take into consideration exit competence level as described in the ACSF document: “An individual's level in the ACSF is described as 'exit level'; that is, a person is able to demonstrate what is required at that level. If a person is not able to demonstrate what is required at that level, they are rated as being at the lower level.”⁵

Suitability of curricula/training packages based on Tuition Streams

Two tuition streams have been identified in the delivery of the AMEP, Pre-Employment English Stream and Social English Stream. The Pre-Employment English Stream is “for clients who are seeking to gain Functional English in order to participate in the workplace.” The Social English Stream is “for clients seeking greater competence in Functional English to help them to participate socially and to gain the confidence to live independently within their local community and region” (AMEP – SPI (2017-2020), Ref. 4.2 Targeted tuition streams).

Suitability of curricula/training packages based on sub-programs

There are three sub-programs that provide clients with additional hours of training and are contextualised to clients’ needs and goals.

⁵ Australian Core Skills Framework (2012) Commonwealth of Australia, p. 5

Special Preparatory Program (SPP) is offered to all clients who are on an eligible humanitarian visa, in recognition of their difficult pre-migration experiences. The SPP can be delivered in both tuition streams based on the client's needs and goals. Bilingual support in face-to face delivery may be required to explain teaching methodology and identify learning and settlement issues (AMEP – SPI (2017-2020), Ref. 5.1, p. 28).

Settlement Language Pathways to Employment and Training (SLPET) is designed for clients in their transition to work by providing industry specific tuition and work experience opportunities to help them familiarise themselves with Australian workplace culture and values (AMEP – SPI (2017-2020), Ref. 5.2, p. 28).

AMEP Extend offers eligible clients up to 490 hours of additional tuition, if at the conclusion of 500 hours of AMEP tuition, they have not reached Functional English (AMEP – SPI (2017-2020), Ref. 5.3, p. 31). Please note that AMEP Extend, even though considered an extension of the AMEP hours, is included in the subsequent review, due to the sub-program offering more hours to those who have not reached Functional English. The inclusion of the sub-program reflects the needs of those students and may also be reflected in the levels, tuition streams and/or curricula chosen.

1.1. Certificates in Spoken and Written English (CSWE) Review

The Certificates in Spoken and Written English are nationally registered courses, accredited by the Australian Skills Quality Authority (ASQA) and meet the principles of the Australian Qualifications Framework (AQF). The courses focus on the development of English from preliminary English language skills for learners with no or low levels of English, through to English for Employment and Further Studies. The CSWE is currently in the process of re-accreditation.

1.1.1. Targeted Student Cohort

The student cohort is described in relation to the context of learning English as an Additional Language (EAL) within the CSWE delivery. As outlined in the CSWE Curriculum Framework introduction, the CSWE relevance is seen through its Australia-wide usage in the Adult Migrant English Program (AMEP), the Adult and Community Education (ACE) sector, TAFE colleges, universities, private providers, corrective services programs, Indigenous education and in Intensive English Centres (IECs) in NSW state schools.

1.1.2. Structure of the curricula/training packages

The CSWE Curriculum consists of 6 courses:

- Course in Preliminary Spoken and Written English
- Certificate I in Spoken and Written English
- Certificate II in Spoken and Written English
- Certificate III in Spoken and Written English
- Certificate IV in Spoken and Written English – Employment
- Certificate IV in Spoken and Written English – Further Studies

Core and elective modules are specified for each certificate level taking into consideration all five core skills that need to be covered, i.e. Learning, Reading, Writing, Oral Communication and Numeracy.

Where a learner is deemed to have a spiky profile, the CSWE allows for learners to be enrolled in a combination of modules from two different CSWE Certificates, e.g. CSWE I and CSWE II. This allows for meeting the learners' individual needs where focus can equally be at weaker skills such as Writing and stronger skills such as Oral Communication.

The CSWE allows for the importation of units of competency from other training packages, i.e. FSK or Business at CSWE IV - Employment for example, ensuring the workplace context is more closely linked to the learning needs of the AMEP students.

There are no set entry requirements to enrol to any of the CSWE Certificate levels. However, learners need to be assessed using the relevant assessment tools. For the purpose of this research, the CALD PTA/IA Kit is deemed the most appropriate assessment tool to be used in order to ascertain an entry level for each of the certificates, as well as the ACSF exit competence level. The certificate levels must be mapped against the ACSF levels.

At the successful completion of individual modules, learners can be awarded Statements of Attainment. A Record of Achievement can also be awarded to record successful completion of individual learning outcomes. To achieve a certificate, successful completion of all required modules for the certificate level is required.

1.1.3. Foundation skills coverage to allow for reporting against the ACSF

The CSWE Certificates detail at each certificate level the foundation skills required, grouped within core and elective modules. A broad mapping against the ACSF is provided in the introduction to each certificate level. The foundation skills can be mapped against the ACSF core skills of Learning, Reading, Writing, Oral Communication and Numeracy.

Table 3 provides detailed information on the suitability of the CSWE certificates based on the AMEP tuition streams, sub-programs, reporting against the ACSF and the foundation skills coverage. It is important to note that the information is divided into two sections; highlighting curricula-based information compared to the information gathered in this research.

Table 3 Suitability of the CSWE Curriculum based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

	Per Curriculum						Per Research																		
	English level proficiency and ACSF level as per curriculum	Foundation skills coverage as per curriculum					ACSF mapping broad alignment		Allows for reporting against the ACSF*****			Streams					Sub-Programs								
		Listening & Speaking	Reading	Writing	Numeracy**	Digital Literacy****	Employability Skills*****	Entry ACSF Level				Exit ACSF Level	Pre-Employment		Social			SPP		SLPET		AMEP Extend			
YES	Possible								NO	Suitable	Potentially Suitable		Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable
Certificate Levels																									
Course in Preliminary CSWE	absolute beginners ACSF Pre-Level 1	•	•	•	•	•	NA	NYA PLA* - PLA*	PLA* - PLB*	✓			✓			✓						×	✓		
CSWE I	beginners ACSF 1	•	•	•	•	•		PLB	ACSF 1	✓			✓			✓		≡ ³				×	✓		
CSWE II	post-beginners ACSF 2	•	•	•	•	•		ACSF 1	ACSF 2	✓			✓			✓		✓				×		≡ ⁵	
CSWE III	intermediate ACSF 3	•	•	•	•	•		ACSF 2	ACSF 3	✓			✓			✓			×	✓				≡ ⁵	
CSWE IV Employment	advanced level ACSF 4	•	•	•	NA	•		ACSF 3	ACSF 4		≡ ¹		✓				×			×	✓				×
CSWE IV Further Studies	advanced level ACSF 4	•	•	•	NA	•		ACSF 3	ACSF 4	✓				≡ ²			×			×		≡ ⁴			×

Table 3 – Explanation

*Entry and Exit Levels for PL ACSF indicator levels may differ based on the Initial Assessment (IA) outcomes and modules chosen within the Certificate level.

**Note that Numeracy is not assessed in the AMEP Program. For the consistency in reporting on foundation skills coverage, Numeracy is included. Note also that Numeracy is not covered in CSWE IV Employment and CSWE IV Further Studies. The two certificates allow for the importation of units of competency to address Numeracy.

***Digital literacy can be covered across different core skills, i.e. Reading, Writing, Learning.

****Employability skills can be covered across different core skills which may differ according to the certificate level, i.e. Learning, Reading, Writing and Oral Communication.

The Course in Preliminary CSWE does not provide scope for Employability skills to be covered as at this level, clients' learning is focused primarily on the English language acquisition and in the context of AMEP, on settlement issues.

*****Refers to a sufficient range of foundation skills covered to allow for reporting against the ACSF.

- \cong^1 – CSWE IV Employment allows for limited reporting against the ACSF due to its focus on the context of employment which does not provide a broad range of contexts to sufficiently report against ACSF indicators.
- \cong^2 and \cong^4 – CSWE IV Further Studies is deemed potentially suitable to be delivered in the Pre-Employment Tuition Stream and the SLPET sub-program if the content of the Certificate provides direct links to undertaking of further studies, e.g. Certificate III or Certificate IV in Aged Care as a pathway to employment.
- \cong^3 – CSWE I is deemed potentially suitable to be delivered in the SPP sub-program as it provides English language tuition at an appropriate ACSF level. If bilingual support is required, enrolment in CSWE I is not appropriate.
- \cong^5 – CSWE II and CSWE III are deemed potentially suitable to be delivered in the AMEP Extend sub-program as the clients have not yet reached Functional level of English.

CSWE IV Employment and CSWE IV Further Studies are deemed unsuitable for use in Social Tuition Stream due to the certificates focusing firmly on employment and/or further study, whereas the Social Tuition Stream focuses on clients' integration in the community and attaining a sufficient level of English to meet those needs.

As per Table 3, CSWE III and IV are deemed unsuitable to be delivered in the SPP sub-program. Clients in SPP are entitled to bilingual support in class and other specialised support and resources, which are more applicable at lower level CSWE certificates. CSWE IV certificate is deemed unsuitable to be delivered in the AMEP Extend sub-program due to clients' below Functional English proficiency.

Summary Findings

The CSWE curriculum is suitable to be delivered in the AMEP program. Its versatile combination of certificates and streams offers providers flexibility to tailor the AMEP training to their clients' goals and needs. The CSWE curriculum allows for reporting against the ACSF and covers a range of foundation skills. The curriculum is flexible and allows for the importation of units of competency from other curricula/training packages. It also allows for a scaffolded approach to client enrolments, where a spiky profile can be taken into consideration with capacity to enrol clients in modules from different certificate levels.

1.2. English as an Additional Language (EAL) Framework Review

The EAL Framework is an accredited curriculum designed to develop English language skills of adult learners of English as an additional language. It has 10 certificates across all levels from beginner to advanced and has three streams: Access, Further Study and Employment. The EAL Framework is currently in the process of re-accreditation.⁶

1.2.1. Targeted Student Cohort

The student cohort is described in relation to the courses within the EAL Framework that target a diverse range of adult EAL learners. The student cohort is further described in relation to the three streams, Access, Employment and Further Studies that provide information on goals and pathways as well as language proficiency level needed to successfully complete the certificate level. A broad description of the student cohort based on a range of cultural and educational backgrounds includes:

- Learners who have migrated to Australia and are recent arrivals
- Learners who have immigrated to Australia and are longer term residents returning to study, to improve their English skills after having previously worked in low skilled jobs or having been out of the workforce
- Learners who are Indigenous Australians and are learning English as an additional language or dialect.⁷

Further description of an EAL learner⁸ focuses on the following:

- Learners are at varying stages of English language acquisition
- Learners have varying literacy skills in their first language(s), from well-educated individuals to learners who have never been to school and are illiterate in their first language(s)
- Learners who may be experiencing significant trauma resulting from refugee and pre-immigration experiences
- Learners with family separation and subsequent settlement issues.

⁶ <http://www.tesol.org.au/RESOURCES/EALD-Teacher-Resources-Adult> accessed on 16/04/2018

⁷ EAL Framework, version 1 (2014) p. 44

⁸ EAL Framework, version 2 (2016) p. 13

1.2.2. Structure of the curricula/training packages

The EAL Framework consists of 10 certificates:

- Course in EAL
- Certificate I in EAL (Access)
- Certificate II in EAL (Access)
- Certificate II in EAL (Employment)
- Certificate III in EAL (Access)
- Certificate III in EAL (Employment)
- Certificate III in EAL (Further Study)
- Certificate IV in EAL (Access)
- Certificate IV in EAL (Employment)
- Certificate IV in EAL (Further Study)⁹

Core, elective, general elective or specialised units are specified for each certificate level taking into consideration all five core skills that need to be covered, i.e. Learning, Reading, Writing, Oral Communication and Numeracy.

The EAL Framework allows for the selection of elective units of competency from other training packages, e.g. Business or IT, ensuring the workplace context is more closely linked to the learning needs of the AMEP students. Units of competency from other accredited training packages can be imported in the delivery of the EAL Framework certificates starting from the Certificate I in EAL (Access).

Entry to each EAL Course/Certificate must be determined according to the following criteria¹⁰:

- Current English language skills which include Reading and Writing, Speaking and Listening that form the basis for initial assessment processes and ensure accurate placement of students at the appropriate proficiency level
- A student's prior formal education experience both overseas and in Australia
- Any prior EAL learning
- A student's learning and pathways needs including employability skills, literacies (digital and any other literacies), and further educational and vocational training needs.

At the completion of individual units of competency, a Statement of Attainment is issued if the full qualification is not completed. To achieve a certificate, successful completion of all required units of competency for the certificate level is required.

⁹ EAL Framework, Version 2 (2016)

¹⁰ EAL Framework, Section B: Course information, Version 2 (2016) p. 52

1.2.3. Foundation skills coverage to allow for reporting against the ACSF

The EAL Framework Certificates incorporate at each Certificate level the foundation skills required, grouped within core and elective units. A broad mapping against the ACSF is provided in the introduction to each unit of work. The foundation skills can be mapped against the ACSF core skills of Learning, Reading, Writing, Oral Communication and Numeracy.

The units of competency at each Certificate level often combine two core skills, i.e. Reading and Writing or Speaking and Listening. Each Certificate level also allows for the combination of the four core skills within one unit, i.e. covering Reading, Writing, Speaking and Listening. Digital literacy is embedded in a number of units either as a stand-alone unit of work, e.g. BSBITU101 Operate a personal computer, or embedded within the elements of a particular unit of work, e.g. Element 1.2 Locate and access relevant paper based and online texts, unit title: Read and write straightforward texts for research purposes.

Note that core units of competency in all Certificate levels do not include Numeracy, however, elective Numeracy units of competency from the CGEA curriculum can be selected at all levels, to ensure sufficient coverage of foundation skills.

Table 4 Suitability of the EAL Framework based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

	Per Curriculum							Per Research																			
	English level proficiency and ACSF level as per curriculum	Foundation skills coverage as per curriculum						ACSF mapping broad alignment		Allows for reporting against the ACSF*****			Streams						Sub-Programs								
		Listening & Speaking	Reading	Writing	Numeracy**	Digital Literacy****	Employability Skills*****	Entry ACSF Level	Exit ACSF Level	YES	Possible	NO	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable			
Certificate Levels																											
Course in EAL	beginner NA	●	●	●	●	●	●	NYA PLA* - PLA*	PLA* - PLB*	✓			✓			✓			✓				×	✓			
Certificate I in EAL (Access)	simple/basic ACSF 1	●	●	●	●	●	●	PLB	ACSF 1	✓			✓			✓			✓				×	✓			
Certificate II in EAL (Access)	basic ACSF 2	●	●	●	NA	●	●	ACSF 1	ACSF 2	✓			✓			✓				×			×		✓		
Certificate II in EAL (Employment)	basic ACSF 2	●	●	●	NA	●	●	ACSF 1	ACSF 2		✓ ¹		✓					×			×		✓ ⁷		✓		
Certificate III in EAL (Access)	intermediate ACSF 3	●	●	●	NA	●	●	ACSF 2	ACSF 3	✓			✓			✓				×		✓ ⁸			✓		
Certificate III in EAL (Employment)	intermediate ACSF 3	●	●	●	NA	●	●	ACSF 2	ACSF 3		✓ ²		✓					×		×	✓				✓		
Certificate III in EAL (Further Study)	intermediate ACSF 3	●	●	●	NA	●	●	ACSF 2	ACSF 3	✓				✓ ³				×			×			×		✓	
Certificate IV in EAL (Access)	advanced ACSF 4	●	●	●	NA	●	●	ACSF 3	ACSF 4	✓				✓ ⁴				×			×			×		×	
Certificate IV in EAL (Employment / Professional)	advanced ACSF 4	●	●	●	●	●	●	ACSF 3	ACSF 4	✓			✓					×			×	✓				×	
Certificate IV in EAL (Further Study)	advanced ACSF 4	●	●	●	NA	●	●	ACSF 3	ACSF 4	✓				✓ ⁵				×			×			×		×	

Table 4 – Explanation

*Entry and Exit Levels for PL ACSF indicator levels may differ based on the Initial Assessment (IA) outcomes and modules chosen within the Certificate level.

**Note that Numeracy is not assessed in the AMEP Program. For the consistency in reporting on foundation skills coverage, Numeracy is included. Note also that Numeracy is not covered in core units of competency across the range of EAL Framework certificates; however, numeracy elective units of competency from the CGEA Curriculum can be selected.

***Digital literacy can be covered across different core skills, i.e. Reading, Writing, Learning.

****Employability skills can be covered across different core skills which may differ according to the certificate level, i.e. Learning, Reading, Writing and Oral Communication.

*****Refers to a sufficient range of foundation skills covered to allow for reporting against the ACSF.

- \cong^1 and \cong^2 – Certificate II in EAL (Employment) and Certificate III in EAL (Employment) allows for limited reporting against the ACSF due to the employment focus of the certificates which does not provide a broad range of contexts to sufficiently report against the ACSF indicators.
- \cong^3 , \cong^4 and \cong^5 – Certificate III in EAL (Further Study), Certificate IV in EAL (Access) and Certificate IV in EAL (Further Study) are deemed potentially suitable to be delivered in Pre-Employment Tuition Stream if the content of the Certificates program if the content of the Certificate provides direct links to undertaking of further studies, and employment, e.g. the certificates being used as pathways to further vocational courses.
- \cong^6 – Certificate I in EAL (Access) is deemed potentially suitable to be delivered in the SPP sub-program as it provides English language tuition at an appropriate ACSF level. The potential suitability is viewed in regard to the clients' level of English, if reliant on bilingual assistance.
- \cong^7 – Certificate II in EAL (Employment) is deemed potentially suitable to be delivered in the SLPET sub-program if appropriate units of competency are chosen to provide evidence for reporting against the ACSF. It is important to note that individual clients' ACSF levels when enrolling in the SLPET sub-program need to be considered.
- \cong^8 - Certificate III in EAL (Access) is deemed potentially suitable to be delivered in the SLPET sub-program if appropriate units of competency are chosen that provide evidence for reporting against the ACSF as well as the skills and knowledge required in a potential workplace.
- \cong^9 – Certificates II in EAL (Access), Certificate II in EAL (Employment), Certificate III in EAL (Access), Certificate III in EAL (Employment) and Certificate III in EAL (Further Study) are deemed potentially suitable to be delivered in the AMEP Extend sub-program as the clients have not yet reached Functional level of English.

As per Table 4, Certificates II, III and IV in EAL (Employment) and Certificates III and IV in EAL (Further Study) are deemed unsuitable for use in Social Tuition Stream due to the certificates focusing firmly on employment and/or further study, whereas the Social Tuition Stream focuses on clients' integration in the community and attaining a sufficient level of English to meet those needs.

As per Table 4, a range of EAL Certificates is deemed unsuitable to be delivered in the SPP and AMEP Extend sub-programs. Clients in SPP are entitled to bilingual support in class and other specialised support and resources, which are more applicable at lower level CSWE certificates.

A very narrow range of EAL Certificates is deemed suitable to be used in the SLPET sub-program. Due to the EAL Framework range of certificates, the employment focused certificates, Certificate III and IV in EAL (Employment/Professional) are appropriate for SLPET due to the focus on employment.

Summary Findings

The EAL Framework Curriculum is suitable to be delivered in the AMEP program. Its versatile combination of certificates and streams offers providers flexibility to tailor the AMEP training to their clients' goals and needs. The curriculum allows for the reporting against the ACSF and covers a range of foundation skills. It is flexible and allows for the importation of units of competence from other curricula/training packages. It also allows for a scaffolded approach to client enrolments, where a spiky profile can be taken into consideration with capacity to enrol clients in units of competency from different certificate levels.

1.3. Core Skills for Learning (CSL) Review

The Core Skills for Learning Curriculum is designed to provide learners with knowledge and skills pertaining to the core skills of Learning, Reading, Writing, Oral Communication and Numeracy across a range of ACSF levels. The curriculum suite of courses at different levels was developed in response to the needs of a broad range of industry, community services and education sector stakeholders requiring a national training product for learners at varied ACSF levels. The suite of courses as designed took into consideration the ACSF levels to ensure consistency in reporting the curriculum outcomes as well as a range of appropriate work related or further educational pathways.

1.3.1. Targeted Student Cohort

Student cohort is described in relation to the courses within the Core Skills for Learning Curriculum targeting a diverse range of learners. The student cohorts are described as follows:

- ATSI student cohort
- Migrants
- Refugees
- English as an additional language (EAL) learners
- Youth at risk
- Adults returning to work
- Workers wanting to upgrade skills
- Learners who are transitioning in their career pathways
- People preparing for higher AQF credentials
- Apprentices and trainees needing learning support

1.3.2. Structure of the curricula/training package

The Core Skills for Learning consists of 4 certificates:

- Course in Skills to Access Learning Pathways
- Course in Skills to Develop Learning Pathways
- Certificate I in Skills for Education and Training Pathways
- Certificate II in Skills for Education, Training and Employment Pathways

Core and elective units are specified for each certificate level taking into consideration all five core skills that need to be covered, i.e. Learning, Reading, Writing, Oral Communication and Numeracy. The curriculum allows for the importation of units of competency from other accredited courses or training packages in three out of four courses. The Course in Skills to Access Learning Pathways does not allow for the importation of any units from other training packages or accredited courses.

Entry to each Course/Certificate level must be determined according to the following criteria:

a) Students entering the Course in Skills to Access Learning Pathways must:

- Undertake a pre-training assessment that determines that the learner's skill level is working at or below ACSF pre-level 1

b) Students entering the Course in Skills to Develop Learning Pathways must:

- Undertake a pre-training assessment that determines that the learner's skill level is working at or below ACSF 1
- The learner holds certification documentation for the full Course in Skills to Access Learning Pathways or a Statement of Attainment

c) Students entering the Certificate I in Skills for Education and Training Pathways must:

- Undertake a pre-training assessment that determines that the learner's skill level is at ACSF exit level 1, or working at level 2
- The learner holds certification documentation for the full Course in Skills to Develop Learning pathways or a Statement of Attainment

d) Students entering the Certificate II in Skills for Education, Training and Employment must:

- Undertake a pre-training assessment that determines that the learner's skill level is at ACSF exit level 2, or working at level 3
- The learner holds a Certificate I in Skills for Education and Training Pathways or a Statement of Attainment

At each certificate level, a Statement of Attainment is issued for any unit of competency successfully completed if the full Course is not completed.

1.3.3. Foundation skills coverage to allow for reporting against the ACSF

Foundation skills applicable to the outcomes of each certificate level are identified in the units of competency. A broad mapping outlining exit and entry ACSF levels against all five core skills is given for each certificate level.

Assessment strategies at each certificate level outline the minimum ACSF exit level across the five core skills reflected in the enterprise units in the certificate undertaken.

Table 5 Suitability of the Core Skills for Learning (CSL) based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

	Per Curriculum							Per Research																			
	ACSF level as per curriculum (entry and exit levels)	Foundation skills coverage as per curriculum						ACSF mapping broad alignment		Allows for reporting against the ACSF*****			Streams						Sub-Programs								
		Listening & Speaking	Reading	Writing	Numeracy**	Digital Literacy***	Employability Skills****	Entry ACSF Level	Exit ACSF Level				Pre-Employment			Social			SPP			SLPET			AMEP Extend		
YES										Possible	NO	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable
Certificate Levels																											
Course in Skills to Access Learning Pathways	NYA PL A/PL A – PL A/PL B	●	●	●	●	●	●	NYA PL A – PL A	PL B	✓			✓			✓			✓					×	✓		
Course in Skills to Develop Learning Pathways	PL B/ACSF 1 – ACSF 1/ACSF 2 ¹	●	●	●	●	●	●	ACSF 1	ACSF 2	✓			✓			✓			✓					×	✓		
Certificate I in Skills for Education and Training Pathways	ACSF 1/working at ACSF 2 – ACSF 2/ACSF 3 ²	●	●	●	●	●	●	ACSF 2	ACSF 3	✓			✓			✓			✓					×	✓		
Certificate II in Skills for Education, Training and Employment Pathways	ACSF 2/working at ACSF 3 – ACSF 3/possible ACSF 4 ³	●	●	●	●	●	●	ACSF 3	ACSF 4	✓			✓			✓					×			×			×

Table 5 – Explanation

*Entry and Exit Levels for PL ACSF indicator levels may differ based on the Initial Assessment (IA) outcomes and modules chosen within the certificate level.

**Note that Numeracy is not assessed in the AMEP Program. For the consistency in reporting on foundation skills coverage, Numeracy is included.

***Digital literacy can be covered across different core skills, i.e. Reading, Writing, Learning.

****Employability skills can be covered across different core skills which may differ according to the certificate level, i.e. Learning, Reading, Writing and Oral Communication.

*****Refers to a sufficient range of foundation skills covered to allow for reporting against the ACSF.

- Course in Skills to Develop Learning Pathways¹ and Certificate I in Skills for Education and Training Pathways² – a broad alignment of the ACSF indicators as presented in the curriculum indicate variations that depend on the elective units chosen which may be lower or higher than the core units for the Certificate.
- Certificate II in Skills for Education, Training and Employment Pathways³ – If a client is already at ACSF 3 when enrolling in some of the units, the likelihood of achieving exit competence at ACSF 4 is greater. The certificate states exit level at least at ACSF 3.
- \cong ⁴ – The aim of this certificate level is to develop the underpinning skills and knowledge across all ACSF core skills in order to progress to higher level education, vocational training or employment. The use of this certificate in the SLPET sub-program is deemed potentially suitable and is dependent on the appropriate units of competency, context of teaching and chosen assessments relating to skills and knowledge development related to employment.
- Certificate II in Skills for Education, Training and Employment Pathways is deemed unsuitable to be delivered in the SPP and AMEP Extend sub-programs. Clients in SPP are entitled to bilingual support in class and other specialised support and resources, which are more applicable at lower level CSL certificates. The first three Certificate levels are deemed unsuitable to be used in the SLPET sub-program due to clients ACSF levels being insufficient for successful participation in the program and safe participation in work experience.

Summary Findings

The Core Skills for Learning Curriculum is suitable to be delivered in the AMEP program. Its versatile combination of certificates and streams offers providers flexibility to tailor the AMEP training to their clients' goals and needs. Its strong focus the ACSF and mapping of individual units of competency against the ACSF provides further support to teachers and assessors in planning, delivering and assessing the clients. The curriculum is flexible and allows for the importation of units of competence from other curricula/training packages. It also allows for a scaffolded approach to client enrolments, where a spiky profile is taken into consideration with capacity to enrol clients in units from different certificate levels.

1.4. Certificates in English Proficiency (CEP) Review

The Certificates in English Proficiency focus on improving the skills of adult EAL or EAL/D learners to enable them to successfully engage in a range of social, educational and vocational settings.

1.4.1. Targeted Student Cohort

The student cohort is described as English as an Additional Language or Dialect EAL/D client group. The English language proficiency is viewed through students' language learning needs at different levels, e.g. from comprehensive, intensive, basic language skills development to those requiring English language skills at a higher or professional level. Students' English language acquisition and the speed at which it is acquired is also taken into consideration in order to provide better and faster pathways to higher levels of English language development.

The following learners' descriptions provide further information on the targeted student cohort:

- Learners whose language skills are not at the level to obtain work or meet minimum entry requirements for further vocational study; this could include migrants on a range of visa applications, Indigenous, ESL for deaf/hard-of-hearing or Auslan users, as well as learners requiring additional language intensive skills for work and/or further study;
- Learners with language background in oral and/or non-Roman script based, who need time to develop written English language skills at a basic level;
- Learners who have a professional or trade vocation and require English language skills to work in specific industries with the required workplace legislations;
- Learners requiring specific "language preparation" development in order to gain entry to other tertiary or higher education courses; and
- Existing workers whose language skills do not meet industry requirements or prohibits them from seeking new employment opportunities¹¹.

1.4.2. Structure of the curricula/training packages

The Certificates in English Proficiency consists of 4 primary certificates:

- Certificate I in English Proficiency
- Certificate II in English Proficiency
- Certificate III in English Proficiency
- Certificate IV in English Proficiency

Note that the Certificate IV in English Proficiency was added to the curriculum in 2004. A separate Diploma of English Proficiency completes this suite of English as an Additional Language or Dialect (EAL/D) qualifications. The Diploma of English Proficiency is not reviewed in this research.

Core and elective units are specified for each certificate level. The Certificate in English Proficiency allows for the importation of units of competency from other training packages, accredited courses or from the list of units of competency within the CEP suite at the appropriate level. The importation of units of competency is only allowed when choosing the electives.

¹¹ TAFE SA Curriculum document, Section 3, Development of the course (2016) p. 7

There are no set pre-requisites to enrol to any of the CEP Certificate levels. The entry level is based on assessment of English language proficiency using the ISLPR assessment tool. The entry and exit points have been provided in a guide, outlining both, the ISLPR and the ACSF levels for each Certificate level.

To achieve a certificate, successful completion of all required units for the certificate level is required.

1.4.3. Foundation skills coverage to allow for reporting against the ACSF

At each certificate level the foundation skills related to Reading, Writing and Oral Communication are detailed. A broad mapping against the ACSF is provided in the introduction to each certificate level.

Table 6 Suitability of the Certificates in English Proficiency Curriculum (CEP) based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

	Per Curriculum							Per Research																								
	ACSF level as per curriculum (exit ACSF shown only)	Foundation skills coverage as per curriculum						ACSF mapping broad alignment		Allows for reporting against the ACSF*****			Streams						Sub-Programs													
		Listening & Speaking	Reading	Writing	Numeracy**	Digital Literacy***	Employability Skills****	Entry ACSF Level*	Exit ACSF Level*				Pre-Employment			Social			SPP			SLPET			AMEP Extend							
YES	Possible									NO	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable				
Certificate Levels																																
Certificate I in English Proficiency	ACSF PL – ACSF 1	●	●	●	NA	●	●	PL B	ACSF 1		≈ ¹		✓			✓			✓				×	✓								
Certificate II in English Proficiency	ACSF 1 – ACSF 2	●	●	●	NA	●	●	ACSF 1	ACSF 2		≈ ²		✓			✓				≈ ⁵				×				×		≈ ⁶		
Certificate III in English Proficiency	ACSF 3	●	●	●	NA	●	●	ACSF 2	ACSF 3		≈ ³		✓			✓					×	✓								≈ ⁶		
Certificate IV in English Proficiency	ACSF 3 – ACSF 4	●	●	●	NA	●	●	ACSF 3	ACSF 4		≈ ⁴		✓				×			×	✓											×

Table 6 – Explanation

*Entry and Exit Levels for PL ACSF indicator levels may differ based on the Initial Assessment (IA) outcomes and modules chosen within the certificate level.

**Note that Numeracy is not assessed in the AMEP Program. For the consistency in reporting on foundation skills coverage, Numeracy is included. Note also that Numeracy is not covered in the Certificate in English Proficiency Curriculum.

***Digital literacy can be covered across different core skills, i.e. Reading, Writing, Learning.

****Employability skills can be covered across different core skills which may differ according to the certificate level, i.e. Learning, Reading, Writing and Oral Communication.

*****Refers to a sufficient range of foundation skills covered to allow for reporting against the ACSF.

- $\cong^1 - \cong^4$ – All certificates allow for potential reporting against the ACSF, as the differences in the level of complexity within each certificate level does not allow for certificates to be mapped easily against the ACSF. This compromises the capacity to report against the ACSF.
- \cong^5 and \cong^6 – Certificates II and III in English Proficiency are deemed potentially suitable to be used in the SPP and the AMEP Extend sub-programs. The broad ACSF mapping of units of competency and the content of delivery is deemed suitable.

Summary Findings

The Certificates in English Proficiency curriculum is suitable to be delivered in the AMEP program. The curriculum is flexible and allows for the importation of units of competency from other curricula/training packages. It also allows for a scaffolded approach to client enrolments, where a spiky profile is taken into consideration with capacity to enrol clients in units from different certificate levels.

1.5. Foundation Skills Training Package (FSK) Review

The Foundation Skills Training Package (FSK) is designed to support a greater emphasis on building foundation skills within VET programs, enabling individuals to:

- Acquire the foundation skills that enable them to participate successfully in education and training
- Build the foundation skills that underpin vocational competence¹².

The FSK Training Package is designed to work in combination with other vocational education and training (VET) packages in order to support the achievement of vocational pathways. Whilst all training packages describe and/or imply foundation skills and knowledge within vocational competencies, the FSK Implementation Guide noted that many learners fail to develop the required foundation skills through their vocational training. As such, the FSK Training Package provides an opportunity, to both the providers of vocational training and the learners, for enrolment in foundation skills units specifically linked to the vocational competency of their main study¹³.

The FSK Training Package describes foundation skills that may be applied in a range of industries and workplace environments. As such, the units of competency must be contextualised to meet the needs of the learner.

Furthermore, the FSK Foundation Skills Training Package differs from all other training packages in that it is designed to work in combination with them (VET training packages) to support the achievement of vocational pathways¹⁴. The FSK Foundation Skills Training Package is not designed as a stand-alone training package.

1.5.1. Targeted Student Cohort

The student cohort is defined by the training context and the needs of the learners. As outlined in the FSK Implementation Guide, the FSK Training Package is largely used to develop or enhance vocationally relevant foundation skills in one or more areas of Learning, Reading, Writing, Oral Communication, Numeracy and Digital Technology. Two extremes have also been showcased within the FSK Implementation Guide: (a) learners who undertake qualifications from the FSK Training Package and are in need of considerable support from LLN specialists; and (b) learners who are accessing individual units or skill sets from the FSK Training Package in order to practice and build confidence in the skills relevant to their vocational context and opportunities.

¹² FSK Foundation Skills Training Package Implementation Guide (2013) p. 5

¹³ FSK Foundation Skills Training Package Implementation Guide (2013) p. 4

¹⁴ FSK Foundation Skills Training Package Implementation guide (2013) p. 4

The FSK Training Package does not provide information in regard to any specific cohort of learners in relation to their background, i.e. EAL/CALD learners, ESB learners or ATSI learners, rather their individual needs in a specific workplace context. To that effect, the most appropriate delivery approach for their target learners as outlined in the FSK Foundation Skills Training Package Implementation Guide needs to be considered:

- “Delivery and assessment of foundation skills pathway qualifications by specialist LLN teachers in consultation with relevant industry specialists
- Team teaching approaches to delivery and assessment of integrated vocational and foundation skills programs combining LLN specialist and vocational practitioner
- Delivery of contextualised foundation skills within a vocational program by vocational practitioner with assistance from LLN specialist for pre-training assessment and program design.”¹⁵

1.5.2. Structure of the curricula/training packages

The Foundation Skills Training Package consists of 3 certificates:

- Certificate I in Access to Vocational Pathways
- Certificate I in Skills for Vocational Pathways
- Certificate II in Skills for Work and Vocational Pathways

All units of competency within the FSK describe skills and knowledge in relation to a work context and are designed to support the achievement of vocationally relevant competencies.

There are no imported units of competency in the FSK Training Package. The Package is designed to be integrated into units of competency from other VET training packages.

At each certificate level, core units of competency are defined, with elective units of competency being defined by the number of electives chosen and the source of the electives, which can be: other units from the FSK, units from accredited courses and/or vocational units, and their prerequisite units where applicable, from other training packages.

It is important to emphasise that the elective units must be relevant to vocational pathways, thus contextualisation of FSK units of competency for specific workplaces, job roles or vocational pathways is essential.

As the FSK Training Package is used to support and enable learners to pursue and achieve vocational qualifications, it does not mandate entry requirements for any qualifications or units of competency. In addition, none of the FSK units of competency mandate prerequisites.

As stipulated in the FSK Training Package Implementation Guide, units and qualifications from the FSK Training Package are specifically designed to support the development of foundation skills in a vocational context, not to provide evidence of foundation skill levels required for course entry. If units from the FSK are used to replace vocational units, it undermines the purpose of the FSK in supporting and underpinning the development of vocational competencies¹⁶.

¹⁵ FSK Foundation Skills Training Package Implementation Guide (2013) p. 6

¹⁶ FSK Implementation Guide (2013) p. 9

1.5.3. Foundation skills coverage to allow for reporting against the ACSF

In line with the requirements of the streamlined training package model, units of competency in the FSK Foundation Skills Training Package identify the foundation skills that are essential to performance. The FSK Implementation Guide cites the following foundation skills and identifies them as core skills of Reading, Writing, Oral Communication, Numeracy and Learning as described by the Australian Core Skills Framework (ACSF) and the Employability Skills/Core Skills for Work.

Units of competency within the FSK Training Package have been broadly mapped against the ACSF, further emphasising the need for contextualising of the FSK units with vocational units to support achievement of vocational competency.

It is important to note that achieving a unit from the Package does not support achievement of an entire ACSF level due to a very narrow and specific application of the FSK Training Package for the specific workplace context and workplace related skills.

Table 7 Suitability of the FSK Training Package based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

	Per Training Package							Per Research																		
	ACSF level as per training package	Foundation skills coverage as per training package						ACSF mapping broad alignment		Allows for reporting against the ACSF*****			Streams					Sub-Programs								
		Listening & Speaking	Reading	Writing	Numeracy**	Digital Literacy***	Employability Skills****	Entry ACSF Level*	Exit ACSF Level*	YES	Possible	NO	Pre-Employment			Social		SPP			SLPET			AMEP Extend		
Certificate Levels													Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable ¹	Suitable	Potentially Suitable	Unsuitable		
Certificate I in Access to Vocational Pathways	ACSF 1	●	●	●	●	●	●	NA	ACSF 1 – ACSF 2			×			×			×			×				×	
Certificate I in Skills for Vocational Pathways	ACSF 2	●	●	●	●	●	●	NA	ACSF 2			×			×			×			×				×	
Certificate II in Skills for Work and Vocational Pathways	ACSF 3	●	●	●	●	●	●	NA	ACSF 3			×			×			×			×				×	

Table 7 – Explanation

*Entry ACSF levels cannot be determined as the certificates and units of competency within each of the FSK Certificates vary in their complexity. The exit ACSF levels for the FSK Certificates, whilst assigned, also vary and are dependent on the individual units of competency undertaken which may provide information on the text and task complexity as outlined in the ACSF Performance Variables Grid. Note, however, that the ACSF indicator levels only cover a very narrow range of performance features due to the strong employment focus, thus not allowing for accurate reporting against the ACSF. This also impacts on the exit ACSF competence if claimed.

**Note that Numeracy is not assessed in the AMEP Program. For the consistency in reporting on foundation skills coverage, Numeracy is included.

***Digital literacy can be covered across different core skills, i.e. Reading, Writing, Learning.

****Employability skills can be covered across different core skills which may differ according to the certificate level, i.e. Learning, Reading, Writing and Oral Communication.

*****Refers to a sufficient range of foundation skills covered to allow for reporting against the ACSF.

As shown in Table 7, the FSK Training Package is unsuitable for use in the AMEP program and its sub-programs. Whilst the FSK can be broadly mapped against the ACSF, the research into the units of competency shows an extremely narrow mapping of the required LLN skills, i.e. only focusing on specific employment related LLN skills, whilst a range of contexts as outlined in the ACSF Performance Variables Grid is not covered.

Summary Findings

The FSK Training Package is not suitable to be delivered in the AMEP program. The FSK primary role is to support the development of foundation skills in VET training packages, where industry specific employment related skills and knowledge are at its core. The LLN component in the FSK package is embedded in the employment related context, without further development of LLN skills in a range of contexts. As the AMEP is first and foremost a language and settlement program, the extremely narrow application of the FSK Certificates does not allow for appropriate LLN skills to be developed by newly arrived migrants.

1.6. Certificates in General Education for Adults (CGEA) Review

The Certificates in General Education for Adults (CGEA) address the education and training needs of adults who left secondary school early and need to improve literacy skills, basic maths and general education skills. The curriculum endeavours to meet personal needs and facilitate community participation, as well as workplace and further education and training options¹⁷.

1.6.1. Targeted Student Cohort

The CGEA is used with a range of learner groups that can be broadly described as (a) learners who left mainstream education early and (b) learners whose life experiences have prevented them from accessing education, training and employment. The curriculum is predominantly used with at risk youth, indigenous learners, in the Victorian Certificate of Applied Learning (VCAL) which is delivered to young learners in both schools and post school settings and in correction institutions. An increase in the number of younger (15 to 19 age group) and mature age learners being enrolled in the CGEA has been noted.

1.6.2. Structure of the curricula/training packages

The CGEA Curriculum consists of 5 certificates:

- Course in Initial General Education for Adults
- Certificate I in General Education for Adults (Introductory)
- Certificate I in General Education for Adults
- Certificate II in General Education for Adults
- Certificate III in General Education for Adults

Core and elective units are specified for each certificate level. Reading, Writing and Numeracy are at the core of each certificate level, with the core skill of Learning underpinning each course level structure. Special Interest Electives are varied and range from computer skills, Oral Communication skills, interests in a wide range of issues to employability skills. The CGEA allows for the importation of units of competency from other training packages or other accredited curricula. There are no entry requirements for any of the Certificates in General Education for Adults. A Statement of Attainment is issued for any unit of competency successfully completed if the full qualification is not completed.

1.6.3. Foundation skills coverage to allow for reporting against the ACSF

The CGEA certificates outline a range of foundation skills covered at each level. They are clustered within core and elective units. Reading, Writing and Numeracy are the focus of each certificate level with other foundation skills coverage determined by the Special Interest Electives. The employability skills required for each certificate level are predetermined and included in the appendices of the CGEA document. A broad mapping against the ACSF is provided in the introduction to each Certificate level as well as a one page 'CGEA alignment with the ACSF' matrix.

¹⁷CGEA, v 1.1 (2014) p.4

Table 8 Suitability of the CGEA Certificates based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

	Per Curriculum							Per Research																		
	ACSF level as per curriculum (exit ACSF shown only)	Foundation skills coverage as per curriculum					ACSF mapping broad alignment		Allows for reporting against the ACSF*****			Streams					Sub-Programs									
		Listening & Speaking*	Reading	Writing	Numeracy**	Digital Literacy***	Employability Skills****	Entry ACSF Level				Exit ACSF Level	Pre-Employment			Social		SPP			SLPET		AMEP Extend			
Certificate Levels										YES	Possible	NO	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable		
Course in Initial CGEA	ACSF 1	NA	●	●	●	●	●	NA	ACSF 1		~1				×			×			×			×		
CGEA I (Introductory)	ACSF 2	●	●	●	●	●	●	ACSF 1	ACSF 2		~2				×			×			×			×		
CGEA I	ACSF 3	NA	●	●	●	●	●	ACSF 2	ACSF 3		~3				×			×			×			×		
CGEA II	ACSF 4	●	●	●	●	●	●	ACSF 3	ACSF 4		~4				×			×			×			×		
CGEA III	ACSF 5	●	●	●	●	●	●	ACSF 4	ACSF 5		~5				×			×			×			×		

Table 8 – Explanation

Entry and Exit ACSF levels are broadly mapped against each CGEA certificate level. It is important to note that there is no provision to map the CGEA certificates or units of competency against PLA and PLB Levels.

*Listening and Speaking are not covered in Course in Initial CGEA and CGEA I. They are not overtly stated in the units of competency. Oral Communication can be covered in the delivery of electives or an assessment can stipulate oral presentation. Reading, Writing and Numeracy and Mathematics are strongly represented in the units of competency for the two certificate levels.

**Note that Numeracy is not assessed in the AMEP Program. For the consistency in reporting on foundation skills coverage, Numeracy is included.

***Digital literacy can be covered across different core skills, i.e. Reading, Writing, Learning.

****Employability skills can be covered across different core skills which may differ according to the certificate level, i.e. Learning, Reading, Writing and Oral Communication.

*****Refers to a sufficient range of foundation skills covered to allow for reporting against the ACSF.

- $\cong^1 - \cong^5$ – Whilst the CGEA allows for reporting against the ACSF, reporting depends on the chosen units of competency.

Summary Findings

The CGEA Curriculum is not suitable to be delivered in the AMEP program. One of the key differences between the CGEA and other foundation curricula is its focus on literacy rather than language. Adult literacy as emphasised in the CGEA delivery aims at increasing literacy levels, i.e. Reading and Writing of ESB clients. Whilst community engagement and re-engaging in formal learning is strongly emphasised, the targeted student cohort does not include EAL clients or development of language skills.

1.7. Certificate I in Gaining Access to Training and Employment (GATE) Review

The Certificate I in Gaining Access to Training and Employment (GATE) provides generic and transferable entry level outcomes that support the individual pathway choices of a diverse range of learners¹⁸. It is aimed at the development of personal, social and employability skills applicable across a wide range of industries.

The Certificate I in Gaining Access to Training and Employment (GATE) provides training that focuses on a wide range of educational outcomes including skills in: communication, basic maths, basic computer and internet use, personal development, career planning, community participation, workplace practice and health and wellbeing.

The Certificate I in Gaining Access to Training and Employment (GATE) has been mapped with other bridging courses to show transition pathways to vocational qualifications and employment outcomes¹⁹.

1.7.1. Targeted Student Cohort

The GATE Certificate is used with client groups which include disadvantaged persons, under-represented groups and young people seeking an alternative to the school sector. The Course document states that the GATE Certificate is suitable for contextualisation and customisation to meet the needs of very diverse student cohorts. It is also noted that the RTOs have succeeded in adapting the program to suit the needs of the following student cohorts: (a) learners from non-English speaking backgrounds; (b) ATSI; (c) learners in rural and regional areas; (d) people with intellectual disabilities, (e) pregnant teenagers and young parents.

1.7.2. Structure of the curricula/training package

The GATE Certificate consists of 5 core units and a range of elective units listed in the Course document. Elective units can also be selected from any accredited curricula or training package at Certificate I level and/or a maximum of 2 units at Certificate II level.

The State Training Admissions Service (TAS) recognises this course as equivalent to Year 10 for entry purposes when applying for vocational courses and qualifications.

There are no formal entrance requirements, however, the RTOs must ensure that learners have sufficient oral and written language and literacy skills to be able to participate in the program and cope with its requirements.

The curriculum recommends that learners with language and literacy skills gaps requiring support, should be enrolled in an appropriate adult literacy/numeracy course prior to enrolment in GATE.

To be awarded the qualification Certificate I in Gaining Access to Training and Employment (GATE), learners must successfully complete all five core units listed below and elective units of 100-150 nominal hours. A Statement of Attainment is issued for any unit of competence successfully completed if the full qualification is not completed.

¹⁸ GATE, v1 (2015) p.5

¹⁹ Course Document – Certificate I in Gaining Access to Training and Employment (GATE), v1 (2015) p.3

1.7.3. Foundation skills coverage to allow for reporting against the ACSF

The GATE Certificate focuses strongly on the development of employability skills, e.g. (a) communication, team work and use of technology; (b) research and study skills for further education and training; (c) personal management and self-evaluation skills and (d) job seeking and career planning.

Foundation skills are not overtly stated but are embedded in the units of competency. For example, GATSTU101A Further Study Skills unit addresses a number of learning outcomes related to the Learning core skill but may also produce some evidence of Writing and/or Oral Communication, dependent on the assessment strategies chosen. The assessment strategies may include keeping a journal or a log book or participating/interacting with others verbally to convey information.

All units are mapped to the AQF 1. Mapping to the ACSF is not included. The units within the GATE Certificate focus strongly on individual client re-engagement in learning and addressing specific personal needs.

Table 9 Suitability of the GATE Certificate I based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

	Per Curriculum							Per Research																
	ACSF level as per curriculum (entry and exit levels)	Foundation skills coverage as per curriculum					ACSF mapping broad alignment*		Allows for reporting against the ACSF*****			Streams					Sub-Programs							
		Listening & Speaking	Reading	Writing	Numeracy**	Digital Literacy***	Employability Skills*****	Entry ACSF Level				Exit ACSF Level	Pre-Employment			Social		SPP			SLPET		AMEP Extend	
Certificate Levels									YES	Possible	NO		Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable
Certificate I in Gaining Access to Training and Employment (GATE)	NA	NA	NA	NA	●	●	●	NA	NA			X			X			X			X			X

Table 9 – Explanation

* The certificate is not mapped against the ACSF. **Note that Numeracy is not assessed in the AMEP Program. For the consistency in reporting on foundation skills coverage, Numeracy is included.

***Digital literacy can be covered across different core skills, i.e. Reading, Writing, Learning.

****Employability skills can be covered across different core skills which may differ according to the certificate level, i.e. Learning, Reading, Writing and Oral Communication.

*****Refers to a sufficient range of foundation skills covered to allow for reporting against the ACSF.

Note that Oral Communication, Reading and Writing are not specifically addressed in any of the units of competency in the GATE Certificate.

It is important to note that a sufficient level of literacy is required to access the certificate.

Summary Findings

The GATE Curriculum is not suitable to be delivered in the AMEP program. Whilst community engagement and re-engaging in formal learning is strongly emphasised and EAL learners have been enrolled in the curriculum, a strong recommendation was given that the learners who do not possess Functional English should be enrolled in an appropriate adult literacy/numeracy course prior to enrolment in the GATE Certificate. The course content does not support the AMEP program aims of improving clients' Functional English and meeting their settlement needs. Furthermore, the course content is not designed to support reporting against the ACSF or the development of skills to report against the ACSF.

1.8. General Education Programmes Review

The suite of General Education Programmes addresses the needs of a varied group of learners, from the initial engagement and/or re-engagement in formal learning to acquiring more advanced skills and knowledge that allows the learners to successfully enrol in a range of further education courses and/or gain employment.

1.8.1. Targeted Student Cohort

The student cohort varies and is dependent on the Certificate levels. In general, the targeted student cohort can be categorised as follows: (a) learners who have experienced barriers in engaging in vocational training or the community; (b) ATSI; (c) unemployed; (d) underemployed; (e) culturally and linguistically diverse learners and (f) learners with disability.

1.8.2. Structure of the curricula/training packages

The General Education Programmes consists of 7 certificates:

- Course in Vocational and Community Engagement
- Certificate I in Preparation for Work and Training
- Certificate I in Access to Work and Training
- Certificate II in Career Preparation
- Certificate II in Study Skills
- Certificate III in Pathways to Further Studies
- Certificate IV in Tertiary Preparation

Enterprise and elective units are specified for each certificate level. The Certificates within the suite of General Education Programmes have a strong employment focus. The General Education Programmes allow for the importation of units of competency from other training packages, e.g. a unit of work from the Horticulture Training Package AHCLSC201 'Assist with landscape construction work', emphasising strong links to the individual client's work-related interests and needs.

Entry to each certificate level is outlined as follows:

- Course in Vocational and Community Engagement – There are no essential entry requirements.
- Certificate I in Preparation for Work and Training – There are no essential entry requirements.
- Certificate I in Access to Work and Training – There are no essential educational requirements. Note however, that there are pre-requisites for some vocational training package units of competency.
- Certificate II in Career Preparation – There are no essential entry requirements. However, learners enrolling in this course would benefit from ACSF level 2 language, literacy and numeracy levels, sufficient to read and interpret simple documents and prepare written reports. Note also that there are pre-requisite units for some vocational training package units of competency.
- Certificate II in Study Skills – Entrants to the certificate should have ACSF level 2/3 language, literacy and numeracy, sufficient to read and interpret basic documents and prepare written reports. In addition, there are pre-requisite units for some vocational training package units of competency.

- Certificate III in Pathways to Further Studies – Certificate II or equivalent skills and knowledge.
- Certificate IV in Tertiary Preparation – Certificate III or equivalent skills and knowledge.

At the successful completion of individual units of competency, a Statement of Attainment is issued if the full qualification is not completed. To achieve a full certificate, successful completion of all required units of competency for the certificate level is required.

1.8.3. Foundation skills coverage to allow for reporting against the ACSF

Foundation skills applicable to the specific certificate levels are outlined in the units of competency. The coverage of foundation skills depends on the units of competency chosen. If the foundation skills are not explicit in the performance criteria, they are listed separately with a brief description on how the skills are applied.

Table 10 Suitability of the General Education Programmes based on the streams, sub-programs, reporting against the ACSF and coverage of foundation skills

	Per Curriculum							Per Research																			
	ACSF level as per curriculum (entry level only)	Foundation skills coverage as per curriculum						ACSF mapping broad alignment*		Allows for reporting against the ACSF*****			Streams						Sub-Programs								
		Listening & Speaking	Reading	Writing	Numeracy**	Digital Literacy***	Employability Skills****	Entry ACSF Level	Exit ACSF Level				Pre-Employment			Social			SPP			SLPET			AMEP Extend		
										YES	Possible	NO	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable	Suitable	Potentially Suitable	Unsuitable
Certificate Levels																											
Course in Vocational and Community Engagement	NA	●	●	●	NA	●	●	NA	NA			X			X		1			X			X				X
Certificate I in Preparation for Work and Training	NA	●	●	●	●	●	●	NA	NA			X			X			X		X			X				X
Certificate I in Access to Work and Training	NA	●	●	●	●	●	●	NA	NA			X			X			X		X			X				X
Certificate II in Career Preparation	ACSF 2	●	●	●	●	●	●	NA	NA		2				X			X		X			X				X
Certificate II in Study Skills	ACSF 2 – ACSF 3	●	●	●	●	●	●	NA	NA		3				X			X		X			X				X
Certificate III in Pathways to Further Studies	ACSF 3	●	●	●	●	●	●	NA	NA		4				X			X		X			X				X
Certificate IV in Tertiary Preparation	NA	●	●	●	●	●	●	NA	NA			X			X			X		X			X				X

Table 10 – Explanation

* The certificate is not fully mapped against the ACSF.

**Note that Numeracy is not assessed in the AMEP Program. For the consistency in reporting on foundation skills coverage, Numeracy is included.

***Digital literacy can be covered across different core skills, i.e. Reading, Writing, Learning.

****Employability skills can be covered across different core skills which may differ according to the certificate level, i.e. Learning, Reading, Writing and Oral Communication.

*****Refers to a sufficient range of foundation skills covered to allow for reporting against the ACSF.

It is important to note that a sufficient level of literacy is required to access the certificate.

- \cong^1 – Course in Vocational and Community Engagement is deemed potentially suitable to be used in Social Tuition Stream only if clients have enough English to communicate and are interested in engaging in the community, connecting with other people or simply learning some basic IT skills. Some units of competency can be explored and possibly imported into the more appropriate foundation skills curriculum that address LLN skills.
- \cong^2 , \cong^3 and \cong^4 – Units of competency and some course content from the three certificates can offer a possibility of reporting against the ACSF.

The following courses, whilst aimed at equipping students with extensive skills and knowledge for further studies, also require Functional and above Functional English language proficiency:

- Certificate II in Study Skills – focuses on further education and training. This course is for people who wish to further their education or training and require the following skills and knowledge: reading, writing, numeracy, digital literacy, and humanities for continued engagement in further education; Science, Technology, Engineering and Mathematics (STEM) units at an introductory level to successfully undertake vocational qualifications such as Engineering, Electro-technology, Building and Construction, Manufacturing and Automotive industries; mathematics and science to prepare for employment in trades or traineeships
- Cert III in Pathways to Further Studies – focuses on education/training e.g. foundation skills for further study and work (reading, writing, learning, oral communication and numeracy) aligning to Levels 3 and 4 of the Australian Core Skills Framework (ACSF): opportunities for employment requiring a Certificate III level qualification; a pathway to, and articulation into, a recognised tertiary entry qualification, the Certificate IV in Tertiary Preparation.

- Certificate IV in Tertiary Preparation - The Certificate IV in Tertiary Preparation provides a pathway for people to achieve a year 12 equivalent qualification and fosters the development of life-long learning, analytical thinking, problem solving and academic learning skills. This course is intended to provide learners with the following educational and vocational outcomes: a year 12 equivalent qualification; a Tertiary Entrance Score (TES) for those wishing / seeking entry to university; articulation into higher level VET qualifications; entry to careers in the Australian Defence Forces with a year 12 qualification; entry to careers requiring a year 12 equivalent qualification.

Summary Findings

The General Education Programmes suite of certificates is not suitable to be delivered in the AMEP program. Whilst community engagement is one of the aspects relevant to students commencing formal education in Australia, the suite of certificates is aimed at students with more established goals and pathways, with functional and above Functional English language proficiency, thus not suitable for the migrant cohort in the AMEP program. Whilst migrants are identified as one of the cohorts, it was not specified whether it encompasses newly arrived migrants and/or long-term migrants with established lives in Australia. The course content does not support the AMEP program aims of improving clients Functional English and meeting their settlement needs. Furthermore, the course content is not designed to support reporting against the ACSF or the development of skills to report against the ACSF.

1.9. Curricula/training packages recommendations

Recommendation 1:

The following curricula/training packages are deemed suitable to use in the AMEP delivery due to their flexibility to tailor to clients' needs, ability to address the goals of the AMEP and capacity for reporting against the ACSF:

- Certificate in Spoken and Written English (CSWE)
- English as an Additional Language (EAL) Framework
- Core Skills for Learning (CSL)
- Certificate in English Proficiency (CEP)

Recommendation 2:

The following curricula/training packages are deemed unsuitable to use in AMEP delivery due to lack of focus on the EAL target cohort language needs and AMEP client settlement needs as well as their inability to sufficiently report against the ACSF:

- Certificate in General Education for Adults (CGEA)
- Certificate I in Gaining Access to Training and Employment (GATE)
- General Education Programmes suite of certificates
- Foundation Skills Training Package (FSK)

Recommendation 3:

The following curricula are deemed suitable to use in all AMEP sub-programs due to their versatility and range of certificate levels that cover a range of contexts. As described in the ACSF, core skills development is seen through “diverse personal, community, work and education and training contexts” (ACSF 2012, p. 2):

- CSWE
- EAL Framework

Recommendation 4:

The Core Skills for Learning (CSL) Curriculum is deemed suitable to use in the two sub-programs, Special Preparatory Program (SPP) and AMEP Extend. It is potentially suitable to use in the Settlement Language Pathways to Employment and Training (SLPET) delivery and is dependent on the units of competency chosen, content and students' ACSF level when delivering Certificate II in Skills for Education, Training and Employment Pathways Certificate.

Recommendation 5:

The Certificate in English Proficiency (CEP) Curriculum is deemed potentially suitable to use in all three sub-programs dependent on the students' ACSF level, units of competency chosen and the content of delivery.

Recommendation 6:

It is strongly advised that the curricula deemed suitable to use in the AMEP, i.e. CSWE, EAL Framework, CSL and CEP are considered by Providers as the most appropriate curricula that allow for a broad range of foundation skills coverage and strong reporting against the ACSF.

Table 11 Suitability of curricula/training packages in the AMEP delivery

Curricula/Training Package	Tuition Stream		AMEP Sub-programs		
	Pre-Employment	Social	SPP	SLPET	AMEP Extend
Certificates in Spoken and Written English CSWE	✓	✓	✓	✓	✓
EAL Framework	✓	✓	✓	✓	✓
Core Skills for Learning CSL	✓	✓	✓	≡	✓
Certificates in English Proficiency CEP	✓	✓	≡	≡	≡
Certificates in General Education for Adults CGEA	×	×	×	×	×
Certificate I in Gaining Access to Training and Employment GATE	×	×	×	×	×
General Education Programmes	×	×	×	×	×
Foundation Skills Training Package FSK	×	×	×	×	×

Symbols used:

✓ - suitable ≡ - potentially suitable × - unsuitable

Rationale:

In reviewing a range of curricula/training packages clear recommendations can be drawn based on the findings for each curricula/training package in regard to the following parameters:

- Targeted student cohort
 - Structure
 - Foundation skills coverage
 - Suitability of the curricula/training packages for different tuition streams
 - Suitability of the curricula/training packages for different AMEP sub-programs
- a) The targeted student cohort needs to be clearly outlined in the curricula/training packages as: English as additional language learners. Further qualifiers of the EAL learners should include: humanitarian migrants and refugees or newly arrived migrants, EAL learners with below Functional English level as described in the SPI. This information provides further assistance to the providers when choosing the most suitable curricula/training packages to be used in the AMEP program.
 - b) The structure of the curricula/training packages must allow for clients with an ACSF spiky profile to be enrolled in modules or units of competency appropriate to their ACSF levels as reported in the Initial Assessment (IA). This allows for a more tailored and appropriate learning context for those clients and more closely meets their learning needs.
 - c) The curricula/training packages must allow for a broad range of foundation skills coverage, ensuring that the ACSF core skills of Learning, Reading, Writing and Oral Communication are well represented in the units of competency/modules and allow for reporting against the ACSF.

- d) The curricula/training packages must allow for a broad range of contexts covered in the delivery, encompassing broad-based language studies enabling students to reach the level of Functional English, pathway into further studies or employment, as well as meet their settlement needs.
- e) The curricula/training packages should consist of a broad enough range of certificates to ensure suitable application of those certificates in the two tuition streams, Pre-Employment English and Social English. The capacity for clients to changes from one stream to the other should be seamless when required.
- f) The curricula/training packages should be carefully chosen when placing clients into different AMEP sub-programs. The suitability of the content and level of each certificate within the curricula/training packages must be carefully considered to provide clients with the most suitable learning content that enhances their learning and provides achievable learning outcomes, and/or meet their immediate settlement needs.
- g) Mapping of curricula/training packages to the ACSF needs to be undertaken by Providers. Most of the curricula/training packages reviewed provide very broad ACSF mapping which serves as a guide only. The onus is on providers to carefully select certificates and units of competency/modules and learning outcomes that provide suitable links between the ACSF and the content of learning. As such, it is strongly recommended that where the ACSF mapping is broad, the provider is advised to undertake mapping of the curricula to the ACSF for the purpose of reporting learning outcomes against the ACSF. The exception to all the reviewed curricula/training packages is the Core Skills for Learning (CSL) suite of certificates which stipulates the ACSF mapping and reporting of the outcomes against the ACSF indicators.
- h) Providers need to make every effort to train teachers and assessors in understanding of the ACSF and applying that knowledge in their teaching and assessment practices. Only one curriculum, Certificates in English Proficiency, stipulates the ISLPR over the ACSF. Whilst the ISLPR had a role to play in previous AMEP delivery, its application is not relevant to the delivery of the AMEP in the current contract. To that effect, it is strongly recommended that the ACSF is thoroughly explored and teachers and assessors are supported in their learning of the new reporting framework.

2. TESOL QUALIFICATIONS REVIEW

As per Department of Education and Training information that offered further clarification for the undertaken research, the following has been stated:

“In the previous contract(s), CSWE was the mandated curriculum for all AMEP service providers. With the introduction of the new business model on 1 July 2017, AMEP providers could provide AMEP using other curricula provided they are approved by the department. The teacher qualifications mandated in the AMEP Deed of Agreement replicate those for the CSWE curriculum.

The reason for allowing the use of other curricula was to provide service providers with flexibility. The reason for continuing to require CSWE level teacher qualifications was not to allow the diminution of teacher qualification standards in the AMEP.

However, the current arrangements are causing issues for AMEP service providers. These issues have been exacerbated by:

- *The previous QA Provider notifying some AMEP service providers that their teachers were qualified to teach CSWE when the teachers did not have the TESOL qualifications required under the licensed curriculum; and*
- *The much more competitive pricing for AMEP which has driven down the price service providers charge the Commonwealth for client tuition hours.*

AMEP providers have identified that they cannot attract teachers with post-graduate TESOL qualifications. This is particularly the case in regional and remote contract regions.

Accordingly, while post-graduate teacher qualifications may be optimal, the department needs to explore other options for providing AMEP tuition.

Whilst the Teacher and Assessor qualifications are currently set out in the Deed of Agreement and the Service Provider Instructions, both of these can be amended with the agreement of both parties.”

As outlined in the research questions, the TESOL qualifications review aims to clearly present and respond to the following:

- Curriculum/training package mandated teacher qualifications in the context of the SPI mandated teacher qualifications
- TESOL qualifications currently offered at Australian tertiary institutions – findings and summary of the appropriateness of the TESOL qualifications in adult learning settings in Australia
- Time and costs involved in undertaking postgraduate TESOL qualifications
- A guide to ascertaining TESOL qualifications appropriateness, taking into consideration TESOL qualifications gained in Australia prior to 1995 and/or prior to 1977
- Difference between equivalency and recognition of TESOL qualifications and its implications
- Main overseas TESOL qualifications – a guide to understanding the most prevalent overseas TESOL qualifications
- A guide to ascertain State or National institutions that currently advise on appropriateness of overseas TESOL qualifications
- Implications of employing teachers with overseas TESOL qualifications

- Experience in teaching in an adult TESOL environment and implications, if any, in determining suitability of qualifications held
- Advice on exemptions in regard to TESOL qualifications and teacher recruitment in regional and remote areas

The review findings are outlined in a one-page checklist/diagram/matrix.

A list of recommendations is also included to allow for clear understanding of the TESOL qualifications required to teach in the AMEP program.

2.1. Mandated teacher qualifications

AMEP SPI mandated teacher qualifications are based upon the tuition streams, Pre-Employment English Stream and Social English Stream.

As per 'AMEP Teacher qualifications – Grace Period effective immediately' Provider Information and Administrative Advices published on govdex²⁰, the advice stipulates the following:

“As specified in section 2.41 of the contract: The Contractor must ensure that Personnel have, at the minimum the following qualifications:

- (a) Personnel teaching in the Pre-Employment English Stream: an Australian undergraduate degree or equivalent and a post graduate TESOL qualification in adult education;*
- (b) Personnel teaching in the Social English Stream: an Australian undergraduate degree or equivalent and is enrolled in a post graduate TESOL course in adult education;*
- (c) Personnel conducting ACSF assessments must have a qualification described in clauses 2.41(a) or (b).”*

Curricula/training package mandated teacher qualifications need to comply with the Standards for Registered Training Organisations (RTOs) 2015 (See Appendix 3*) as well as individual curriculum/training package teacher qualifications requirements.

Terminology used to describe teachers varies across different curricula/training packages, i.e. teacher, trainer, instructor, facilitator or lecturer all pertaining to the individuals teaching and/or assessing in the AMEP. For the purpose of this research and for consistency, 'teachers' is the term used throughout. To provide a clearer understanding of the qualifications mandated by curricula/training packages currently used in the AMEP or with the potential to be used in future, two tables have been created, outlining fundamental differences and/or similarities between the SPI-mandated qualifications and the curricula/training package mandated qualifications.

The Standards for Registered Training Organisations (RTOs) 2015 mandate vocational and relevant industry skills, knowledge and competence, as well as currency in training and assessment which is obtained via completing the Certificate IV in Training and Assessment (TAE) or the TAE Diploma. Current and future trainer/teacher assessor requirements based on the revised Standards for Registered Training Organisations are outlined in Table 12. The changes outlined in Table 12 will take effect from 1st April 2019 and need to be considered when assessing teacher/assessor TAE requirements.

²⁰ <https://govdex.gov.au/confluence/display/amep/Teacher+Qualifications> accessed on 28/05/2018

Table 12 Current and future trainer/teacher and assessor requirements²¹

Requirements from 01/01/2016 – 31/03/2019	Requirements from 01/04/2019
Trainers and assessors must hold: <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment (or its successor), or • a diploma or higher-level qualification in adult education* 	Trainers and assessors must hold: <ul style="list-style-type: none"> • TAE40116 Certificate IV in Training and Assessment or its successor or • TAE40110 Certificate in Training and Assessment plus the following units: <ul style="list-style-type: none"> ▪ TAE40110 (or its successor) or TAE40110A, and ▪ TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or • a diploma or higher-level qualification in adult education*.
Assessors only must hold: <ul style="list-style-type: none"> • TAESS00001 Assessor Skill Set (or its successor), or • TAE40110 Certificate IV in Training and Assessment (or its successor), or • a diploma or higher-level qualification in adult education* 	Assessor only must hold: <ul style="list-style-type: none"> • TAESS00011 Assessor Skills Set or its successor or • TAESS00001 Assessor Skill Set, plus one of the following: <ul style="list-style-type: none"> ▪ TAEASS502 Design and Develop Assessment Tools, or ▪ TAEASS502A Design and Develop Assessment Tools, or ▪ TAEASS502B Design and Develop Assessment Tools, or • TAE40116 Certificate IV in Training and Assessment plus the following units: <ul style="list-style-type: none"> ▪ TAE40110 (or its successor) or TAE40110A ▪ TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or • a diploma or higher-level qualification in adult education*.

*An adult education qualification must have a focus on training and assessing adults. The qualification does not need to include the words 'adult education' in the title; however, units completed within the qualification need to demonstrate the skills and knowledge required to train adults. The academic transcript or record of results for the qualification will provide the evidence to demonstrate this.

Examples of adult education qualifications include:

- CASR Part 61 Flight or Simulator Instructor
- Army Recruit Instructor
- Graduate Certificate or Diploma in TESOL
- Graduate Diploma in Adult and Vocational Education and Training
- Graduate Diploma of Adult Language, Literacy and Numeracy
- Master of education or Doctoral degree with an adult education focus.²²

²¹ <https://www.asqa.gov.au/standards/chapter-4/clauses-1.13-1.16-accessed-on-10/07/2018>

²² <https://www.asqa.gov.au/faqs/what-constitutes-diploma-or-higher-qualification-adult-education-accessed-on-10-07-2018>

2.1.1. CSWE²³ – Teacher and Assessor qualifications

Teachers and assessors must be trained teachers with the following teaching qualifications:

- A recognised bachelor degree – a formal qualification awarded by an Australian university or tertiary institution, or its onshore or overseas equivalent, that is at least three years full-time in length or its part-time equivalent AND a recognised postgraduate TESOL qualification – resulting from a course of study in which course content of no less than 100 contact hours (or distance learning equivalent) covers the grammar of the English language, language learning and TESOL methodology and includes a practicum

OR

- A Bachelor of Education with a TESOL major or equivalent that includes a practicum

AND

- Certificate IV in TAE as per the RTO Standards.

NOTE: The practicum must be at least 60 hours, which includes, for example, supervised teaching, observation, field visits, resources evaluation, team teaching, volunteer tutoring etc.

If a course undertaken has less than 60 hours practicum, teachers must demonstrate teaching experience equivalent to 60 hours, or must make up the difference in duration by individually organising a supervised practicum. Appropriate documentation of such a practicum should be kept.

2.1.2. EAL Framework²⁴ – Teacher and Assessor qualifications

It is a requirement of the EAL Framework that training and assessment is conducted by qualified TESOL teachers as follows:

- A qualified TESOL teacher is a person who holds a postgraduate qualification that includes a supervised teaching practicum which involves at least 60 hours of class observation and classroom teaching or 22 days of supervision in Teaching English as a Second Language (TESL) / TESOL OR a 4 year Bachelor of Education qualification with a TESL / TESOL method*.

*Appropriate qualifications include:

- Bachelor of Education, Master of Education or Master of Teaching with TESL/TESOL as a method
- Diploma of Education with TESL/TESOL as a method
- TESL/TESOL within Graduate Certificate in Education
- Graduate Certificate in TESL/TESOL
- Graduate Diploma in TESL/TESOL
- Master's degrees which include a TESOL specialisation such as Master of Arts (TESL/TESOL), Master of Teaching, Master of Applied Linguistics or MTESOL

Teachers and assessors must hold a Certificate IV in TAE as per the RTO Standards.

²³ CSWE (2013) NSW AMES, Section B, pp 55-70.

²⁴ EAL Framework (2014) State of Victoria, p 47.

2.1.3. CSL – Teacher and Assessor qualifications²⁵

All delivery and assessment must be undertaken by teachers who meet the requirements stated in the Standards for Registered Training Organisations (RTOs) 2015 (or their successors). Whilst there are currently no formal, nationally agreed professional standards for Australian language literacy and numeracy (LLN) practitioners, the highly specialised language and literacy concepts and diversity of learners the CSL courses are designed to train, identify the need for teachers to hold certain qualifications and have sound knowledge and experience in using the ACSF.

At a minimum, teachers must have:

- An undergraduate degree of at least three years duration awarded by an Australian university or tertiary institution, or its onshore or overseas equivalent;

AND

- A Certificate IV in Training and Assessment (TAE40110) or equivalent, that includes TAE LLN411 Address adult language, literacy and numeracy skills or its successor

AND

- At least 100 hours teaching English as a Second Language (ESL) or Adult Literacy/Numeracy in the last three years;

OR

- A specialist Adult Literacy qualification - including but not limited to:
 - Emerging foundation skills courses recognised by the ASQA

AND

- Any LLN Scholarships courses funded by the Australian Government Department of Education and Training;

OR

- A recognised specialist TESOL qualification.

²⁵ CSL (2016) TAFE QLD

2.1.4. CEP – Teacher and Assessor qualifications²⁶

Delivery should be by qualified ESL teachers who are competent to teach the linguistic content and provide models to cover a range of uses and registers. Vocational competency requirements are:

- Certificate IV in Training and Assessment
- The International Second Language Proficiency Ratings (ISLPR) assessment training and/or
- Australian Core Skills Framework training (ACSF).

AND ONE of the following:

- A 4-year Bachelor of Education qualification with a TESL/TESOL method
- A non-education degree plus post-graduate education qualification that includes a supervised teaching practicum in TESL/TESOL
- An education degree or post-graduate education qualification without a TESL/TESOL component but with a short intensive TESOL course (minimum 100 hours contact plus supervised practicum, e.g. Certificate IV in TESOL, CELTA) and a minimum of 400 classroom hours.
- An education degree or post-graduate education qualification without a TESL/TESOL component, but with significant substantiated TESOL experience (minimum 800 hours) and active undertaking of a tertiary TESOL qualification

Approved qualifications include:

- Bachelor of Education with TESL/TESOL as a method
- Graduate Diploma of Education with TESL/TESOL as a method
- Graduate Diploma in TESL/TESOL
- Graduate Diploma in Adult Education with TESL/TESOL as a method
- Graduate Certificate in TESL/TESOL
- TESL/TESOL within a Graduate Certificate in Education
- Appropriate Master's degrees which include a TESOL specialisation such as: Master of Arts (TESL/TESOL), Master of Education, Master of Applied Linguistics

2.1.5. FSK²⁷ – Teacher and Assessor qualifications

Teachers and assessors must hold a Certificate IV in TAE as per the RTO Standards and demonstrate current industry skills relevant to the training/assessment being undertaken. Recognised expertise is required when delivering and assessing foundation skills. This expertise varies based on the needs of learners. Whilst no specific qualification was listed, LLN specialists should have pedagogical knowledge and experience to assist learners in the VET qualifications.

²⁶ CEP (2016), TAFE SA, p 25.

²⁷ FSK Implementation Guide (2013) Commonwealth of Australia, p 6.

2.1.6. CGEA – Teacher and Assessor qualifications²⁸

Teachers and assessors must hold:

- A Certificate IV in TAE as per the RTO Standards and have relevant vocational competencies at least to the level being delivered or assessed.
- In the context of the delivery and assessment of the core skills Reading and Writing units and Numeracy and Mathematics, relevant vocational competencies refers to demonstrable expertise in teaching literacy and/or numeracy. This can include holding an AQF level 7 or above teaching qualification with a relevant method.
- Where a teacher and/or assessor does not hold a formal relevant qualification, they would need to demonstrate relevant knowledge of the theory of literacy and/or theory of numeracy development and its application. This can include adult literacy pedagogy and/or adult numeracy pedagogy and the importance of context.

2.1.7. GATE – Teacher and Assessor qualifications²⁹

Registered Training Organisations (RTOs) that deliver and assess the Certificate I in Gaining Access to Training and Employment (GATE) must comply with Standard 1 from the Standards for (RTOs) 2015.

Teachers and assessors must hold:

- Vocational competencies at least to the level being delivered and assessed;
- Current industry skills directly relevant to the training and assessment being provided;

AND

- Current knowledge and skills in vocational training and learning that informs their training and assessment.

2.1.8. General Education Programmes – Teacher and Assessor qualifications⁽⁴⁾

Course in Vocational and Community Engagement³⁰

All training must be undertaken by teachers who meet the requirements stated in the Standards for (RTOs) 2015.

- Where delivery is to groups of Aboriginal learners it is desirable for teachers to hold a qualification with competence in pedagogies suitable for Aboriginal learners or to have appropriate experience to engage with Aboriginal learners. Where delivery is to a group of learners with a disability it is desirable for teachers to hold a qualification with competence in pedagogies suitable for learners with a disability or to have appropriate experience to engage with learners with a disability.
- The delivery of units of competency that have been imported from training packages must reflect the requirements for trainers specified in the relevant training package(s).

²⁸ CGEA (2016), *State of Victoria*, p 35-36.

²⁹ GATE (2015), *Challenger Institute of Technology*, p 13.

³⁰ *Course in Vocational And Community Engagement (2017)*, TAFE NSW, p 9

Certificate I in Preparation for Work and Training³¹

All training must be undertaken by teachers who meet the requirements stated in the Standards for (RTOs) 2015.

- A degree is a minimum requirement for teachers.
- Where delivery is to groups of Aboriginal learners it is desirable for teachers to hold a qualification with competence in pedagogies suitable for Aboriginal learners or to have appropriate experience to engage with Aboriginal learners. In the unit 'PWTABL101 Explore Aboriginal Cultural Values' Aboriginality is a requirement for teachers because the cultural knowledge required for delivery is only known to Aboriginal people.
- Where delivery is to a group of learners with a disability it is desirable for teachers to hold a qualification with competence in pedagogies suitable for learners with a disability or to have appropriate experience to engage with learners with a disability.
- The delivery of units of competency that have been imported from training packages must reflect the requirements for trainers specified in the relevant training package(s).

Certificate I in Access to Work and Training³²

All training must be undertaken by trainers who meet the requirements stated in the Standards for (RTOs) 2015.

- Where delivery is to groups of Aboriginal learners it is desirable for teachers to hold a qualification with competence in pedagogies suitable for Aboriginal learners or to have appropriate experience to engage with Aboriginal learners. In some units Aboriginality is a requirement for teachers, as specified in the unit assessment conditions.
- Where delivery is to a group of learners with a disability it is desirable for teachers to hold a qualification with competence in pedagogies suitable for learners with a disability or to have appropriate experience to engage with learners with a disability.
- In the units 'AWTDTY001 Plan to use adaptive technology to support learning and employment' and 'AWTDTY002 Use adaptive technology to support learning and employment' teachers require experience in dealing with adaptive technology as this is a specialised area of knowledge. They require a minimum of a Bachelor Degree and at least two years of demonstrated experience relevant to the unit of competency.
- The delivery of units of competency that have been imported from training packages must reflect the requirements for trainers specified in the relevant training package(s).

³¹ Certificate I in Preparation for Work and Training (2017), TAFE NSW, p 12.

³² Certificate I in Access to Work and Training (2017), TAFE NSW, pp 16-17.

Certificate II in Career Preparation³³

All training must be undertaken by trainers who meet the requirements stated in the Standards for Registered Training Organisations (RTOs) 2015.

- Teachers must have a minimum of a Bachelor Degree.
- In the unit 'CPNENV201 Examine basic environmental issues' teachers must have a Bachelor Degree with at least two years of study relevant to the unit of competency or postgraduate qualifications relevant to the unit of competency. These qualifications are required by teachers because the unit includes a practical component consisting of fieldwork with sampling methodologies that require specialist knowledge.
- Where delivery is to groups of Aboriginal learners it is desirable for teachers to hold a qualification with competence in pedagogies suitable for Aboriginal learners or have appropriate experience to engage with Aboriginal learners.
- When delivery is to a group of learners with a disability it is desirable for teachers to hold a qualification with competence in pedagogies suitable for learners with a disability or have appropriate experience to engage with learners with a disability.
- The delivery of units of competency that have been imported from training packages must reflect the requirements for trainers specified in the relevant training package(s).

Certificate II in Study Skills³⁴

All delivery must be undertaken by teachers who meet the requirements stated in the Standards for (RTOs) 2015.

Teachers and assessors of this course must have:

- Degree with at least two years of study relevant to the unit of competency

OR

- Postgraduate qualifications relevant to the unit of competency
- Where delivery is to groups of Aboriginal learners it is desirable for teachers to hold a qualification with competence in pedagogies suitable for Aboriginal learners or to have appropriate experience to engage with Aboriginal learners.
- The delivery of units of competency that have been imported from training packages must reflect the requirements for trainers specified in the relevant training package(s).

³³ *Certificate II in Career Preparation (2017), TAFE NSW, p 22.*

³⁴ *Certificate II in Study Skills (2017), TAFE NSW, pp18-19.*

Certificate III in Pathways to Further Study³⁵ and Certificate IV in Tertiary Preparation³⁶

All delivery must be undertaken by teachers who meet the requirements stated in the Standards for NVR Registered Training Organisations in effect at the time at which the training is conducted.

Depending on the particular unit being assessed/delivered specific vocational qualifications may include the:

- Completion of a degree in the relevant discipline

OR

- Equivalent qualification that provides a teacher with the skills and knowledge to deliver and conduct assessment in this course.
- Units of competency that have been imported from training packages must reflect the requirements for trainers specified in that training package.

³⁵ *Certificate III in Pathways to Further Study (2013)*, pp 13-14, 16.

³⁶ *Certificate IV in Tertiary Preparation (2013)*, p 13, p 16

Table 13 Mandated teacher qualifications summary

SPI Mandated Teacher Qualifications – Pre-Employment Stream*	CSWE	EAL Framework	CSL	CEP	CGEA	GATE	General Education Programmes	FSK
an Australian undergraduate degree or equivalent	✓ must be trained teacher	✓ qualified TESOL teacher	✓	✓ qualified ESL teacher with ISLPR/ACSF training	≈ ⁽³⁾	×	≈ ⁽⁴⁾	×
AND a post-graduate TESOL qualification in adult education	✓	✓	≈ ⁽¹⁾	✓	×	×	×	×
Teaching Practicum	✓	✓	✓	✓	×	×	×	×
Other requirements	OR B.Ed. + TESOL Major	OR 4 year B.Ed. with TESOL	AND at least 100 hours teaching ESL or Adult Literacy/Numeracy in the last 3 years OR a specialist Adult Literacy qualification AND any LLN Scholarship courses OR recognised specialist TESOL qualification	≈ ⁽²⁾	AQF 7 or above for Literacy/Numeracy expertise OR no formal education but proven knowledge of Literacy / Numeracy pedagogy	×	appropriate qualifications/pedagogy pertaining to ATSI learners and learners with disability; postgraduate qualifications relevant to units of competency delivered that may include field work	specialist LLN – includes pedagogical knowledge and experience, but no specialist qualifications were listed
AND Certificate IV in TAE	✓	✓	✓	✓	×	✓	✓	✓
qualifications under the Standards for RTOs 2015	✓	✓	✓	✓	✓	✓	✓	✓

*Social Stream – in addition to an undergraduate degree or equivalent, teachers must prove that they are enrolled in an accredited postgraduate TESOL course in adult education

Table 13 – Explanations

A number of foundation skills curricula conform to the SPI-mandated assessor and teacher qualifications. Where differences occur, full agreement with the SPI is not achievable due to the curricula/training packages mandated qualifications.

≈⁽¹⁾ - Core Skills for Learning (CSL) curriculum provides more options to attain a post-graduate TESOL qualification or its equivalent. To that effect, the CSL mandates a specialist Literacy qualification that includes but is not limited to emerging foundation skills courses recognised by the ASQA and any LLN Scholarship courses funded by the Australian Government Department of Education and Training.

≈⁽²⁾ - Refer to the list of possible teaching qualifications with mandatory TESOL qualification or experience on page 64

≈⁽³⁾ - The CGEA curriculum does not mandate an AQF level 7 qualification which equates to at least a 3-year Australian degree. The curriculum notes that Literacy/Numeracy expertise can be shown through a relevant degree or through proven skills and knowledge of the field taught and pedagogical principles that underpin teaching of Literacy and Numeracy.

≈⁽⁴⁾ - Refer to the detailed information per certificate level

Summary Findings

Where the curricula/training packages mandate undergraduate teaching qualifications and postgraduate TESOL qualifications, with the wording ‘must be qualified TESOL teacher’, the qualifications meet ASQA requirements.

Non-education degrees are considered by some curricula/training packages, providing that a postgraduate TESOL qualification is obtained and includes a supervised teaching practicum.

The CEP allows for variations in qualifications requirements: if teachers hold an education or post-graduate education degree without a TESOL component, a short intensive TESOL course and/or extensive TESOL experience could be accepted.

The Core Skills for Learning Curriculum allows for a specialist Literacy qualification to be accepted as a postgraduate qualification that includes but is not limited to emerging foundation skills courses recognised by ASQA or LLN Scholarships courses funded by the DET. Whilst mandating an undergraduate degree, the CSL Curriculum still provides more flexible qualifications requirements in comparison to other foundation skills curricula.

2.1.9. An overview of TESOL qualifications

The curricula/training packages reviewed in this research offer a range of TESOL or other qualifications. These can be grouped under the AQF categories, from AQF 4 to AQF 9 as presented in the table below. The table below lists these qualifications as per AQF levels and broad qualification terminology.

Table 14 An overview of TESOL qualifications and the AQF levels

Qualification	Short intensive course	Certificate AQF 4	Diploma AQF 5	undergraduate AQF 7	postgraduate	
					AQF 8	AQF 9
4 year Bachelor of Education with TESL/TESOL method				✓		
Diploma of Education with TESL/TESOL method			✓			
Graduate Certificate in Education with TESL/TESOL embedded					✓	
Bachelor of Education with TESL/TESOL method				✓		
Master of Education with TESL/TESOL method						✓
Master of Teaching with TESL/TESOL method						✓
Graduate Certificate in TESL/TESOL					✓	
Graduate Diploma in Adult Education with TESL/TESOL					✓	
Graduate Diploma in TESL/TESOL					✓	
Graduate Diploma of Education with TESL/TESOL					✓	
Master of Arts (TESL/TESOL)						✓
Master of Teaching with TESOL specialisation						✓
Certificate IV in TESOL	✓	✓				
CELTA	✓					

TESOL qualifications are varied as seen in Table 13, hence the skills and knowledge covered in those courses vary widely and are based on registration requirements of individual institutes as well as on the ASQA requirements for the qualifications to be registered in Australia.

In reviewing the qualifications listed, the most common definition of what a TESOL qualification constitutes can be summarised as follows:

A TESOL qualification must result from a course of study in which course content covers the grammar of the English language, language learning and TESOL methodology, and a teaching practicum.

2.1.10. TESOL qualifications currently offered in Australia

This research has shown that a wide range of higher education institutions across Australia offer TESOL courses ranging from certificate IV or diploma level at AQF 4 or AQF 5 level to master's degrees at AQF level 9. It is very common for the educational institutions to offer a one-year postgraduate course titled Graduate Certificate with a possibility to pathway into a master degree. Graduate Diploma as a postgraduate qualification has been mostly phased out in favour of a more streamlined pathway from an undergraduate degree, e.g. Bachelor of Education or Bachelor of Arts to a Graduate Certificate and then master that, if undertaken full-time, is of a two-year duration.

To better understand the TESOL field in regard to qualifications offered, broad definitions associated with TESL/TESOL/EAL and TEFL qualifications are offered by the TESOL International Association in order to provide clarity regarding the differences in those acronyms and qualifications.

TESL/TESOL/EAL acronyms in qualifications refer to teaching English as a second or additional language in English-speaking countries to students whose first language is not English.

TEFL acronym in qualifications refers to teaching English as a foreign language in countries where English is not the primary language or a lingua franca. It is also noted that TESOL can be viewed as an overarching acronym for the qualifications that would include both, TESL and TEFL³⁷.

ELICOS courses and ELICOS students listed in the table below denote English language intensive courses for overseas students. Domestic students refer to students who are Australian or New Zealand citizens or hold dual citizenship for the purpose of applying for a university course in Australia.

In order to further inform the department on the range of TESOL qualifications offered, the table below lists a number of major and well-known higher education institutions offering TESOL courses at undergraduate and postgraduate levels, as well as intensive, short courses. Whilst the list is not exhaustive, it showcases a very varied approach to TESOL courses in regard to potential student cohort specialisation, e.g. primary, secondary or adult TESOL and/or overseas student cohorts.

³⁷ <https://www.tesol.org/docs/pdf/2466.pdf?sfvrsn=2> accessed on 30/05/2018

Table 15 The most prevalent TESOL qualifications offered in Australia

Qualifications	Targeted Student Cohort	Higher Education Institutions
Graduate Certificate in TESOL	EAL primary; EAL secondary; EAL adults; ELICOS*	Melbourne University, Deakin University, Bond University*, Macquarie University; University of Wollongong, University of NSW, Western Sydney University, Charles Sturt University, Flinders University, Curtin University
Graduate Certificate in Applied Linguistics and TESOL	EAL	University of Technology Sydney,
Graduate Certificate in Education (TESOL)	EAL	University of Southern Queensland, University of Tasmania, Queensland University of Technology, Edith Cowan University
Graduate Diploma in Educational Studies (TESOL)	EAL primary; EAL secondary; EAL adults; ELICOS	The University of Sydney, The University of Western Australia
Graduate Diploma of Education (TESOL)	EAL	University of Southern Queensland
Graduate Diploma in TESOL	Overseas ELICOS and domestic EAL students	Western Sydney University, Flinders University
Graduate Diploma in Applied Linguistics and TESOL	children, EAL secondary, EAL adults	University of Technology Sydney
Graduate Diploma in TESOL and Foreign Language Teaching	specified SEE and AMEP cohort	University of Canberra
Master of Applied Linguistics (TESOL)	EAL	Macquarie University, La Trobe University
Master of Arts (TESOL)	Overseas ELICOS and domestic EAL students	Western Sydney University, Flinders University, Curtin University
Master of Education (TESOL)	EAL primary; EAL secondary, EAL adults; ELICOS, overseas students	University of Wollongong, University of NSW, The University of Sydney, University of Southern Queensland, University of Tasmania, Queensland University of Technology
Master of TESOL	Overseas ELICOS and domestic EAL students	Melbourne University, La Trobe University, Monash University, Charles Sturt University, Flinders University
Master of Applied Linguistics and TESOL	EAL secondary, EAL adults, ELICOS	University of Technology Sydney,
CELTA	Overseas students and ELICOS centres	RMIT English Worldwide, Monash College, La Trobe, Holmesglen Institute, International House Sydney, Milner International College of English Perth
Certificate IV in TESOL	Overseas students and ELICOS centres	Kangan Institute, Chisholm Institute, TAFE QLD, International House Sydney

Note: Each course/qualification offered needs to be further explored by potential applicants in regard to pre-requisites and whether a teaching practicum is included and its duration.

ELICOS* - for teachers who want to teach in ELICOS centres in Australia or teach overseas

2.1.11. Teaching Practicum

The Teaching Practicum forms an essential part of all TESOL qualifications. The practicum held in a TESOL classroom includes a range of duties, from supervised teaching and observation to lesson planning, resource evaluation, team teaching, etc. The length of the practicum varies and is based on individual course requirements, the AQF level and to some degree on the NEAS or ASQA recommendations when the courses are being accredited and/or registered.

Undergraduate and postgraduate courses that focus on teaching qualifications mandate a number of days or hours of teaching practicum undertaken during the course of study.

It is important to note that individual curricula/training packages also mandate the length of the practicum. For example, the EAL Framework mandates at least 60 hours of class observation and classroom teaching or 22 days of supervision in Teaching English as a Second Language (TESL) / TESOL, whilst the CSWE mandates that the TESOL course undertaken has no less than 60 hours practicum.

Summary Findings

A varied and extensive list of TESOL qualifications mandated by individual curricula and offered currently in Australia has been compiled for this research. Whilst the list is not exhaustive, it was noted that some qualifications are more sought after than others, thus better promoted by higher education institutions, for example the Graduate Certificate in TESOL with pathways into master's degrees is a very common option offered by higher education institutions.

The courses are offered in different delivery modes: full-time, part-time, face-to-face or online via Open Universities Australia or individual higher education institutions.

Not all courses are subsidised by the Commonwealth Government, thus a tuition fee needs to be paid up-front for some courses.

The teaching practicum constitutes an essential part of most TESOL qualifications offered, however, the duration of the practicum varies greatly and is mandated by individual higher education institutions, e.g. from 6 hours of teaching to 60 hours of teaching, or 22 days.

Short, intensive courses such as CELTA or Certificate IV in TESOL usually require 6 hours of teaching practicum only.

Some master's degrees do not offer teaching practicum as they rely on prior educational gains, e.g. a prior teaching qualification that included a teaching practicum.

Each TESOL course provides information in regard to the student cohort, from primary school to adult education, overseas TESOL teaching or teaching in Australia.

2.2. Overseas TESOL qualifications

Overseas TESOL qualifications range from a certificate at AQF level 5 to master's degrees at AQF level 9 and in some cases doctoral degrees at AQF level 10. To understand the varied overseas TESOL qualifications it is necessary to understand the TESOL acronym used by providers worldwide. According to the International TESOL Association, TESL/TEFL or TESOL certificate programs provide an introduction to ESL teaching. The TESOL International Association groups the certificates into two categories: Graduate Certificates and independent certificates. Graduate Certificates are taught at the university level and require two to four semesters to complete. Independent certificates are short-term programs, not more than 6 weeks in duration that focus on practical training and different methods for teaching language.

Furthermore, the TESOL International Association provides clarification in regard to the appropriateness of TESOL qualifications. Depending on the provider and their own teacher qualification requirements, as well as curricula/training packages requirements, it is generally accepted that the minimum teaching qualification to teach English in private language schools throughout the world is a bachelor degree and a TESL or TEFL certificate.

In Australia, the most prevalent overseas qualifications, based on the QA audit findings to date, as well as further research into the most popular overseas TESOL qualifications, are shown in the table below. Note however that this is not an exhaustive list and that variations to the most prevalent qualifications are possible.

Table 16 Overseas TESOL qualifications

Overseas Qualification	Brief Description	AQF level
Cambridge CELTA – Certificate in Teaching English to Speakers of other Languages	Promoted as the most sought after TEFL qualification. It is an initial teaching qualification for new teachers or those without a formal qualification who are working in language centres.	AQF 5 or AQF 6
Delta – Diploma in Teaching English to Speakers of Other Languages (note: it replaced DELTA to encompass primary, secondary and adult teaching contexts)	Designed for experienced teachers who are preparing for more senior roles or improving their knowledge and skills. It is a globally accepted qualification. Teachers must hold initial teacher qualifications or B. Ed prior to enrolling into the Delta course.	AQF 8 or AQF 9
Master of English Literature	Focuses on English literature and possible language teaching of English as a Foreign Language	AQF 9
Master's or PhD in Philology	Focuses on English/TEFL, English literature and foreign languages	AQF 9 or AQF 10
Master of TESOL	Depends on the academic transcript to inform the content of study and student cohort, i.e. in TEFL or EAL context	AQF 9
TEFL Certificate	Offered as an intensive, 4-week program for English speaking individuals interested in teaching English overseas. No pre-requisites required. Promoted as a Trinity College accredited Oxford TEFL certificate.	NA
RSA Certificate / Cambridge CELTA / Cambridge CTEFLA	All are superseded by the current Cambridge CELTA certificate.	NA

2.2.1. Assessment of overseas TESOL qualifications

An assessment of educational level for overseas higher education qualifications is carried out by the Australian Government Department of Education and Training (DET) and/or Overseas Qualification Units. The assessment conducted by the department is a guide to the level of an overseas qualifications in terms of a qualification level as described in the Australian Qualification Framework. The assessment is for general purposes only and is aimed at assisting individuals as well as prospective employers with understanding of the educational level attained overseas.

It is important to note that DET does not compare overseas qualifications by study area, subject/units or competency standards. The assessment only equates, for example, an overseas Bachelor of Education degree to an AQF Bachelor Degree, but not specifically to an Australian Bachelor of Education degree. The assessment given needs to be seen as an advice only and is not legally binding, thus this assessment does not automatically allow the holder of the assessed qualification to work, get professional membership or meet industry requirements³⁸.

³⁸ <https://internationaleducation.gov.au/Services-And-Resources/services-for-individuals/Pages/Services-for-individuals.aspx> accessed on 29/05/18

Further to the advice given by the Department of Education and Training, the Overseas Qualifications Units (OQU) in each state or territory can also provide a general assessment of overseas qualifications. The OQUs can also provide further advice on how to get recognition of overseas qualifications.

Note, however, that there is no one institution in Australia that provides assessment and recognition of overseas teaching qualifications.

A more detailed overseas qualification assessment can be undertaken by universities and other education providers, professional bodies and other relevant stakeholders to ascertain the level of an overseas qualification. The Country Education Profiles (CEP) tool has been designed to assist in this process. The CEPs provide authoritative information for 127 countries across all continents. The information pertains to: assessment guidelines for higher education and post secondary technical and vocational education qualifications and how they compare with AQF qualifications; list of institutions recognised by the relevant country authority; education system information and national qualifications framework diagrams; descriptions for higher education, technical and vocational and school education sectors; key information on grading systems, language of instruction, academic year, admission requirements, courses and qualification requirements, types of institutions, accreditation and quality assurance; key quality indicators, and practical guidance on understanding qualification documents.

2.2.2. ASQA - mandated teachers/assessors qualifications

ASQA's definition of an adult education qualification stipulates that the qualification must have a focus on training and assessing adults. Whilst the qualification does not need to contain the words 'adult education' in its title, the course content and units completed within that qualification need to demonstrate the skills and knowledge pertaining to training/teaching adult learners. The academic transcript or record of results for the qualification provides the evidence to demonstrate this. Examples of adult education qualifications include: Graduate Certificate or Diploma in TESOL; Graduate Diploma in Adult and Vocational Education and Training, Graduate Diploma of Adult Language, Literacy and Numeracy or Master of Education and/or doctoral degree with an adult education focus³⁹.

2.2.3. NEAS - mandated teachers/assessors qualifications

NEAS currently assesses and endorses teacher qualifications for those interested in teaching in NEAS endorsed English Language Teaching (ELT) Centres. The teachers must have at least the following qualifications: a recognised degree or equivalent, and a recognised TESOL qualification, or a recognised degree in education with a TESOL method. NEAS further clarifies a recognised degree in education with TESOL method as a degree in education or teaching with TESOL method including a Bachelor of Education with TESOL method.

³⁹ <https://www.asqa.gov.au/faqs/what-constitutes-diploma-or-higher-qualification-adult-education> accessed on 29/05/2018

A TESOL qualification is deemed appropriate if it encompasses the following mandatory features in the program of study: no less than 100 contact hours, or the equivalent in Distance Education programs, with a content focus on English language, language learning and TESOL teaching; a practical component including at least six hours practice teaching in TESOL to actual students (not to classmates) and supervised and assessed by a teacher who is qualified as per these requirements; is a recognised qualification delivered by an education provider registered with government as being eligible to deliver nationally recognised qualifications.

2.2.4. VETASSESS - mandated teachers/assessors qualifications

VETASSESS provides skills assessment for migration purposes only. To be assessed positively for this occupation, applicants must hold at least a Bachelor degree in the relevant discipline, i.e. TESOL or English as a Second Language Teaching. This is the study of theories, methods and practice of teaching English to those whose first language is other than English, including teaching children in school settings and teaching adults and children in other settings. General studies in English Language and Literature without additional qualifications in TESOL are not usually assessed positively.

Summary Findings – Recognition of overseas TESOL qualifications process

Upon reviewing the assessment and recognition processes of overseas TESOL qualifications in Australia, the research has noted the following:

- There is no one institution that provides a definite assessment and/or recognition of overseas TESOL qualifications
- Overseas TESOL qualifications can be assessed by DET or other relevant institutions, e.g. VETASSESS prior to migration to Australia for migration purposes only
- Overseas TESOL qualifications can be assessed by DET or the state/territory OQUs
- The assessment of overseas TESOL qualifications is not legally binding and serves as a guide only

Summary Findings – Recognition of overseas TESOL qualifications process (continued)

- The assessment of overseas TESOL qualifications provides advice on the equivalency of qualification levels in terms of the AQF levels
- The assessment of overseas TESOL qualifications is undertaken in general terms, i.e. specific course content or academic transcripts are not evaluated
- Further assessment of overseas TESOL qualifications based on academic transcripts from universities needs to be undertaken by relevant state or territory education authority or DET to confirm local equivalence
- Further recognition and assessment of overseas TESOL qualifications can be undertaken by universities or other relevant state or territory education authorities to review the content of the overseas TESOL qualifications based on the relevant CEPs

Summary Findings – Overseas TESOL qualifications in the AMEP delivery

- CELTA and other short and intensive courses undertaken may be seen by many teachers as time and cost effective, e.g. can be delivered online, thus accessed by learners at any time that suits them; are a lot cheaper than a full postgraduate degree
- Promotional activities around CELTA and similar TESOL qualifications do not fully explain employability implications or curricula/training packages qualification requirements
- Research into CELTA and similar short, intensive courses showed insufficient evidence of a teaching practicum
- Most short, intensive TESOL courses of four weeks duration are aimed at participants who may not have any formal teaching qualifications or experience, but can be trained to deliver English language classes overseas to students for whom English is a foreign language
- Higher level degrees mapped against the AQF levels need to be assessed more closely in relation to a number of parameters: (a) undergraduate teaching degrees; (b) undergraduate non-teaching degrees; (c) teaching practicum in an adult setting; (d) content of the courses offered; (e) targeted student cohort to be taught upon the completion of a degree; (f) understanding of the TESOL acronym in the context of the qualification country of origin
- The Australian Skills Quality Authority (ASQA) as a national regulator for Australia's vocational education and training sector regulates courses and training providers to ensure nationally approved quality standards are met. As such, it is crucial to understand the importance of the ASQA approved and/or mandated TESOL qualifications.

2.3. Teacher qualifications recommendations

Recommendation 1:

TESOL qualifications must result from a course of study in which course content covers the grammar of the English language, language learning and TESOL methodology. A teaching practicum of at least 60 hours of teaching practicum is recommended.

Recommendation 2

TESOL qualifications – an undergraduate teaching degree and a suitable postgraduate TESOL qualification with an adequate teaching practicum should remain mandatory as per the AMEP SPIs.

Recommendation 3:

Overseas TESOL qualifications need to be thoroughly assessed by the appropriate Government institutions, for AQF equivalency and detailed assessment of the qualification academic transcript and subject matter.

Recommendation 4:

Clear guidance and information needs to be available to the AMEP Providers when employing teachers with overseas TESOL qualifications, e.g. who can assess or recognise overseas TESOL qualifications and to what degree of detail (*See Appendix 4*).

Recommendation 5:

Overseas TESOL qualifications deemed suitable by VETASSESS for immigration purposes only cannot be accepted as recognised TESOL qualifications unless assessed by the appropriate Government institutions where the academic transcript is examined.

Recommendation 6:

A thorough understanding of the TESOL acronym is needed by the Government institutions, higher education institutions and providers to avoid confusion and misinformation.

Recommendation 7:

Qualifications such as Certificate in Teaching English to Speakers of Other Languages (CELTA), Royal Society of Arts Certificate (RSA) or similar that are obtained after a short, intensive four-week course either overseas or in Australia are deemed unsuitable as TESOL qualifications in the AMEP context. They do not meet ASQA curriculum requirements, they focus on teaching English as a foreign language and provide insufficient training for AMEP client language acquisition needs.

Recommendation 8:

Consideration needs to be given to recruitment of teachers in regional and remote areas. Consideration should include the following:

- potentially suitable qualifications obtained;
- years of teaching in the adult sector and/or AMEP;

- substantial teaching experience in AMEP and/or other adult learning settings and/or foundation skills programs;
- the choice of a suitable foundation skills curricula;
- an offer of LLN Scholarship courses funded by DET.

Recommendation 9:

When assessing teacher/assessor TAE requirements, providers need to adhere to the revised Standards for Registered Training Organisations that will take effect from 1st April 2019.

Table 17 TESOL qualifications suitability matrix – an overview of suitable, potentially suitable and unsuitable qualifications based on the research of both domestic TESOL and overseas TESOL qualifications

Qualifications	Suitable	Potentially suitable	Unsuitable
a 4 year Bachelor Degree with TESOL Method	✓		
a 3 year teaching undergraduate degree in methods other than TESOL & a postgraduate TESOL qualification	✓		
a 3 year non-teaching undergraduate degree & a postgraduate TESOL qualification	✓		
Graduate Certificate in TESOL	✓		
Graduate Diploma in Applied Linguistics and TESOL	✓		
Graduate Diploma in TESOL and Foreign Language Teaching (AMEP and SEE specific)	✓		
Master of Education (TESOL)	✓		
Master of Applied Linguistics and TESOL	✓		
Graduate Certificate in Applied Linguistics and TESOL	✓*		
Graduate Certificate in Education (TESOL)	✓*		
Graduate Diploma in Educational Studies (TESOL)	✓*		
Graduate Diploma of Education (TESOL)	✓*		
Graduate Diploma in TESOL	✓*		
Master of Applied Linguistics (TESOL)	✓*		
Master of Arts (TESOL)	✓*		
Master of Education (TESOL)	✓*		
Master of TESOL	✓*		
Overseas TESOL Qualifications	Suitable	Potentially suitable	Unsuitable
Cambridge CELTA			×
Delta			×
TEFL Certificate			×
RSA Certificate			×
Master of English Literature			×
Master of Philology			×
PhD in Philology			×

**must include teaching practicum*

3. CONCLUSION

In order to maintain the professional standards of the TESOL field and the delivery of the AMEP program, it is necessary to emphasise the importance of the role of teacher of qualifications. This research confirms that it is essential for TESOL teachers to hold at least a bachelor degree with a formal TESOL qualification or a bachelor degree with a postgraduate TESOL qualification. Whilst variations to this are presented in the research, the role of a well-educated teacher in the field of TESOL and further professional development are considered critical to maintaining relevant and effective teaching practice for a complex group of learners⁴⁰.

The role of teacher qualifications has also been addressed in the literature, with consensus that it is essential to hold a bachelor degree with a formal ESL qualification, such as a Teachers of English to Speakers of Other Languages (TESOL) diploma or Certificate. Access to professional development is considered critical to maintaining relevant and effective teaching practice for a complex group of learners such as the AMEP cohort.

Further research into the role of teachers and their impact on learners found that the quality of the language instructor played a significant role in successful language acquisition as teachers showed their commitment to the students and motivated their students to learn and achieve more not only in the classroom setting but also away from the classroom⁴¹.

⁴⁰ *Citizenship and Immigration Canada (2011); Schaetzel and Young (2010)*

⁴¹ *Citizenship and Immigration Canada (2011); Derwing et al. (2009) in AMEP Evaluation (2015) p. 22, Acil Allen Consulting*

4. APPENDICES

Appendix 1

Eligible Temporary Visas for AMEP

These include the following classes of temporary visas:

- Bridging F (Class WF)
- Business Skills (Provisional) (Class UR)
- Business Skills (Provisional) (Class EB)
- Interdependency (Provisional) (Class UG)
- Partner (Provisional) (Class UF)
- Partner (Temporary) (Class UK)
- Resolution of Status (Temporary) (Class UH)
- Safe Haven Enterprise (Class XE)
- Skilled – Designated Area-sponsored (Provisional) (Class UZ)
- Skilled – Independent Regional (Provisional) (Class UX)
- Skilled – Regional Sponsored (subclass 475)
- Skilled – Regional Sponsored (subclass 487)
- Skilled – Regional Sponsored (subclass 489)
- Temporary (Humanitarian Concern) (Class UO); and
- Temporary Protection (Class XD)⁴².

⁴² <https://www.education.gov.au/eligible-temporary-visas-amep> accessed on 12/04/2018

Appendix 2

Foundation Skills List (Victoria)⁴³

as updated January 2017

Course code

LNSUPPORT Literacy and Numeracy Support

Domain A: General education, vocational pathways and literacy and numeracy

Course code	Qualification
<i>General education</i>	
22234VIC	Course in Initial General Education for Adults
22235VIC	Certificate I in General Education for Adults (Introductory)
22236VIC	Certificate I in General Education for Adults
22237VIC	Certificate II in General Education for Adults
22238VIC	Certificate III in General Education for Adults
<i>Work and vocational pathways</i>	
22213VIC	Course in Recognised Informal Learning
FSK10213	Certificate I in Skills for Vocational Pathways
FSK10113	Certificate I in Access to Vocational Pathways
FSK20113	Certificate II in Skills for Work and Vocational Pathways
<i>Indigenous-specific courses</i>	
22215VIC	Certificate I in Mumgu-dhal tyama-tiyt
22217VIC	Certificate II in Mumgu-dhal tyama-tiyt
22218VIC	Certificate III in Mumgu-dhal tyama-tiyt
<i>Senior secondary study</i>	
VCALFND001	Victorian Certificate of Applied Learning (Foundation)

⁴³

<http://www.education.vic.gov.au/Documents/training/providers/rto/Foundation%20Skills%20List%20as%20updated%20January%202017.pdf>

Domain B: English as an Additional Language (EAL) and related courses

Course code	Qualification
22259VIC	Course in EAL
22250VIC	Certificate I in EAL (Access)
22251VIC	Certificate II in EAL (Access)
22253VIC	Certificate III in EAL (Access)
22256VIC	Certificate IV in EAL (Access)
22252VIC	Certificate II in EAL (Employment)
22254VIC	Certificate III in EAL (Employment)
22257VIC	Certificate IV in EAL (Employment / Professional)
22255VIC	Certificate III in EAL (Further Study)
22258VIC	Certificate IV in EAL (Further Study)
10361NAT	Course in Preliminary Spoken and Written English
10362NAT	Certificate I in Spoken and Written English
10363NAT	Certificate II in Spoken and Written English
10364NAT	Certificate III in Spoken and Written English
10365NAT	Certificate IV in Spoken and Written English – Further Studies
10366NAT	Certificate IV in Spoken and Written English – Employment

Domain C: Disability-specific courses

Course code	Qualification
22301VIC	Certificate I in Transition Education
22302VIC	Certificate I in Work Education
22293VIC	Certificate I in Initial Adult Literacy and Numeracy
22294VIC	Course in Initial Adult Literacy and Numeracy

Note: These categories are limited to the specific qualifications listed or their equivalent as determined by the department.

Appendix 2a

Foundation Skills (Queensland)

Excerpts from the Complementary Foundation Skills Fact Sheet⁴⁴

The Queensland Government is committed to achieving an open, accessible and inclusive vocational education and training (VET) sector in Queensland. It provides opportunities for VET learners to build their foundation skills to the level required for the successful completion of their vocational qualification.

Foundation skills refer to the core capabilities required for effective workplace and community participation, and include language, literacy, numeracy (LLN) and employability skills.

It is also recognised that integrated learning support measures and foundation skills development is needed to provide Queenslanders with the opportunity to achieve training outcomes and transition into employment.

This fact sheet outlines a range of foundation skills development opportunities available for Queenslanders that can be tailored to individual needs.

Queensland Government funded

- Certificate 3 Guarantee

Certificate 3 Guarantee provides eligible Queenslanders with access to a government subsidised training place, up to and including their first post-school certificate III qualification.

Foundation skills and lower-level vocational qualifications may also be delivered based on the individual's learning needs.

Under Certificate 3 Guarantee, foundation skills training can be delivered through a single unit or module, multiple units or modules, or a full qualification or course based on the student's needs.

Foundation skills training can be integrated or contextualised within a vocational qualification, delivered as an enabling program (stepping stone approach) or as a concurrent program (parallel learning approach).

Under Certificate 3 Guarantee, foundation skills are not considered an outcome, but part of a pathway for the student to complete vocational qualifications and transition to the workforce or advance in their chosen career.

⁴⁴ <https://training.qld.gov.au/site/providers/Documents/inclusive/foundation/complementary-foundation-skills.pdf>

- Skilling Queenslanders for Work (SQW)

A range of targeted skills and training programs are available under SQW, with a focus on the delivery of individual tailored support and wrap-around services, which address identified learner barriers.

SQW aims to develop skills and provide direct assistance to those Queenslanders that need the most support to enter and stay in the workforce.

Foundation skills can be delivered stand-alone or integrated within a vocational qualification to support individuals with low levels of LLN.

Australian Government funded

- Skills for Education and Employment (SEE)
- Adult Migrant English Program (AMEP)

Appendix 2b

*Foundation Skills (NSW)*⁴⁵

The NSW Skills List identifies the qualifications eligible for a government subsidy under Smart and Skilled. The Skills List includes a wide range of qualifications to support the diverse skills and needs of NSW employers and encompasses the following:

- Certificate II to Advanced Diploma qualifications
- Selected foundation skills courses
- All apprenticeships and selected traineeships
- Part qualifications for key groups and sectors.

It is reviewed twice a year to ensure it meets the changing skill needs of industry. The Skills List is also updated regularly during the year to reflect changes to qualifications and vocational training orders for apprenticeships and traineeships.

⁴⁵ https://www.training.nsw.gov.au/smartandskilled/nsw_skills_list.html

Appendix 2c

Foundation Skills (WA)⁴⁶

The Foundation Skills List	Qualification
Language, literacy and numeracy courses	
22234VIC	Course in Initial General Education for Adults
22235VIC	Certificate I in General Education for Adults (Introductory)
22236VIC	Certificate I in General Education for Adults
22237VIC	Certificate II in General Education for Adults
22238VIC	Certificate III in General Education for Adults
52696WA	Certificate I in Entry to General Education (EGE)
22259VIC	Course in EAL
22250VIC	Certificate I in EAL (Access)
22251VIC	Certificate II in EAL (Access)
22252VIC	Certificate II in EAL (Employment)
22253VIC	Certificate III in EAL (Access)
22256VIC	Certificate IV in EAL (Access)
22254VIC	Certificate III in EAL (Employment)
22258VIC	Certificate IV in EAL (Further Study)
10361NAT	Course in Preliminary Spoken and Written English
10362NAT	Certificate I in Spoken and Written English
10363NAT	Certificate II in Spoken and Written English
10364NAT	Certificate III in Spoken and Written English
10365NAT	Certificate IV in Spoken and Written English - Further Studies
10366NAT	Certificate IV in Spoken and Written English – Employment
Employability courses	
22301VIC	Certificate I in Transition Education
52807WA	Certificate I in Industrial Skills (Entry Level Training)
52770WA	Certificate I in Wider Opportunities for Work (WOW)
52771WA	Certificate I in New Opportunities for Women (NOW)
52768WA	Course in Gaining Access to Training and Employment (GATE) (Introductory)
52769WA	Certificate I in Gaining Access to Training and Employment (GATE)
52773WA	Certificate I in Leadership
52774WA	Certificate II in Leadership
CHC10108	Certificate I in Work Preparation (Community Services)

⁴⁶ <http://www.dtwd.wa.gov.au/sites/default/files/uploads/ppr-foundation-skills-list-jswa-2018-v1.pdf>

Appendix 3

ASQA Fact Sheet excerpt⁴⁷ and Clauses 1.13 to 1.16 excerpt⁴⁸

Trainers and assessors

1.13. In addition to the requirements specified in Clause 1.14 and Clause 1.15, the RTO's training and assessment is delivered only by persons who have:

- a) vocational competencies at least to the level being delivered and assessed;
- b) current industry skills directly relevant to the training and assessment being provided; and
- c) current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment

Clauses 1.13 to 1.16—Employ skilled trainers and assessors

Clause 1.13

In addition to the requirements specified in clause 1.14 and clause 1.15, the RTO's training and assessment is delivered only by persons who have:

- a) vocational competencies at least to the level being delivered and assessed
- b) current industry skills directly relevant to the training and assessment being provided
- c) current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

Clause 1.14

The RTO's training and assessment:

- a) if delivered on or prior to 31 March 2019, is delivered only by persons who have the training and assessment credential specified in Item 1 **or** Item 2 **or** Item 3 of [Schedule 1](#).
- b) if delivered on or after 1 April 2019, is delivered only by persons who have the training and assessment credential specified in Item 2 **or** Item 3 of [Schedule 1](#).

Clause 1.15

Where a person conducts assessments only, the RTO ensures that:

- a) on or prior to 31 March 2019, the person has the training and assessment credential specified in Item 1, or Item 2, or Item 3, or Item 4, or Item 5 of [Schedule 1](#); or
- b) on or after 1 April 2019, the person has the training and assessment credential specified in Item 2, or Item 3, or Item 5 of Schedule 1.
- c) Clause 1.16

⁴⁷ <https://www.asqa.gov.au/news-publications/publications/fact-sheets/meeting-trainer-and-assessor-requirements> accessed on 30/04/2018

⁴⁸ <https://www.asqa.gov.au/standards/chapter-4/clauses-1.13-1.16> accessed on 10/07/2018

- d) The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency-based training and assessment.

What clauses 1.13 to 1.16 mean for your RTO

Quality training and assessment depends on the skills and knowledge of trainers and assessors.

The Standards specify that trainers and assessors are skilled VET practitioners with current industry skills and knowledge. This ensures students receive the training they need and graduates are properly assessed before being issued with a qualification or statement of attainment.

ASQA's strategic industry reviews have consistently found high levels of non-compliance with these clauses. This non-compliance undermines the quality of the student experience and directly affects the quality and credibility of qualifications. Students have told ASQA that it is important to them that their teachers are professional and knowledgeable about their subjects.

To provide training that reflects current industry practice and valid assessment, your RTO's trainers and assessors must maintain the currency of their skills and knowledge in both:

- their industry area
- vocational education and training.

It is also acceptable for an appropriately qualified trainer and assessor to work with an industry expert to conduct assessment together.

Current and future trainer and assessor requirements

Requirements 1 January 2016 – 31 March 2019	Requirements from 1 April 2019
Trainers and assessors	
<p>As of 1 January 2016, your trainers and assessors must hold:</p> <ul style="list-style-type: none"> ▪ TAE40110 Certificate IV in Training and Assessment (or its successor), or ▪ a diploma or higher-level qualification in adult education. 	<p>As of 31 March 2019, your trainers and assessors must hold:</p> <ul style="list-style-type: none"> ▪ TAE40116 Certificate IV in Training and Assessment or its successor or ▪ TAE40110 Certificate IV in Training and Assessment plus the following units: <ul style="list-style-type: none"> ▪ TAELN411 (or its successor) or TAELN401A, and ▪ TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or

Requirements 1 January 2016 – 31 March 2019	Requirements from 1 April 2019
	<ul style="list-style-type: none"> ▪ a diploma or higher-level qualification in adult education.
Assessors	
<p>Anyone who provides assessment only (i.e. does not deliver training) must hold the:</p> <ul style="list-style-type: none"> ▪ TAESS00001 Assessor Skill Set (or its successor), or ▪ TAE40110 Certificate IV in Training and Assessment (or its successor), or ▪ a diploma or higher-level qualification in adult education. 	<p>Anyone who provides assessment only (i.e. does not deliver training) must hold the:</p> <ul style="list-style-type: none"> ▪ TAESS00011 Assessor Skill Set or its successor or ▪ TAESS00001 Assessor Skill Set, plus one of the following: <ul style="list-style-type: none"> ▪ TAEASS502 Design and Develop Assessment Tools, or ▪ TAEASS502A Design and Develop Assessment Tools, or ▪ TAEASS502B Design and Develop Assessment Tools. or ▪ TAE40116 Certificate IV in Training and Assessment or its successor or ▪ TAE40110 Certificate IV in Training and Assessment plus the following units: <ul style="list-style-type: none"> ▪ TAEELN411 (or its successor) or TAEELN401A ▪ TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or ▪ a diploma or higher-level qualification in adult education.
What is a qualification in adult education?	
<p>An adult education qualification has a focus on training and assessing adults. The qualification does not need to include the words ‘adult education’ in the title; however, units or subjects completed within the qualification need to demonstrate the skills and knowledge required to train adults. The</p>	

What is a qualification in adult education?

academic transcript or record of results for the qualification will provide the evidence to demonstrate this.

Examples of adult education qualifications include:

- CASR Part 61 Flight or Simulator Instructor
- Army Recruit Instructor
- Graduate Diploma in Adult and Vocational Education and Training
- Graduate Diploma of Adult Language, Literacy and Numeracy
- Master of Education or Doctoral degree with an adult education focus.

While the Standards do not prescribe **how** trainers and assessors must maintain their currency in industry skills, it is the responsibility of your RTO to retain evidence that shows:

- your trainers' and assessors' current industry skills and knowledge
- that trainer and assessor knowledge directly relates to the training and/or assessment they are providing.

The industry skills and knowledge held by trainers and assessors must be consistent with:

- information gathered through your industry engagement activities
- any specific requirements expressed in relevant training packages and accredited courses.

Your RTO must ensure that **all** trainers and assessors undertake professional development in VET—including in competency-based training and assessment. This includes trainers and assessors employed or contracted by your RTO and those engaged by a third-party delivering training and assessment on behalf of your RTO.

The Standards do not prescribe how often professional development must occur, but it must be sufficiently frequent to ensure your trainers and assessors have current knowledge and skills in vocational training, learning and assessment. Simply delivering training and assessment does not constitute professional development.

Appendix 4 – Overseas Qualification Units per state/territory

Australian Capital Territory

[Overseas Qualification Unit, ACT Office of Multicultural Affairs](#)

Phone: (02) 6207 0472

Email: CommunityParticipation@act.gov.au

The ACT Overseas Qualification Unit is only able to assist clients who live in the ACT and can provide proof of address.

New South Wales

There is no Overseas Qualification Unit in NSW. However trade qualifications can be assessed.

If you live in NSW and require an assessment of your trade qualification, contact State Training Services, [NSW Department of Industry](#) via email at sts.vtu@industry.nsw.gov.au

Northern Territory

[Overseas Qualifications Unit, Department of the Chief Minister](#)

Phone: (08) 8999 5511

Email: multiculturalaffairs.dcm@nt.gov.au

Queensland

[Overseas Qualification Unit, Department of Employment, Small Business and Training](#)

Phone: 1300 369 935

Email: oqu@det.qld.gov.au

South Australia

[Skilled Arrival Services](#)

Immigration South Australia,
Department of State Development

Phone: 08 8303 2420

Email: arrival@sa.gov.au

Tasmania

[Tasmanian Assessment, Standards and Certification](#)

Level 6, 39 Murray Street

Hobart TAS 7000

Phone: (03) 6165 6000

Email: enquiries@tasc.tas.gov.au

Victoria

[Overseas Qualifications Unit](#)

Skilled and Business Migration Program

Phone: 1300 492 606

Email: oqu@liveinmelbourne.vic.gov.au

Western Australia

[Overseas Qualifications Unit, Migration Services, Department of Training and Workforce Development](#)

Phone: (08) 9224 6540

Email: oqu@dtwd.wa.gov.au

5. REFERENCES

ACIL Allen Consulting (2015) (For the DET) *AMEP Evaluation*, Melbourne.

Australian Government, Federal Register of Legislation: Immigration (Education) Act 1971 – Specification of English Courses for Holders of Certain Temporary Visas 2015 –
<https://www.legislation.gov.au/Details/F2015L01020> accessed on 12/04/2018

Challenger Institute of Technology (2015) *Certificate I in Gaining Access to Training and Employment (GATE)*, Western Australia.

COAG (2012) *National Foundation Skills Strategy for Adults*.

Commonwealth of Australia (2012) *Australian Core Skills Framework*.

Commonwealth of Australia, DIISRTE (2013) *Foundation Skills Training Package*.

Commonwealth of Australia, DIISRTE (2013) *Foundation Skills Training Package – Implementation Guide*.

Derwing et al. (2011) *Citizenship and Immigration Canada*.

NSW AMES (2013) *CSWE*, Darlinghurst, NSW.

NSW Technical and Further Education Commission (2017) *General Education Programmes*, Blacktown, NSW.

Schaetzel & Young (2011) *Citizenship and Immigration Canada*.

Schaetzel, & Young (2010). *Education for Adult English Language Learners in the United States*. Centre for Applied Linguistics.

State of Victoria, DEET (2014) *EAL Framework*, Victoria.

State of Victoria, Department of Education (2016) *CGEA*, Victoria.

TAFE QLD (2016) *Core Skills for Learning*, Brisbane.

TAFE SA (2014) *Certificates in English Proficiency*, South Australia.

Senate Committee: Education and Employment

QUESTION ON NOTICE Supplementary Budget Estimates 2018 - 2019

Outcome: Skills and Training

Department of Education and Training Question No. SQ18-001000

Senator Doug Cameron provided in writing.

Evaluation of the new business model for AMEP

Question

- When will the independent evaluation of the AMEP be finalised?
- What stage is the evaluation currently at?
- Please provide the following details about the request for tender process:
- Was the original RFT amended in any way?
- Where the Terms of Reference amended? Please provide any new terms of reference.
- How many RFTs were received?
- How many were shortlisted?
- Who has been awarded the contract?
- Will the evaluation be assessing the usefulness and performance of the ACSF as a means of assessing and progressing students?
- Will the evaluation ensure that it involves the experience of students and teachers?
- Will the evaluation provide a guarantee of anonymity/confidentiality to teachers and to students involved in the evaluation?
- Has the Department undertaken a 'comprehensive review of curricula, teacher and assessor qualifications suitable for the AMEP', separate from the independent evaluation?
- If so, when did that review commence? Has it been completed?
- If yes, please provide the associated full report including appendices, findings and recommendations.
- If not: When is it due for completion? Who is working on the review? What are the terms of reference for the review? Will the report be made public?

Answer

The Adult Migrant English Program (AMEP) new business model evaluation is expected to be finalised by 30 June 2019.

On 9 October 2018, the Department of Education and Training issued a Request for Quote (RFQ).

The RFQ was not amended.

The RFQ did not include Terms of Reference (TOR), but included a Statement of Requirements (see **Attachment A**).

Two responses to the RFQ were received. Both were shortlisted.

Wunan Foundation Inc, trading as Social Compass, has been awarded the contract to undertake the evaluation.

The evaluation will focus on the appropriateness, effectiveness and practicality of the AMEP new business model, which includes the use of the Australian Core Skills Framework (ACSF).

The evaluation will involve consultation with stakeholders including AMEP service providers, their teachers and assessors and clients.

All data and views expressed in the evaluation will be de-identified to retain anonymity.

On 16 April 2018, the AMEP Quality Assurance provider commenced a review of AMEP curricula and teacher and assessor qualifications for the department.

This review will provide expert analysis of curricula and qualifications to inform the broader AMEP new business model evaluation.

The resulting *AMEP Curricula and Teacher and Assessor Qualifications Guide* was completed on 30 June 2018 (**Attachment B**).

Request for Quote [extract]

Adult Migrant English Program (AMEP) new business model evaluation

Statement of Requirements

The project outcomes are:

1. to determine the appropriateness, effectiveness and practicality of the following NBM elements:
 - a. targeted tuition streams – placing clients into either Social English or Pre-Employment English tuition
 - b. uncapping the Special Preparatory Program (SPP) – providing all humanitarian entrants access to this sub-program
 - c. additional tuition hours – providing clients access to 490 hours of tuition through the capped program, AMEP Extend
 - d. innovative projects funding – inviting Service Providers to develop, trial and report on innovative service delivery
 - e. the assessment process – that includes an initial assessment, progressive and exit assessments utilising the Australian Core Skills Framework (ACSF) as a benchmark
 - f. performance management – utilising standardised Key Performance Indicators to enhance accountability requirements of Service Providers
 - g. curriculum – appropriate curricula for English language tuition in both the particular streams
 - h. teacher qualifications – stipulated program, curriculum licencing and regulatory requirements
 - i. funding model – hourly tuition fees across AMEP tuition streams, SPP and Settlement Language Pathways to Employment and Training (SLPET)
2. to build on the AMEP multi-provider model evaluation plan developed by Social Compass to determine the appropriateness, effectiveness, value and viability of a multi-provider service delivery model in the AMEP and make a recommendation on the advantage and viability of expanding the multi-provider model into other contract regions
3. to look at the effectiveness of the provision of child care for AMEP clients and Service Providers' ability to support their clients' needs
4. to explore the success or otherwise of the alignment between the AMEP and Skills for Education and Employment (SEE) program with particular emphasis on the use of the ACSF as a common assessment framework for English proficiency, a combined procurement process for AMEP and SEE, as well as the introduction of similar administrative arrangements.