

# VU COLLEGE HANDBOOK 2011

OUR COURSES IN DETAIL

## **HOW TO USE THIS HANDBOOK**

Victoria University's 2011 VU College Handbook is designed to provide students with detailed information on course structures and subject details for undergraduate and postgraduate courses offered by the faculty in 2011.

NOTE: Courses available to International students are marked with the (I) symbol. The definition of fields used in course tables throughout this handbook includes:

Credit Point – the number of credit points a subject contributes towards the total points needed to complete a course.

## **PLEASE NOTE**

This handbook provides a guide to courses available within Victoria University's VU College in 2011. Although all attempts have been made to make the information as accurate as possible, students should check with the faculty that the information is accurate when planning their courses.

NOTE: Prospective students are strongly advised to search the University's online courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses) for the most up-to-date list of courses.

This handbook includes descriptions of courses that may later be altered or include courses that may not be offered due to unforeseen circumstances, such as insufficient enrolments or changes in teaching personnel. The fact that details of a course are included in this handbook can in no way be taken as creating an obligation on the part of the University to teach it in any given year or in the manner described. The University reserves the right to discontinue or vary courses at any time without notice.

## **OTHER INFORMATION**

Information about course fees, articulation and credit transfer, recognition of prior learning, admission and enrolment procedures, examinations, and services available to students can be accessed on the University's website or by contacting the University directly.

## **DISCLAIMER**

The information contained in Victoria University's 2011 VU College Handbook was current at 31 August 2010.

In today's university environment, changes to courses occur far more frequently than in the past. For current information on Victoria University's courses, readers are advised to access the University's online courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

If you have difficulty in accessing this material electronically, please phone (03) 9919 6100 for assistance.

## **IMPORTANT INFORMATION**

The course details in this handbook (plus details of all other Victoria University courses) can also be searched on the University's online courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

This handbook can be downloaded as a pdf file from the Victoria University website at [www.vu.edu.au/courses/course-handbooks-and-guides](http://www.vu.edu.au/courses/course-handbooks-and-guides)

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Published by Victoria University  
PO Box 14428  
Melbourne VIC 8001 Australia

[WWW.VU.EDU.AU](http://WWW.VU.EDU.AU)

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## CONTINUING EDUCATION

Below are details of courses offered by the Continuing Education in 2011. This information is also available online on the University's searchable courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

NOTE: Courses available to International students are marked with the (I) symbol.

### VICTORIAN CERTIFICATE OF APPLIED LEARNING (FOUNDATION)

Course Code: 21352VIC

**Campus:** Footscray Nicholson, Newport, Sunshine, Other, Location depends on chosen stream.

**About this course:** This course provides options for young people exploring work pathways and further education. The emphasis is on practical, experiential education and training, (e. g. hands-on learning) giving young people skills and knowledge relevant to work and life. It develops skills by concentrating on: literacy and numeracy; work related skills; industry specific skills; and personal and employability skills.

**Course Objectives:** The Victorian Certificate of Applied Learning (VCAL) provides options for young people exploring work pathways and further education. The emphasis is on practical, experiential education and training, i. e. "hands-on" learning giving young people skills and knowledge relevant to work and life. It develops skills by concentrating on: literacy and numeracy; work related skills; industry specific skills; and personal and employability skills.

**Careers:** A senior school leaving qualification for students 15-19 years.

**Course Duration:** 1 year

**Admission Requirements Other:** Student entry point is dependent on a pre-course assessment and would start at the level which matches needs and abilities.

**Selection Processes:** Direct Entry

**Course Structure** One year full-time. This course is delivered on a full-time basis. The VCAL has three levels - Foundation, Intermediate and Senior. Currently only Foundation and Intermediate levels are offered. Victorian Certificate of Applied Learning (Foundation) - Return to Study This return to study program includes subjects from the VCE, the VCAL and VET, work placements and individualised vocational pathway planning. The course focuses on developing "learning to learn" skills, continuing literacy and numeracy learning and preparation for further study and/or employment. As part of the program students may opt to include a VET subject selected from a range of VET programs offered at VU. Information Technology (IT) and multimedia projects are also offered as core VET units for all students undertaking this program. Students study at Footscray Nicholson campus. Victorian Certificate of Applied Learning (Foundation) - Try a Trade This program is designed to give young people the opportunity to experience a range of trades in the form of 'taster' programs. Students study different trade areas, undertake work placement and continue to work on communication skills, literacy and numeracy. Trade areas include: Metal Fabrication; Automotive; Bricklaying; Painting & Decorating; Sign Writing; Carpentry; Transport & Distribution; Welding; Spray Painting. Students study at Newport and Sunshine campus. Victorian Certificate of Applied Learning (Foundation) - ESL This program is designed to support the learning and employment needs of ESL youth. Students learn about work opportunities and practices and undertake a supported work placement. They undertake community projects and participate in a health and recreation program. Concurrently, students receive intensive English language tuition and support and individualised vocational pathway planning. Students study at Footscray Nicholson campus.

### VICTORIAN CERTIFICATE OF APPLIED LEARNING (INTERMEDIATE)

Course Code: 21353VIC

**Campus:** Newport, Sunshine, Other, or City King, depending on stream.

**About this course:** This course provides options for young people exploring work pathways and further education. The emphasis is on practical, experiential education and training, (e. g. hands-on learning) giving young people skills and knowledge relevant to work and life. It develops skills by concentrating on: literacy and numeracy; work related skills; industry specific skills; and personal and employability skills.

**Course Objectives:** The Victorian Certificate of Applied Learning (VCAL) provides options for young people exploring work pathways and further education. The emphasis is on practical, experiential education and training, i. e. "hands-on" learning giving young people skills and knowledge relevant to work and life. It develops skills by concentrating on: literacy and numeracy; work related skills; industry specific skills; and personal and employability skills.

**Careers:** A senior school leaving qualification for students 15-19 years.

**Course Duration:** 1 year

**Admission Requirements Other:** Student entry point is dependent on a pre-course assessment and would start at the level which matches needs and abilities.

**Selection Processes:** Direct Entry

**+Course Structure** One year full-time. This course is delivered on a full-time basis. The VCAL has three levels - Foundation, Intermediate and Senior. Currently only Foundation and Intermediate levels are offered.

Victorian Certificate of Applied Learning (Intermediate) - Automotive

This themed Intermediate VCAL is designed to provide students with extensive opportunities to gain practical skills and knowledge through hands-on learning, project work and through actual work placements in the automotive industry. Students are also enrolled in the full Certificate II in Automotive Technology Studies allowing students to graduate with the VCAL Certificate and the Certificate II which has direct employment benefits for those seeking apprenticeships in the automotive industry. Students study at Newport Campus.

Victorian Certificate of Applied Learning (Intermediate) - Building & Construction

The VCAL in Building and Construction develops a range of technical and trade skills and provides pathways into employment in the industry. Students will undertake extensive studies in carpentry, joinery, bricklaying, plumbing, and painting and decorating. Team projects, structured work placement, themed literacy, numeracy and communication skills are also offered as part of the overall delivery of this program. Students study at Newport and Sunshine campuses.

Victorian Certificate of Applied Learning (Intermediate) - Hair & Beauty

This themed VCAL develops a range of technical skills and provides pathways into the personal services field of employment. Students undertake the full Certificate II in Hairdressing as part of the program as well as over 300 hours of modules from Make-up Artistry, Modelling, Nail Technology and Retail Operations. The VCAL core units of Literacy, Numeracy, Work Related Skills and Personal Development develop critical life and work skills and are all themed to the Personal Services Industry to ensure interest and relevance for the students. Students study at City King campus.

Victorian Certificate of Applied Learning (Intermediate) - Sport

SportWest VCAL is a one-year themed Intermediate VCAL which includes the Cert II in Sport and Recreation qualification. Skills and knowledge are developed through participation in 6 'real' life projects which integrate the VCAL core units of Literacy, Numeracy, Work Related Skills and Personal Development. In partnership with VU, the Western Bulldogs Football Club will provide hands-on quality work-based learning opportunities. To join this course you can be interested in any sport or recreational activity - you don't have to be a footy fan or Western Bulldogs supporter. The course provides entry level qualifications to work in the Sports and Recreation industry; it leads to SportWest Senior VCAL and Cert III in Sport and Recreation, and it is a TAFE pathway to higher education at VU. Students study SportWest VCAL at Harvester

Technical College, a modern purpose-built education facility near the main VU Sunshine campus located at 76 Suffolk Rod, Sunshine North.

The first intake of SportWest VCAL was July 2010.

## VICTORIAN CERTIFICATE OF EDUCATION

Course Code: 2200LZV

Campus: Footscray Nicholson.

**About this course:** VCE stands for the Victorian Certificate of Education that is the Year 11 and 12 taught at most Victorian Secondary Schools. The Victorian Curriculum and Assessment Authority issues the VCE. All students throughout the state do the same course. The VCE is the entrance requirement for most TAFE and tertiary (university) courses and is increasingly becoming a pre-requisite for employment in many areas.

**Course Objectives:** VCE stands for the Victorian Certificate of Education that is the Year 11 and 12 taught at most Victorian Secondary Schools. The Victorian Curriculum and Assessment Authority issues the VCE. All students throughout the state do the same course. The VCE is the entrance requirement for most TAFE and tertiary (university) courses and is increasingly becoming a pre-requisite for employment in many areas.

**Careers:** Further education.

**Admission Requirements Other:** To qualify for admission to the course, applicants must demonstrate to the satisfaction of the Program Manager that they are capable of successfully completing the course. Although this is primarily a course for adults, those younger than 18 are also considered on application if spaces are available. VCAA considers an adult student to be one who is at least 18 years of age at 1 January and at least one year out of school.

**Selection Processes:** Interview Written Test

**Course Structure** Adult students returning to study can gain their VCE by completing 8 units, 6 units at 3 and 4 level, plus 2 units of English at either Unit 1 and 2 level or Unit 3 and 4 level. Each unit is a half year (semester) of study. Units 3 and 4 in a subject must be completed in the same year. If students intend to undertake tertiary study in the future they are advised to do some units at 1 and 2 level in preparation for tackling Units at 3 and 4 level. This is essential for Mathematics and Science subjects. Students should check the Prerequisites suggested for units in the information brochure. Students can combine subjects from full-time and part-time attempts. Subjects obtained prior to the introduction of VCE can also be counted. Subjects can be done at more than one institution in the same year. Continuing students, i. e. students who have completed Units 1 and 2 in the previous year, require 16 units: details on request. VCE Day Classes

Year 11 Core Units of Study

EN011	ENGLISH 1 & 2	72
EN012	ENGLISH 1 & 2	72
IT011A	INFORMATION TECHNOLOGY 1 & 2	72
IT012A	INFORMATION TECHNOLOGY 1 & 2	72
PH011	PHYSICS 1 & 2	72
PH012	PHYSICS 1 & 2	72
CH011A	CHEMISTRY 1 & 2	72
CH012A	CHEMISTRY 1 & 2	72
BIO11A	BIOLOGY 1 & 2	72
BIO12A	BIOLOGY 1 & 2	72
VA036	HISTORY 1 & 2	72
AC011	ACCOUNTING 1 & 2	72

AC012	ACCOUNTING 1 & 2	72
PY011	PSYCHOLOGY 1 & 2	72
PY012	PSYCHOLOGY 1 & 2	72
EN111	ENGLISH AS A SECOND LANGUAGE 3 & 4	108
EN112	ENGLISH AS A SECOND LANGUAGE 3 & 4	108
LS011A	LEGAL STUDIES 1 & 2	72
LS012A	LEGAL STUDIES 1 & 2	72
MA071	GENERAL MATHEMATICS 1 & 2	72
MA072	GENERAL MATHEMATICS 1 & 2	72
MA081	MATHEMATIC METHODS 1 & 2	72
MA082	MATHEMATIC METHODS 1 & 2	72
BM011	BUSINESS MANAGEMENT 1 & 2	72
BM012	BUSINESS MANAGEMENT 1 & 2	72
MA101	FOUNDATION MATHS UNITS 1 AND 2	72
MA102	FOUNDATION MATHS UNITS 1 AND 2	72
SO011	SOCIOLOGY 1 & 2	72
SO012	SOCIOLOGY 1 & 2	72

Year 12 Units of Study

BM033	BUSINESS MANAGEMENT 3	72
BM034	BUSINESS MANAGEMENT 4	72
EN093	ENGLISH (ESL) 3	102
EN094	ENGLISH (ESL) 4	102
EN013	ENGLISH 3	68
EN014	ENGLISH 4	68
AC033	ACCOUNTING 3	68
AC034	ACCOUNTING 4	68
BIO33A	BIOLOGY 3	85
BIO34A	BIOLOGY 4	85
CH033A	CHEMISTRY 3	85
CH034A	CHEMISTRY 4	85
VA229	LITERATURE UNITS 3 AND 4	68
LS033	LEGAL STUDIES 3	68
LS034	LEGAL STUDIES 4	68
PH033	PHYSICS 3	85
PH034	PHYSICS 4	85
PY033	PSYCHOLOGY 3	68
PY034	PSYCHOLOGY 4	68
HI083	AUSTRALIAN HISTORY 3	68
HI084	AUSTRALIAN HISTORY 4	68
VA249	INFORMATION TECHNOLOGY 3 & 4	85
MA073	FURTHER MATHS 3	68
MA074	FURTHER MATHS 4	68
MA133	MATHS METHOD 3	68

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MAT34	MATHS METHOD 4	68
HH033	HEALTH & DEVELOPMENT 3	68
HH034	HEALTH & DEVELOPMENT 4	68
VCE Evening Class		
MA093	SPECIALIST MATHS 3	72
MA094	SPECIALIST MATHS 4	72

### GENERAL ENGLISH [INTERNATIONAL STUDENTS ONLY] (I)

Course Code: 3113TU0107A-I

Campus: City Flinders.

**Course Objectives:** The General English (GE) course aims to: **Careers:** English for everyday living skills and travel purposes, further education in Australia or enhancement of employment opportunities in home country.

**Admission Requirements Other:** Students are assessed on enrolment as having a lower intermediate level of English. This is approximately equivalent to an IELTS 4 (entry to TAFE is generally 5. 5 and to Higher Ed generally 6. 0). According to ESOS regulations, all students on a student visa must study for 25 hours a week. As such, all ELI courses are delivered according to this requirement.

#### Selection Processes:

**Course Structure** The course can be delivered in 5, 10, 20 and 40 week options. The time required to reach the intermediate level will vary from student to student and will depend on the individual's entrance level, educational and language background, learning strategies, application and motivation. Course delivery is flexible. Students are assessed every five weeks and can remain in the same level or can move to a higher level depending on assessment results. Entry Levels

Level 1 Beginner

Level 2 Elementary

Level 3 Lower Intermediate

Level 4 Intermediate

Level 5 Upper Intermediate

Level 6 Advanced

The General English courses can stand alone or can articulate into various English for Specific Purposes type courses after reaching the intermediate level such as English for Academic Purposes. Flexible entry and exit arrangements are possible. Currently, ELI is only delivering one General English course which is at a lower intermediate level. The course is structured thematically and teaches the IELTS testing areas - reading, writing, listening and speaking.

#### Units of Study

Units at the Lower Intermediate level include: Orientation to living in Melbourne

Shopping

Food and Cooking

Health

Accommodation

Getting around (Transportation)

Education

Travel

Festivals and Cultural Celebrations

CALL (Computer Assisted language learning)

SACSelf Access

Assessment Assessment is based on satisfactory completion of set tasks and satisfactory attendance and participation in class activities. Main forms of assessment used in the course are as follows: journal; reading and listening tasks, writing folio, vocabulary book, oral presentation, role plays, reader. Students receive a formal graded report at the end of each 10 week course. Please note that in order to be granted a certificate at the end of a course, students must have completed all tasks to a satisfactory level and must have a minimum 80 per cent attendance rate.

### ENGLISH FOR ACADEMIC PURPOSES [INTERNATIONAL STUDENTS ONLY] (I)

Course Code: 3113TU0207A-I

Campus: City Flinders.

**Course Objectives:** The EAP courses aim to: - improve language proficiency; - sharpen academic skills in preparation for study at TAFE, undergraduate and postgraduate level at VU; and- enable students to gain an understanding of Australian academic culture.

**Careers:** The TAFE and University Preparation courses provide a specific study focus bridging course prior to entry into TAFE and higher education mainstream studies.

**Admission Requirements Other:** New students are tested upon enrolment and placed in an appropriate class. IELTS test results are also used as a placement tool. An overall IELTS 4. 5, or equivalent, is required for entry into the Intermediate class. An overall IELTS 5 with no subtest less than 5, or equivalent, is required for entry into the Upper Intermediate course. An overall 5. 5 with Reading and Writing 5. 5 and other subtests not less than 5. 0, or equivalent, is required for entry into the University Preparation Level 2 Course. An overall IELTS 6. 0 with no subtest less than 6. 0, or equivalent, is required for entry into the University Preparation Level 1 Course. According to ESOS regulations, all students on a student visa must study for 25 hours a week. As such, all ELI courses are delivered according to this requirement.

#### Selection Processes:

**Course Structure** 25 hours per week for 5, 10, 15 or 20 weeks, depending on the individual's entrance level, educational and language background, learning strategies, application and motivation. The time required to reach each level will vary from student to student however, on average, it takes students ten weeks to complete each level. Course delivery is flexible. Students are assessed every five weeks and can remain in the same level or can move to a higher level depending on assessment results. Entry Levels

EAP TAFE Preparation - Intermediate

EAP TAFE Preparation - Upper Intermediate

EAP TAFE Preparation - Advanced

EAP University Preparation Level 2

EAP University Preparation Level 1

The above entry levels in the EAP stream consist of the following: - EAP - Intermediate; this course introduces students to basic academic language skills;

- EAP - Upper Intermediate/Advanced; this course further develops students academic language skills for entry into VU TAFE courses;

- EAP - Direct Entry University Preparation 2 (UP2) for VU undergraduate entry; successful completion of this specialised 10-week program gives students entry to VU undergraduate courses; and

- EAP - Direct Entry University Preparation 1 (UP1) for VU postgraduate entry; successful completion of this specialised 10-week course gives students entry to VU postgraduate courses which require IELTS 6. 5 with no subtest below 6. 0. Please note that for postgraduate courses in Law and Education which require IELTS 7. 0 with no subtests below 6, you must achieve higher grades on the UP1 course and/or submit an IELTS score of 7. 0 with no subtest below 6. 0.

### Units of Study

The course is divided into 4 five week modules at both the Intermediate and Upper Intermediate levels. Each module focuses on a specific genre. The modules are as follows: -Module 1A- Orientation/Description

-Module 1B- Comparison/Contrast

-Module 2A-Pathways and Processes

-Module 2B- Argument/Social issues

An additional module that is held in intake 1 is Cause/Effect. This is offered at Upper Intermediate only. The UP2 and UP1 courses are both specialised 10 week EAP Direct Entry courses. The focus is on academic Listening, Speaking, Reading, Writing, and Research Skills.

### Assessment

For all EAP courses assessment is based on satisfactory completion of set tasks and satisfactory attendance and participation in class activities. Main forms of assessment used in the course are as follows: essays, oral presentations, case studies, formal reports, summary writing, timed writing and tests. Students receive a formal graded report at the end of each 10 week course. Please note that in order to be granted a certificate at the end of a course, students must have completed all tasks to a satisfactory level and must have a minimum 80 per cent attendance rate.

## IELTS PREPARATION [INTERNATIONAL STUDENTS ONLY] (I)

Course Code: 3113TU0307A-I

Campus: City Flinders.

**Course Objectives:** This 10-week course is offered at Upper Intermediate level and prepares students to sit the IELTS. The course aims to allow students to: - improve their general levels of English proficiency; - become familiar with the IELTS format; and- improve the test-taking strategies that are appropriate to the IELTS test.

**Careers:** Comprehensive preparation for and practice of the skills required in the IELTS test.

**Admission Requirements Other:** The prerequisite is an Upper Intermediate level of English (according to the Victoria University, English language Institute descriptors).

### Selection Processes:

**Course Structure** 125 hours or 250 hours, i. e. 5 or 10 weeks. Course delivery is flexible. Students are assessed every five weeks and can remain in the same level or can move to a higher level depending on assessment results. Units of Study

The course is structured thematically and teaches the IELTS testing areas - reading, writing, listening and speaking through the following themes: -Communication /the Arts

-The Environment

-Technology

-Gender Issues

-Health/Social Issues

-Test Taking Strategies

There are multiple entry and exit points for students doing the IELTS Preparation course. IELTS scores can be used to gain entry into further English courses or into mainstream courses at Victoria University or at other tertiary institutions.

### Assessment

Main forms of assessment used in the course are as follows: essays, oral presentations, personal journals, timed writing and practice IELTS tests. Assessment is based on satisfactory completion of set tasks and satisfactory attendance and participation in class activities. Please note that in order to be granted a certificate at the end of a course, students must have completed all tasks to a satisfactory level

and must have a minimum 80 per cent attendance rate.

## ENGLISH FOR OVERSEAS TEACHERS OF ENGLISH [INTERNATIONAL STUDENTS ONLY]

Course Code: 3113TU0507A-I

Campus: City Flinders.

**Course Objectives:** The aim of the course is to develop both the language proficiency and academic skills of students to assist them in being able to more satisfactorily teach English in their own country and/or seek entry into postgraduate courses in TESOL at Victoria University.

**Careers:** Professional development for teachers of English.

**Admission Requirements Other:** The prerequisite is IELTS 6.0 or TOEFL 580+ with a TWE 5 and a teaching qualification or teaching experience. However, the program can be adapted to meet groups with a lower level of English proficiency.

### Selection Processes:

**Course Structure** The course can be delivered in three, five and 10-week modules and can be custom-designed for particular groups of teachers. Course delivery is flexible. Content and delivery can be negotiated with the various university group and /or agent. The course is run as a study tour. Students are usually either primary or secondary teachers in their country of origin. Core Units of Study

Teaching Methodology

Teaching Skills

Approaches to language Teaching and Learning

Communication Skills and Language Proficiency

Assessment

Main forms of assessment used in the course are as follows: observational journal; report; presentation. Assessment is based on satisfactory completion of set tasks and satisfactory attendance and participation in class activities. Please note that in order to be granted a certificate at the end of a course, students must have completed all tasks to a satisfactory level and must have a minimum 80 per cent attendance rate.

## ENGLISH FOR HEALTH SCIENCES [INTERNATIONAL STUDENTS ONLY]

Course Code: 3113TU0607A-I

Campus: City Flinders.

**Course Objectives:** This course is offered at Upper Intermediate level and is designed to prepare students for further study or employment in the Health Sciences area. It is envisaged that students exiting this course will take up positions commensurate with their needs at TAFE or universities either in undergraduate or postgraduate courses in Australia.

**Careers:** Further study or employment in the Health Sciences area.

**Admission Requirements Other:** The English entry level for this course is Upper Intermediate.

**Selection Processes:**

**Course Structure** 10 weeks. Course delivery is flexible. Students are assessed every five weeks and can remain in the same level or can move to a higher level depending on assessment results. Study areas comprise the following objectives: -to develop communication skills and language proficiency

- to demonstrate a general knowledge of medical terminology
- to understand a range of issues that relate to Health Sciences in Australia
- to develop study skills appropriate to the chosen tertiary course
- to become familiar with technology related to language learning.

Assessment

Participants will be given feedback in the form of a written report on all assessment tasks, a mid course report and a final course report. Additional feedback may also be given in the form of academic counselling by the class teacher in consultations with the student services counsellor. Assessment is based on satisfactory completion of set tasks and satisfactory attendance and participation in class activities. Please note that in order to be granted a certificate at the end of a course, students must have completed all tasks to a satisfactory level and must have a minimum 80 per cent attendance rate.

## COURSE IN PRELIMINARY SPOKEN AND WRITTEN ENGLISH

Course Code: 91418NSW

Campus: Footscray Nicholson, St Albans, Werribee, Melton, Sunshine.

**Course Objectives:** The Course in Preliminary and Certificates I-III in Spoken and Written English provide a framework for learners to develop English language and literacy skills and numeracy skills to undertake further education and training seek and maintain employment, and participate in the community.

**Careers:** This course is primarily an access program to enable students to gain adequate English language proficiency to meet their employment or further study goals.

**Course Duration:** 1 year

**Admission Requirements Other:** AMEP candidates must satisfy eligibility criteria set by the Department of Immigration and Citizenship (which are checked through their database), must not have exhausted entitlement of 510 hours of tuition, and must be below ISLPR 2 in the macroskills of Speaking, Listening, Reading and Writing. Other areas of delivery have ISLPR entry requirements consistent with the required language level of the qualification. The usual entry level ISLPR is 0 to 0+ for all macroskills.

**Selection Processes:** Direct EntryWritten Test

**Course Structure** AMEP: 4-5 days 20 wks 0. 5 yrNon-AMEP: 4-5 days 36 wks 1. 0 yrOffered on a full-time or part-time basis. Core Units of Study

Unit of Study Code Hours

CPSWE A	FOUNDATION LEARNING STRATEGIES	75
CPSWE B	FOUNDATION SKILLS FOR RECOGNITION OF ALPHABET AND NUMBERS	75
CPSWE C	FOUNDATION WRITING SKILLS FOR ALPHABET AND NUMBERS	75
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## UNITS

Below are subject details for courses offered by the Continuing Education in 2011. **IMPORTANT NOTICE:** Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

### AC011 ACCOUNTING 1 & 2

**Descriptions:** Unit 1 focuses on accounting and financial management for a small business. The unit introduces the fundamental processes of recording, reporting and analysing financial information required for sole-proprietor service businesses. Unit 2 focuses on the accounting and financial operations of a sole proprietor trading business. The unit introduces an accounting system using the accrual approach for recording and reporting, which recognises the impact of credit transactions.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

### AC012 ACCOUNTING 1 & 2

**Descriptions:** This unit focuses on the accounting and financial operations of a sole proprietor trading business. The unit introduces an accounting system using the accrual approach for recording and reporting, which recognises the impact of credit transactions. Students look at tools of analysis and interpretation in order to assist in the evaluation of business performance.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

### AC033 ACCOUNTING 3

**Descriptions:** This unit focuses on accounting and financial issues of a small trading business, operating as a sole proprietor. The unit introduces a double entry system using the accrual basis of accounting. It emphasises the role of accounting as an information system and the role of ICT in completing procedures. It also investigates alternative approaches in accounting and their impact on financial reports.

**Nominal Hours:** 68

**Required Reading:** -

**Assessment:** SAC 17% & Mid year Exam 33%.

### AC034 ACCOUNTING 4

**Descriptions:** The unit further develops the role of accounting in providing information, with the main focus on accounting information for management. It covers recording, reporting and budgeting for trading businesses, using perpetual inventory recording and reporting on the accrual basis.

**Nominal Hours:** 68

**Required Reading:** -

**Assessment:** SAC 17% & End of year Exam 33%.

### BI011A BIOLOGY 1 & 2

**Descriptions:** This unit examines ecosystems with their communities of living organisms and their non-living surroundings. It investigates the classification and identification of organisms and the nature of interactions that occur between living organisms and between organisms and their environments. The complex interactions

that sustain life on Earth, the nature and effects of environmental change and issues of conservation are also considered. Students investigate the nature and characteristics of different ecosystems, the interdependence and relationships that exist within these ecosystems and changes that have occurred in ecosystems, both short term and long term, including changes caused by human influence. Students conduct and report on field and laboratory investigations related to the nature of ecosystems and the interrelationships of organisms within them.

**Nominal Hours:** 72

**Required Reading:** -

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

### BI012A BIOLOGY 1 & 2

**Descriptions:** This unit examines the functional and structural characteristics of organisms, and the similarities and differences of structures and systems between plants and animals. The application of technology to explore, maintain and modify biological functions, and issues associated with the use of this technology, are also investigated. Students are required to examine and compare digestive, transport, respiratory, excretory and reproductive systems in plants and animals, and to relate these where relevant to their own health. They also look at the diverse ways by which organisms obtain their energy and matter requirements.

**Nominal Hours:** 72

**Required Reading:** -

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

### BI033A BIOLOGY 3

**Descriptions:** This unit examines the challenges to survival and the mechanisms which enhance the survival of individual organisms in the face of changing conditions, environmental extremes and challenges from other organisms. Cell structure and functioning and homeostasis are examined in theory and in practical work. The functioning of the human immune systems and the nature and treatment of infection and disease are investigated in relation to the characteristics of pathogenic organisms and agents, and the infected organism. Throughout the unit consideration is given to examples of the use of modern technology to increase the chance of survival of an organism when its control systems or defences are inadequate. Unit 3 has an external exam that is held in June along with school-assessed coursework throughout the semester.

**Nominal Hours:** 85

**Required Reading:** -

**Assessment:** SAC 17% & Mid year Exam 33%.

### BI034A BIOLOGY 4

**Descriptions:** This unit examines the mechanisms of inheritance, genes, DNA, mitosis and meiosis, and the causes of variation, both genetic and environmental. Recent advances in biotechnology are explored. An examination of the processes of evolution, including natural selection, leads to investigation of the origins and diversity of living organisms. Unit 4 has an external exam that is held in November along with school-assessed coursework throughout the semester. Each exam and the school-assessed coursework contribute equally to the overall final assessment for the subject.

**Nominal Hours:** 85

**Required Reading:** -

**Assessment:** SAC 17% End of year Exam 33%.

**BM011 BUSINESS MANAGEMENT 1 & 2**

**Descriptions:** Small rather than large businesses make up the vast majority of all businesses in the Australian Economy. It is the small sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with the employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and often utilised in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**BM012 BUSINESS MANAGEMENT 1 & 2**

**Descriptions:** This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**BM033 BUSINESS MANAGEMENT 3**

**Descriptions:** In this unit students investigate how large-scale organisations operate. Students examine the context in which they conduct their business, focus on aspects of their internal environment and then look at the operations management function. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

**Nominal Hours:** 72

**Assessment:** SAC 25 % (see Unit 4).

**BM034 BUSINESS MANAGEMENT 4**

**Descriptions:** The unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with an analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

**Nominal Hours:** 72

**Assessment:** SAC 25 % & End of Year Exam 50%.

**CH011A CHEMISTRY 1 & 2**

**Descriptions:** This unit examines a range of chemical processes and activities through the study of common materials. The chemical nature of materials is explored through an investigation of their properties and their modification. This examination of materials aims to familiarise students with the structures of substances in everyday use. The properties of water are related to its importance to life and its use as a medium for chemical reactions. The application of these concepts to the structures of surfaces and the nature of interactions occurring at surfaces is also included in this unit.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**CH012A CHEMISTRY 1 & 2**

**Descriptions:** This unit examines a wide range of chemical reactions with emphasis on the writing of chemical equations and performance of calculations based on them. Appropriate chemical concepts are introduced and students are encouraged to evaluate the environmental impact of human activity on the biosphere.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**CH033A CHEMISTRY 3**

**Descriptions:** This unit adopts a global perspective by examining the large-scale industrial production of some chemicals. The work of chemists in these industries is examined. The investigation of quality control introduces students to a range of analytical techniques and the work of analytical chemists.

**Nominal Hours:** 85

**Assessment:** SAC 17% & Mid year Exam 33%.

**CH034A CHEMISTRY 4**

**Descriptions:** This unit examines the relationship between the production and use of energy in non-living and living systems. It provides an opportunity to revisit the concepts of the mole, chemical reactions, stoichiometry, equilibrium, organic chemistry and atomic structure, and illustrates the development of chemical ideas within the context of the Periodic Table.

**Nominal Hours:** 85

**Assessment:** SAC 17% & End of year Exam 33%.

**CPSWE A FOUNDATION LEARNING STRATEGIES**

**Descriptions:** Nominal Hours: 75

**Assessment:** AMEP student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, attendance on class roll, and checklists based on organisation of Student folder (provided to all AMEP students). Other areas of provision will use some of the above and/or completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CPSWE B FOUNDATION SKILLS FOR RECOGNITION OF ALPHABET AND NUMBERS**

**Descriptions:** This module covers foundation skills for learners with very limited formal education and prepares them for entry to Certificate I in Spoken and Written English. It includes the skills required for recognising, both aurally and visually, upper and lower case letters of the alphabet and numerals 0 to 30. Computer skills may also be developed through letter and number recognition with computer keyboards. Summary of learning outcomes: B1 Demonstrate recognition of the alphabet B2 Demonstrate recognition of numbers

**Nominal Hours:** 75

**Assessment:** AMEP student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or

written questioning used with checklists of learner performance, attendance on class roll, and checklists based on organisation of Student folder (provided to all AMEP students). Other areas of provision will use some of the above and/or completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CPSWE C FOUNDATION WRITING SKILLS FOR ALPHABET AND NUMBERS**

**Descriptions:** This module covers foundation literacy and numeracy skills for learners who have had very limited formal education and prepares them for entry to Certificate I in Spoken and Written English. It includes the skills required to hold a pencil/pen in order to effectively copy and write upper-case and lower-case letters of the alphabet and numerals 0 to 30. Summary of learning outcomes: C1 Copy letters of the alphabet C2 Write letters of the alphabet C3 Copy number C4 Write numbers

**Nominal Hours:** 75

**Assessment:** AMEP student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, attendance on class roll, and checklists based on organisation of Student folder (provided to all AMEP students). Other areas of provision will use some of the above and/or completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CPSWE D FOUNDATION READING SKILLS FOR COMMON VISUAL SYMBOLS AND SIGNS**

**Descriptions:** This module covers foundation literacy skills for learners who have had very limited formal education and prepares them for entry to Certificate I in Spoken and Written English. It includes recognising visual symbols and written text in common signs. Summary of learning outcomes: D1 Recognise common visual symbols D2 Recognise common signs with text

**Nominal Hours:** 75

**Assessment:** AMEP student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, attendance on class roll, and checklists based on organisation of Student folder (provided to all AMEP students). Other areas of provision will use some of the above and/or completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CPSWE E FOUNDATION NUMERACY SKILLS**

**Descriptions:** This module covers foundation numeracy skills for learners who have had very limited formal education and prepares them for entry to Certificate I in Spoken and Written English. It includes recognising the oral and reading skills for personally relevant numbers, time and money. Summary of learning outcomes: E1 Read aloud personally relevant numbers E2 Read and understand time E3 Read and understand Australian money

**Nominal Hours:** 75

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, observed role plays, other simulated community/workplace tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Other areas of

provision will use some of the above and/or completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CPSWE F FOUNDATION READING AND WRITING SKILLS FOR GIVING PERSONAL INFORMATION**

**Descriptions:** This module covers foundation literacy and numeracy skills for learners who have had very limited formal education and prepares them for entry to Certificate I in Spoken and Written English. It includes the skills required to read a basic form and to correctly copy or write personal details. It develops the learner's ability to write personal details on a line or in appropriate spaces on a form. Summary of learning outcomes: F1 Write personal details F2 Complete a simplified form

**Nominal Hours:** 75

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, checklists based on teacher observation, simulated workplace/community tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CPSWE G FOUNDATION SPEAKING SKILLS FOR SHORT EXCHANGES**

**Descriptions:** This module covers oracy skills for learners who have had very limited formal education and prepares them for entry to Certificate I in Spoken and Written English. This module covers the skills to give personal information in short exchanges, to obtain goods by using formulaic phrases and asking and/or responding to basic questions, as well as the skills to engage in simple social exchanges. Summary of learning outcomes: G1 Give personal information using spoken language G2 Participate in a basic transactional exchange G3 Participate in a simple social exchange

**Nominal Hours:** 75

**Assessment:** Student assessment is based on teacher evaluation of the following: teacher observation of satisfactory performance used with checklists of learner performance, observed role plays with fluent interlocutor, other simulated community/workplace tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CPSWE H FOUNDATION READING SKILLS FOR WORDS AND SIMPLE SENTENCES**

**Descriptions:** This module covers foundation literacy skills for learners with very limited formal education and prepares them for entry to Certificate I in Spoken and Written English. It includes the strategies required to understand and read aloud highly familiar words and simple sentences. Summary of learning outcomes: H1 Read simple words H2 Read simple sentences.

**Nominal Hours:** 75

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents, verbal and/or written questioning and teacher observation of satisfactory performance used with checklists of learner performance, plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**EN011 ENGLISH 1 & 2**

**Descriptions:** Students will be required to demonstrate achievements of three outcomes. Students should be able to: Identify and discuss ideas, themes and issues in set texts, and to construct a personal response; Communicate effectively in writing, taking into account context, purpose and audience; Explore ideas and issues orally, giving considered reasons for a point of view and listening actively to the views of others.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**EN012 ENGLISH 1 & 2**

**Descriptions:** Students will be required to demonstrate achievements of three outcomes. Students should be able to: Construct responses to set texts and Australian media texts; Produce effective written texts for a range of purposes and audiences; Comment orally on the key ideas and information conveyed in non-print texts and identify and analyse verbal and non-verbal methods of presentation.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**EN013 ENGLISH 3**

**Descriptions:** Students will be required to demonstrate achievements of two outcomes. Students should be able to: Discuss in detail the ideas, experiences and issues dealt with in a selected text and in current media texts; Present complex ideas and information to an audience through prepared oral presentation.

**Nominal Hours:** 68

**Assessment:** SAC 25 % (see Unit 4).

**EN014 ENGLISH 4**

**Descriptions:** Students will be required to demonstrate achievements of two outcomes. Students should be able to: Develop and justify a detailed interpretation of selected texts; Communicate complex ideas and information effectively through finished writing for different purposes.

**Nominal Hours:** 68

**Assessment:** SAC 25 % & End of Year Exam 50%.

**EN093 ENGLISH (ESL) 3**

**Descriptions:** Students will be required to demonstrate achievements of two outcomes. Students should be able to: Discuss in detail the ideas, experiences and issues dealt with in a selected text and in current media texts; Present complex ideas and information to an audience through prepared oral presentation.

**Nominal Hours:** 102

**Assessment:** SAC 25 % (see Unit 4).

**EN094 ENGLISH (ESL) 4**

**Descriptions:** Students will be required to demonstrate achievements of two outcomes. Students should be able to: Develop and justify a detailed interpretation of selected texts; Communicate complex ideas and information effectively through finished writing for different purposes.

**Nominal Hours:** 102

**Assessment:** SAC 25 % & End of Year Exam 50%.

**EN111 ENGLISH AS A SECOND LANGUAGE 3 & 4**

**Descriptions:** Students will be required to demonstrate achievements of three outcomes. Students should be able to: Identify and discuss ideas, themes and issues in set texts, and to construct a personal response; Communicate effectively in writing, taking into account context, purpose and audience; Explore ideas and issues orally, giving considered reasons for a point of view and listening actively to the views of others.

**Nominal Hours:** 108

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**EN112 ENGLISH AS A SECOND LANGUAGE 3 & 4**

**Descriptions:** Students will be required to demonstrate achievements of three outcomes. Students should be able to: Construct responses to set texts and Australian media texts; Produce effective written texts for a range of purposes and audiences; Comment orally on the key ideas and information conveyed in non-print texts and identify and analyse verbal and non-verbal methods of presentation.

**Nominal Hours:** 108

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**HH033 HEALTH & DEVELOPMENT 3**

**Descriptions:** Students explore the diversity of health outcomes within our population that are the result of factors such as biology, socio-economic status, environment, inherited lifestyle, behaviour, knowledge, attitudes and beliefs.

**Nominal Hours:** 68

**Assessment:** SAC 25 % (see Unit 4).

**HH034 HEALTH & DEVELOPMENT 4**

**Descriptions:** This unit focuses on the developmental changes that occur as individuals move through the lifespan as well as an exploration of inherited factors that determine developmental potential. There is an analysis of the impact of a range of environmental factors that contribute to variations in health and developmental outcomes both between and within industrialised and developing countries.

**Nominal Hours:** 68

**Assessment:** SAC 25 % & End of Year Exam 50%.

**HI083 AUSTRALIAN HISTORY 3**

**Descriptions:** These units examine the meanings that have been made of Australia's past by historians, film makers, politicians, novelists, artists and others. Sources such as these are used to explore issues and problems involved with the role of history in society and the nature of historical inquiry. Students are required to demonstrate achievement of a set of major outcomes based on four areas of study. They are required to analyse representations of power and cultural identity; research and report on aspects of the way in which Australian people lived their lives during selected historical periods; and investigate and prepare essays on changes in the Australian economy and in the organisation and distribution of power.

**Nominal Hours:** 68

**Required Reading:** -

**Assessment:** SAC 25 % (see Unit 4).

**HI084 AUSTRALIAN HISTORY 4**

**Descriptions:** These units examine the meanings that have been made of Australia's past by historians, film makers, politicians, novelists, artists and others. Sources such as these are used to explore issues and problems involved with the role of history in society and the nature of historical inquiry. Students are required to demonstrate achievement of a set of major outcomes based on four areas of study. They are required to analyse representations of power and cultural identity; research and report on aspects of the way in which Australian people lived their lives during selected historical periods; and investigate and prepare essays on changes in the Australian economy and in the organisation and distribution of power.

**Nominal Hours:** 68

**Required Reading:** -

**Assessment:** SAC 25 % & End of Year Exam 50%.

**IT011A INFORMATION TECHNOLOGY 1 & 2**

**Descriptions:** The focus of this unit is the study of how individuals use, and can be affected by, information technology in their daily lives. Students acquire and apply a range of knowledge and skills to create solutions that inform, persuade, educate or entertain. The output produced from solutions may be information, such as a flyer, or they may be actions, such as controlling the lights for a school musical. Students examine the functions and technical capabilities of hardware and software components and investigate how these components are configured to form a computer system. Students explore how their lives are affected by information technology. They critically evaluate the quality of information available from Internet sources and assess the social effects of using information technology for purposes of informing, persuading, educating or entertaining.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**IT012A INFORMATION TECHNOLOGY 1 & 2**

**Descriptions:** The focus of this unit is the study of how individuals and organisations, such as small businesses, charitable institutions, sporting clubs and government agencies use, and can be affected, by information systems. Students acquire and apply a range of knowledge and skills to create solutions that assist in controlling systems or managing information. The output produced from solutions may be information, such as pay advice statements or actions, such as ringing of an alarm. Students also work in project teams to coordinate the creation of electronic publications. They evaluate the extent to which the publications fulfil social, legal and ethical responsibilities. Students examine the roles and functions of the components of information systems and investigate how these components are configured to form a small local area network. The proposed network is evaluated in terms of its potential economic effect on individuals or organisations.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**LS011A LEGAL STUDIES 1 & 2**

**Descriptions:** This unit introduces the difference between legal and non-legal rules, the Victorian court hierarchy and the process of making laws through Parliament. It provides an examination of the role of the police in criminal investigation and the procedures of a criminal trial. The concepts of fairness and justice are explored within the criminal justice system.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**LS012A LEGAL STUDIES 1 & 2**

**Descriptions:** This unit introduces the principles of civil law and examines the processes and procedures involved in civil action and the possible defences to civil claims. It also provides an investigation into alternative avenues of dispute resolution and recent changes in the law and the implications for society (e. g. reproductive technology or computer fraud).

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**LS033 LEGAL STUDIES 3**

**Descriptions:** This unit focuses on the institutions which determine laws and the processes by which laws are made. It considers why laws are necessary and the main types of laws which exist within the community. It also explores the way in which an individual working alone, or as a member of a group, can influence change to the law. The law is not static and is under constant review. Legal rules tend to reflect community values and are therefore constantly being modified as values change. This unit investigates the relationship between these values and the law.

**Nominal Hours:** 68

**Assessment:** SAC 25 % (see Unit 4).

**LS034 LEGAL STUDIES 4**

**Descriptions:** This unit focuses on the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution, and processes and procedures which operate with the Victorian legal system (civil and criminal). It also includes a review of the operation of the legal system, giving consideration of the strengths and weaknesses, and possible areas for change and reform.

**Nominal Hours:** 68

**Required Reading:** -

**Assessment:** SAC 25 % & End of Year Exam 50%.

**MA071 GENERAL MATHEMATICS 1 & 2**

**Descriptions:** Unit 2 Geometry plus some or all of: Arithmetic; Functions and graphs; Trigonometry; Algebra; Probability.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**MA072 GENERAL MATHEMATICS 1 & 2**

**Descriptions:** Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**MA073 FURTHER MATHS 3**

**Descriptions:** Further Maths consists of a compulsory core, covering data handling and then a selection of three from five possible optional modules. This selection is determined by the Maths Faculty staff. The core content involves the topic of data handling with particular emphasis on simulation, correlation and regression, and time series analysis. The optional modules include: number patterns and applications;

geometry and trigonometry; graphs and relations; business related maths; and networks and decision maths. In the past staff have chosen modules 2 (geometry and trigonometry), 4 (business related maths) and 5 (networks and decision maths). Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing application tasks, written tests, assignments, short investigations, and finding solutions to standard problem.

**Nominal Hours:** 68

**Assessment:** SAC 25 % (see Unit 4).

#### **MA074 FURTHER MATHS 4**

**Descriptions:** Further Maths consists of a compulsory core, covering data handling and then a selection of three from five possible optional modules. This selection is determined by the Maths Faculty staff. The core content involves the topic of data handling with particular emphasis on simulation, correlation and regression, and time series analysis. The optional modules include: number patterns and applications; geometry and trigonometry; graphs and relations; business related maths; and networks and decision maths. In the past staff have chosen modules 2 (geometry and trigonometry), 4 (business related maths) and 5 (networks and decision maths). Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing application tasks, written tests, assignments, short investigations, and finding solutions to standard problem

**Nominal Hours:** 68

**Assessment:** SAC 14% & End of year Exam 66%.

#### **MA081 MATHEMATIC METHODS 1 & 2**

**Descriptions:** This unit involves the study of probability, covering introductory probability; functions and graphs, covering graphical representation of linear and non-linear functions and relations; calculus, covering the analysis of properties of functions; and algebra, covering the use of formulas and equations to generalise and analyse work in the other areas. Students are required to: learn, practise and apply mathematical algorithms, routines and techniques by completing assignments, solving problems, providing short written responses, and finding solutions to standard problems.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

#### **MA082 MATHEMATIC METHODS 1 & 2**

**Descriptions:** This unit involves the study of probability, covering combinatorics and applications of combinatorics to probability; functions and graphs, covering graphical representation of circular and exponential functions; calculus, covering the analysis of properties of functions, approximating the behaviour of functions by lines and rectangles, and limits of approximations; and algebra, covering the use of formulas and equations to generalise and analyse work in the other areas. Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing assignments, solving problems, providing short written responses, and finding solutions to standard problems.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

#### **MA093 SPECIALIST MATHS 3**

**Descriptions:** Specialist Mathematics consists of the following areas of study: Functions, relations and graphs, Algebra, Calculus, Vectors and Mechanics. Students are expected to be able to apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and

geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology.

**Nominal Hours:** 72

**Assessment:** SAC 12% (see Unit 4).

#### **MA094 SPECIALIST MATHS 4**

**Descriptions:** Specialist Maths involves the study of coordinate geometry, functions and their graphs; trigonometry, proofs and solving equations; algebra, complex numbers; calculus, differential and integral calculus, differential equations; kinematics, velocity-time graphs; and vectors in two and three dimensions and mechanics. Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing application tasks, written tests, assignments, short investigations and by finding solutions to standard problems.

**Nominal Hours:** 72

**Assessment:** SAC 22% & End of year Exam 66%.

#### **MA101 FOUNDATION MATHS UNITS 1 AND 2**

**Descriptions:** This unit involves the study of space and shape, covering 2 and 3 dimensional objects; patterns in number, covering basic operations; handling data, covering preparation of graphs; and measurement and design, covering metric measurement. Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing assignments, solving problems, providing short written responses, and finding solutions to standard problems.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

#### **MA102 FOUNDATION MATHS UNITS 1 AND 2**

**Descriptions:** This unit involves the space and shape, covering drawing plans, making models and drawing diagrams; patterns in numbers, covering place value and decimals; handling data, covering interpretation of graphs; and measurement and design, covering problems involving measurement. Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing assignments, solving problems, providing short written responses, and finding solutions to standard problems.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

#### **MA133 MATHS METHOD 3**

**Descriptions:** These units involve the study of co-ordinate geometry, graphing numerous polynomial functions; trigonometric functions, solving a range of trigonometric equations; calculus, using appropriate rules to differentiate and antidifferentiate functions; properties of integrals, applying theoretical understanding to a range of practical situations; algebra, factorisation of polynomials, solution of exponential and logarithmic equations; and statistics and probability, with emphasis on discrete random variables, binomial distributions, normal distributions and hypergeometric distributions. Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing assignments, solving problems, providing short written responses, and finding solutions to standard problems.

**Nominal Hours:** 68

**Assessment:** SAC 25 % (see Unit 4).

**MA134 MATHS METHOD 4**

**Descriptions:** These units involve the study of co-ordinate geometry, graphing numerous polynomial functions; trigonometric functions, solving a range of trigonometric equations; calculus, using appropriate rules to differentiate and antidifferentiate functions; properties of integrals, applying theoretical understanding to a range of practical situations; algebra, factorisation of polynomials, solution of exponential and logarithmic equations; and statistics and probability, with emphasis on discrete random variables, binomial distributions, normal distributions and hypergeometric distributions. Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing assignments, solving problems, providing short written responses, and finding solutions to standard problems.

**Nominal Hours:** 68

**Assessment:** SAC 25 % & End of Year Exam 50%.

**PH011 PHYSICS 1 & 2**

**Descriptions:** This unit is an introduction to the nature and scope of physics in selected contexts. Core concepts covered include: the nature of light; properties of light; reflection and refraction at plane and curved surfaces; atoms and radioactivity; ionising radiation - alpha, beta, gamma; radiation and humans. Students also undertake a detailed study of a topic chosen from Astronomy, Medical Physics or Energy from the Nucleus.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**PH012 PHYSICS 1 & 2**

**Descriptions:** This unit examines key concepts of mechanics and electricity in selected contexts. Concepts covered include: descriptions of motion - mathematical, graphical, textual; vector and scalar quantities; displacement, velocity and acceleration; forces; Newton's laws of motion; inertia; momentum; impulse; energy; kinetic energy; potential energy; electrical energy; voltage; current; conventional current; electron current; circuit theory; series and parallel circuits. Students also undertake a detailed study of a topic chosen from Cosmology, Aerospace Physics or Energy Alternatives.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**PH033 PHYSICS 3**

**Descriptions:** Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions; Electronics and photonics; and a third area of study to be chosen from one of three detailed studies: Einstein's relativity, Investigating structures and materials, or Further electronics.

**Nominal Hours:** 85

**Required Reading:** -

**Assessment:** SAC 17% & Mid year Exam 33%.

**PH034 PHYSICS 4**

**Descriptions:** Unit 4 consists of two prescribed areas of study: Interactions of light and matter; Electric power; and a third area of study to be chosen from one of three detailed studies: Synchrotron and applications, Photonics, or Recording and reproducing sound.

**Nominal Hours:** 85

**Required Reading:** -

**Assessment:** SAC 17% End of year Exam 33%.

**PY011 PSYCHOLOGY 1 & 2**

**Descriptions:** This unit introduces students to the scientific study of psychology as the investigation into human behaviour and the mental processes that determine it; including perception, cognition and emotion. Students learn about the use of theories, models and controlled observations to describe and explain human behaviour. In this context, human behaviour is examined in social situations where certain behaviours are seen to be a consequence of environmental processes. Individual development of cognitive and perceptual abilities is also explored. Areas of study include: Introduction to psychology; Social relationships; Development of individual behaviour

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**PY012 PSYCHOLOGY 1 & 2**

**Descriptions:** This unit introduces students to the different methods and models which describe and explain human behaviour. The unit focuses on internal physical, chemical and biological processes that inform behaviour. Methods of studying the differences in behaviour between people are evaluated and the study of individual behaviour in social situations is also explored. Ethical principles in the conduct of psychological research and practice are also included. Areas of study include: Introduction to neurons and nervous system; Individual differences; Social attitudes

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

**PY033 PSYCHOLOGY 3**

**Descriptions:** This unit focuses on the brain and the nervous system as a whole structure and investigates their role in affecting human behaviour. Brain research methods are examined and different approaches in psychology are integrated in a study of visual perception and states of consciousness. These approaches are used to explain behaviour in terms of internal physical and biological processes. Areas of study include: Brain and nervous system; Visual perception; States of consciousness.

**Nominal Hours:** 68

**Required Reading:** -

**Assessment:** SAC 17% & Mid year Exam 33%.

**PY034 PSYCHOLOGY 4**

**Descriptions:** In this unit students study cognitive psychological methods through the concepts of memory and learning. The concept of behaviour is understood in terms of mental processing of information. Research studies are used to illustrate the application of statistical procedures to the development of models and theories of psychology. Areas of study include: Memory; Learning; Research Investigation.

**Nominal Hours:** 68

**Required Reading:** -

**Assessment:** SAC 17% End of year Exam 33%.

### **SO011            SOCIOLOGY 1 & 2**

**Descriptions:** This unit explores the way Australians think about youth and adolescence as social categories, and the experiences of young people. This unit examines stereotypes of young people in a context characterised by a rich diversity in the ways young people live. By studying this unit students should be able to: discuss in an informed way the idea that youth and adolescence are social categories; explain the key changes influencing the experience of being young in contemporary Australian society; analyse how young people are represented in institutional and governmental policy, the various strategies used to govern young people and their participation in democratic practices.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

### **SO012            SOCIOLOGY 1 & 2**

**Descriptions:** This unit investigates three central social institutions: the family, education and the workplace. Each of these institutions is central to our individual and collective identities and have undergone major recent change. On completion of this unit the student should be able to: identify and analyse the various forms of families in Australia and the social implications of their diverse forms; describe and analyse the various changes that have taken place since the mid 1970s in the workplace and in educational institutions, and the social impact of these changes.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

### **VA036            HISTORY 1 & 2**

**Descriptions:** Unit 1 explores some of the momentous events and new ideas that occurred in the first half of the twentieth century as a consequence of World War 1. Unit 2 considers some of the major themes and principal events of post - World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings. Possible topics include the Cold War, Middle East conflicts, peace and disarmament movements, Asian African or Middle East nationalism, globalisation.

**Nominal Hours:** 72

**Assessment:** Demonstration of performance to 'Satisfactory' standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

### **VA229            LITERATURE UNITS 3 AND 4**

**Descriptions:** This subject develops knowledge and enjoyment of a wide range of literacy text. It focuses on texts that are valued for their use of language to recreate and interpret experience imaginatively.

**Nominal Hours:** 68

**Assessment:** Literature Unit 3: SAC 25 % (see Unit 4) Literature Unit 4: SAC 25% & End of Year Exam 50%

### **VA249            INFORMATION TECHNOLOGY 3 & 4**

**Descriptions:** Unit 3 focuses on: Purpose and practice of information processing and management in organisations; Relationship between components of information systems, procedures and techniques used; Benefits of information systems. Unit 4 focuses on: Factors affecting the design of information systems; Management of change to systems; Impact of developments in technology on systems.

**Nominal Hours:** 85

**Assessment:** Information Technology Unit 3: SAC 25% (see Unit 4) Information Technology Unit 4: SAC 25% & End of Year Exam 50%

# SCHOOL OF GENERAL EDUCATION PROGRAMS AND SERVICES

Below are details of courses offered by the School of General Education Programs and Services in 2011. This information is also available online on the University's searchable courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

NOTE: Courses available to International students are marked with the (I) symbol.

## CERTIFICATE I IN GENERAL EDUCATION FOR ADULTS (INTRODUCTORY)

Course Code: 21771VIC

Campus: Footscray Nicholson.

**About this course:** This course aims to improve students' reading and writing, oral communication, numeracy and maths skills as well as their general education. It is designed to prepare students for further study.

**Course Objectives:** The course aims to provide a general education. That is, initial skill development in reading, writing and numeracy, and skill development in a variety of areas to meet personal needs and to facilitate participation in the community, or other workplace and further education and training. On successful completion of this course a participant will be able to: - clarify project goals with an appropriate support person, plan, carry out and evaluate a project- develop and document a personal study plan and gather a portfolio of evidence with support - read and interpret short, explicit and personally relevant texts - create simple, personally relevant texts- apply simple mathematical knowledge in familiar and everyday situations

**Careers:** Further education and training.

**Course Duration:** 1 year

**Admission Requirements Other:** Selection of participants for General Education for Adults courses would normally be based on their need to develop literacy, numeracy and general education skills. Participants in the 21771VIC Certificate I (Introductory) in General Education for Adults should have literacy and numeracy skills at least equivalent to 21770VIC Course in Initial General Education for Adults which is equivalent to the National Reporting System (NRS) Level 1 for Reading and Writing and partially equivalent to Level 1 for Numeracy. Level 1 on the NRS use of language, literacy, and numeracy requires: - comprehending and or producing simple texts which are typically short and explicit- recognising, using, checking on, and communicating straight forward mathematical procedures and representations- relate to immediate contexts- with extensive and structured support required. Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through p

**Selection Processes:** Direct Entry Interview

**Course Structure** The course may be offered on a full-time basis over 350-370 nominal hours or part-time equivalent. Average duration of the course delivered on a full-time basis is one year. Full-time or part-time. Core Units of Study

VBQU117	DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO WITH GUIDANCE	10
VBQU118	CONDUCT A PROJECT WITH GUIDANCE	20

Core Units of Study - Reading

Choose three from the following:

VBQU119	ENGAGE WITH SIMPLE TEXTS FOR PERSONAL PURPOSES	20
VBQU120	ENGAGE WITH SIMPLE TEXTS FOR LEARNING PURPOSES	20
VBQU121	ENGAGE WITH SIMPLE TEXTS FOR EMPLOYMENT PURPOSES	20
VBQU122	ENGAGE WITH SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY	20

Core Units of Study - Writing

Choose three from the following:

VBQU123	CREATE SIMPLE TEXTS FOR PERSONAL PURPOSES	20
VBQU124	CREATE SIMPLE TEXTS FOR LEARNING PURPOSES	20
VBQU125	CREATE SIMPLE TEXTS FOR EMPLOYMENT PURPOSES	20
VBQU126	CREATE SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY	20

Core Units of Study - Numeracy and Mathematics

Choose two from the following:

VBQU127	WORK WITH TIME, MONEY AND DIRECTIONS IN SIMPLE EVERYDAY SITUATIONS	60
VBQU128	WORK WITH SIMPLE MEASUREMENT AND DESIGN	60
VBQU129	WORK WITH SIMPLE NUMERICAL AND STATISTICAL INFORMATION	60

Elective Units of Study

Special Interest Electives - choose units to a total of 80 - 100 hrs

(a) Numeracy and Mathematics

FDFCORBM2A	USE BASIC MATHEMATICAL CONCEPTS	20
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(b) Verbal Communication

VBQU170	COMMUNICATE WITH OTHERS IN FAMILIAR AND PREDICTABLE CONTEXTS	20
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(c) Computing Skills

BSBCM107A	OPERATE A PERSONAL COMPUTER	20
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BSBCM108A	DEVELOP KEYBOARD SKILLS	40
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VBQU167	USE COMPUTER LANGUAGE AND PERFORM SIMPLE COMPUTING TASKS	20
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VBQU168	ACCESS THE INTERNET FOR LANGUAGE LEARNING	20
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(d) Work related skills

THHGS01B	FOLLOW WORKPLACE HYGIENE PROCEDURES	15
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THHBF09B	PROVIDE RESPONSIBLE SERVICE OF ALCOHOL	10
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RTC2704A	PROVIDE BASIC FIRST AID	10
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BSBCM106A	FOLLOW WORKPLACE SAFETY PROCEDURES	10
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VBQU171	PARTICIPATE IN A PRACTICAL PLACEMENT	40
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VBNO47	JOB SEEKING	30
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(e) General

VBQM475	COMMUNITY OPTIONS	20
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VBQM476	THE EDUCATION SYSTEM	20
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VBQM477	HEALTHCARE	20
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VBQM478	ARTS IN AUSTRALIA	30
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VBQM479	INDIGENOUS HISTORY	30
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Successful completion of the 21771VIC Certificate I in General Education for Adults (Introductory) requires the successful completion of: 2 Core units

3 Core Skills - Reading

3 Core Skills - Writing

2 Core Skills - Numeracy & Mathematics

80 - 100 hours Special Interest Electives.

**CERTIFICATE I IN GENERAL EDUCATION FOR ADULTS**

Course Code: 21772VIC

Campus: Footscray Nicholson, Sunshine.

**About this course:** This course provides learners with: an accredited general education at Australian Qualifications Framework Level 1; skill development in reading, writing and numeracy; and skill development to meet their personal needs and facilitate their participation in the community, in the workplace, and in further education and training.

**Course Objectives:** The course aims to provide a general education. That is, initial skill development in reading, writing and numeracy, and skill development in a variety of areas to meet personal needs and to facilitate participation in the community, or other workplace and further education and training. On successful completion of this course a participant will be able to: - clarify project goals with an appropriate support person, plan, carry out, document and evaluate a project- design, monitor and document an individual learning plan, and maintain a portfolio of evidence- read, interpret and evaluate familiar texts- create simple texts- interpret, use, estimate and calculate a range of simple numerical information for immediate personal purposes and some less familiar contexts.

**Careers:** Further education and training.

**Course Duration:** 1 year

**Admission Requirements Other:** Selection of participants for General Education for Adults courses would normally be based on their need to develop literacy, numeracy and general education skills. Participants in the 21772VIC Certificate I in General Education for Adults should have literacy and language skills at least equivalent to 21771VIC Certificate 1 (Introductory) in General Education for Adults which is equivalent to National Reporting System (NRS) Level 2. Participants in the 21772VIC Certificate I in General Education for Adults should have numeracy skills at least equivalent to NRS Level 1. Level 2 on the NRS use of language and literacy requires: - comprehending and/or producing structurally simple and cohesive texts which are typically short and explicit in familiar and predictable contexts, with access to structured support as required. Level 1 on the NRS use of numeracy requires: - recognising, using, checking on, and communicating straightforward mathematical procedures and representati

**Selection Processes:** Direct Entry Interview

**Course Structure** The course may be offered on a full-time basis over 350-370 nominal hours or part-time equivalent. Average duration of the course delivered on a full-time basis is one year. Full time or part-time Core Units of Study

VBQU130	DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO	10
VBQU131	PLAN AND UNDERTAKE A PROJECT	30

Core Units of Study - Reading

Choose three from the following:

VBQU132	ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR PERSONAL PURPOSES	20
VBQU133	ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR LEARNING PURPOSES	20
VBQU134	ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR EMPLOYMENT PURPOSES	20
VBQU135	ENGAGE WITH TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY	20

Core Units of Study - Writing

Choose three from the following:

VBQU136	CREATE TEXTS OF LIMITED COMPLEXITY FOR PERSONAL PURPOSES	20
VBQU137	CREATE TEXTS OF LIMITED COMPLEXITY FOR LEARNING PURPOSES	20

TDTE497B	PREPARE WORKPLACE DOCUMENTS	20
VBQU138	CREATE TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY	20

Core Units of Study - Numeracy and Mathematics

Choose two from the following:

VBQU139	WORK WITH TIME, MONEY AND DIRECTIONS IN FAMILIAR SITUATIONS	60
VBQU140	WORK WITH MEASUREMENT AND DESIGN IN FAMILIAR SITUATIONS	60
VBQU141	WORK WITH NUMERICAL AND STATISTICAL INFORMATION IN FAMILIAR SITUATIONS	50

Elective Units of Study

Special Interest Electives - choose units to a total of 70 - 90 hrs

(a) Writing

VBM301	BASIC PERSONAL LETTER WRITING	12
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(b) Numeracy and Mathematics

AURC251677A	USE NUMBERS IN THE WORKPLACE	10
VBM298	SPORTS NUMBERS	10

(c) Science

VBQU172	UNDERTAKE A SIMPLE INVESTIGATION OF SCIENCE IN THE COMMUNITY	40
VBQU173	UNDERTAKE A SIMPLE INVESTIGATION OF HEALTH AND WELL BEING	20
VBQU174	UNDERTAKE A SIMPLE INVESTIGATION OF AN ENVIRONMENT ISSUE	20
VBQU175	UNDERTAKE A SIMPLE INVESTIGATION OF PHYSICAL BEHAVIOUR OF ENERGY AND MATTER	20
VBQU176	UNDERTAKE A SIMPLE INVESTIGATION OF CHEMICAL BEHAVIOUR OF MATTER	20
VBQU177	UNDERTAKE A SIMPLE INVESTIGATION OF HOW THE EARTH, MOON AND SUN INTERACT	20
VBQU178	UNDERTAKE A SIMPLE INVESTIGATION OF FACTORS FOR CONTINUITY OF LIFE	20

(d) Verbal Communication Skills

VBM300	BASIC PRESENTATION SKILLS	12
FDFOPTG2A	PARTICIPATE IN WORK TEAMS AND GROUPS	20
FDFCORWCM1A	COMMUNICATE WORKPLACE INFORMATION	20
THHGA01A	COMMUNICATE ON THE TELEPHONE	5

(e) Computing Skills

BSBCMN107A	OPERATE A PERSONAL COMPUTER	20
BSBCMN108A	DEVELOP KEYBOARD SKILLS	40
ICAU1133A	SEND AND RETRIEVE INFORMATION USING WEB BROWSERS AND EMAIL	25
MNCG1026A	OPERATE A COMPUTER TO PRODUCE DOCUMENTS	20

(f) Work-related units

THHBF09B	PROVIDE RESPONSIBLE SERVICE OF ALCOHOL	10
THHGS01B	FOLLOW WORKPLACE HYGIENE PROCEDURES	15

BSBCM106A	FOLLOW WORKPLACE SAFETY PROCEDURES	10
RTC2704A	PROVIDE BASIC FIRST AID	10
VBNO47	JOB SEEKING	30
VBQU171	PARTICIPATE IN A PRACTICAL PLACEMENT	40
PUATEA001A	WORK IN A TEAM	20
(g) General		
VBP805	INVESTIGATE A SOCIAL ISSUE	40
VBQM475	COMMUNITY OPTIONS	20
VBQM474	AUSTRALIAN ENVIRONMENTAL ISSUES	20
VBQM480	ELECTIONS AND GOVERNMENT	30
VBQM481	THE LEGAL SYSTEM	20
VBQM482	DRIVING AND OWNING A CAR	20
VBQM476	THE EDUCATION SYSTEM	20
VBQM477	HEALTHCARE	20
VBQM478	ARTS IN AUSTRALIA	30
VBQM479	INDIGENOUS HISTORY	30
VBQM483	EVENTS IN AUSTRALIAN HISTORY	30
VBQM484	INVESTIGATING CURRENT ISSUES	20

Successful completion of the 21772VIC Certificate I in General Education for Adults requires the successful completion of: 2 Core units

- 3 Core Skills - Reading
- 3 Core Skills - Writing
- 2 Core Skills - Numeracy & Mathematics
- 70 - 90 hours Special Interest Electives.

**Women's Programs**

This course is also delivered within the Women's Education program area at Footscray Nicholson and Sunshine campuses. Women's Programs provide training and education for mature age women. These programs are designed to meet the needs of women wanting to return to study or the workforce, or who want to improve their skills.

**CERTIFICATE II IN GENERAL EDUCATION FOR ADULTS**

Course Code: 21773VIC

Campus: Footscray Nicholson, Sunshine.

**About this course:** This course provides learners with: an accredited general education course at Australian Qualifications Framework Level 2; skill development in reading, writing and numeracy; skill development in a variety of areas to meet their personal needs and facilitate their participation in the community, in the workplace, and in further education and training.

**Course Objectives:** The course aims to provide a general education. That is, initial skill development in reading, writing and numeracy, and skill development in a variety of areas to meet personal needs and to facilitate participation in the community, or other workplace and further education and training.

**Careers:** Further education and training

**Course Duration:** 1 year

**Admission Requirements Other:** Selection of participants for General Education for Adults courses would normally be based on their need to develop literacy, numeracy and general education skills. Participants in the 21773VIC Certificate II in General

Education for Adults should have literacy and numeracy skills at least equivalent to 21772VIC Certificate I in General Education for Adults which is equivalent to National Reporting System (NRS) Level 3. Level 3 on the NRS use of language, literacy, and numeracy requires: - comprehending and/or producing cohesive texts which may be short, yet have some structural complexity- require identifying, applying, reflecting on, and communicating mathematical procedures and representations Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning, or from work and/or life experience.

**Selection Processes:** Interview

**Course Structure** The course may be offered on a full-time basis over 350-370 nominal hours or part-time equivalent. Average duration of the course delivered on a full-time basis is one year. Full-time or part-time Core Units of Study

VBQU142	RESEARCH PATHWAYS AND PRODUCE A LEARNING PLAN AND PORTFOLIO	10
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VBQU143	IMPLEMENT AND REVIEW A PROJECT	30
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Core Units of Study - Reading

Choose three from the following:

VBQU144	ENGAGE WITH TEXTS OF SOME COMPLEXITY FOR PERSONAL PURPOSES	25
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VBQU145	ENGAGE WITH TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES	25
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VBQU146	ENGAGE WITH TEXTS OF SOME COMPLEXITY FOR EMPLOYMENT PURPOSES	25
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VBQU147	ENGAGE WITH TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY	25
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Core Units of Study - Writing

Choose three from the following:

VBQU148	CREATE TEXTS OF SOME COMPLEXITY FOR PERSONAL PURPOSES	25
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VBQU149	CREATE TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES	25
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VBQU150	CREATE ROUTINE WORKPLACE DOCUMENTS	25
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VBQU151	CREATE TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY	25
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Core Units of Study - Numeracy and Mathematics

Choose two from the following:

VBQU152	INVESTIGATE AND INTERPRET MEASUREMENTS AND RELATED FORMULAE FOR EVERYDAY PURPOSES	50
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VBQU153	INVESTIGATE, INTERPRET AND PRODUCE NUMERICAL AND STATISTICAL INFORMATION	50
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VBQU154	INVESTIGATE AND USE SIMPLE MATHEMATICAL FORMULAE FOR EVERYDAY PURPOSES	50
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Elective Units of Study

Special Interest Electives - choose units to a total of 60 - 80 hours

BSBADM302A	PRODUCE TEXTS FROM NOTES	30
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(a) Numeracy and Mathematics

FNSFLIT201A	DEVELOP AND USE A PERSONAL BUDGET	20
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FNSFLIT202A	DEVELOP AND USE A SAVINGS PLAN	20
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(b) Verbal Communication

SRSCOP004B	DEVELOP NEGOTIATION SKILLS	10
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## VU COLLEGE

BSBCMN203A	COMMUNICATE IN THE WORKPLACE	40
CUECOR02B	WORK WITH OTHERS	15
FDFCORWCM2A	PRESENT AND APPLY WORKPLACE INFORMATION	30
(c) Work related units		
BSBCMN211A	PARTICIPATE IN WORKPLACE SAFETY PROCEDURES	20
THHGS01B	FOLLOW WORKPLACE HYGIENE PROCEDURES	15
THHBF09B	PROVIDE RESPONSIBLE SERVICE OF ALCOHOL	10
VBQU171	PARTICIPATE IN A PRACTICAL PLACEMENT	40
PUATEA001A	WORK IN A TEAM	20
THHCOR01B	WORK WITH COLLEAGUES AND CUSTOMERS	20
THHCOR02B	WORK IN A SOCIALLY DIVERSE ENVIRONMENT	20
THHGS03B	PROVIDE FIRST AID	24
(d) Science		
VBQU179	INVESTIGATE THE IMPACT OF SCIENCE IN THE COMMUNITY	40
VBQU180	INVESTIGATE THE CHARACTERISTICS OF LIVING THINGS	20
VBQU181	INVESTIGATE AN ENVIRONMENTAL ISSUE	20
VBQU182	INVESTIGATE THE SOLAR SYSTEM	20
VBQU183	INVESTIGATE CHEMICAL BEHAVIOUR OF COMMON SUBSTANCES	20
VBQU184	INVESTIGATE ENERGY, FORCE AND MATTER	20
(e) Computing skills		
BSBCMN107A	OPERATE A PERSONAL COMPUTER	20
BSBCMN213A	PRODUCE SIMPLE WORD PROCESSED DOCUMENTS	60
ICAU1133A	SEND AND RETRIEVE INFORMATION USING WEB BROWSERS AND EMAIL	25
(f) General		
CHCICAB	COMMUNICATE WITH CHILDREN	30
VBQM474	AUSTRALIAN ENVIRONMENTAL ISSUES	20
VBQM480	ELECTIONS AND GOVERNMENT	30
VBQM481	THE LEGAL SYSTEM	20
VBQM482	DRIVING AND OWNING A CAR	20
VBQM476	THE EDUCATION SYSTEM	20
VBQM478	ARTS IN AUSTRALIA	30
VBQM479	INDIGENOUS HISTORY	30
VBQM483	EVENTS IN AUSTRALIAN HISTORY	30
VBQM484	INVESTIGATING CURRENT ISSUES	20

Successful completion of the 21773VIC Certificate II in General Education for Adults requires the successful completion of: 2 Core units

3 Core Skills - Reading

3 Core Skills - Writing

2 Core Skills - Numeracy & Mathematics

60 - 80 hours Special Interest Electives.

**Women's Programs** This course is delivered within the Women's Education program area at Footscray Nicholson and Sunshine campuses. Women's Programs provide training and education for mature age women. These programs are designed to meet the needs of women wanting to return to study or the workforce, or who want to improve their skills.

## CERTIFICATE III IN GENERAL EDUCATION FOR ADULTS

**Course Code:** 21774VIC

**Campus:** Footscray Nicholson, Sunshine.

**About this course:** This course provides learners with: an accredited general education course at Australian Qualifications Framework Level 3; skill development in reading, writing and numeracy; and skill development in a variety of areas to meet their personal needs and facilitate their participation in the community, in the workplace, and in further education and training.

**Course Objectives:** The course aims to provide a general education. That is, initial skill development in reading, writing and numeracy, and skill development in a variety of areas to meet personal needs and to facilitate participation in the community, or other workplace and further education and training.

**Careers:** Further education and training.

**Course Duration:** 1 year

**Admission Requirements Other:** Selection of participants for General Education for Adults courses would normally be based on their need to develop literacy, numeracy and general education skills. Participants in the 21774VIC Certificate III in General Education for Adults should have literacy and numeracy skills at least equivalent to 21773VIC Certificate II in General Education for Adults which is equivalent to National Reporting System (NRS) Level 4. Level 4 on the NRS use of language, literacy, and numeracy requires: - comprehending and/or producing structurally intricate texts which may involve complex relations between pieces of information- require selecting, applying, reflecting on, and communicating a range of mathematical procedures and representations Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning, or from work and/or life experience.

**Selection Processes:** Interview

**Course Structure** The course may be offered on a full-time basis over 240-260 nominal hours or part-time equivalent. Average duration of the course delivered on a full-time basis is one year. Full-time or part-time. Core Units of Study

VBQU155	EVALUATE PATHWAY OPTIONS, DESIGN A LEARNING PLAN AND COMPILE A PORTFOLIO	10
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Core Units of Study

At least 4 units must be chosen from Reading or Writing or Numeracy & Mathematics to a maximum of 230-250 hours.

Core Skills - Reading

VBQU156	ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR PERSONAL PURPOSES	25
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VBQU157	ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR LEARNING PURPOSES	25
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VBQU158	ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR EMPLOYMENT PURPOSES	25
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VBQU159	ENGAGE WITH A RANGE OF COMPLEX TEXTS TO PARTICIPATE IN THE COMMUNITY	25
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Core Skills - Writing

VBQU160	CREATE A RANGE OF COMPLEX TEXTS FOR PERSONAL PURPOSES	25
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VBQU161	CREATE A RANGE OF COMPLEX TEXTS FOR LEARNING PURPOSES	25
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PSPGOV313A	COMPOSE WORKPLACE DOCUMENTS	30
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VBQU162	CREATE A RANGE OF COMPLEX TEXTS TO PARTICIPATE IN THE COMMUNITY	25
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Core Skills - Numeracy and Mathematics

VBQU163	ANALYSE AND EVALUATE NUMERICAL AND STATISTICAL INFORMATION	50
VBQU164	USE ALGEBRAIC TECHNIQUES TO ANALYSE MATHEMATICAL PROBLEMS	50
VBQU165	USE FORMAL MATHEMATICAL CONCEPTS AND TECHNIQUES TO ANALYSE AND SOLVE PROBLEMS	50

## Elective Units of Study

## Special Interest Electives

## (a) Financial Literacy

SRSCOP006B	COMPLETE A TAX RETURN	10
SRSCOP020B	DEVELOP A PERSONAL FINANCIAL PLAN	5

## (b) Computing Skills

BSBEBUS401A	CONDUCT ONLINE RESEARCH	35
BSBCMN213A	PRODUCE SIMPLE WORD PROCESSED DOCUMENTS	60
ICAU1133A	SEND AND RETRIEVE INFORMATION USING WEB BROWSERS AND EMAIL	25

## (c) Work related units

BSBCMN211A	PARTICIPATE IN WORKPLACE SAFETY PROCEDURES	20
CPSU362A	COMMUNICATE AS PART OF A WORK TEAM	30
BSBFLM303B	CONTRIBUTE TO EFFECTIVE WORKPLACE RELATIONSHIPS	40
PSPGOV312A	USE WORKPLACE COMMUNICATION STRATEGIES	30
VBQU171	PARTICIPATE IN A PRACTICAL PLACEMENT	40

## (d) Verbal communication skills

FNSICGEN402A	PARTICIPATE IN NEGOTIATIONS	20
SRSCOP015B	PREPARE A PUBLIC SPEAKING PRESENTATION FOR INFORMATIVE, MOTIVATIONAL AND PERSUASIVE TALKS	5
SRSCOP005B	DEMONSTRATE BASIC ASSERTIVE COMMUNICATION SKILLS	10
CHCICAB	COMMUNICATE WITH CHILDREN	30
CHCCOM2B	COMMUNICATE APPROPRIATELY WITH CLIENTS AND COLLEAGUES	20

## (e) General

CHCPOL3A	UNDERTAKE RESEARCH ACTIVITIES	50
VBQU185	ANALYSE SCIENCE IN THE COMMUNITY	40
VBQU186	DESIGN AND REVIEW A PROJECT	40
VBQM474	AUSTRALIAN ENVIRONMENTAL ISSUES	20
VBQM480	ELECTIONS AND GOVERNMENT	30
VBQM481	THE LEGAL SYSTEM	20
VBQM482	DRIVING AND OWNING A CAR	20
VBQM476	THE EDUCATION SYSTEM	20
VBQM478	ARTS IN AUSTRALIA	30
VBQM479	INDIGENOUS HISTORY	30
VBQM483	EVENTS IN AUSTRALIAN HISTORY	30
VBQM484	INVESTIGATING CURRENT ISSUES	20

Successful completion of the 21774VIC Certificate III in General Education for Adults requires the successful completion of: 1 Core unit

230 - 250 hours - 4 Core Skills and Special Interest Electives

Women's Programs This course is delivered within the Women's Education program area at Footscray Nicholson and Sunshine campuses. Women's Programs provide training and education for mature age women. These programs are designed to meet the needs of women wanting to return to study or the workforce, or who want to improve their skills.

**CERTIFICATE I IN MUMGU-DHAL TYAMA-TIYT**

Course Code: 21859VIC

Campus: St Albans.

**About this course:** This course is designed for Indigenous participants who want to re-engage in education and then pathway into further education and employment. Certificate I is designed as the entry point to reengage as well as developing literacy and numeracy skills and confidence building. The core units will develop skills to explore learning pathways, developing study skills as well as an opportunity to explore their personal story. A key feature of the course will be the development of relationships with local elders within the local Indigenous community as a source of knowledge to learn about local customs and traditions. To complete the requirements for the award, students are required to complete all core units plus eight elective units. The elective units may be selected from those provided within the curriculum, other accredited curriculum and/or training package units. The elective units used in delivery of the course at VU will be selected to meet the needs of specific student groups. The course will be delivered at the St Albans campus and will be aligned to Moondani Balluk Indigenous Academic unit. Iramoo, Sustainable Community at St Albans, will be the site for Learning in the Workplace and Community activities where students will be involved in developing their employability skills.

**Course Objectives:** This course is designed for Indigenous participants who want to re-engage in education and then pathway into further education and employment. Certificate I is designed as the entry point to reengage as well as developing literacy and numeracy skills and confidence building.

**Careers:** Mumgu-dhal tyama-tiyt will provide the Indigenous community in Melbourne's west with culturally specific foundation courses that will pathway them into further education and employment. Students will pathway from Certificate I into Certificate II and III. Articulation links will be established with the Moondani Balluk, Bachelor of Arts, Kyinandoo.

**Course Duration:** 1 year

**Admission Requirements Other:** Prospective students can contact the program to establish if the course is suited to their needs. An interview will be arranged. Basic literacy and numeracy skills are required.

**Selection Processes:** Interview

**Course Structure** Certificate I in Mumgu-dhal tyama-tiyt contains 13 core units with 8 electives. To complete the requirements for the award, students are required to complete all core units plus eight elective units. The elective units may be selected from those provided within the curriculum, other accredited curriculum and/or training package units. The elective units used in delivery of the course at VU will be selected to meet the needs of specific learner groups and may be delivered in collaboration with relevant Vocational Schools. Core Units

VPAU100	IDENTIFY LEARNING PATHWAYS	15
VBQU130	DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO	10
VPAU101	WORK WITH INDIGENOUS COMMUNITY MEMBERS	35
VPAU102	APPLY PERSONAL HEALTH AND WELLBEING STRATEGIES	10
VPAU103	DEVELOP STUDY SKILLS	10
VPAU104	EXPLORE YOUR STORY	20
VPAU105	PROFILE AN INDIGENOUS PERSON OR COMMUNITY ORGANISATION	20
VPAU106	PARTICIPATE IN ACTIVITIES RELATED TO CURRENT INDIGENOUS	

## VU COLLEGE

	EVENTS OF SIGNIFICANCE	20
VPAU107	USE PRESENTATION SKILLS	15
VPAU108	DEVELOP BASIC MESSAGE WRITING SKILLS	15
VPAU109	INTERPRET AND EVALUATE TEXTS FOR INTEREST AND INFORMATION	10
VPAU110	USE BASIC MEASURING AND CALCULATING SKILLS	20
BSBCMNT06A	FOLLOW WORKPLACE SAFETY PROCEDURES	10
Elective Units		
BSBCMNT07A	OPERATE A PERSONAL COMPUTER	20
BSBCMNT08A	DEVELOP KEYBOARD SKILLS	40
FPICOT2219A	USE HAND-HELD TOOLS	20
HLTFA301B	APPLY FIRST AID	18
PMASUP110A	RELAY AND RESPOND TO INFORMATION	20
TDTE597A	CARRY OUT WORKPLACE CALCULATIONS	20
VBK139	ORIENTATION TO WORK	25
VBQM482	DRIVING AND OWNING A CAR	20
VPAU111	COMPLETE A BASIC COMMUNITY PROJECT WITH SUPPORT	60
VPAU112	PARTICIPATE IN A PRACTICAL PLACEMENT WITH SUPPORT	40
VPAU113	PREPARE SIMPLE BUDGETS	10
VPAU114	USE EVERYDAY DATA IN THE NEWS	10
VPAU115	USE RECIPES TO PREPARE FOOD	10
VPAU116	CALCULATE AND COMMUNICATE SPORTS SCORES	10
VPAU117	READ AND COMMUNICATE INFORMATION FROM NEWSPAPERS	20
VPAU118	COMPLETE FORMS	20

## CERTIFICATE II IN MUMGU-DHAL TYAMA-TIYT

Course Code: 2186OVIC

Campus: St Albans.

**About this course:** This course is designed for Indigenous participants who want to re-engage in education and then pathway into further education and employment. Certificate II builds on Certificate I skills and knowledge but is also an entry point and prepares for indigenous employment as well as generic work skills and pathways for those in community organisations. It also includes tasters from various industries. The core units will develop skills to explore learning pathways, developing study skills as well as an opportunity to investigate past and contemporary history. A key feature of the course will be the development of mentor skills and links with local community members with the outcome being the completion of a small scale project. To complete the requirements for the award, students are required to complete ten core units plus six elective units. The elective units may be selected from those provided within the curriculum, other accredited curriculum and/or training package units. The elective units used in delivery of the course at VU will be selected to meet the needs of specific student groups. The course will be delivered at the St Albans campus and will be aligned to Moondani Balluk Indigenous Academic unit. Iramoo, Sustainable Community at St Albans, will be the site for Learning in the Workplace and Community activities where students will be involved in developing their employability skills.

**Course Objectives:** This course is designed for Indigenous participants who want to re-engage in education and then pathway into further education and employment. Certificate II builds on Certificate I skills and knowledge but is also an entry point and prepares for indigenous employment as well as generic work skills and pathways for those in community organisations. It also includes tasters from various industries.

**Careers:** Mumgu-dhal tyama-tiyt will provide the Indigenous community in Melbourne's West with culturally specific foundation courses that will pathway them into further education and employment. Students will pathway from Certificate II into Certificate III. Articulation links will be established with the Moodani Balluk, Bachelor of Arts, Kyinandoo.

**Course Duration:** 1 year

**Admission Requirements Other:** Prospective students can contact the program to establish if the course is suited to their needs. An interview will be arranged. Minimum literacy and numeracy skills are required such as the ability to read and write to record information, reading simple instructions and writing basic messages.

**Selection Processes:** Interview

**Prerequisite Unit Requirements:** None.

**Course Structure** Certificate II in Mumgu-dhal tyama-tiyt contains 10 core units with 6 electives. To complete the requirements for the award, students are required to complete all core units plus six elective units. The elective units may be selected from those provided within the curriculum, other accredited curriculum and/or training package units. The elective units used in delivery of the course at VU will be selected to meet the needs of specific learner groups and may be delivered in collaboration with relevant Vocational Schools. Core Units

VPAU119	DEVELOP LEARNING PATHWAY	15
VPAU120	WORK WITH INDIGENOUS COMMUNITY MEMBERS AND DEVELOP MENTORING SKILLS	25
PMCSUP181A	WORK IN A TEAM	20
VPAU103	DEVELOP STUDY SKILLS	10
VPAU121	SUPPORT OTHERS TO COMPLETE A SMALL-SCALE COMMUNITY PROJECT	60
VPAU122	INVESTIGATE AND PRESENT ON FEATURES OF INDIGENOUS CULTURE	20
VPAU123	INVESTIGATE AND PRESENT ON ENGLISH AND INDIGENOUS HISTORY PRE-1788	20
VPAU124	INVESTIGATE AND PRESENT ON EVENTS AND POLICIES IN INDIGENOUS HISTORY POST 1788	20
VPAU125	INVESTIGATE AND PRESENT ON KEY EVENTS IN CONTEMPORARY INDIGENOUS HISTORY	20
BSBCMNT06A	FOLLOW WORKPLACE SAFETY PROCEDURES	10
Elective Units		
AURT100308A	CARRY OUT WORKSHOP PRACTICE ACTIVITIES	10
BSBCMNT01A	PREPARE FOR WORK IN BUSINESS	30
BSBCMNT213A	PRODUCE SIMPLE WORD PROCESSED DOCUMENTS	60
BSBCMNT214A	CREATE AND USE SIMPLE SPREADSHEETS	20
CHCAC3C	ORIENTATION TO AGED CARE WORK	50
CHCAOD2C	ORIENTATION TO ALCOHOL AND OTHER DRUGS WORK	50
CHCCH25A	INTRODUCTION TO WORK IN SOCIAL HOUSING	30
CHCCS201A	PREPARE FOR WORK IN THE COMMUNITY SERVICES INDUSTRY	50
CHCDIS20A	INTRODUCTION TO DISABILITY WORK	30
CUVADM11A	WORK WITHIN AN ARTS ORGANISATION CONTEXT	30
CUVDES02A	APPLY THE DESIGN PROCESS TO 2-DIMENSIONAL WORK IN RESPONSE TO A BRIEF	50
CUVDES03A	APPLY THE DESIGN PROCESS TO 3-DIMENSIONAL WORK IN RESPONSE TO A BRIEF	50
FPICOT2219A	USE HAND-HELD TOOLS	20

HLTFA402B	APPLY ADVANCED FIRST AID	30	with nine electives. The proposed VU mode of delivery is: 85 core hours + 298 elective hours To complete the requirements for the award, students are required to complete all core units plus all nine elective units. Core Units
ICAU1133A	SEND AND RETRIEVE INFORMATION USING WEB BROWSERS AND EMAIL	25	
ICPSU81BA	USE COMPUTER SYSTEMS	30	VBQU155 EVALUATE PATHWAY OPTIONS, DESIGN A LEARNING PLAN AND COMPILE A PORTFOLIO 10
PMBALCO2A	INTERPRET AND USE WORKPLACE STATISTICAL INFORMATION	20	VPAU130 DEVELOP LEADERSHIP CAPACITIES AS A MEMBER OF AN INDIGENOUS COMMUNITY 15
PSPGOV201A	WORK IN A PUBLIC SECTOR ENVIRONMENT	30	TADEL403B FACILITATE INDIVIDUAL LEARNING 15
RTC1801A	PREPARE FOR WORK	10	THFTG07A RESEARCH AND SHARE GENERAL INFORMATION ON ABORIGINAL AND TORRES STRAIT ISLANDER CULTURE 15
SRXCAI001B	ASSIST IN PREPARING SPORT AND RECREATION SESSIONS FOR PARTICIPANTS	6	VPAU131 INVESTIGATE AND REPORT ON GOVERNMENT STRUCTURES AND DECISION MAKING PROCESSES 10
TDTE597A	CARRY OUT WORKPLACE CALCULATIONS	20	VPAU103 DEVELOP STUDY SKILLS 10
TDTL197B	COMPLETE WORKPLACE ORIENTATION/INDUCTION PROCEDURES	30	BSBCMNT06A FOLLOW WORKPLACE SAFETY PROCEDURES 10
VBK139	ORIENTATION TO WORK	25	Elective Units
VPAU126	TAKE PART IN A PRACTICAL PLACEMENT	40	Project Orientation
VPAU127	DEVELOP JOB INTERVIEW SKILLS	20	BSBFLM302A SUPPORT LEADERSHIP IN THE WORKPLACE 40
VPAU128	DEVELOP WRITTEN JOB APPLICATION SKILLS	20	VPAU132 RESPOND TO AN ADVERTISED JOB 20
VPAU129	PARTICIPATE IN A REPRESENTATIVE ORGANISATION	20	Health worker orientation
WRRER1B	WORK EFFECTIVELY IN A RETAIL ENVIRONMENT	40	HLTAHW201A WORK WITH ABORIGINAL AND/OR TORRES STRAIT ISLANDER CLIENTS 30

### CERTIFICATE III IN MUMGU-DHAL TYAMA-TIYT

Course Code: 21861VIC

Campus: St Albans.

**About this course:** This course is designed for Indigenous participants who want to re-engage in education and then pathway into further education and employment. Certificate III builds on Certificate I and II skills and knowledge and provides strong links with a range of industry qualifications as well as further study options. It includes a number of leadership and mentor competencies and can provide pathways for Indigenous education workers as well as small business opportunities. The core units will develop skills to explore and evaluate pathways options, develop study and leadership skills as a member of Indigenous community, and investigate and report on government structures. To complete the requirements for the award, students are required to complete all seven core units plus nine elective units. The course will be delivered at the St Albans campus and may be aligned to Moondani Balluk Indigenous Academic unit. Iramoo, Sustainable Community at St Albans, will be the site for some learning in the workplace and community activities as well as local Indigenous community organisations where students will be involved in developing their employability skills.

**Course Objectives:** This course is designed for Indigenous participants who want to re-engage in education and then pathway into further education and employment. Certificate III builds on Certificate I and II skills and knowledge and prepares for Indigenous employment as well as generic work skills and pathways for those in community organisations.

**Careers:** Mumgu-dhal tyama-tiyt will provide the Indigenous community in Melbourne's west with culturally specific foundation courses that will pathway them into further education and employment. Students may pathway from Certificate III into the Bachelor of Arts, Kynandoo and other Higher Education courses.

**Course Duration:** 1 year

**Admission Requirements Other:** Prospective students can contact the program to establish if the course is suited to their needs. An interview will be arranged. Participants should have literacy and numeracy skills to a minimum Level 3 of the National Reporting System (NRS). Indicators of this include: **Selection Processes:** Interview

**Course Structure** Certificate III in Mumgu-dhal tyama-tiyt contains seven core units

### CERTIFICATE II IN ESL (ACCESS)

Course Code: 21932VIC

Campus: Footscray Nicholson, St Albans, Werribee.

**About this course:** This course provides participants from non-English backgrounds with an opportunity to improve their English language skills in reading, writing, speaking and listening. The course also develops employment and living skills; a knowledge of Australian society and strategies for successful transition into work or further study in Australia. Certificate II in ESL (Access) is designed for students of International Second Language Proficiency Rating (ISLPR) 1+, Australian Core Skills Framework (ACSF) 2, known as Transactional Proficiency. Students at this level have the necessary English skills to enable them to meet their own simple everyday transactional needs and limited social needs.

**Course Objectives:** There are no specific vocational outcomes from the Certificates in ESL as they are bridging' courses designed to provide the range of learners with language skills for a variety of work or study pathways. ' (p. 13 ESL Framework) Learner needs will be influenced by amount of prior education and work experience in Australia and in their country of origin. ' (p. 14 ESL Framework) On successful completion of 21932VIC Certificate II in ESL (Access) a participant will be able to: develop and document a learning plan and portfolio with guidance which involves collecting information from a range of sources use Listening, Speaking, Reading and Writing skills to: participate in simple conversations and transactions which require some problem solving give and respond to simple verbal information and directions read and write simple everyday personal letters and formatted texts read and write

simple routine informational and instructional texts. The intended purpose of the course is to provide English language skills to enable learners to make transition to work, further study and training and community participation.

**Careers:** This course provides a pathway to further English study in the Access, Further Study or Employment streams or Certificate II industry qualifications.

**Course Duration:** 1 year

**Admission Requirements Other: Selection Processes:** Direct Entry Interview

**Course Structure** The course is delivered to mature age groups, youth groups, general access groups and women-only groups. Course Structure and delivery is varied to suit the needs and interests of these particular groups. All VU courses include the following units: CORE

VBQU117	DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO WITH GUIDANCE	10
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Speaking and Listening

VPAU497	PARTICIPATE IN SIMPLE CONVERSATIONS AND TRANSACTIONS	80
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Reading and Writing

VPAU500	READ AND WRITE SIMPLE ROUTINE INFORMATIONAL AND INSTRUCTIONAL TEXTS	80
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LANGUAGE SKILLS ELECTIVES

The following Language Skills units have been selected. Note; alternatives may be chosen to meet the needs of particular groups of students.

VPAU498	GIVE AND RESPOND TO SIMPLE VERBAL INFORMATION AND DIRECTIONS	80
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VPAU499	READ AND WRITE SIMPLE PERSONAL LETTERS AND FORMATTED TEXTS	80
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GENERAL ELECTIVES

Three general electives will be delivered as part of the course. These will be chosen from: BSBITU201A

PRODUCE SIMPLE WORD PROCESSED DOCUMENTS	60
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NYKS	USING COMPUTERS FOR LEARNING	20
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VBQU131	PLAN AND UNDERTAKE A PROJECT	30
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VBQU135	ENGAGE WITH TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY	20
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VBQU138	CREATE TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY	20
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VBQU139	WORK WITH TIME, MONEY AND DIRECTIONS IN FAMILIAR SITUATIONS	60
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VBQU141	WORK WITH NUMERICAL AND STATISTICAL INFORMATION IN FAMILIAR SITUATIONS	50
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VPAU555	USE THE INTERNET AND EMAIL TO DEVELOP LANGUAGE	50
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VPAU558	LOCATE INFORMATION ON DRIVING AND BUYING A CAR	50
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VPAU559	LOCATE HEALTH AND MEDICAL INFORMATION	50
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CSWE III R	INTERMEDIATE NUMERACY SKILLS FOR MULTIPLE-STEP CALCULATIONS AND MEASUREMENTS IN EVERYDAY CONTEXTS	60
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BSBOHS201A	PARTICIPATE IN OHS PROCESSES	20
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On occasions, alternative electives may be selected from a range of accredited curricula and Training Packages. Units and modules selected from curricula or Training Packages will be at a level suited to the AQF level of this qualification.

## CERTIFICATE III IN ESL (ACCESS)

**Course Code:** 21933VIC

**Campus:** Footscray Nicholson, St Albans, Werribee.

**About this course:** This course provides participants from non-English backgrounds with an opportunity to improve their English language skills in reading, writing, speaking and listening. The course also develops employment and living skills; a knowledge of Australian society and strategies for successful transition into work or further study in Australia. Certificate III in ESL (Access) is designed for students of International Second Language Proficiency Rating (ISLPR) 2, Australian Core Skills Framework (ACSF) 2, known as Basic Social Proficiency. Students at this level generally have an intermediate level of English which enables them to meet their basic social needs and the requirements of routine situations as well as linguistically undemanding vocational fields.

**Course Objectives:** There are no specific vocational outcomes from the Certificates in ESL as they are bridging courses designed to provide the range of learners with language skills for a variety of work or study pathways. (p. 13 ESL Framework) Learner needs will be influenced by amount of prior education and work experience in Australia and in their country of origin. (p. 14 ESL Framework) On successful completion of 21933VIC Certificate III in ESL (Access) a participant will be able to: develop and document a learning plan and portfolio use Listening, Speaking, Reading and Writing skills to: engage in casual conversation and straightforward spoken transaction give and respond in detail to a range of straightforward instructions and verbal description read and write a range of straightforward formal and informal letters or emails and formatted texts read and write a range of straightforward informational instructional and other texts. The intended purpose of the course is to provide English language skills to enable learners to make transition to work, further study and training and community participation.

**Careers:** Certificate III in ESL (ACCESS) is a general ESL course which provides pathways to other ESL courses as well as vocational or Higher Education courses including Certificate IV ESL (Access), Certificate IV ESL (Further Study) or Certificate IV ESL (Employment/Professional) as well as vocational and/or Higher Education qualifications.

**Course Duration:** 1 year

**Admission Requirements Other: Selection Processes:** Direct Entry Interview

**Course Structure** The course is delivered to mature age groups, youth groups, general access groups and women-only groups. Course Structure and delivery is varied to suit the needs and interests of these particular groups. All VU courses include the following units: CORE

VBQU130	DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO	10
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Speaking and Listening

VPAU502	ENGAGE IN CASUAL CONVERSATION AND STRAIGHTFORWARD SPOKEN TRANSACTIONS	80
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Reading and Writing

VPAU505	READ AND WRITE A RANGE OF STRAIGHTFORWARD INFORMATIONAL, INSTRUCTIONAL AND OTHER TEXTS	80
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LANGUAGE SKILLS ELECTIVES

The following Language Skills units have been selected. Note: alternatives may be chosen to meet the needs of particular groups of students.

VPAU503	GIVE AND RESPOND TO A RANGE OF STRAIGHTFORWARD INSTRUCTIONS AND INFORMATIONAL TEXTS	80
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VPAU504	READ AND WRITE A RANGE OF STRAIGHTFORWARD LETTERS AND FORMATTED TEXTS	80
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GENERAL ELECTIVES

Three general electives will be delivered as part of the course. These will be chosen from: FNSFLIT201A

DEVELOP AND USE A PERSONAL BUDGET	20
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FNSFLIT202A	DEVELOP AND USE A SAVINGS PLAN	20
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VBQU143	IMPLEMENT AND REVIEW A PROJECT	30
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VBQU147	ENGAGE WITH TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY	25
VBQU151	CREATE TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY	25
VBQU153	INVESTIGATE, INTERPRET AND PRODUCE NUMERICAL AND STATISTICAL INFORMATION	50
VBQU168	ACCESS THE INTERNET FOR LANGUAGE LEARNING	20
VPAM547	AUSTRALIAN ART AND CULTURE	50
VPAM549	AUSTRALIAN HISTORY	50

On occasions, alternative electives may be selected from a range of accredited curricula and Training Packages. Units and modules selected from curricula or Training Packages will be at a level suited to the AQF level of this qualification.

### CERTIFICATE IV IN ESL (ACCESS)

Course Code: 21934VIC

Campus: Footscray Nicholson, St Albans, Werribee.

**About this course:** This course provides participants from non-English backgrounds with an opportunity to improve their English language skills in reading, writing, speaking and listening. The course also develops employment and living skills; a knowledge of Australian society and strategies for successful transition into work or further study in Australia. Certificate IV in ESL (Access) is designed for students of International Second Language Proficiency Rating (ISLPR) 2+/3, Australian Core Skills Framework (ACSF) 4, known as Social Proficiency. Some students will have reached Basic 'Vocational' Proficiency. Students at this level have considerable English language skills and are starting to be able to perform effectively in a wide range of formal and informal situations pertinent to social and community life and in situations which are not linguistically demanding in their own vocational fields.

**Course Objectives:** There are no specific vocational outcomes from the Certificates in ESL as they are bridging' courses designed to provide the range of learners with language skills for a variety of work or study pathways. ' (p. 13 ESL Framework) Learner needs will be influenced by amount of prior education and work experience in Australia and in their country of origin. ' (p. 14 ESL Framework) On successful completion of 21934VIC Certificate IV in ESL (Access) a participant will be able to: research pathways and produce a learning plan and portfolio use Listening, Speaking, Reading and Writing skills to: analyse and participate in complex conversations give and respond to a wide range of oral presentations and instructions read and write complex texts for a range of purposes read and write instructions, advisory texts and other complex extended texts. The intended purpose of the course is to provide English language skills to enable learners to make transition to work, further study and training and community participation.

**Careers:** This course provides a pathway to further English study in the Further Study, Employment/Professional streams or Certificate IV and Diploma industry qualifications.

**Course Duration:** 1 year

**Admission Requirements Other:** ISLPR 2+/3

**Selection Processes:** Direct Entry Interview

**Course Structure** The course is delivered to mature age groups, youth groups, general access groups and women-only groups. Course Structure and delivery is varied to suit the needs and interests of these particular groups. All VU courses include the following units: CORE

VBQU142	RESEARCH PATHWAYS AND PRODUCE A LEARNING PLAN AND PORTFOLIO	10
Speaking and Listening		
VPAU506	ANALYSE AND PARTICIPATE IN COMPLEX CONVERSATIONS	80

Reading and Writing		
VPAU509	READ AND WRITE INSTRUCTIONS AND ADVISORY TEXTS	80
LANGUAGE SKILLS ELECTIVES		
The following Language Skills units have been selected. Note: alternatives may be chosen to meet the needs of particular groups of students.		
VPAU507	GIVE AND RESPOND TO A WIDE RANGE OF ORAL PRESENTATIONS AND INSTRUCTIONS	80
VPAU508	READ AND WRITE A RANGE OF COMPLEX OR EXTENDED TEXTS	80
VPAU510	READ AND WRITE EXTENDED CREATIVE TEXTS	80

### GENERAL ELECTIVES

Three general electives will be delivered as part of the course. These will be chosen from: ICAU2006B OPERATE COMPUTING PACKAGES 60		
SRSCOP020B	DEVELOP A PERSONAL FINANCIAL PLAN	5
VBQU159	ENGAGE WITH A RANGE OF COMPLEX TEXTS TO PARTICIPATE IN THE COMMUNITY	25
VBQU162	CREATE A RANGE OF COMPLEX TEXTS TO PARTICIPATE IN THE COMMUNITY	25
VBQU163	ANALYSE AND EVALUATE NUMERICAL AND STATISTICAL INFORMATION	50
VBQU186	DESIGN AND REVIEW A PROJECT	40
VPAM544	AUSTRALIAN GOVERNMENT	50
VPAM545	AUSTRALIAN LAW	50
VPAM546	EDUCATION IN AUSTRALIA	50

On occasions, alternative electives may be selected from a range of accredited curricula and Training Packages. Units and modules selected from curricula or Training Packages will be at a level suited to the AQF level of this qualification.

### CERTIFICATE I IN ESL (ACCESS)

Course Code: 21936VIC

Campus: Footscray Nicholson, St Albans, Werribee.

**About this course:** This course provides participants from non-English backgrounds with an opportunity to improve their English language skills in reading, writing, speaking and listening. The course also develops employment and living skills; a knowledge of Australian society and strategies for successful transition into work or further study in Australia. Certificate I in ESL (Access) is designed for students of International Second Language Proficiency Rating (ISLPR) 1, Australian Core Skills Framework (ACSF) 1, known as Basic Transactional Proficiency. Students at this level may have the English language skills to be able to satisfy their everyday basic transactional needs.

**Course Objectives:** There are no specific vocational outcomes from the Certificates in ESL as they are bridging' courses designed to provide the range of learners with language skills for a variety of work or study pathways. ' (p. 13 ESL Framework) Learner needs will be influenced by amount of prior education and work experience in Australia and in their country of origin. ' (p. 14 ESL Framework) On successful completion of 21936VIC Certificate I in ESL (Access) a participant will be able to: develop a learning plan and portfolio with support use Listening, Speaking, Reading and Writing skills with support to: participate in short simple exchanges give and respond to short simple instructions and descriptions read and write short simple messages and formatted texts read and write short simple informational and formatted texts. The intended purpose of the course is to provide English language skills to enable learners to make transition to work, further study and training and community participation.

**Careers:** This course provides a pathway to further English study in the Access or

Employment streams or Certificate II industry qualifications.

**Course Duration:** 1 year

**Admission Requirements Other:** ISLPR 1

**Selection Processes:** Direct Entry Interview

**Course Structure** The course is delivered to mature age groups, youth groups, general access groups and women-only groups. Course Structure and delivery is varied to suit the needs and interests of these particular groups. All VU courses include the following units: CORE

VPAU501 PLAN LANGUAGE LEARNING WITH SUPPORT 30

Speaking and Listening

VPAU493 PARTICIPATE IN SHORT SIMPLE EXCHANGES 80

Reading and Writing

VPAU496 READ AND WRITE SHORT SIMPLE INFORMATIONAL AND INSTRUCTIONAL TEXTS 80

LANGUAGE SKILLS ELECTIVES

The following Language Skills units have been selected. Note: alternatives may be chosen to meet the needs of particular groups of students.

VPAU494 GIVE AND RESPOND TO SHORT, SIMPLE VERBAL INSTRUCTIONS AND INFORMATION 80

VPAU495 READ AND WRITE SHORT, SIMPLE MESSAGES AND FORMATTED TEXTS 80

GENERAL ELECTIVES

Three general electives will be delivered as part of the course. These will be chosen from: ARYS USING THE INTERNET 20

VBQU118 CONDUCT A PROJECT WITH GUIDANCE 20

VBQU122 ENGAGE WITH SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY 20

VBQU126 CREATE SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY 20

VBQU127 WORK WITH TIME, MONEY AND DIRECTIONS IN SIMPLE EVERYDAY SITUATIONS 60

VBQU128 WORK WITH SIMPLE MEASUREMENT AND DESIGN 60

VBQU129 WORK WITH SIMPLE NUMERICAL AND STATISTICAL INFORMATION 60

VPAU554 USE BASIC COMPUTING LANGUAGE AND SKILLS 50

VPAU557 USE SERVICES IN THE LOCAL COMMUNITY 50

On occasions, alternative electives may be selected from a range of accredited curricula and training packages. Units and modules selected from curricula or Training Packages will be at a level suited to the AQF level of this qualification.

## CERTIFICATE I IN INTRODUCTORY VOCATIONAL EDUCATION

**Course Code:** 40512SA

**Campus:** Footscray Nicholson, St Albans, Werribee.

**Course Objectives:** This course aims to promote access, equity and social justice through the development of generic, underpinning skills and knowledge.

**Careers:** There are no specific career outcomes. The course would prepare students for NTS Level 2 courses in either general or vocational education fields.

**Course Duration:** 1 year

**Admission Requirements Other:** There are no formal entry requirements. Students will be assessed for placement within the course on the basis of pre-enrolment literacy/numeracy assessment.

**Selection Processes:** Written Test

**Course Structure** Nominal hours are 280-370, however only selected modules from this course are delivered, in conjunction with other general education courses. Part-time or flexible delivery. Core Units of Study

NRBB ESSENTIAL CALCULATIONS 1 20

NRBC ESSENTIAL CALCULATIONS 2 20

NYHZ EVERYDAY WRITING 1 40

ARYA INDEPENDENT LEARNING STRATEGIES 20

NYHT INTERPERSONAL COMMUNICATION 20

NYKA MEASUREMENT SYSTEMS 20

NYGT READING FOR EVERYDAY USE 20

NYHW SAFETY SIGNS AND INFORMATION 20

NYKB THE NUMBER SYSTEM 20

NYKS USING COMPUTERS FOR LEARNING 20

Elective Units of Study

The electives offered will vary according to the level and ranges being delivered

Level 1 - up to 280 hours

Level 2 - up to 360 hours

Level 3 - minimum of 370 hours (including 230 hours core modules)

## CERTIFICATE I IN SPOKEN AND WRITTEN ENGLISH

**Course Code:** 91421NSW

**Campus:** Footscray Nicholson, St Albans, Werribee, Melton, Sunshine.

**Course Objectives:** The Course in Preliminary and Certificates I-III in Spoken and Written English provide a framework for learners to develop English language and literacy skills and numeracy skills to undertake further education and training seek and maintain employment, and participate in the community.

**Careers:** This course is primarily an access program to enable students to gain adequate English language proficiency to meet their employment or further study goals.

**Course Duration:** 1 year

**Admission Requirements Other:** AMEP candidates must satisfy eligibility criteria set by the Department of Immigration and Citizenship (which are checked through their database), must not have exhausted entitlement of 510 hours of tuition, and must be below ISLPR 2 in the macroskills of Speaking, Listening, Reading and Writing. Other areas of delivery have ISLPR entry requirements consistent with the required language level of the qualification.

**Selection Processes:** Direct EntryWritten Test

**Course Structure** AMEP: 4-5 days 20 wks 0. 5 yrNon-AMEP: 4-5 days 36 wks 1. 0 yrOffered on a full-time or part-time basis. Core Units of Study:

CSWE I A BEGINNER LEARNING STRATEGIES 50

CSWE I B BEGINNER SPEAKING AND WRITING SKILLS FOR GIVING PERSONAL INFORMATION 50

CSWE I C BEGINNER LISTENING AND SPEAKING SKILLS FOR TRANSACTIONS 90

Note: Students must complete 3 electives from the list below. Elective choice will be dependent on the needs of the particular cohort as this course is currently delivered to a range of distinct groups including women only students, longer term migrants, new arrivals, students with high levels of formal study overseas and those with limited prior formal study. Electives:

CSWE I D BEGINNER LISTENING AND READING SKILLS FOR INFORMATION TEXTS 90

CSWE I E	BEGINNER LISTENING AND SPEAKING SKILLS FOR SHORT INFORMAL SPOKEN EXCHANGES	90	CSWE II J	POST-BEGINNER READING AND WRITING SKILLS FOR INFORMAL TEXTS	60
CSWE I F	BEGINNER LISTENING AND SPEAKING SKILLS FOR DESCRIPTIONS	90	CSWE II K	POST-BEGINNER READING AND WRITING SKILLS FOR STORY TEXTS	60
CSWE I G	BEGINNER READING AND WRITING SKILLS FOR DESCRIPTIONS	90	CSWE II L	POST-BEGINNER READING AND WRITING SKILLS FOR INFORMATION REPORTS	60
CSWE I H	BEGINNER LISTENING, WRITING AND SPEAKING SKILLS FOR TELEPHONE EXCHANGES	90	CSWE II M	POST-BEGINNER READING AND WRITING SKILLS FOR OPINION TEXTS	60
CSWE I I	BEGINNER LISTENING AND READING SKILLS FOR INSTRUCTIONS	90	Numeracy Skills Electives		
CSWE I J	BEGINNER LISTENING AND SPEAKING SKILLS FOR RECOUNTS	90	CSWE II N	POST-BEGINNER NUMERACY SKILLS FOR DEALING WITH BASIC CALCULATIONS AND MEASUREMENTS IN FAMILIAR CONTEXTS	60
CSWE I K	BEGINNER READING AND WRITING SKILLS FOR RECOUNTS	90	CSWE II O	POST-BEGINNER NUMERACY SKILLS FOR WORKING WITH SPACE AND SHAPES IN FAMILIAR CONTEXTS	60
CSWE I L	BEGINNER NUMERACY SKILLS FOR USING NUMBERS IN HIGHLY FAMILIAR CONTEXTS	90			
CSWE I M	BEGINNER NUMERACY SKILLS FOR WORKING WITH SPACE AND SHAPES IN HIGHLY FAMILIAR CONTEXTS	90			

## CERTIFICATE II IN SPOKEN AND WRITTEN ENGLISH

Course Code: 91422NSW

Campus: Footscray Nicholson, St Albans, Werribee, Melton, Sunshine.

**Course Objectives:** The Course in Preliminary and Certificates I-III in Spoken and Written English provide a framework for learners to develop English language and literacy skills and numeracy skills to undertake further education and training seek and maintain employment, and participate in the community.

**Careers:** This course is primarily an access program to enable students to gain adequate English language proficiency to meet their employment or further study goals.

**Course Duration:** 1 year

**Admission Requirements Other:** AMEP candidates must satisfy eligibility criteria set by the Department of Immigration and Citizenship (which are checked through their database), must not have exhausted entitlement of 510 hours of tuition, and must be below ISLPR 2 in the macroskills of Speaking, Listening, Reading and Writing. Other areas of delivery have ISLPR entry requirements consistent with the required language level of the qualification.

**Selection Processes:** Direct EntryWritten Test

**Course Structure** AMEP: 4-5 days 20 wks 0. 5 yrNon-AMEP: 4-5 days 36 wks 1. 0 yrOffered on a full-time or part-time basis. Core Units of Study

CSWE II A	POST-BEGINNER LEARNING STRATEGIES	40
Elective Units of Study Listening and Speaking Skills Electives		
CSWE II B	POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR CASUAL CONVERSATIONS	60
CSWE II C	POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR TRANSACTIONAL EXCHANGES	60
CSWE II D	POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR INFORMATION TEXTS	60
CSWE II E	POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR TELEPHONE EXCHANGES	60
CSWE II F	POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR INSTRUCTIONS	60
CSWE II G	POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR INTERVIEWS	60 Reading and Writing Skills Electives
CSWE II H	POST-BEGINNER WRITING SKILLS FOR FORMATTED TEXTS	60
CSWE II I	POST-BEGINNER READING SKILLS FOR INFORMATION TEXTS AND INSTRUCTIONS	60

Note: Elective choice will be dependent on the needs of the particular cohort as this course is currently delivered to a range of distinct groups including women only students, longer term migrants, new arrivals, students with high levels of formal study overseas and those with limited prior formal study

## CERTIFICATE III IN SPOKEN AND WRITTEN ENGLISH

Course Code: 91423NSW

Campus: Footscray Nicholson, St Albans, Werribee, Melton, Sunshine.

**Course Objectives:** The Course in Preliminary and Certificates I-III in Spoken and Written English provide a framework for learners to develop English language and literacy skills and numeracy skills to undertake further education and training, seek and maintain employment, and participate in the community.

**Careers:** This course is primarily an access program to enable students to gain adequate English language proficiency to meet their employment or further study goals.

**Course Duration:** 1 year

**Admission Requirements Other:** AMEP candidates must satisfy eligibility criteria set by the Department of Immigration and Citizenship (which are checked through their database), must not have exhausted entitlement of 510 hours of tuition, and must be below ISLPR 2 in the macroskills of Speaking, Listening, Reading and Writing. Other areas of delivery have ISLPR entry requirements consistent with the required language level of the qualification.

**Selection Processes:** InterviewWritten Test

**Course Structure** AMEP: 4-5 days 20 wks 0. 5 yrNon-AMEP: 4-5 days 36 wks 1. 0 yrOffered on a full-time or part-time basis. Core Units of Study

CSWE III A	INTERMEDIATE LEARNING STRATEGIES	40
Elective Units of Study Listening and Speaking Skills Electives		
CSWE III B	INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR CASUAL CONVERSATIONS	60
CSWE III C	INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR NEGOTIATING COMPLEX EXCHANGES	60
CSWE III D	INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR INTERVIEWS	60
CSWE III E	INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR PRESENTING INFORMATION	60
CSWE III F	INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR DISCUSSIONS	60

## VU COLLEGE

CSWE III G	INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR COMPLEX INSTRUCTIONS	60
Reading Skills Electives		
CSWE III H	INTERMEDIATE READING SKILLS FOR INFORMATION TEXTS	60
CSWE III I	INTERMEDIATE READING SKILLS FOR NEWS AND CURRENT AFFAIRS	60
CSWE III J	INTERMEDIATE READING SKILLS FOR PERSUASIVE TEXTS	60
CSWE III K	INTERMEDIATE READING SKILLS FOR PERSUASIVE TEXTS 60 Writing Skills Electives	
CSWE III L	INTERMEDIATE WRITING SKILLS FOR COMPLEX DOCUMENTS	60
CSWE III M	INTERMEDIATE WRITING SKILLS FOR REPORTS	60
CSWE III N	INTERMEDIATE WRITING SKILLS FOR NARRATIVES	60
CSWE III O	INTERMEDIATE WRITING SKILLS FOR EXPOSITIONS	60
CSWE III P	INTERMEDIATE WRITING SKILLS FOR DISCUSSIONS	60
CSWE III Q	INTERMEDIATE WRITING SKILLS FOR JOBSEEKING DOCUMENTS Numeracy Skills Electives	60
CSWE III R	INTERMEDIATE NUMERACY SKILLS FOR MULTIPLE-STEP CALCULATIONS AND MEASUREMENTS IN EVERYDAY CONTEXTS	60
CSWE III S	INTERMEDIATE NUMERACY SKILLS FOR WORKING WITH SPACE AND SHAPES IN EVERYDAY CONTEXTS	60

Note: Elective choice will be dependent on the needs of the particular cohort as this course is currently delivered to a range of distinct groups including women only students, longer term migrants, new arrivals, students with high levels of formal study overseas and those with limited prior formal study.

### CERTIFICATE I IN HORTICULTURE

Course Code: RTF10103

Campus: Footscray Nicholson, Other, and off-campus locations.

**About this course:** This course aims to provide training appropriate for a person who is beginning a career in horticulture working under direct supervision.

**Course Objectives:** This course is designed for participants who want to enter the landscape sector of the horticulture industry as an assistant to a tradesperson landscaper. It is also suitable for people who may be intending to progress to RTF20403 Certificate II in Horticulture (Landscape) or to a trade level qualification in horticulture. Higher level qualifications are offered at other Registered Training Organisations in the metropolitan region.

**Careers:** This course aims to provide vocational training for people working under supervision in the horticulture industry.

**Course Duration:** 1 year

**Admission Requirements Other:** To qualify for admission to the course, applicants must demonstrate to the satisfaction of the Course Coordinator that they are capable of successfully completing the course. Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, informal or formal learning or from work and/or life experience.

**Selection Processes:** Interview

**Course Structure** The course is offered on a part-time basis over one year, in conjunction with other general education courses. A total of six competency units must be completed.

Core Units of Study

Unit of Study Code Hours

RTC1801A PREPARE FOR WORK 10

Elective Units of Study

Five units, selected by the student with the approval of the Head of Department from the following: Unit of Study Code Hours

RTC1006A SUPPORT NURSERY WORK 15

RTC1201A MAINTAIN THE WORKPLACE 10

RTC1202A SUPPORT LANDSCAPE WORK 15

RTD1501A SUPPORT NATURAL AREA CONSERVATION 15

RTE1005A SUPPORT HORTICULTURAL PRODUCTION 15

RTF1004A SUPPORT GARDENING WORK 15

or from: RTD02 Conservation and Land Management Certificate I.

and/or RTE03 Rural Production Certificate I.

and/or RTF03 Amenity Horticulture Certificate II.

and/ or other endorsed Training Package. Units selected must be aligned to Certificate I or II outcomes.

### CERTIFICATE II IN HORTICULTURE (LANDSCAPE)

Course Code: RTF20403

Campus: Footscray Nicholson.

**About this course:** This course is designed for people who want to enter the landscape sector of the horticulture industry as an assistant to a tradesperson landscaper. It is also suitable for people who may be intending to progress to a trade level qualification in horticulture. The course develops sound underpinning knowledge and a broad range of practical skills required to assist in maintenance, construction and renovation of garden landscapes with a focus on developing soft landscape skills. Students will learn to work effectively in the industry, determine basic properties of soil/growing media, undertake propagation activities, pot-on plants, plant trees and shrubs, prune shrubs and small trees, establish horticultural crops, observe environmental work practices, follow occupational health and safety procedures, communicate effectively in the workplace and basic first aid. VU Community Garden at Footscray Nicholson campus operates as a simulated workplace environment for delivery of Certificate II in Horticulture (Landscape).

**Course Objectives:** This course is designed for participants who want to enter the landscape sector of the horticulture industry as an assistant to a tradesperson landscaper. It is also suitable for people who may be intending to progress to a trade level qualification in horticulture. Higher level qualifications are offered at other Registered Training Organisations in the metropolitan region.

**Careers:** Amenity horticulture has been among Australia's fastest growing industries employing 125,000 people due to its close ties with urban environment. The industry employs 30 per cent of all agriculture workers. On completion of the Certificate II in Horticulture (Landscape), positions exist in production nurseries, landscape companies, garden maintenance, local government gardens and institutions. Students can pathway to other Registered Training Organisations within the metropolitan area for higher level certificates and diploma courses.

**Course Duration:** 2 years

**Admission Requirements Other:** Prospective students can contact the program to establish if the course is suited to their needs. An interview will be arranged. Basic literacy and numeracy skills are required.

**Selection Processes:** Interview

**Course Structure** Certificate II in Horticulture (Landscape) contains 4 core units with 13 elective units Core Units Of Study

RTC1202A SUPPORT LANDSCAPE WORK 15

RTF1004A	SUPPORT GARDENING WORK	15
RTC1201A	MAINTAIN THE WORKPLACE	10
RTC1801A	PREPARE FOR WORK	10
Elective Units Of Study		
RTC2704A	PROVIDE BASIC FIRST AID	10
RTC2801A	PARTICIPATE IN WORKPLACE COMMUNICATIONS	30
RTC2701A	FOLLOW OHS PROCEDURES	20
RTC2705A	WORK EFFECTIVELY IN THE INDUSTRY	20
RTD2022A	CARRY OUT NATURAL AREA RESTORATION WORKS	40
RTC2012A	PLANT TREES AND SHRUBS	20
RTF2017A	PRUNE SHRUBS AND SMALL TREES	30
RTC2702A	OBSERVE ENVIRONMENTAL WORK PRACTICES	20
RTF2504A	DETERMINE BASIC PROPERTIES OF SOIL/GROWING MEDIA	25
RTC2026A	UNDERTAKE PROPAGATION ACTIVITIES	30
RTF2013A	POT-ON PLANTS	20
RTC2016A	RECOGNISE PLANTS	40
RTE2010A	ESTABLISH HORTICULTURE CROPS	15

## UNITS

Below are subject details for courses offered by the School of General Education Programs and Services in 2011. **IMPORTANT NOTICE:** Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

### ARYA INDEPENDENT LEARNING STRATEGIES

**Descriptions:** This module will assist participants to recognise and acquire a range of study skills and learning strategies which will assist them achieve their short and medium term study/training goals.

**Nominal Hours:** 20

**Assessment:** A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment and ongoing teacher assessment.

### ARYS USING THE INTERNET

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This module provides the opportunity to develop skills in using the Internet in a supported environment. On completion of the module, the learner should have the skills necessary to use the Internet independently for the purposes of both language and literacy acquisition and accessing information.

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: records of teacher's observations of students' activities; observation checklists; verbal questioning; a portfolio of work and other documents; interview or written test; self-assessment; practical tasks; samples of work and third-party feedback.

### AURT100308A CARRY OUT WORKSHOP PRACTICE ACTIVITIES

**Locations:** St Albans.

**Descriptions:** This unit covers the competence required to carry out workshop practice activities, including general fitting, housekeeping, component cleaning, documenting and reporting skills.

**Nominal Hours:** 10

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This may include direct observation, oral presentations, verbal /written reports, video presentations, and third-party feedback including reports from support workers and peers.

### BSBCMN101A PREPARE FOR WORK IN BUSINESS

**Locations:** St Albans, Footscray Park, Industry.

**Descriptions:** This unit covers the skills and knowledge required to prepare a person to perform effectively in a work environment. It includes identifying the rights and responsibilities of employees and employers and assisting in the business while under direct supervision.

**Nominal Hours:** 30

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This may include direct observation, oral presentations, video presentations, and third-party feedback including reports from support workers and peers.

### BSBCMN106A FOLLOW WORKPLACE SAFETY PROCEDURES

**Locations:** St Albans.

**Descriptions:** This unit covers general Occupational Health and Safety requirements in business organisations and is relevant for employees working under direct supervision with no responsibilities for other people.

**Nominal Hours:** 10

**Required Reading:** Certificate I-III in Mumgu-dhal tyama-tiyt Teacher will provide teaching and learning materials where required.

**Assessment:** Certificate I-III in Mumgu-dhal tyama-tiyt Students develop a portfolio of evidence for assessment. This will include teacher observation, student logbooks, written tasks, oral presentations and work/community placements.

### BSBCMN107A OPERATE A PERSONAL COMPUTER

**Locations:** St Albans.

**Descriptions:** Start computer and basic system information and features; Navigate and manipulate desktop environment; Organise basic directory and folder structures; Organise files for use and/or organisational requirements; Print information; Shutdown computer.

**Nominal Hours:** 20

**Required Reading:** Certificate I in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning material as required.

**Assessment:** This unit may be assessed by tests, assignments, classwork Certificate I in Mumgu-dhal tyama-tiyt Students will develop a portfolio of evidence for assessment. This will include direct observation recorded by the teacher, collection of samples completed by the learner verbal questioning, online responses and third party reports from support workers, elders and peers.

### BSBCMN108A DEVELOP KEYBOARD SKILLS

**Locations:** St Albans.

**Descriptions:** Use safe work practices; Identify and develop keyboard skills; Check accuracy.

**Nominal Hours:** 40

**Required Reading:** Certificate I in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning material as required.

**Assessment:** This unit may be assessed by tests, assignments, classwork Certificate I in Mumgu-dhal tyama-tiyt Students will develop a portfolio of evidence for assessment. This will include direct observation recorded by the teacher, collection of samples completed by the learner verbal questioning, online responses and third party reports from support workers, elders and peers.

### BSBCMN213A PRODUCE SIMPLE WORD PROCESSED DOCUMENTS

**Locations:** St Albans.

**Descriptions:** This unit covers preparation and production of short routine letters, notes, memos and records using word processing software.

**Nominal Hours:** 60

**Assessment:** Tests, assignments, presentations Certificate II in Mumgu-dhal tyama-tiyt Students will develop a portfolio of evidence for assessment. This will include direct observation recorded by the teacher, verbal questioning, online responses,

tests, assignments, presentations and third-party reports from support workers, elders and peers.

### **BSBCMN214A CREATE AND USE SIMPLE SPREADSHEETS**

**Locations:** St Albans.

**Descriptions:** This unit covers creating and using simple spreadsheets and charts through the use of spreadsheet software.

**Nominal Hours:** 20

**Required Reading:** Certificate II in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning material as required.

**Assessment:** This unit may be assessed by tests, assignments, classwork Certificate II in Mumgu-dhal tyama-tiyt Students will develop a portfolio of evidence for assessment. This will include direct observation recorded by the teacher, collection of samples completed by the learner, verbal questioning, online responses and third-party reports from support workers, elders and peers.

### **BSBCMN302A ORGANISE PERSONAL WORK PRIORITIES AND DEVELOPMENT**

**Locations:** Footscray Nicholson.

**Descriptions:** Organise and complete own work schedule; Monitor own work performance; Develop and maintain own competence level.

**Nominal Hours:** 40

**Assessment:** Presentation, written and practical tasks, case studies, research. NWP30107 Certificate III in Water Operations The learner will be assessed on his/her organisational skills in completing other work related tasks in this qualification. This will include assessment of correspondence with the assessor and also how the individual relates to group based work. Reflective journaling will be encouraged by the use of an e portfolio or workbased diary. An example of suitable recognition evidence may include a position description or resume (validated by a workplace expert) which shows that the learner is sufficiently organised to contribute effectively to the performance of the work team.

### **BSBFLM302A SUPPORT LEADERSHIP IN THE WORKPLACE**

**Locations:** St Albans.

**Descriptions:** Support leadership in the workplace.

**Nominal Hours:** 40

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This may include direct observation of work activities, written or oral questions, logbooks of work activities, and third-party feedback including reports from supervisors, support workers and peer feedback.

### **BSBFLM304A PARTICIPATE IN WORK TEAMS**

**Locations:** St Albans.

**Descriptions:** Participate in work teams.

**Nominal Hours:** 40

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This may include direct observation of work activities, written or oral questions, logbooks of work activities, and third-party feedback including reports from supervisors, support workers and peer feedback.

### **CHCAC3C ORIENTATION TO AGED CARE WORK**

**Locations:** St Albans.

**Descriptions:** This unit describes the roles and responsibilities by the worker in their role as a carer to perform work that reflects an understanding of the structure and profile of the residential aged care sector and key issues facing older people in the community. This unit applies to all workers in the aged care sector, or those working with older people.

**Nominal Hours:** 50

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** This unit may be assessed by Scenarios, Workbook, Clinical experience Certificate II in Mumgu-dhal tyama-tiyt Students develop a portfolio of evidence for assessment. This may include direct observation, written assignments, case study and scenario analysis, questioning and role-play simulation.

### **CHCAOD2C ORIENTATION TO ALCOHOL AND OTHER DRUGS WORK**

**Locations:** St Albans.

**Descriptions:** This unit applies to all workers who may be working primarily with clients with AOD issues and provides a basic introduction to values, services and approaches applied to work in this sector.

**Nominal Hours:** 50

**Required Reading:** Certificate II in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning material as required.

**Assessment:** As per accredited curriculum Certificate II in Mumgu-dhal tyama-tiyt Students develop a portfolio of evidence for assessment. Students will be given opportunities to be assessed over a range of situations and target groups. It will include observation, oral presentations, video presentations, third-party feedback including reports from support workers and peers.

### **CHCCH25A INTRODUCTION TO WORK IN SOCIAL HOUSING**

**Locations:** St Albans.

**Descriptions:** This unit aims to describe the context within which social housing work occurs.

**Nominal Hours:** 30

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This may include direct observation, oral presentations, video presentations and third-party feedback including reports from other teachers, support workers and peers.

### **CHCCS201A PREPARE FOR WORK IN THE COMMUNITY SERVICES INDUSTRY**

**Locations:** St Albans.

**Descriptions:** This unit is relevant to those people who may be undertaking preliminary training to enter the community services industry.

**Nominal Hours:** 50

**Required Reading:** Certificate II in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This may include direct observation, oral presentations, video presentations, and third-party feedback including reports from support workers and peers.

### **CHCDIS20A INTRODUCTION TO DISABILITY WORK**

**Locations:** St Albans.

**Descriptions:** This unit is intended to provide an introduction to working with people with a disability.

**Nominal Hours:** 30

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This may include direct observation, written assignments, case study and scenario analysis, questioning and role-play simulation.

### **CHCVOL201A BE AN EFFECTIVE VOLUNTEER**

**Locations:** Footscray Nicholson.

**Descriptions:** This unit describes the understanding, knowledge and skills required to be a volunteer.

**Nominal Hours:** 25

**Required Reading:** The teacher will provide teaching and learning materials as required.

**Assessment:** Assessment strategies will include written assignments, participation in class activities and other related classwork.

### **CPSU362A COMMUNICATE AS PART OF A WORK TEAM**

**Descriptions:** This unit covers communication skills used in work teams.

**Nominal Hours:** 30

**Assessment:** Critical aspects of evidence required to demonstrate competency in this unit: communication within the team is clear and logical and is understood by the group. Presentations achieve their aims. Context of assessment: assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

### **CSWE I A BEGINNER LEARNING STRATEGIES**

**Descriptions:** This module covers some of the skills required to be an effective language learner. It includes completing a learning plan, identifying short-term learning goals, participating in the formal language-learning environment and using language learning resources effectively. Summary of learning outcomes: A1 Develop a learning/training plan with support; A2 Participate in the formal learning environment

**Nominal Hours:** 50

**Assessment:** Student assessment is based on teacher evaluation of the following: a personal learning/training plan, a collection of work samples, verbal and written questioning used with checklists of learner performance, observed role plays, audio/video recordings, other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE I B BEGINNER SPEAKING AND WRITING SKILLS FOR GIVING PERSONAL INFORMATION**

**Descriptions:** This module covers the skills required to give basic spoken and written personal information in highly familiar contexts clearly and accurately. Summary of learning outcomes: B1 Provide personal information using spoken language B2 Complete a short form

**Nominal Hours:** 50

**Assessment:** Student assessment is based on teacher evaluation of the following: a personal learning/training plan, a collection of work samples, verbal and written questioning used with checklists of learner performance, observed role plays, audio/video recordings, other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE I C BEGINNER LISTENING AND SPEAKING SKILLS FOR TRANSACTIONS**

**Descriptions:** This module covers the skills required to understand and participate in short spoken transactional exchanges in highly familiar contexts. Summary of learning outcomes: C1 Demonstrate understanding of a short spoken transaction; C2 Participate in a short spoken transaction.

**Nominal Hours:** 90

**Assessment:** Student assessment is based on teacher evaluation of the following: a personal learning/training plan, a collection of work samples, verbal and/or written questioning used with checklists of learner performance, observed role plays, audio or video recordings, other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE I D BEGINNER LISTENING AND READING SKILLS FOR INFORMATION TEXTS**

**Descriptions:** This module covers the skills required to identify basic information in a spoken information text, and to read, identify and begin to interpret specific information within a highly familiar context using beginner decoding strategies. Summary of learning outcomes: D1 Demonstrate understanding of a spoken information text; D2 Demonstrate understanding of a written information text

**Nominal Hours:** 90

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, simulated workplace/community based information tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE I E BEGINNER LISTENING AND SPEAKING SKILLS FOR SHORT INFORMAL SPOKEN EXCHANGES**

**Descriptions:** This module covers the skills required to participate effectively in short informal spoken exchanges in highly familiar contexts. It focuses on the acquisition of relevant vocabulary and formulaic expressions, as well as the use of simple clause questions and statements, and pronunciation. Summary of learning outcomes: E1 Demonstrate understanding of a short informal spoken exchange; E2 Participate in a short informal spoken exchange

**Nominal Hours:** 90

**Assessment:** Student assessment is based on teacher evaluation of the following: a personal learning/training plan, a collection of work samples, verbal and written questioning used with checklists of learner performance, observed role plays, audio/video recordings, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners

at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE I F BEGINNER LISTENING AND SPEAKING SKILLS FOR DESCRIPTIONS**

**Descriptions:** This module covers the skills required to listen and identify the relevant elements in spoken descriptions and to orally describe highly familiar people, places or things using appropriate grammatical structures, vocabulary and pronunciation. It develops the learner's ability to construct effective independent clauses using the present tense. Summary of learning outcomes: F1 Demonstrate understanding of a short spoken description; F2 Give a short spoken description.

**Nominal Hours:** 90

**Assessment:** Student assessment is based on teacher evaluation of the following: a personal learning/training plan, a collection of work samples, verbal and written questioning used with checklists of learner performance, observed role plays, audio/video recordings, simulated workplace tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE I G BEGINNER READING AND WRITING SKILLS FOR DESCRIPTIONS**

**Descriptions:** This module covers the skills required to read and write descriptions. It focuses on grammatical features such as simple independent clauses, present tense, pronouns and noun groups, as well as vocabulary acquisition, spelling and punctuation. Summary of learning outcomes: G1 Demonstrate understanding of a short written description; G2 Write a short description.

**Nominal Hours:** 90

**Assessment:** Student assessment is based on teacher evaluation of the following: a personal learning/training plan, a collection of work samples, verbal and written questioning used with checklists of learner performance, observed role plays, audio/video recordings, simulated workplace tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE I H BEGINNER LISTENING, WRITING AND SPEAKING SKILLS FOR TELEPHONE EXCHANGES**

**Descriptions:** This module covers the skills required to understand an answering machine message, to write a short telephone message and to leave a message. Summary of learning outcomes: H1 Demonstrate understanding of a simple answering machine message; H2 Write a short telephone message; H3 Leave a short telephone message. Nominal Hours 90 Hours.

**Nominal Hours:** 90

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, simulated workplace tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE I I BEGINNER LISTENING AND READING SKILLS FOR INSTRUCTIONS**

**Descriptions:** This module covers the skills required to follow a sequence of short spoken or written instructions from highly familiar contexts. Summary of learning outcomes: I1 Demonstrate understanding of short spoken instructions I2 Demonstrate understanding of short written instructions.

**Nominal Hours:** 90

**Assessment:** Student assessment is based on teacher evaluation of the following: a personal learning/training plan, a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, audio or video recordings (if performed) observed role plays, other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE I J BEGINNER LISTENING AND SPEAKING SKILLS FOR RECOUNTS**

**Descriptions:** This module covers the skills required to understand and give spoken recounts from a highly familiar context. It introduces the staging of recounts and focuses on grammatical structures as well as independent clauses, past tense and noun groups, as well as the acquisition of vocabulary and pronunciation skills. Summary of learning outcomes: J1 Demonstrate understanding of a spoken recount; J2 Tell a short recount.

**Nominal Hours:** 90

**Assessment:** Student assessment is based on teacher evaluation of the following: a personal learning/training plan, a collection of work samples, verbal and written questioning used with checklists of learner performance, observed role plays, audio/video recordings, other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE I K BEGINNER READING AND WRITING SKILLS FOR RECOUNTS**

**Descriptions:** This module covers the skills required to read and write recounts on highly familiar topics. It includes the skills to recognise and produce a recount with the appropriate structure and grammatical features. Summary of learning outcomes: K1 Demonstrate understanding of a written recount K2 Write a recount.

**Nominal Hours:** 90

**Assessment:** Student assessment is based on teacher evaluation of the following: a personal learning/training plan, a collection of work samples, other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE I L BEGINNER NUMERACY SKILLS FOR USING NUMBERS IN HIGHLY FAMILIAR CONTEXTS**

**Descriptions:** This module covers the skills to identify and compare amounts, including time, date, money, weight, volume, capacity, length, distance and temperature, in concrete situations and highly familiar contexts. It includes some basic problem-solving skills, such as making rough estimates, using spoken and written language to describe and compare amounts, and simple arithmetic (addition and subtraction). This module does not cover an understanding of units used to describe volume, weight, length and distance (e. g. L, mL, gm, cm, km) or the skills to measure these amounts. Measurement is covered in Certificate II in Spoken and

Written English. Summary of learning outcomes: L1 Read and tell time; L2 Read and give date; L3 Identify and use Australian currency amounts; L4 Read and compare weight/volume/capacity; L5 Read and compare length/distance; L6 Read and compare temperature.

**Nominal Hours:** 90

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, presentations, projects, observed role plays, other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE I M BEGINNER NUMERACY SKILLS FOR WORKING WITH SPACE AND SHAPES IN HIGHLY FAMILIAR CONTEXTS**

**Descriptions:** This module covers the skills required to interpret amounts and quantities represented in graphs and tables, to read maps/plans and to describe common shapes found in day-to-day situations. Summary of learning outcomes: M1 Demonstrate understanding of simple graphs/tables/charts; M2 Demonstrate understanding of simple maps/plans; M3 Demonstrate understanding of simple shapes.

**Nominal Hours:** 90

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, presentations, projects, other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE II A POST-BEGINNER LEARNING STRATEGIES**

**Descriptions:** This module covers the strategies required to be an effective language learner. It includes preparing and documenting a learning plan, effective participation in formal learning environments and strategies for independent learning. Summary of learning outcomes: A1 Develop a learning/training plan; A2 Participate in and contribute to the formal learning environment; A3 Develop independent learning skills.

**Nominal Hours:** 40

**Assessment:** Student assessment is based on teacher evaluation of the following: a personal learning/training plan, a collection of learner documents or work samples, organisation of a folder of learning materials, verbal and/or written questioning used with checklists of learner performance, evidence of development of learning strategies, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE II B POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR CASUAL CONVERSATIONS**

**Descriptions:** This module covers the skills required to understand and participate in short casual conversations on everyday topics. At this level learners are not expected to participate in conversations with more than one topic. Summary of learning outcomes: B1 Demonstrate and understanding of a casual conversation; B2 Participate in a short casual conversation.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning used with checklists of learner performance, observed role plays, audio/video recording, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE II C POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR TRANSACTIONAL EXCHANGES**

**Descriptions:** This module covers the skills required to understand and participate in transactional exchanges to obtain information or goods and services in community and work contexts. Summary of learning outcomes: C1 Demonstrate understanding of a spoken transaction for information/goods and services; C2 Participate in a spoken transaction for information/goods and services.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning used with checklists of learner performance, audio/video recordings, observed role plays, other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE II D POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR INFORMATION TEXTS**

**Descriptions:** This module covers the skills required to understand spoken information texts and give a short oral presentation in community, work and study contexts. Summary of learning outcomes: D1 Demonstrate understanding of a spoken information text; D2 Give information in a simple presentation

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning used with checklists of learner performance, presentations, projects, audio/video recordings, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE II E POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR TELEPHONE EXCHANGES**

**Descriptions:** This module covers the skills required to understand and participate in telephone exchanges in community and work contexts. Summary of learning outcomes: E1 Demonstrate understanding of a telephone message; E2 Participate in a telephone exchange to leave a message.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, observed role plays, other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE II F POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR INSTRUCTIONS**

**Descriptions:** This module covers the skills required to understand and give spoken instructions in community and work contexts. Summary of learning outcomes: F1 Demonstrate understanding of spoken instructions; F2 Give spoken instructions

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning, checklists of learner performance, audio or video recordings to assess performance, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE II G POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR INTERVIEWS**

**Descriptions:** This module develops the skills required to understand and participate in community and employment-related interviews. Summary of learning outcomes: G1 Demonstrate understanding of a simple interview; G2 Participate in a simple interview

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, audio/video recordings, observed role plays, other simulated workplace/community tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE II H POST-BEGINNER WRITING SKILLS FOR FORMATTED TEXTS**

**Descriptions:** This module covers the skills required to complete simple formatted texts and to supply information regarding accidents/incidents in community and work contexts. Summary of learning outcomes: H1 Complete a formatted text; H2 Write an accident/incident recount in a formatted text.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, simulated workplace/community based tasks (forms) plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE II I POST-BEGINNER READING SKILLS FOR INFORMATION TEXTS AND INSTRUCTIONS**

**Descriptions:** This module covers the reading skills required to deal with written texts which commonly occur in day-to-day community and work situations. It includes the skills to read information found in brochures, on the Internet, etc. and to read commonly occurring instructions. Instructions may either be procedures or protocols. A procedure is a text which describes how something is to be accomplished through a sequence of actions or steps, e. g. a recipe. A protocol sets out the instructions for doing something. It is similar to a procedure except that the actions are not sequenced in time, e. g. cleaning computer equipment. Summary of learning outcomes: I1 Demonstrate understanding of a short written information text; I2 Demonstrate understanding of written instructions.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning used with checklists of learner performance, observation of simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE II J POST-BEGINNER READING AND WRITING SKILLS FOR INFORMAL TEXTS**

**Descriptions:** This module covers the skills required to read and write informal texts in community and work contexts. It includes emails, messages and short letters. It covers features of informal written language such as abbreviations and shortened forms, and conventions to identify time, date, recipients, senders and subject reference. Summary of learning outcomes: J1 Demonstrate understanding of an informal written text; J2 Write an informal text.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE II K POST-BEGINNER READING AND WRITING SKILLS FOR STORY TEXTS**

**Descriptions:** This module covers the skills required to read stories, i. e. recounts and narratives. It includes understanding the events and identifying the writer's intention in writing the story. The module also includes the skills required to write a recount. This recount should deal with familiar but not necessarily highly familiar day-to-day events. Recounts which deal with highly familiar events are addressed in Certificate I in Spoken and Written English. Summary of learning outcomes: K1 Demonstrate understanding of a written story; K2 Write a recount.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a portfolio of work samples and readings, verbal and/or written questioning used with checklists of learner performance, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE II L POST-BEGINNER READING AND WRITING SKILLS FOR INFORMATION REPORTS**

**Descriptions:** This module covers the reading and writing skills required to deal with information reports. These reports identify and describe things in the social or physical world. The module includes reading and interpreting information reports, and then, with the use of these models, writing reports. Summary of learning outcomes: L1 Demonstrate understanding of a written information report L2 Write a short information report.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE II M POST-BEGINNER READING AND WRITING SKILLS FOR OPINION TEXTS**

**Descriptions:** This module covers the skills required to read and write simple opinion texts on familiar topics for community and study contexts. The module includes reading and interpreting model opinion texts and using these models to write an opinion text. Summary of learning outcomes: M1 Demonstrate understanding of a written opinion text; M2 Write a short opinion text.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a portfolio of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE II N POST-BEGINNER NUMERACY SKILLS FOR DEALING WITH BASIC CALCULATIONS AND MEASUREMENTS IN FAMILIAR CONTEXTS**

**Descriptions:** This module covers the skills to carry out calculations with time and money, and to read, measure and describe weight/volume/capacity and temperatures in familiar contexts such as work, transport, shopping, cooking and health matters. It includes the skills to understand the value of larger numbers and everyday decimals, percentages and fractions, and to multiply, add and subtract. It also includes the skills to use measuring instruments and recognise units of metric measurement. Summary of learning outcomes: N1 Carry out calculations with time; N2 Carry out calculations with money; N3 Read, measure and describe weight/volume/capacity; N4 Read, measure and describe temperatures

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, projects, observed classroom tasks and simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE II O POST-BEGINNER NUMERACY SKILLS FOR WORKING WITH SPACE AND SHAPES IN FAMILIAR CONTEXTS**

**Descriptions:** This module covers the skills to deal with maps, graphs, charts, tables and shapes in familiar day-to-day and work contexts. It includes interpreting more complex maps, graphs and charts, and creating simple graphs with support. It also includes recognising two-dimensional and three-dimensional shapes, and calculating areas of more common shapes. Summary of learning outcomes: O1 Interpret and complete simple tables/graphs/charts; O2 Interpret basic maps/plans; O3 Calculate lengths and areas in common shapes; O4 Recognise three-dimensional shapes.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, projects, observed classroom tasks and simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE III A INTERMEDIATE LEARNING STRATEGIES**

**Descriptions:** This module covers the strategies required to be an effective language learner. It includes negotiating and preparing a learning plan, contributing to the formal learning environment and demonstrating the capacity to work independently. Summary of learning outcomes: A1 Negotiate and develop a learning / training plan; A2 Contribute to the formal learning environment; A3 Demonstrate capacity for independent learning.

**Nominal Hours:** 40

**Assessment:** Student assessment is based on teacher evaluation of the following: a negotiated learning plan, a collection of learner documents or work samples, organisation of a folder of learning materials, checklists of learner performance (of participation in learning activities), evidence of development of learning strategies, attendance rolls, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE III B INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR CASUAL CONVERSATIONS**

**Descriptions:** This module covers the skills required to understand and participate in casual conversations in order to function in community, work and further studies contexts. Casual conversation facilitates participation in work and social contexts, e. g. chatting with neighbours, work colleagues and other students, and is the main means whereby people learn about one another. Summary of learning outcomes: B1 Demonstrate understanding of a casual conversation with topic changes B2 Participate in a casual conversation with topic changes.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning used with checklists of learner performance, audio/video recordings to assess performance, if class teacher is the interlocutor, observed role plays with fluent interlocutor. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE III C INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR NEGOTIATING COMPLEX EXCHANGES**

**Descriptions:** This module covers the skills required to understand and participate in complex spoken exchanges conversations in order to function in community, work and further-studies contexts. These exchanges may take place on the telephone or face to face. A complex exchange may be one in which a request is initially refused and the person making the request has to use strategies/arguments to negotiate an outcome with the interlocutor that is acceptable to both of them. Summary of learning outcomes: C1 Demonstrate understanding of a complex spoken exchange; C2 Negotiate a complex spoken exchange

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning used with checklists of learner performance, observed role plays of student with fluent speaker, audio/video recordings to assess performance where class teacher is the interlocutor. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE III D INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR INTERVIEWS**

**Descriptions:** This module covers the skills required to understand and participate in interviews in order to function in community, work and further-studies contexts. They may include interviews for employment or study options. Summary of learning

outcomes: D1 Demonstrate understanding of an interview; D2 Participate in an interview.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning used with checklists of learner performance, observed role plays of student with fluent speaker, audio/video recordings to assess performance where class teacher is the interlocutor. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE III E INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR PRESENTING INFORMATION**

**Descriptions:** This module covers the skills required to understand spoken information texts that are predominantly monologic. The texts could be: -talks/presentations from guest speakers-radio, TV or online programs-teacher-created texts adapted/modified from authentic texts. It also covers the skill of presenting spoken information to an audience. The text is essentially monologic, although the learners would be able to respond appropriately to questions from the audience. These skills enable learners to function in community, work and further-studies contexts. Summary of learning outcomes: E1 Demonstrate understanding of a spoken information text / oral presentation / media interview; E2 Deliver a short spoken presentation

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning and observation used with checklists of learner performance, plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE III F INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR DISCUSSIONS**

**Descriptions:** This module covers the skills required to understand and participate in spoken discussions in order to function in community, work and further-studies contexts. The discussion would be on one issue or topic of relevance to the learners. Participants in the discussion would need to present their point of view on the issue/topic, substantiate their view/s with supporting arguments, and agree or disagree with the viewpoints expressed by other speakers. Summary of learning outcomes: F1 Demonstrate understanding of a spoken discussion; F2 Participate in a discussion.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance, audio/video recordings to assess performance, observed role plays, other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE III G INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR COMPLEX INSTRUCTIONS**

**Descriptions:** This module covers the skills required to understand and give complex spoken instructions required to function in community, work and further-studies contexts. Instructions may be either procedures or protocols. A procedure is a text which describes how something is to be accomplished through a sequence of actions or steps, e. g. a recipe. A protocol sets out the instructions for doing something. It is similar to a procedure except that the actions are not sequenced in time. Summary

of learning outcomes: G1 Demonstrate understanding of complex instructions in a spoken exchange; G2 Give complex instructions in a spoken exchange.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: observation of a performance of a task or activity (which may be audio/video recorded), verbal and/or written questioning, checklists based on performance tasks. Other locally developed tasks may be used in the classroom under supervision of the teacher. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE III H INTERMEDIATE READING SKILLS FOR INFORMATION TEXTS**

**Descriptions:** This module covers the skills required to read texts which have an impersonal tone and present information and instructions as facts. These texts are commonly found in brochures, fact sheets, websites, etc. Instructions may either be procedures or protocols. A procedure is a text which describes how something is to be accomplished through a sequence of actions or steps, e. g. a recipe. A protocol sets out the instructions for doing something. It is similar to a procedure except that the actions are not sequenced in time, e. g. instructions for what to look for when buying a used car. The module does not cover reading skills for news and current affairs or persuasive texts. These skills are covered in CSWE III I: Intermediate reading skills for news and current affairs and CSWE III J: Intermediate reading skills for persuasive texts. Summary of learning outcomes: H1 Demonstrate understanding of complex written information text. H2 Demonstrate understanding of complex written instructions.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents, verbal and/or written questioning used with checklists of learner performance, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE III I INTERMEDIATE READING SKILLS FOR NEWS AND CURRENT AFFAIRS**

**Descriptions:** This module covers the reading skills required to locate and interpret media texts. It includes reading newspaper stories and interpreting visual texts which support these stories. Newspaper opinion texts such as letters to the editor and editorials are covered in CSWE III J: Intermediate reading skills for persuasive texts. Summary of learning outcomes: I1 Locate news and current affairs articles in media publications; I2 Demonstrate understanding of a news article; I3 Interpret visual texts

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents, verbal and/or written questioning used with checklists of learner performance, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE III J INTERMEDIATE READING SKILLS FOR PERSUASIVE TEXTS**

**Descriptions:** This module covers the reading skills required to interpret persuasive texts and includes opinion texts such as letters to the editor, editorials and advertisements. It covers the skills to critically analyse and identify the language

features and persuasive devices of these texts. Summary of learning outcomes: J1 Critically read an opinion text; J2 Interpret an advertisement.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE III K INTERMEDIATE READING SKILLS FOR PERSUASIVE TEXTS**

**Descriptions:** This module covers the skills required to read simplified fictional and non-fictional texts. It includes the development of reading skills for narrative and biographical/autobiographical stories. It also encourages readers to look critically at the texts for the author's intent and to identify vocabulary and grammar used to develop the stories. Summary of learning outcomes: K1 Demonstrate an understanding of a biography/autobiography; K2 Demonstrate an understanding of a narrative.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, presentations, projects, audio/video recordings for assessment purposes, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module

### **CSWE III L INTERMEDIATE WRITING SKILLS FOR COMPLEX DOCUMENTS**

**Descriptions:** This module covers the skills required to write formal letters and/or emails and to complete complex forms. It includes the objective, grammatically complex language required in formal written contexts and the reading skills to deal with complex instructions and questions in more demanding forms. Summary of learning outcomes: L1 Write a formal letter/email; L2 Complete a complex formatted text.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a portfolio of learner documents or work samples, plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE III M INTERMEDIATE WRITING SKILLS FOR REPORTS**

**Descriptions:** This module covers the skills required to write workplace reports such as progress reports, simple problem/solution reports and descriptive reports. The important feature of these reports is to present information on a specific topic in a concise, impersonal, logically constructed way under headings for ease of reading and scanning. The module also includes the development of skills to research and plan reports. Summary of learning outcomes: M1 Prepare to write a report; M2 Write a report.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a portfolio of learner documents or work samples, plus the completion of locally

developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE III N INTERMEDIATE WRITING SKILLS FOR NARRATIVES**

**Descriptions:** This module covers the skills required to write narratives. It includes the skills to write stories in which complications or problems occur, and to use descriptive and evaluative language to describe events, people, places and things. The purpose of these narratives is to entertain or engage the reader. The module also includes the development of skills in planning to write narratives. Summary of learning outcomes: N1 Prepare to write a narrative; N2 Write a narrative.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a portfolio of learner documents or work samples, plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE III O INTERMEDIATE WRITING SKILLS FOR EXPOSITIONS**

**Descriptions:** This module covers the skills required to write expositions, that is, to put forward a single point of view on a topic. It includes the skills to research and prepare expositions. It does not cover texts that present more than one side of an argument. These are covered in module CSWE III P: Intermediate Writing skills for discussions. Summary of learning outcomes: O1 Prepare to write an exposition; O2 Write an exposition.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a portfolio of learner documents or work samples, plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE III P INTERMEDIATE WRITING SKILLS FOR DISCUSSIONS**

**Descriptions:** This module covers the skills required to write discussions, i. e. to present arguments for more than one side of an argument. It includes the skills to research and plan discussions. It does not cover texts which present a single point of view. These are covered in module CSWE III O: Intermediate Writing skills for expositions. Summary of learning outcomes: P1 Prepare to write a discussion; P2 Write a discussion.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a portfolio of learner documents or work samples, plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### **CSWE III Q INTERMEDIATE WRITING SKILLS FOR JOBSEEKING DOCUMENTS**

**Descriptions:** This module covers the skills required to identify appropriate resume formats, complete a simple resume and write a covering letter in response to a job

advertisement. Summary of learning outcomes: Q1 Write a resume. Q2 Write a covering letter.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a portfolio of learner documents or work samples, plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE III R INTERMEDIATE NUMERACY SKILLS FOR MULTIPLE-STEP CALCULATIONS AND MEASUREMENTS IN EVERYDAY CONTEXTS**

**Locations:** Footscray Nicholson, St Albans, Werribee, Melton, Sunshine.

**Descriptions:** This module covers multiple-step calculations in which learners use a number of calculations to address complex problems. Learners express information in terms of ratios, proportions and percentages. It also includes the skills to perform more complex measurement by converting between metric units. Summary of learning outcomes: R1 Carry out multiple-step calculations; R2 Apply measurement techniques to problem solving.

**Nominal Hours:** 60

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, projects, observed classroom tasks, other simulated workplace/community tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CSWE III S INTERMEDIATE NUMERACY SKILLS FOR WORKING WITH SPACE AND SHAPES IN EVERYDAY CONTEXTS**

**Descriptions:** This module covers the skills to represent data in graphical form, to interpret maps, and to describe and calculate volume of two-dimensional and three-dimensional shapes. Where possible, technology, such as computer software packages and online maps, should be used to enhance learning. Summary of learning outcomes: S1 Construct a graph, table or chart to represent data; S2 Interpret complex maps/plans; S3 Carry out calculations with two-dimensional and three-dimensional shapes.

**Nominal Hours:** 60

**Assessment:** Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, projects, observed classroom tasks, other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior Learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

**CUVADM1 1A WORK WITHIN AN ARTS ORGANISATION CONTEXT**

**Locations:** St Albans.

**Descriptions:** This unit describes the skills and knowledge required to work within an arts organisation context. As such the unit requires a general knowledge and understanding of the spectrum of arts organisations and the application of that

knowledge to specific work practices.

**Nominal Hours:** 30

**Required Reading:** Certificate II in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning material as required.

**Assessment:** Project based and practical assessment Certificate II in Mumgu-dhal tyama-tiyt Students develop a portfolio of evidence used for assessment. This may include oral presentations, video presentations, and third-party feedback including reports from other teachers, support workers and peers.

**CUVDES02A APPLY THE DESIGN PROCESS TO 2-DIMENSIONAL WORK IN RESPONSE TO A BRIEF**

**Locations:** St Albans.

**Descriptions:** The unit describes the skills and knowledge required to explore and apply the design process in a 2-dimensional (2D) way in response to a brief. This is a core unit in design fundamentals and as such underpins many other specialisation units. People working in many industries require the skills and knowledge of this unit and the unit is written to allow for contextualisation to a particular industry context.

**Nominal Hours:** 50

**Required Reading:** Certificate II in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning material as required.

**Assessment:** As per accredited curriculum Certificate II in Mumgu-dhal tyama-tiyt Students develop a portfolio of evidence for assessment. This may include evaluation of samples, questions and discussion, review of portfolios and third-party workplace reports of performance.

**CUVDES03A APPLY THE DESIGN PROCESS TO 3-DIMENSIONAL WORK IN RESPONSE TO A BRIEF**

**Locations:** St Albans.

**Descriptions:** This unit describes the skills and knowledge required to explore and apply the design process in a 3-dimensional (3D) way in response to a brief. This is a core unit in design fundamentals and as such underpins many other specialisation units. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context.

**Nominal Hours:** 50

**Required Reading:** Certificate II in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning material as required.

**Assessment:** As per accredited curriculum Certificate II in Mumgu-dhal tyama-tiyt Students develop a portfolio of evidence for assessment. This may include evaluation of samples, questions and discussions, reviews of portfolios and third-party workplace reports of performance.

**FDFCORBM2A USE BASIC MATHEMATICAL CONCEPTS**

**Descriptions:** This unit covers the skills and knowledge required to apply basic mathematical functions of addition, subtraction, multiplication and division to carry out routine work tasks.

**Nominal Hours:** 20

**Assessment:** The assessment process must address all of the following items of evidence. Ability to: identify calculation or estimation requirements to meet workplace requirements; carry out calculations involving basic addition, subtraction, division and multiplication to support work role; use estimation techniques to check calculated results and workplace data. Knowledge of: mathematical processes including addition, subtraction, multiplication and division; application of calculation and estimation techniques to meet work requirements; units of measurement

used in the workplace; representation of numerical information relevant to work requirements.

### **FDFOPTG2A PARTICIPATE IN WORK TEAMS AND GROUPS**

**Descriptions:** This unit covers the skills and knowledge required to work effectively with others to complete work activities. This unit can apply to participation in structured teams and informal work groups.

**Nominal Hours:** 20

**Assessment:** The assessment process must address all of the following items of evidence. Ability to: identify team objectives, responsibilities and performance standards; confirm and agree on work roles and responsibilities within the team; complete work responsibilities within agreed timelines; assess time and other resource requirements related to achieving own work responsibilities; identify problems and request assistance in a timely manner to achieve personal and team goals; use communication techniques appropriate to the audience; exchange constructive feedback with team members; participate effectively in team processes; support other team members to achieve team goals. Knowledge of: procedures for establishing team goals and performance standards; methods used to measure achievement of personal and team goals.

### **FNSFLIT201A DEVELOP AND USE A PERSONAL BUDGET**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit addresses the basic knowledge and skills required to develop, implement and monitor a personal savings budget. It covers exploring the benefits of budgeting, identifying income and expenses and ways to monitor the budget. This is a new unit designed to enhance consumer financial literacy.

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required. 21933VIC Certificate III in ESL (Access) Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

### **FNSFLIT202A DEVELOP AND USE A SAVINGS PLAN**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit covers the skills and knowledge required for developing and implementing a savings plan to achieve identified goals. It covers identifying savings goals, understanding the role of the savings plan, the risk/return relationship and how to determine appropriate savings vehicles for maximising savings. This is a new unit designed to enhance consumer financial literacy.

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required. 21933VIC Certificate III in ESL (Access) Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

### **FNSICGEN402A PARTICIPATE IN NEGOTIATIONS**

**Descriptions:** This unit covers the skills and knowledge required to take part in negotiations either as an individual or as a member of a team. It includes effective negotiating techniques, planning and preparing for the negotiation and finalising the agreement.

**Nominal Hours:** 20

**Assessment:** To achieve competency in this unit, a person must be able to demonstrate: the ability to plan, conduct and finalise negotiations that result in mutually acceptable agreements for negotiating parties.

### **FPICOT2219A USE HAND-HELD TOOLS**

**Locations:** St Albans.

**Descriptions:** This unit specifies the outcomes required to use hand-held tools, including the selection and use of a variety of manual hand tools and power tools to be used in conjunction with various tasks.

**Nominal Hours:** 20

**Required Reading:** Certificate I-II in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning material as required

**Assessment:** This unit may be assessed by tests, assignments, classwork Certificate I-II in Mumgu-dhal tyama-tiyt Students will develop a portfolio of evidence for assessment. This will include direct observation, questioning, project work and third-party reports.

### **HLTAHW201A WORK WITH ABORIGINAL AND/OR TORRES STRAIT ISLANDER CLIENTS**

**Locations:** St Albans.

**Descriptions:** This unit deals with the skills, cultural values and knowledge that underpin effective health work with Aboriginal or Torres Strait clients. This unit aims to articulate these and provide a basis for acquisition of additional knowledge and skills where required.

**Nominal Hours:** 30

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation, questioning, project work and third-party reports. Assessment should replicate workplace conditions as far as possible. Assessment must be undertaken by an assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is Aboriginal or Torres Strait Islander him/herself or accompanied and advised by an Aboriginal or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

### **HLTFA402B APPLY ADVANCED FIRST AID**

**Locations:** St Albans.

**Descriptions:** This unit deals with the provision of advanced first aid response, life support, management of casualty (s), the incident and other first aiders until the arrival of medical support or other assistance, and provision of support to other providers. This unit builds on HLTFA301B Apply first aid to include additional skills and use a range of equipment.

**Nominal Hours:** 30

**Required Reading:** Certificate II in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning material as required.

**Assessment:** This unit may be assessed by Scenarios, Workbook, Written tests

Certificate II & III in Mumgu-dhal tyama-tyyt Students will develop a portfolio of evidence for assessment. This will include direct observation, questioning, completion of a variety of injury forms and workplace documents, project work and third-party reports.

### **ICAITU006B OPERATE COMPUTING PACKAGES**

**Locations:** Footscray Nicholson, St Albans, Werribee, Sunshine.

**Descriptions:** This unit defines the competency required to identify, select and correctly operate desktop applications for a range of purposes.

**Nominal Hours:** 60

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** One or more of the following: written assignment, written test, simulation, observation, demonstration, discussion, questioning, presentation, campus/workplace projects and workplace assignments.

### **ICAU1133A SEND AND RETRIEVE INFORMATION USING WEB BROWSERS AND EMAIL**

**Locations:** Footscray Nicholson, St Albans, Werribee, Sunshine.

**Descriptions:** Access the internet; search the internet; research and apply netiquette principles; send and organise messages; create an address book. Certificate II in Mumgu-dhal tyama-tyyt This unit defines the competency required to complete basic internet search tasks as well as send and receive emails with attachments.

**Nominal Hours:** 25

**Required Reading:** Certificate II in Mumgu-dhal tyama-tyyt The teacher will provide teaching and learning material as required.

**Assessment:** One or more of the following: written assignment, written test, simulation, observation, demonstration, discussion, questioning, presentation, campus/workplace projects and workplace assignments. Certificate II in Mumgu-dhal tyama-tyyt Students will develop a portfolio of evidence for assessment. This will include direct observation recorded by the teacher, collection of samples completed by the learner, verbal questioning, online responses and third-party reports from support workers, elders and peers.

### **ICAU2006B OPERATE COMPUTING PACKAGES**

**Locations:** Footscray Nicholson, St Albans, Werribee, Sunshine.

**Descriptions:** Use appropriate software; Access, retrieve and manipulate data; Access and use help functions within each application; Use keyboard and equipment.

**Nominal Hours:** 60

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** One or more of the following: written assignment, written test, simulation, observation, demonstration, discussion, questioning, presentation, campus/workplace projects and workplace assignments. 21934VIC Certificate IV in ESL (Access) Assessment may include: records of teacher's observations of students' activities; observation checklists; verbal questioning; a portfolio of work and other documents; interview or written test; self-assessment; practical tasks; samples of work and third-party feedback.

### **ICPSU81BA USE COMPUTER SYSTEMS**

**Locations:** St Albans.

**Descriptions:** This unit covers working safely at a computer, performing functions and exchanging files between operating systems.

**Nominal Hours:** 30

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation recorded by the teacher, collection of samples completed by the learner, verbal questioning, online responses and third-party reports from support workers, elders and peers.

### **NRBB ESSENTIAL CALCULATIONS 1**

**Descriptions:** This module focuses on developing confidence in basic calculation skills of addition and subtraction and applying these to practical situations in work, study and everyday life. On completion, learners will be able to add and subtract at least 3 digit numbers. They will also be able to describe and explain the processes they are using.

**Nominal Hours:** 20

**Required Reading:** -

**Assessment:** A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment and ongoing teacher assessment.

### **NRBC ESSENTIAL CALCULATIONS 2**

**Descriptions:** This module focuses on developing confidence in basic calculation skills of multiplication and division, and applying these to practical situations in work, study and everyday life. On completion, learners will be able to use long and short multiplication and division. They will also be able to describe and explain the processes they are using.

**Nominal Hours:** 20

**Assessment:** A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment and ongoing teacher assessment.

### **NYGT READING FOR EVERYDAY USE**

**Descriptions:** In this module, learners develop practical reading skills with an emphasis on texts which have predictable structure and familiar vocabulary. At the end of this module, learners will be able to read a short, general newspaper/magazine article on a familiar topic and explain the main idea in their own words.

**Nominal Hours:** 20

**Assessment:** A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment and ongoing teacher assessment.

### **NYHT INTERPERSONAL COMMUNICATION**

**Descriptions:** In this module learners will look at the way language behaviour changes in different situations. On completion, they will be able to engage in casual conversations, and express ideas and opinions in a range of more formal situations.

**Nominal Hours:** 20

**Assessment:** A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment and ongoing teacher assessment.

### **NYHW SAFETY SIGNS AND INFORMATION**

**Descriptions:** This module focuses on the language, literacy and numeracy skills

needed to respond appropriately to safety signs and information, whatever the context. On completion the module learners will be able to: read and respond to safety signs, warnings, notices and procedures in the immediate environment; give clear spoken instructions to another person on the safe use of familiar products and equipment; follow simple first aid instructions.

**Nominal Hours:** 20

**Assessment:** A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment and ongoing teacher assessment.

## **NYHZ EVERYDAY WRITING 1**

**Descriptions:** In this module, learners will develop strategies to improve writing skills through personal systems and procedural contexts, depending on individual needs. On completion, learners will be able to write short texts on familiar topics which are interesting to read and which observe basic writing conventions. Texts will develop a required logical sequence, but control of paragraphs is not required.

**Nominal Hours:** 40

**Assessment:** A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment and ongoing teacher assessment.

## **NYKA MEASUREMENT SYSTEMS**

**Descriptions:** This module builds on the skills developed in Basic Measurement (NYHP) in Stage 1. It moves from the learner's personal environment to more abstract concepts. Time, geometric shapes, estimation and accurate measurement of length, area, volume, mass and temperature will be studied. On completion of this module learners will be able to estimate and accurately measure length, mass and temperature, and identify common geometric shapes.

**Nominal Hours:** 20

**Required Reading:** -

**Assessment:** A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment, and ongoing teacher assessment.

## **NYKB THE NUMBER SYSTEM**

**Descriptions:** This module develops the learner's practical ability and confidence in the use of the number system in employment, vocational, study, family and community situations. It covers the use of whole numbers to 1,000 and introduces multiplication and division by 10, 100 and 1,000 using the principles of place value. The learner will develop skills in rounding off and converting spoken and written numerals in relevant, practical situations.

**Nominal Hours:** 20

**Assessment:** A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment and ongoing teacher assessment.

## **NYKS USING COMPUTERS FOR LEARNING**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** In this module learners are introduced to the use of personal computers and software as tools for learning. While learners will access computing equipment and use basic functions, the main purpose of the module is on the use of purpose built programs and word processors as tools to learn new skills or support writing outcomes.

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment and ongoing teacher assessment. 21932VIC - Certificate II in ESL (Access) Assessment may include: records of teacher's observations of students' activities; observation checklists; verbal questioning; a portfolio of work and other documents; interview or written test; self-assessment; practical tasks; samples of work and third-party feedback.

## **PMASUP110A RELAY AND RESPOND TO INFORMATION**

**Locations:** St Albans.

**Descriptions:** This unit of competency covers being able to receive and pass on written and oral messages and to provide relevant information in response to requests within time lines. Everyday workplace language is used, including some mathematical language. The competency unit applies to a wide range of information sources and documentation.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation, questioning, role plays, problem solving a variety of scenarios, project work and third-party reports.

## **PMBALCO2A INTERPRET AND USE WORKPLACE STATISTICAL INFORMATION**

**Locations:** St Albans.

**Descriptions:** This unit applies to employees required to identify, use and manipulate statistical information.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation, questioning, simulated and real project work and third-party reports.

## **PMCSUP181A WORK IN A TEAM**

**Locations:** St Albans.

**Descriptions:** This competency covers the organisation of team activities to fit in with the scheduling of production to meet operational guidelines. This competency is typically performed by operators who work within a team structure with limited discretionary powers. This unit has no Prerequisites and co-requisites relevant to their processes.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This will include teacher questioning/observation, checklists, student/team logbooks and third-party feedback.

## **PSPGOV201A WORK IN A PUBLIC SECTOR ENVIRONMENT**

**Locations:** St Albans.

**Descriptions:** This unit covers compliance with the principles of public sector legislation and guidelines, and the use of organisational procedures when dealing with others at work.

**Nominal Hours:** 30

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This may include direct observation, reports, role-plays and third-party reports.

### **PUATEA001A WORK IN A TEAM**

**Descriptions:** This unit covers competency in working with others and making a positive contribution to the effectiveness and efficiency of a team in a work environment when predominantly under direct supervision.

**Nominal Hours:** 20

**Assessment:** To achieve competency in this unit, a person must be able to demonstrate: effective communication and contribution to the achievement of tasks consistent with agreed goals.

### **RTC1006A SUPPORT NURSERY WORK**

**Descriptions:** This competency standard covers the process of supporting work carried out in wholesale or retail nurseries while under supervision. It requires the ability to prepare materials, tools and equipment for nursery work, undertake nursery work activities, store and stockpile materials, and clean up on completion of work. Supporting nursery work requires knowledge of safe work practices, nursery hygiene and quality control, nursery plant maintenance activities, basic stock control procedures, and propagation techniques.

**Nominal Hours:** 15

**Assessment:** Students develop a portfolio of evidence used for assessment. This may include student self-assessment, teacher observation, student logbooks, written tasks, oral presentations and structured work placements.

### **RTC1201A MAINTAIN THE WORKPLACE**

**Locations:** Footscray Nicholson.

**Descriptions:** This competency standard covers the processes expected of workers as part of the daily routine to maintain a tidy and safe workplace including workshops, depots, tool sheds and planted areas.

**Nominal Hours:** 10

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This will include teacher observation, student logbooks, multiple choice/ written tasks.

### **RTC1202A SUPPORT LANDSCAPE WORK**

**Locations:** Footscray Nicholson.

**Descriptions:** This competency standard covers the process of preparing for landscape work, undertake landscape work and cleaning up on completion of landscape work. This unit requires knowledge of materials, tools and equipment for landscape work.

**Nominal Hours:** 15

**Required Reading:** Teacher will provide teaching and learning materials where required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This

will include teacher observation, student logbooks, written tasks, oral presentations and structured work placements. The unit will co-assessed with RTC2702A Observe Environmental Work Practices.

### **RTC1301A OPERATE BASIC MACHINERY AND EQUIPMENT**

**Descriptions:** This competency standard covers the use and maintenance of basic machinery and equipment. Competency requires the application of skills and knowledge to a limited range of tasks including pre-operational checks, and the cleaning and storage of tools and equipment. In addition, competency requires an awareness of workplace safety and positive environmental practices associated with equipment operation.

**Nominal Hours:** 20

**Assessment:** Students develop a portfolio of evidence used for assessment. This may include student self-assessment, teacher observation, student logbooks, written tasks, oral presentations and structured work placements.

### **RTC1701A FOLLOW BASIC CHEMICAL SAFETY RULES**

**Descriptions:** This competency standard covers the functions of a person working in an enterprise which uses chemicals and who needs to be aware of their use. Skills and knowledge include awareness of the use of chemicals, how they are handled, stored and transported, recognition of safety issues surrounding chemical use, and the ability to use personal protective equipment when instructed. It requires awareness of the duty of care to self, to others, and to the environment concerning chemicals. This person will be under close supervision in the workplace and will be required to follow instructions at all times.

**Nominal Hours:** 10

**Assessment:** Students develop a portfolio of evidence used for assessment. This may include student self-assessment, teacher observation, student logbooks, written tasks, oral presentations and structured work placements.

### **RTC1801A PREPARE FOR WORK**

**Locations:** Footscray Nicholson.

**Descriptions:** Observe safe work practices; Communicate with others; Contribute to a productive working environment; Follow good environmental practices.

**Nominal Hours:** 10

**Required Reading:** Teacher will provide teaching and learning materials where required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This may include student self-assessment, teacher observation, student logbooks, written tasks, oral presentations and structured work placements. The unit will be co-assessed with RTC2701A Follow OH&S Procedures.

### **RTC2012A PLANT TREES AND SHRUBS**

**Locations:** Footscray Nicholson.

**Descriptions:** This competency standard covers the manual planting of trees, shrubs and other containerised and bare-rooted plants, and related tasks such as site preparation and pre-planting treatments. It applies to planting activities in parks and gardens, domestic and commercial landscapes, sporting facilities, planting of windbreaks and shelter belts, programmed environmental maintenance, rehabilitation of natural areas, and the reversal of environmental degradation.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This will

include student demonstration and oral presentations.

### **RTC2016A RECOGNISE PLANTS**

**Locations:** Footscray Nicholson.

**Descriptions:** This competency standard covers the process of recognising plants that are commonly encountered in horticulture or land management situations. Recognising plants is likely to be under routine supervision with intermittent checking by supervisors, requires a knowledge of plant identification techniques, plant nomenclature, enterprise procedures for obtaining and supplying advice and information about plants, and enterprise expectations about the range and number of plants to be recognised.

**Nominal Hours:** 40

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students complete logbooks that will include illustration/photograph and written information about plant species.

### **RTC2026A UNDERTAKE PROPAGATION ACTIVITIES**

**Locations:** Footscray Nicholson.

**Descriptions:** This competency standard covers the process of plant propagation undertaken in enterprises involved in plant propagation and production. Competency is demonstrated by the application of knowledge and skills to a range of propagation tasks, such as preparing parent plant stock, collecting propagation materials, pre-planting treatments and basic plant propagation techniques. This unit does not include budding and grafting.

**Nominal Hours:** 30

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This may include student demonstration, teacher observation checklist, student logbooks to record observations and results, short written/oral tasks and structured work placements.

### **RTC2701A FOLLOW OHS PROCEDURES**

**Locations:** Footscray Nicholson.

**Descriptions:** Follow workplace procedures for hazard identification and risk control; Observe safe practices during work operations; Participate in arrangements for maintaining health and safety of all people in the workplace.

**Nominal Hours:** 20

**Required Reading:** Teacher will provide teaching and learning materials as required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This may include student self-assessment, teacher observation, student logbooks, written tasks, oral presentations and structured work placements. The unit will be co-assessed with RTC1801A Prepare for Work.

### **RTC2702A OBSERVE ENVIRONMENTAL WORK PRACTICES**

**Locations:** Footscray Nicholson.

**Descriptions:** Follow environmental workplace practices; Contribute to improved environmental work practices; Recognise and report on a potential environmental threat; Maintain environmental records.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as

required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This may include student teacher observation, student logbooks, written tasks, oral presentations and structured work placements. The unit will be co-assessed with RTC1202A Support Landscape Work.

### **RTC2704A PROVIDE BASIC FIRST AID**

**Locations:** Footscray Nicholson.

**Descriptions:** Assess the situation; Apply basic first aid techniques.

**Nominal Hours:** 10

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This will include student demonstration, role play and short answer questions.

### **RTC2705A WORK EFFECTIVELY IN THE INDUSTRY**

**Locations:** Footscray Nicholson.

**Descriptions:** Obtain information about the industry; Observe employment requirements; Accept responsibility for quality of own work; Plan own work; Contribute to a productive work environment; Promote workplace co-operation; Undertake an activity to workplace requirements.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This may include student self-assessment, written tasks and oral presentations.

### **RTD1501A SUPPORT NATURAL AREA CONSERVATION**

**Locations:** Footscray Nicholson, Werribee, Other.

**Descriptions:** This competency standard covers the process of supporting conservation work under supervision in parks, natural areas, agricultural lands, or areas undergoing rehabilitation. It requires the ability to prepare materials, tools and equipment for conservation work, undertake conservation activities, store and stockpile materials, and clean up on completion of conservation work. Supporting conservation work requires knowledge of tools and equipment used in conservation work, revegetation techniques including planting, direct seeding, assisted natural regeneration, protection of remnant vegetation, maintenance tasks for conservation areas, common bushland weeds, personal protective equipment, team work, and following instructions and techniques for cleaning a site and disposing of debris.

**Nominal Hours:** 15

**Required Reading:** VU produced workbooks VU RTF10103 Certificate I in Horticulture - Reading material provided by Friends of Stony Creek.

**Assessment:** Assessment tasks will be designed to reinforce and extend knowledge and skill competence within set and controlled parameters in accordance with each competency unit's learning outcomes and performance criteria requirements, including the setting of project and work based practical application tasks designed to provide evidence of competence outcomes, within periodic and scheduled timelines.

### **RTD2022A CARRY OUT NATURAL AREA RESTORATION WORKS**

**Locations:** Footscray Nicholson.

**Descriptions:** This competency standard covers the process of carrying out natural

area restoration work as part of a team. Natural area restoration is likely to be under routine supervision with intermittent checking. Competency is demonstrated by the application of knowledge and skills to a range of natural area restoration tasks. The work is usually within established routines, methods and procedures.

**Nominal Hours:** 40

**Required Reading:** The required text 'Stony Creek: the journey of a waterway and its people' will be provided by the program as the reference text.

**Assessment:** Students develop a portfolio of evidence used for assessment. This will include teacher observation, student logbooks and written tasks.

### **RTE1005A SUPPORT HORTICULTURAL PRODUCTION**

**Locations:** Footscray Nicholson.

**Descriptions:** This competency standard covers the process of supporting horticultural production under supervision. It requires the ability to prepare materials, tools and equipment for horticultural production work, undertake routine production assistance work, handle materials and equipment, and clean up on completion of work. Supporting horticultural production work requires knowledge of safe work practices relating to basic crop handling techniques including planting, maintaining, picking and packing, loading and unloading, and using associated farm tools and equipment.

**Nominal Hours:** 15

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This will include teacher observation, student logbooks, multiple choice/ written tasks.

### **RTE2010A ESTABLISH HORTICULTURE CROPS**

**Locations:** Footscray Nicholson.

**Descriptions:** This competency standard covers the application of knowledge and skills to a range of planting tasks, including site clearance and preparation, the handling and planting of a range of planting materials, and the care of young plants. Crop establishment activities are usually undertaken within established routines, methods and procedures/process of preparing for landscape work, undertake landscape work and cleaning up on completion of landscape work.

**Nominal Hours:** 15

**Required Reading:** Teacher will provide teaching and learning materials where required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This will include teacher observation, student logbooks, written tasks and oral presentations. This module will be co-assessed with RTF 1004A Support Gardening Work.

### **RTF1004A SUPPORT GARDENING WORK**

**Locations:** Footscray Nicholson.

**Descriptions:** This competency standard covers the process of supporting gardening work under supervision. It requires the ability to prepare materials, tools and equipment for gardening work, undertake gardening activities, handle materials and equipment, and clean up on completion of work. Support Gardening Work requires knowledge of safe work practices, planting techniques, garden tools and equipment, maintenance practices for planted areas, and repair and maintenance of garden features.

**Nominal Hours:** 15

**Required Reading:** Teacher will provide teaching and learning materials where required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This may include student demonstration, teacher observation, written tasks and structured work placements. This module will be co-assessed with RTE2010A Establish Horticultural Crops.

### **RTF2013A POT-ON PLANTS**

**Locations:** Footscray Nicholson.

**Descriptions:** This competency standard covers the process of production of containerised nursery plants after propagation in production nurseries.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This will include student demonstration, teacher observation, student logbooks and structured work placements.

### **RTF2017A PRUNE SHRUBS AND SMALL TREES**

**Locations:** Footscray Nicholson.

**Descriptions:** This competency standard covers the process of pruning shrubs and small trees. The work is likely to be undertaken from the ground. Aerial pruning from a ladder, an elevated work platform or from climbing ropes and rigging in a tree, are covered in separate units. Pruning work is likely to be carried out under routine supervision and intermittent checking. Competency is demonstrated by the application of knowledge and skills to a range of pruning tasks and roles usually within established enterprise routines.

**Nominal Hours:** 30

**Required Reading:** The teacher will provide teaching and learning material as required

**Assessment:** Students develop a portfolio of evidence used for assessment. This may include student teacher observation, student logbooks, written tasks, oral presentations and structured work placements.

### **RTF2504A DETERMINE BASIC PROPERTIES OF SOIL/ GROWING MEDIA**

**Locations:** Footscray Nicholson.

**Descriptions:** This competency standard covers the process of determining the basic properties of soil or soil-less growing media. It requires the ability to collect samples and perform basic tests. It requires knowledge of sample collection techniques, basic soil/growing media properties, and basic understanding of soil/plant relationships. Determining the basic properties of soil or soil-less growing media is likely to be under supervision from others, with checking related to overall progress. The work is usually done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment and materials, organisation of work, and the achievement of outcomes within time and budgetary constraints.

**Nominal Hours:** 25

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This may include student logbooks for recording results, observations and short answer written/oral tasks.

### **SRSCOP020B DEVELOP A PERSONAL FINANCIAL PLAN**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** Collect information to prepare a personal financial plan; Prepare a personal financial plan.

**Nominal Hours:** 5

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assignment, presentation, written and practical tasks, case studies, research. 21934VIC Certificate IV in ESL (Access) Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

### **SRXCAI001B ASSIST IN PREPARING SPORT AND RECREATION SESSIONS FOR PARTICIPANTS**

**Locations:** St Albans, Footscray Park, Other.

**Descriptions:** Collect information to plan a session; contribute suggestions towards planning for a session; assist in making arrangements for a session. Certificate II in Mumgu-dhal tyama-tiyt This unit covers the knowledge and skills to assist in the planning and preparation of sessions within the sport and recreation industry.

**Nominal Hours:** 6

**Required Reading:** Certificate II in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning material as required.

**Assessment:** Assignment, presentation, written and practical tasks, case studies, research. Certificate II in Mumgu-dhal tyama-tiyt Students develop a portfolio of evidence for assessment. This may include direct observation, written assignments, case study and scenario analysis, questioning and third-party feedback from participants, support workers, elders and peers.

### **TDE597A CARRY OUT WORKPLACE CALCULATIONS**

**Locations:** St Albans.

**Descriptions:** Calculations for routine industry related tasks by manual and electronic processes.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation, questioning, project work and third-party reports.

### **TDTL197B COMPLETE WORKPLACE ORIENTATION /INDUCTION PROCEDURES**

**Locations:** St Albans, Werribee, Industry.

**Descriptions:** This unit involves the skills and knowledge required to complete workplace orientation and induction procedures when commencing a new work role, including identifying major areas of a workplace in terms of functions, organisational structures and occupations, and organising and accepting responsibility for own workload. It also includes the application of ethical practices in work activities receiving and acting constructively on personal feedback, participating in the identification and meeting of one's own learning needs, and planning and organising a personal daily routine.

**Nominal Hours:** 30

**Required Reading:** Certificate II in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning material as required.

**Assessment:** One or more of the following: written assignment, written test, simulation, observation, demonstration, discussion, questioning, presentation, campus/workplace projects and RTO/workplace assignments. Certificate II in Mumgu-dhal tyama-tiyt Students develop a portfolio of evidence for assessment. This may include short answer questions, direct observation, oral presentations, third-party feedback including reports from other teachers, support workers and peers.

### **THHBF09B PROVIDE RESPONSIBLE SERVICE OF ALCOHOL**

**Descriptions:** This unit deals with the skills and knowledge required to satisfy the requirements for responsible service of alcohol under State/Territory legislation. All persons undertaking training as part of a National Certificate in the service of alcohol must complete this unit. All elements are undertaken in accordance with legal provisions of the relevant liquor legislation. Evidence of competence must include demonstrated knowledge of legislation as detailed throughout the unit and

in the Evidence Guide. It must also include knowledge of the underpinning reasons for and benefits of responsible service of alcohol reforms. Those developing training to support this unit must undertake consultation with the relevant State/Territory licensing authority.

**Nominal Hours:** 10

**Assessment:** The following assessment strategies are appropriate for this unit: tests or questions to assess knowledge of legislation and knowledge components of competency; role play by candidate to demonstrate ability to deal with intoxicated persons or refuse drinks; case studies and problem solving activities; review of portfolios of evidence. In some States/Territories training and assessment of competence in this unit may be conducted by organisations approved by the relevant licensing authority.

### **THHGA01A COMMUNICATE ON THE TELEPHONE**

**Descriptions:** This unit deals with the skills and knowledge required to effectively communicate on the phone. It is an essential skill for large numbers of people working in all sectors of the tourism and hospitality industries.

**Nominal Hours:** 5

**Assessment:** This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge. Critical aspects of assessment: ability to correctly use telephone equipment; ability to provide courteous and friendly telephone service; clarity in oral communication.

### **THFTG07A RESEARCH AND SHARE GENERAL INFORMATION ON ABORIGINAL AND TORRES STRAIT ISLANDER CULTURE**

**Locations:** St Albans.

**Descriptions:** This unit deals with the skills and knowledge required to research and share information about Australian Indigenous societies in a culturally-appropriate way. It focuses on information that is widely available to the general community. This unit recognises that there is no single Australian Indigenous culture and emphasises the importance of culturally appropriate behaviour and local community consultation. This unit does not include in-depth interpretation of local Australian Indigenous cultures.

**Nominal Hours:** 15

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Assessment methods must be chosen to ensure that the ability to source and share information in a culturally appropriate way can be practically demonstrated. Method must include assessment of knowledge as well as assessment of practical skills. Students develop a portfolio of evidence for assessment. This may include direct observation, case studies, verbal and written questions, self-assessment and third-party feedback eg. audience feedback, peer feedback, reports from Elders and Indigenous community members.

### **VBK139 ORIENTATION TO WORK**

**Locations:** St Albans.

**Descriptions:** To provide general information and experience of the work environment through investigation of a variety of work situations.

**Nominal Hours:** 25

**Required Reading:** Certificate I-II in Mumgu-dhal tyama-tyit The teacher will provide teaching and learning material as required.

**Assessment:** A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations,

written tasks, folios, student self-assessment and ongoing teacher assessment. Certificate I-II in Mumgu-dhal tyama-tyit Students will develop a portfolio of evidence for assessment. This will include research, assignments, an action plan for employment opportunities, resumes and job applications.

### **VBM298 SPORTS NUMBERS**

**Descriptions:** To provide participants with the skills and knowledge to make simple calculations related to sports and recreational purposes.

**Nominal Hours:** 10

**Assessment:** Participants will be assessed on their ability to undertake practical tasks associated with scoring sporting events, constructing a ladder and reading and using numerical sporting information given in newspapers.

### **VBM300 BASIC PRESENTATION SKILLS**

**Descriptions:** To provide participants with the skills and knowledge to present simple information to a small group such as their fellow participants.

**Nominal Hours:** 12

**Assessment:** Participants will be assessed via the delivery of simple presentations to small groups such as their own learning group and participating in being the audience for their fellow participants.

### **VBM301 BASIC PERSONAL LETTER WRITING**

**Descriptions:** To provide participants with the skills and knowledge to produce a simple personal letter.

**Nominal Hours:** 12

**Assessment:** Participants will be assessed via completion of simple personal letters mailed to friends, family and others.

### **VBN047 JOB SEEKING**

**Descriptions:** This module aims to provide participants with the skills, knowledge and attitudes to research and apply for suitable employment and evaluate their individual performance in the job seeking process.

**Nominal Hours:** 30

**Assessment:** A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment and ongoing teacher assessment.

### **VBP805 INVESTIGATE A SOCIAL ISSUE**

**Descriptions:** This unit develops basic research and presentation skills through examination of a current social issue.

**Nominal Hours:** 40

**Assessment:** Assessment should be based on: participation in group activities, collection of relevant information and contribution to discussion; presentation of a report, an oral presentation or a journal; group completion of assessment tasks.

### **VBQM474 AUSTRALIAN ENVIRONMENTAL ISSUES**

**Descriptions:** This module aims to familiarise learners with the Australian environment.

**Nominal Hours:** 20

**Assessment:** To achieve competency in this unit, a person must be able to

demonstrate the ability to: identify information on the Australian environment; and identify the impact of environmental problems. Assessment of knowledge may include: questioning; observation; and actual demonstration.

### **VBQM475 COMMUNITY OPTIONS**

**Descriptions:** This module aims to familiarise students with their local area and its resources.

**Nominal Hours:** 20

**Assessment:** To achieve competency in this unit, a person must be able to demonstrate the ability to: source information on the local community; interpret information for personal and social purposes; and identify choices based on information from community sources. Assessment of knowledge may include: questioning; observation; and actual demonstration.

### **VBQM476 THE EDUCATION SYSTEM**

**Descriptions:** This module aims to familiarise students with the structure of the education system in their state as well as the cultural features of education in Australia.

**Nominal Hours:** 20

**Assessment:** To achieve competency in this unit, a person must be able to demonstrate the ability to: source education information; and source and interpret information about cultural expectations and practices in education. Assessment of knowledge may include: questioning; observation; and actual demonstration.

### **VBQM477 HEALTHCARE**

**Descriptions:** This module aims to familiarise students with the health system in Australia and provides skills to access health care. This module is based on VBN507 Health and Medicine from the ESL Framework.

**Nominal Hours:** 20

**Assessment:** To achieve competency in this unit, a person must be able to demonstrate the ability to: source health information; interpret health information; respond appropriately to a range of health related events.

### **VBQM478 ARTS IN AUSTRALIA**

**Descriptions:** This module aims to familiarise students with aspects of Australian art and culture from both the past and present.

**Nominal Hours:** 30

**Assessment:** To achieve competency in this unit, a person must be able to demonstrate the ability to: interpret information on visual arts; interpret information on Australian cultural identity; respond to local art and culture; and interpret and respond to Australian films. Assessment of knowledge may include: questioning; observation; and actual demonstration.

### **VBQM479 INDIGENOUS HISTORY**

**Descriptions:** This module aims to familiarise students with the political and social history of Indigenous Australia from pre-history to the present day.

**Nominal Hours:** 30

**Assessment:** To achieve competency in this unit, a person must be able to demonstrate the ability to: source information on Indigenous history, culture and issues; and interpret information on Indigenous history, culture and issues. Assessment of knowledge may include: questioning; observation; and actual demonstration.

### **VBQM480 ELECTIONS AND GOVERNMENT**

**Descriptions:** This module aims to familiarise students with the Australian system of government and provides the knowledge and skills required by an Australian citizen to participate in the electoral process.

**Nominal Hours:** 30

**Assessment:** To achieve competency in this unit, a person must be able to demonstrate the ability to: source information on systems of Australian government; interpret information on election processes; and interpret information on rights and responsibilities of Australian residents and citizens. Assessment of knowledge may include: questioning; observation; and actual demonstration.

### **VBQM481 THE LEGAL SYSTEM**

**Descriptions:** This module aims to familiarise students with the Australian legal system and provides the knowledge and skills required to access various aspects of the Australian legal system.

**Nominal Hours:** 20

**Assessment:** To achieve competency in this unit, a person must be able to demonstrate the ability to: source legal information; interpret information on the processes of the courts and justice system; and identify sources of legal support in the community. Assessment of knowledge may include: questioning; observation; and actual demonstration.

### **VBQM482 DRIVING AND OWNING A CAR**

**Locations:** St Albans.

**Descriptions:** This module aims to familiarise students with the requirements of driving in Australia and issues surrounding motor vehicle ownership. Students will gain the skills to find their way using maps and street directories.

**Nominal Hours:** 20

**Required Reading:** Certificate I in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning material as required.

**Assessment:** To achieve competency in this unit, a person must be able to demonstrate the ability to: source information on requirements for driving in Australia; use information from maps and Directories; and interpret information about purchasing cars. Certificate I in Mumgu-dhal tyama-tiyt Students will develop a portfolio of evidence for assessment. This will include direct observation recorded by the teacher collection of samples completed by the learner verbal questioning, online responses and third party reports from support workers, elders and peers.

### **VBQM483 EVENTS IN AUSTRALIAN HISTORY**

**Descriptions:** This module aims to familiarise students with aspects of the political and social history of Australia from pre-history to the present day.

**Nominal Hours:** 30

**Assessment:** To achieve competency in this unit, a person must be able to demonstrate the ability to: source historical information; order and interpret historical information; and source local historical information.

### **VBQM484 INVESTIGATING CURRENT ISSUES**

**Descriptions:** This module is designed to enable students to develop knowledge of national and international current affairs.

**Nominal Hours:** 20

**Assessment:** To achieve competency in this unit, a person must be able to demonstrate the ability to: source information on current affairs; and order and interpret current affairs information.

**VBQU117 DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO WITH GUIDANCE**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is to identify and document current skills and plan future skills development with the guidance of an appropriate support person, and to develop and maintain a portfolio. This unit is designed to meet the needs of learners with personal, learning, employment and community participation goals. Learners' needs and expectations require a focus on individual learner objectives such as: improved language, literacy and numeracy skills; new skills and knowledge.

**Nominal Hours:** 10

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: questioning, for example: interviews, self-assessment, verbal questioning; direct observation, for example, real time activities; portfolios, for example, collections of samples compiled by the learner, product with supporting documentation, diary; third party feedback, for example, testimonials/reports from other teachers or support workers. 21932VIC Certificate II in ESL (Access) & 21945VIC Certificate II in ESL (Employment) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VBQU118 CONDUCT A PROJECT WITH GUIDANCE**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is to establish a proposal for a project, plan the project, carry out the project and review the outcome under the guidance of an appropriate adviser.

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:**

Assessment may include: portfolios, for example, project action plan; journal/log book recording project-related activities; collections of samples compiled by the learner, e. g. photos, written materials, visual materials; direct observation, for example, real time activities; questioning, for example, interviews, self-assessment, verbal questioning; third party feedback, for example, testimonials/reports from other teachers or support workers, interview with peer.

21936VIC Certificate I in ESL (Access) – Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VBQU119 ENGAGE WITH SIMPLE TEXTS FOR PERSONAL PURPOSES**

**Descriptions:** The focus of this unit is on engaging with simple texts for personal purposes. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Two (Reading).

**Nominal Hours:** 20

**Assessment:** Assessment may include: direct observation, recorded in teacher observation schedule; questioning, for example, verbal questioning, interviews, online responses, self-assessment; portfolios, for example, collections of samples compiled by the learner, journal/log book; third party feedback, for example, reports from other teachers or support workers, peer feedback.

**VBQU120 ENGAGE WITH SIMPLE TEXTS FOR LEARNING PURPOSES**

**Descriptions:** The focus of this unit is on engaging with simple texts for learning purposes. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Two (Reading).

**Nominal Hours:** 20

**Assessment:** Assessment may include: direct observation, recorded in teacher observation schedule; questioning, for example, verbal questioning, interviews, online responses, self-assessment; portfolios, for example, collections of samples compiled by the learner; journal/log book; third party feedback, for example, reports from other teachers or support workers, peer feedback.

**VBQU121 ENGAGE WITH SIMPLE TEXTS FOR EMPLOYMENT PURPOSES**

**Descriptions:** The focus of this unit is on engaging with simple and familiar texts for employment purposes. This unit is suitable for those in employment and those who aspire to employment. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Two (Reading).

**Nominal Hours:** 20

**Assessment:** Assessment may include: direct observation, recorded in teacher observation schedule; questioning, for example, verbal questioning, interviews, online responses, self-assessment; portfolios, for example, collections of samples compiled by the learner; journal/log book; third party feedback, for example, reports from other teachers or support workers, peer feedback.

**VBQU122 ENGAGE WITH SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on engaging with simple and familiar texts to participate in the community. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Two (Reading).

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: direct observation, recorded in teacher observation schedule; questioning, for example, verbal questioning, interviews, online responses, self-assessment; portfolios, for example, collections of samples compiled by the learner; journal/log book; third party feedback, for example, reports from other teachers or support workers, peer feedback. 21936VIC Certificate I in ESL (Access) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class,

with teacher support and supervision.

### **VBQU123 CREATE SIMPLE TEXTS FOR PERSONAL PURPOSES**

**Descriptions:** The focus of the unit is on developing writing skills to create simple texts for personal purposes and for communication with others. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 2 (Writing).

**Nominal Hours:** 20

**Assessment:** Assessment may include: portfolios, for example, collections of samples compiled by the learner; product with supporting documentation; journal/log book; direct observation, for example: real time activities; activities in a simulated environment; third party feedback, for example, reports from other teachers or support workers, reports from workplace supervisors, employers, peer feedback; self-assessment.

### **VBQU124 CREATE SIMPLE TEXTS FOR LEARNING PURPOSES**

**Descriptions:** The focus of the unit is on developing writing skills to create simple texts for learning purposes. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 2 (Writing).

**Nominal Hours:** 20

**Assessment:** Assessment may include: portfolios, for example, collections of samples compiled by the learner; product with supporting documentation; journal/log book; direct observation, for example, real time activities; third party feedback, for example, reports from other teachers or support workers, peer feedback; self assessment.

### **VBQU125 CREATE SIMPLE TEXTS FOR EMPLOYMENT PURPOSES**

**Descriptions:** The focus of the unit is on writing skills to create simple texts relevant to participation in the workplace. This unit is suitable for those in employment and those who aspire to employment. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 2 (Writing).

**Nominal Hours:** 20

**Assessment:** Assessment may include: portfolios, for example, collections of samples compiled by the learner; product with supporting documentation; journal/log book; direct observation, for example, real time activities; third party feedback, for example, reports from other teachers or support workers; peer feedback.

### **VBQU126 CREATE SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of the unit is on writing skills to create simple texts relevant to participation in the community. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 2 (Writing).

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: portfolios, for example, collections of samples compiled by the learner; product with supporting documentation; journal/log book; direct observation, for example, real time activities; activities in a simulated environment; third party feedback, for example, reports from other teachers or support workers, peer feedback; self-assessment. 21936VIC Certificate I in ESL (Access) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBQU127 WORK WITH TIME, MONEY AND DIRECTIONS IN SIMPLE EVERYDAY SITUATIONS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on using and making decisions about time and money, and using simple everyday language of location to give and follow informal oral directions. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 1 Numeracy: 1. 10, 1. 11, 1. 12 and 1. 13.

**Nominal Hours:** 60

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:**

Assessment may include: records of teacher observations of students' activities, discussions and practical tasks; questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; portfolios, for example, samples of the learner's written work; pictures, diagrams, models etc. created by the learner; records of teacher observations of learner's activities, discussions and practical tasks; third party feedback such as testimonials/reports from other teachers or support workers.

21936VIC Certificate I in ESL (Access) — Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

### **VBQU128 WORK WITH SIMPLE MEASUREMENT AND DESIGN**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on using and making decisions about everyday measurements, and using simple everyday language of design to recognise and describe shapes. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 1 Numeracy: 1. 10, 1. 11, 1. 12 & 1. 13.

**Nominal Hours:** 60

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: records of teacher observations of students' activities, discussions and practical tasks; questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; portfolios, for example, samples of the learner's written work; pictures, diagrams, models etc. created by the learner; records of teacher observations of learner's activities,

discussions and practical tasks; third party feedback such as testimonials/reports from other teachers or support workers.

21936VIC Certificate I in ESL (Access) – Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

### **VBQU129 WORK WITH SIMPLE NUMERICAL AND STATISTICAL INFORMATION**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on locating and using simple everyday numerical information in familiar texts, tables and graphs. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 1 Numeracy: 1. 10, 1. 12 & 1. 13.

**Nominal Hours:** 60

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:**

Assessment may include: records of teacher observations of students' activities, discussions and practical tasks; questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; portfolios, for example, samples of the learner's written work; pictures, diagrams, models etc. created by the learner; records of teacher observations of learner's activities, discussions and practical tasks; third party feedback such as testimonials/reports from other teachers or support workers.

21936VIC Certificate I in ESL (Access) – Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

### **VBQU130 DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is to identify and document current skills and plan future skills development with the advice of an appropriate support person and to develop and maintain a portfolio. This unit is designed to meet the needs of learners with personal, learning, employment and community participation goals. Learners' needs and expectations require a focus on individual learner objectives such as: improved language, literacy and numeracy skills; new skills and knowledge; specific competencies; employment requirements; career advancement. Learner objectives may also include: information and advice on courses, learning programs, qualifications and assessment.

**Nominal Hours:** 10

**Required Reading:** 21859VIC Certificate I in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning materials as required. 21933VIC Certificate III in ESL (Access), 21935VIC Certificate III in ESL (Employment), 21939VIC Certificate III in ESL (Further Study) There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:**

Assessment may include: Direct observation, for example: real time activities; Questioning, for example: interviews, self-assessment, verbal questioning; Portfolios, for example: collections of samples compiled by the learner, product with supporting documentation, journal/log book; Third-party feedback, for example: testimonials/

reports from other teachers or support workers, interviews with peers. 21859VIC Certificate I in Mumgu-dhal tyama-tiyt: This unit will be co-assessed with VPAU100 Identify learning plan and pathway and VBQU101 Work with Indigenous Community Members.

21933VIC Certificate III in ESL (Access), 21935VIC Certificate III in ESL (Employment), 21939VIC Certificate III in ESL (Further Study) – Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBQU131 PLAN AND UNDERTAKE A PROJECT**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is to select an appropriate activity which is of interest and relevance to the learner, to plan and carry it out and review the final outcome.

**Nominal Hours:** 30

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:**

Assessment may include: Portfolios, for example, project action plan; journal/log book recording project-related activities; collections of samples compiled by the learner e. g. photos, written materials and visual materials; Direct observation, for example, real time activities; Questioning, for example, interviews, self-assessment, verbal questioning; Third party feedback, for example, testimonials/reports from other teachers or support workers, interview with peer.

21932VIC Certificate II in ESL (Access) – Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBQU132 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR PERSONAL PURPOSES**

**Descriptions:** The focus of this unit is on engaging with everyday texts and less familiar text types, of limited complexity, for personal purposes. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Three (Reading).  
**Nominal hours:** 20 Hours

**Nominal Hours:** 20

**Assessment:** Assessment may include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of samples compiled by the learner; journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback.

### **VBQU133 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR LEARNING PURPOSES**

**Descriptions:** The focus of this unit is on engaging with everyday texts and less familiar text types, of limited complexity to participate in learning. The required outcomes described in this unit relate directly to the National Reporting System

(NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Three (Reading).

**Nominal Hours:** 20

**Assessment:** Assessment may include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of samples compiled by the learner; journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback.

### **VBQU135 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on engaging with everyday texts and less familiar text types, of limited complexity, to participate in the community. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Three (Reading).

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:**

Assessment may include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of samples compiled by the learner; journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback.

21932VIC - Certificate II in ESL (Access) — Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBQU136 CREATE TEXTS OF LIMITED COMPLEXITY FOR PERSONAL PURPOSES**

**Descriptions:** The focus of the unit is on writing skills to create everyday texts of limited complexity for personal purposes, which may include some unfamiliar aspects, and for communication with others. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 3 (Writing).

**Nominal Hours:** 20

**Assessment:** Appropriate assessment strategies include: Portfolios, for example, collections of samples compiled by the learner; product with supporting documentation; journal/log book; Direct observation, for example, real time activities; Third party feedback, for example, reports from other teachers or support workers, peer feedback; self-assessment.

### **VBQU137 CREATE TEXTS OF LIMITED COMPLEXITY FOR LEARNING PURPOSES**

**Descriptions:** The focus of the unit is on writing skills to create everyday texts of limited complexity which may include some unfamiliar aspects and which are relevant to the learning environment. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth

of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 3 (Writing).

**Nominal Hours:** 20

**Assessment:** Assessment may include: Portfolios, for example, collections of samples compiled by the learner; product with supporting documentation; journal/log book; Direct observation, for example, real time activities; Third party feedback, for example, reports from other teachers or support workers, peer feedback; self-assessment.

### **VBQU138 CREATE TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of the unit is on writing skills to create texts of limited complexity which deal with everyday subject matters but may include some less familiar aspects and which are relevant to participation in the community. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 3 (Writing).

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Portfolios, for example, collections of samples compiled by the learner; product with supporting documentation; journal/log book; Direct observation, for example, real time activities; Third party feedback, for example, reports from other teachers or support workers, peer feedback; self-assessment.

21932VIC Certificate II in ESL (Access) — Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBQU139 WORK WITH TIME, MONEY AND DIRECTIONS IN FAMILIAR SITUATIONS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on interpreting, using and calculating with money and time in familiar situations. It also focuses on interpreting and using position, location and maps to give and follow oral and written directions. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 2 Numeracy: 2. 9, 2. 10, 2. 11, & 2. 12 and partially contribute to indicators of competence Level 3 Numeracy: 3. 10, 3. 11, & 3. 13.

**Nominal Hours:** 60

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Records of teacher observations of students' activities, discussions and practical tasks; Questioning, for example: online responses, interviews, self-assessment, verbal questioning, written questioning; Portfolios, for example, samples of the learner's written work; pictures, diagrams, models etc. created by the learner; records of teacher observations of learner's activities, discussions and practical tasks; Third party feedback such as testimonials/reports from other teachers or support workers.

21932VIC Certificate II in ESL (Access) — Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

#### **VBQU141 WORK WITH NUMERICAL AND STATISTICAL INFORMATION IN FAMILIAR SITUATIONS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on interpreting, using and calculating numerical information in familiar texts, and to create and interpret simple tables and graphs. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 2 Numeracy: 2. 9, 2. 10, 2. 11, & 2. 12.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Records of teacher observations of students' activities, discussions and practical tasks; Questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; Portfolios, for example, samples of the learner's written work; pictures, diagrams, models etc. created by the learner; records of trainer observations of learner's activities, discussions and practical tasks; Third party feedback such as testimonials/reports from other teachers or support workers.

21932VIC Certificate II in ESL (Access) — Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

#### **VBQU142 RESEARCH PATHWAYS AND PRODUCE A LEARNING PLAN AND PORTFOLIO**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of the unit is to investigate pathway options and plan skills development, in discussion with an appropriate support person. The learner will develop and maintain a portfolio of evidence. This unit is designed to meet the needs of learners with personal, learning, employment and community participation goals. Learners needs and expectations require a focus on individual learner objectives such as: improved language, literacy and numeracy skills; new skills and knowledge; specific competencies; target qualifications; new career; career advancement. Learner objectives may also include: information and advice on courses, learning programs, qualifications and assessment.

**Nominal Hours:** 10

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:**

Assessment may include: Direct observation, for example, real time activities, Questioning, for example, interviews, self-assessment, verbal questioning, Portfolios, for example, collections of samples compiled by the learner; product with supporting documentation; journal/log book; Third party feedback, for example, testimonials/reports from other teachers or support workers, interview with peer.

21934VIC Certificate IV in ESL (Access) & 21940 Certificate IV in ESL (Further Study) — Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess

performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VBQU143 IMPLEMENT AND REVIEW A PROJECT**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is to develop a proposal, design and plan the project, carry out the project and evaluate the outcome. The means by which the activity is achieved will include using strategies to ensure the quality of the outcome.

**Nominal Hours:** 30

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Appropriate assessment strategies include: Portfolios, for example, project action plan; journal/log book recording project-related activities; collections of samples compiled by the learner e. g. photos, written materials, visual materials; Direct observation, for example, real time activities; Questioning, for example, interviews, self-assessment, verbal questioning; Third party feedback, for example, testimonials/reports from other teachers or support workers, interview with peer.

21933VIC Certificate III in ESL (Access) — Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VBQU144 ENGAGE WITH TEXTS OF SOME COMPLEXITY FOR PERSONAL PURPOSES**

**Descriptions:** This unit describes the outcomes to engage with texts for personal purposes at Certificate II. The focus of the unit is on interpreting a range of structurally intricate texts which are relevant to personal purposes. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Four (Reading).

**Nominal Hours:** 25

**Assessment:** Appropriate assessment strategies include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of samples compiled by the learner; journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback.

#### **VBQU147 ENGAGE WITH TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on engaging with a range of structurally intricate texts which are relevant to participation in the community. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Four (Reading).

**Nominal Hours:** 25

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Appropriate assessment strategies include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections

of samples compiled by the learner; journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback.

21933VIC Certificate III in ESL (Access) – Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VBQU148 CREATE TEXTS OF SOME COMPLEXITY FOR PERSONAL PURPOSES**

**Descriptions:** The focus of the unit is on writing skills to create a range of texts of some complexity for personal purposes and for communication with others. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 4 (Writing).

**Nominal Hours:** 25

**Required Reading:** -

**Assessment:** Assessment may include: Portfolios, for example, collections of samples compiled by the learner; product with supporting documentation; journal/log book; Direct observation, for example, real time activities; Third party feedback, for example, reports from other teachers or support workers, peer feedback; Self-assessment.

#### **VBQU151 CREATE TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of the unit is on writing skills to create a range of texts of some complexity which are relevant to the participation in the community. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 4 (Writing).

**Nominal Hours:** 25

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Portfolios, for example, collections of samples compiled by the learner, product with supporting documentation, journal/log book; Direct observation, for example, real time activities; Third party feedback, for example, reports from other teachers or support workers, peer feedback; Self-assessment. 21933VIC Certificate III in ESL (Access) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VBQU152 INVESTIGATE AND INTERPRET MEASUREMENTS AND RELATED FORMULAE FOR EVERYDAY PURPOSES**

**Descriptions:** The focus of this unit is on investigating 2 dimensional and 3-dimensional shapes and their representation and estimating, measuring and calculating quantities using formulae. The required outcomes described in this unit of competency relatedirectly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to theachievement of the NRS

indicators of competence Level 4 Numeracy: 4. 10, 4. 11, 4. 12 & 4. 13.

**Nominal Hours:** 50

**Assessment:** Assessment may include: Records of teacher observations of students' activities, discussions and practical task; Questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; Portfolios, for example, samples of the learner's written work, pictures, diagrams, models etc. created by the learner, records of teacher observations of learner's activities, discussions and practical tasks; Third party feedback such as testimonials/reports from other teachers or support workers.

#### **VBQU153 INVESTIGATE, INTERPRET AND PRODUCE NUMERICAL AND STATISTICAL INFORMATION**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on investigating and interpreting numerical information in texts and creating and investigating statistical data, tables and graphs. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 4 Numeracy: 4. 10, 4. 11, 4. 12 & 4. 13.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:**

Assessment may include: Records of teacher observations of students' activities, discussions and practical tasks; Questioning, for example: online responses, interviews, self-assessment, verbal questioning, written questioning; Portfolios, for example, samples of the learner's written work, pictures, diagrams, models etc. created by the learner, records of teacher observations of learner's activities, discussions and practical tasks; Third party feedback such as testimonials/reports from other teachers or support workers.

21933VIC Certificate III in ESL (Access) – Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

#### **VBQU155 EVALUATE PATHWAY OPTIONS, DESIGN A LEARNING PLAN AND COMPILER A PORTFOLIO**

**Locations:** St Albans.

**Descriptions:** The focus of the unit is to evaluate pathway options and plan skills development; design, implement and monitor a learning plan; and compile a portfolio of evidence. This unit is designed to meet the needs of learners with personal, learning, employment and community participation goals. Learners needs and expectations require a focus on individual learner objectives such as: improved language, literacy and numeracy skills; new skills and knowledge; specific competencies; target qualifications; new career and career advancement. Learner objectives may also include: information and advice on courses, learning programs, qualifications, assessment and individualised learning support systems.

**Nominal Hours:** 10

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Direct observation, for example: real time activities; Questioning, for example, interviews, self-assessment, verbal questioning; Portfolios, for example, collections of samples compiled by the learner, product with supporting documentation, journal/log book; Third party feedback, for example, testimonials/reports from other teachers or support workers, interview with peer. 21861VIC Certificate III in Mumgu-dhal tyama-tyt Students develop a portfolio

of evidence for assessment. This will include teacher observation, reports from significant Indigenous community members supporting participant, student logbooks, questioning and third-party feedback.

**VBQU156 ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR PERSONAL PURPOSES**

**Descriptions:** The focus of this unit is on interpreting and critically analysing complex texts. These include intricate, dense and extended texts from print based and electronic texts. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Five (Reading).

**Nominal Hours:** 25

**Assessment:** Assessment may include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of samples compiled by the candidate, journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback.

**VBQU159 ENGAGE WITH A RANGE OF COMPLEX TEXTS TO PARTICIPATE IN THE COMMUNITY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on interpreting and critically analysing complex texts to participate in the community. These include intricate, dense and extended texts from print based and electronic texts. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Five (Reading).

**Nominal Hours:** 25

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:**

Appropriate assessment strategies include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of samples compiled by the candidate; journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback.

21934VIC Certificate IV in ESL (Access) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VBQU160 CREATE A RANGE OF COMPLEX TEXTS FOR PERSONAL PURPOSES**

**Descriptions:** The focus of the unit is on writing skills to create a range of complex texts for personal purposes. The required outcomes described in this unit of competency related directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 5 (Writing).

**Nominal Hours:** 25

**Assessment:** Assessment may include: Portfolios, for example, collections of samples compiled by the learner, product with supporting documentation, journal/log book; Direct observation, for example, real time activities; Third party feedback, for example, reports from other teachers or support workers, peer feedback; Self evaluation.

**VBQU162 CREATE A RANGE OF COMPLEX TEXTS TO PARTICIPATE IN THE COMMUNITY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on writing skills to create complex texts which are relevant to participation in the community. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 5 (Writing).

**Nominal Hours:** 25

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Portfolios, for example, collections of samples compiled by the learner, product with supporting documentation, journal/log book; Third party feedback, for example, reports from other teachers or support workers or community members, peer feedback; Self-assessment.

21934VIC Certificate IV in ESL (Access) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VBQU163 ANALYSE AND EVALUATE NUMERICAL AND STATISTICAL INFORMATION**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on analysing and evaluating numerical information in texts and analysing and creating statistical data, tables and graphs. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 5 Numeracy: 5. 10, 5. 11, 5. 12 & 5. 13.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Records of teacher observations of students' activities, discussions and practical tasks; Questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; Portfolios, for example, samples compiled by the learner, written reports of investigations or problem-solving activities, product with supporting documentation, self-assessment sheets, reflections, journal entries, pictures, diagrams, models etc. created by the learner's activities, discussions and practical tasks; Third party feedback such as testimonials/reports from other teachers or support workers.

21934VIC Certificate IV in ESL (Access) — Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VBQU167 USE COMPUTER LANGUAGE AND PERFORM SIMPLE COMPUTING TASKS**

**Descriptions:** This unit aims to provide an introduction to the language of computers. It provides the knowledge and skills to access a range of language learning options. This unit is based on the module VBN498 Language of Computers from the ESL Framework.

**Nominal Hours:** 20

**Assessment:** Assessment may include: Direct observation, for example, real time activities; Third party feedback, for example, reports from other teachers or support workers, peer feedback; Self-assessment.

**VBQU168 ACCESS THE INTERNET FOR LANGUAGE LEARNING**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit aims to provide an introduction to language learning through computers. It provides the knowledge and skills to access a range of language learning options online. This unit is based on the module VBN499 Online Language Learning from the ESL Framework.

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Direct observation, for example, real time activities; Third party feedback, for example, reports from other teachers or support workers, peer feedback; Self-assessment. 21933VIC Certificate III in ESL (Access) Assessment may include: records of teacher's observations of students' activities; observation checklists; verbal questioning; a portfolio of work and other documents; interview or written test; self-assessment; practical tasks; samples of work and third-party feedback.

**VBQU170 COMMUNICATE WITH OTHERS IN FAMILIAR AND PREDICTABLE CONTEXTS**

**Descriptions:** The focus of the unit is to communicate verbally with others in familiar and predictable contexts. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of NRS indicators of competence at level 2 (Oral Communication).

**Nominal Hours:** 20

**Assessment:** Assessment may include: Direct observation, for example, real time activities; Questioning, for example, interviews, self-assessment, verbal questioning; Third party feedback, for example, testimonials/reports from other teachers or support workers, interview with peer.

**VBQU171 PARTICIPATE IN A PRACTICAL PLACEMENT**

**Descriptions:** The focus of this unit is on developing the skills and knowledge to select, negotiate and participate in a practical work placement. This unit is based on the module VBN500 Practical Placement from the ESL Framework. It has been customised for inclusion as an elective in the Certificates in General Education for Adults.

**Nominal Hours:** 40

**Assessment:** Assessment may include: Portfolios, for example, collections of samples compiled by the learner; Direct observation, for example, real time activities; Third party feedback, for example, reports from other teachers or support workers, peer feedback; Self-assessment.

**VBQU172 UNDERTAKE A SIMPLE INVESTIGATION OF SCIENCE IN THE COMMUNITY**

**Descriptions:** The focus of this unit is on developing the skills and knowledge to investigate a current scientific issue, and an area where science research or development has impacted on the community and people's personal lives.

**Nominal Hours:** 40

**Assessment:** Appropriate assessment strategies include: Direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule; Questioning, for example, verbal questioning (verbal descriptions, everyday language and gestures may be used for explanations, answers and interpretations), interviews, online responses, self-assessment, written questioning; Portfolios, for example, collections of samples compiled by the candidate, product with supporting documentation, self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support workers.

#### **VBQU173      UNDERTAKE A SIMPLE INVESTIGATION OF HEALTH AND WELL BEING**

**Descriptions:** The focus of this unit is on developing the skills and knowledge to investigate and report on the functions of the human body and how these relate to health and well being. This includes developing the skills and knowledge to perform simple scientific investigations.

**Nominal Hours:** 20

**Assessment:** Assessment may include: Direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule; Questioning, for example, verbal questioning (verbal descriptions, everyday language and gestures may be used for explanations, answers and interpretations), interviews, online responses, self-assessment, written questioning; Portfolios, for example, collections of samples compiled by the candidate, product with supporting documentation, self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support workers.

#### **VBQU174      UNDERTAKE A SIMPLE INVESTIGATION OF AN ENVIRONMENT ISSUE**

**Descriptions:** The focus of this unit is on developing the skills and knowledge to investigate factors that influence the environment. This includes developing the skills and knowledge to perform simple scientific investigations.

**Nominal Hours:** 20

**Assessment:** Assessment may include: Direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule; Questioning, for example, verbal questioning (verbal descriptions, everyday language and gestures may be used for explanations, answers and interpretations), interviews, online responses, self-assessment, written questioning; Portfolios, for example, collections of samples compiled by the candidate, product with supporting documentation, self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support workers.

#### **VBQU175      UNDERTAKE A SIMPLE INVESTIGATION OF PHYSICAL BEHAVIOUR OF ENERGY AND MATTER**

**Descriptions:** The focus of this unit is on developing the skills and knowledge to investigate relationships and factors that affect the physical behaviour of solids, liquids and gases. This includes developing the skills and knowledge to perform simple scientific investigations.

**Nominal Hours:** 20

**Assessment:** Assessment may include: Direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule; Questioning, for example, verbal questioning (verbal descriptions, everyday language and gestures may be used for explanations, answers and interpretations), interviews, online responses, self-assessment, written questioning; Portfolios, for

example, collections of samples compiled by the candidate, product with supporting documentation, self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support workers.

#### **VBQU176      UNDERTAKE A SIMPLE INVESTIGATION OF CHEMICAL BEHAVIOUR OF MATTER**

**Descriptions:** The focus of this unit is on developing the skills and knowledge to investigate relationships and factors that affect the chemical behaviour of matter. This includes developing the skills and knowledge to perform simple scientific investigations.

**Nominal Hours:** 20

**Assessment:** Assessment may include: Direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule; Questioning, for example, verbal questioning (verbal descriptions, everyday language and gestures may be used for explanations, answers and interpretations), interviews, online responses, self-assessment, written questioning; Portfolios, for example, collections of samples compiled by the candidate, product with supporting documentation, self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support workers.

#### **VBQU177      UNDERTAKE A SIMPLE INVESTIGATION OF HOW THE EARTH, MOON AND SUN INTERACT**

**Descriptions:** The focus of this unit is on developing the skills and knowledge to investigate our place in the universe. This includes developing the skills and knowledge to perform simple scientific investigations.

**Nominal Hours:** 20

**Assessment:** Appropriate assessment strategies include: Direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule; Questioning, for example, verbal questioning (verbal descriptions, everyday language and gestures may be used for explanations, answers and interpretations), interviews, online responses, self-assessment; written questioning; Portfolios, for example, collections of samples compiled by the candidate, product with supporting documentation, self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support workers.

#### **VBQU178      UNDERTAKE A SIMPLE INVESTIGATION OF FACTORS FOR CONTINUITY OF LIFE**

**Descriptions:** The focus of this unit is on developing the skills and knowledge to investigate the conditions and the processes required for life and its continuation. This includes developing the skills and knowledge to perform simple scientific investigations.

**Nominal Hours:** 20

**Assessment:** Assessment may include: Direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule; Questioning, for example, verbal questioning (verbal descriptions, everyday language and gestures may be used for explanations, answers and interpretations), interviews, online responses, self-assessment, written questioning; Portfolios, for example, collections of samples compiled by the candidate, product with supporting documentation, self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support workers.

**VBQU179 INVESTIGATE THE IMPACT OF SCIENCE IN THE COMMUNITY**

**Descriptions:** The focus of this unit is on developing the scientific skills and knowledge to research and report on the impact of science and technology on our way of life and to examine scientific issues in the community.

**Nominal Hours:** 40

**Assessment:** Assessment may include: Direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule; Questioning, for example, verbal questioning (verbal descriptions, everyday language and gestures may be used for explanations, answers and interpretations), interviews, online responses, self-assessment, written questioning; Portfolios, for example, collections of samples compiled by the candidate, product with supporting documentation, self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support workers.

**VBQU180 INVESTIGATE THE CHARACTERISTICS OF LIVING THINGS**

**Descriptions:** The focus of this unit is on developing the skills and knowledge to describe the main characteristics of living things and develop an overview of the classification system. This includes developing the skills and knowledge to use the scientific and evidence based approach to safely set up and perform investigations or experiments.

**Nominal Hours:** 20

**Assessment:** Assessment may include: Direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule; Questioning, for example, verbal questioning (verbal descriptions, everyday language and gestures may be used for explanations, answers and interpretations), interviews, online responses, self-assessment, written questioning; Portfolios, for example, collections of samples compiled by the candidate, product with supporting documentation; self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support workers.

**VBQU181 INVESTIGATE AN ENVIRONMENTAL ISSUE**

**Descriptions:** The focus of this unit is on developing the skills and knowledge to describe the major factors that have contributed to the development of the Earth's environment including climate and atmosphere. This includes developing the skills and knowledge to use the scientific and evidence based approach to safely set up and perform investigations or experiments.

**Nominal Hours:** 20

**Assessment:** Assessment may include: Direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule; Questioning, for example, verbal questioning (verbal descriptions, everyday language and gestures may be used for explanations, answers and interpretations), interviews, online responses, self-assessment, written questioning; Portfolios, for example, collections of samples compiled by the candidate, product with supporting documentation, self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support workers.

**VBQU182 INVESTIGATE THE SOLAR SYSTEM**

**Descriptions:** The focus of this unit is on developing the skills and knowledge to discuss current concepts of the universe and time. This includes developing the skills and knowledge to use the scientific and evidence based approach to safely set up and perform investigations or experiments.

**Nominal Hours:** 20

**Assessment:** Assessment may include: Direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule; Questioning, for example, verbal questioning (verbal descriptions, everyday language and gestures may be used for explanations, answers and interpretations), interviews, online responses, self-assessment, written questioning; Portfolios, for example, collections of samples compiled by the candidate, product with supporting documentation, self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support workers.

**VBQU183 INVESTIGATE CHEMICAL BEHAVIOUR OF COMMON SUBSTANCES**

**Descriptions:** The focus of this unit is on developing the skills and knowledge to describe the characteristics and behaviour of matter. This includes developing the skills and knowledge to use the scientific and evidence based approach to safely set up and perform investigations or experiments.

**Nominal Hours:** 20

**Assessment:** Appropriate assessment strategies include: Direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule; Questioning, for example, verbal questioning (verbal descriptions, everyday language and gestures may be used for explanations, answers and interpretations), interviews, online responses, self-assessment and written questioning; Portfolios, for example, collections of samples compiled by the candidate, product with supporting documentation, self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support workers.

**VBQU184 INVESTIGATE ENERGY, FORCE AND MATTER**

**Descriptions:** The focus of this unit is on developing the skills and knowledge to describe the interactions between energy and matter in our physical world. This includes developing the skills and knowledge to use the scientific and evidence based approach to safely set up and perform investigations or experiments.

**Nominal Hours:** 20

**Assessment:** Assessment may include: Direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule; Questioning, for example, verbal questioning (verbal descriptions, everyday language and gestures may be used for explanations, answers and interpretations), interviews, online responses, self-assessment, written questioning; Portfolios, for example, collections of samples compiled by the candidate, product with supporting documentation, self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support workers.

**VBQU185 ANALYSE SCIENCE IN THE COMMUNITY**

**Descriptions:** The focus of this unit is on developing the skills and knowledge to use and apply scientific and social knowledge to describe, analyse and report on the impact of science and technology on our way of life. This includes developing the skills and knowledge to critically evaluate scientific methodology and issues in the community.

**Nominal Hours:** 40

**Assessment:** Assessment may include: Direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule; Questioning, for example, verbal questioning (verbal descriptions, everyday language and gestures may be used for explanations, answers and interpretations),

interviews, online responses, self-assessment, written questioning; Portfolios, for example, collections of samples compiled by the candidate, product with supporting documentation, self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support.

### **VBQU186 DESIGN AND REVIEW A PROJECT**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is to develop skills and knowledge to design, conduct and critically examine a project's processes and outcomes.

**Nominal Hours:** 40

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:**

Assessment may include: Examination of: project action plan, journal/log book recording project-related activities, project evaluation, budgeting plan, evidence of communications; Project products, for example, book, film, video, digital slide show, exhibition, supporting statements from community members and project team; Direct observation, for example, real time activities; Questioning, for example, interviews, self-assessment, verbal questioning; Third party feedback, for example, testimonials/reports from others, interview with peer, reviews in local newspapers.

21934VIC Certificate IV in ESL (Access) Student assessment is based on teacher

evaluation of the following: verbal and/or written questioning and teacher observation used with

checklists of learner performance; verbal presentations; multi-media presentations; student self

assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed

role plays; other simulated workplace/community based tasks plus the completion of locally

developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAM544 AUSTRALIAN GOVERNMENT**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This module aims to familiarise learners who are speakers of languages other than English with the Australian system of government and provides the knowledge required by an Australian citizen to participate in the electoral process. The module is included as an elective for use at different levels of the Certificates in ESL Framework. It may be contextualised to suit the needs and skills of learners in courses from Certificate I to Certificate IV.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAM545 AUSTRALIAN LAW**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This module aims to familiarise students with the Australian legal system and provides the knowledge and skills required to access various aspects of the Australian legal system.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAM546 EDUCATION IN AUSTRALIA**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This module aims to familiarise learners who are speakers of languages other than English with the structure of the education system in their state as well as the cultural features of education in Australia. The module is included as an elective for use at different levels of the Certificates in ESL Framework. It may be contextualised to suit the needs and skills of learners in courses from Certificate I to Certificate IV.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAM547 AUSTRALIAN ART AND CULTURE**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This module aims to familiarise learners who are speakers of languages other than English with aspects of Australian Art and Culture from both the past and present and the language required to describe aspects of Australian Art and Culture.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAM549 AUSTRALIAN HISTORY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This module aims to familiarise learners who are speakers of

languages other than English with aspects of the political and social history of Australia from pre-history to the present day. The module is included as an elective for use at different levels of the Certificates in ESL Framework. It may be contextualised to suit the needs and skills of learners in courses from Certificate I to Certificate IV.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU100 IDENTIFY LEARNING PATHWAYS**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge necessary to commence further education, training and employment with the support of programs that offer guidance and promote lifelong learning.

**Nominal Hours:** 15

**Required Reading:** The teacher will provide teaching and learning materials as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This will include student reflection, teacher observation, checklists and third-party feedback, for example testimonials/reports from other teachers or support workers, interviews with peers. This unit will be co-assessed with VBQU130 Develop and document a learning plan and portfolio and VBQU101 Work with Indigenous Community Members.

### **VPAU101 WORK WITH INDIGENOUS COMMUNITY MEMBERS**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge to draw on the support of significant Indigenous community members as role models, to address issues arising during participation in the program and to support the development of learning and career pathway.

**Nominal Hours:** 35

**Required Reading:** Teacher will provide teaching and learning material as required.

**Assessment:** Assessment should be culturally appropriate. Students develop a portfolio of evidence for assessment. This will include direct observation, records such as meeting minutes, student self assessment, questioning and third-party feedback. This unit will be co-assessed with VPUA 100 Identify learning pathway and VBQU130 Develop and document a learning plan and portfolio.

### **VPAU102 APPLY PERSONAL HEALTH AND WELLBEING STRATEGIES**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge to contribute to developing healthy and well balanced lifestyles.

**Nominal Hours:** 10

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This will include teacher observation, questioning, records of observations, student logbooks and third-party feedback.

### **VPAU104 EXPLORE YOUR STORY**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge necessary to investigate, collate and document the history of a relevant Indigenous clan/mob.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning materials as required.

**Assessment:** Students develop a portfolio of evidence for assessment. These will include self reflection texts, DVD/audio recordings, interviews, online responses, teacher observation and third-party feedback. This unit will be co-assessed with VPUA107 Use presentation skills.

### **VPAU105 PROFILE AN INDIGENOUS PERSON OR COMMUNITY ORGANISATION**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge necessary to profile an Indigenous person of significance or a community organisation. Significant people in the Indigenous community from a wide range of fields, for example politics, music, art, sport, theatre, film. Community organisations include community controlled organisations.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning materials as required

**Assessment:** Students develop a portfolio of evidence for assessment. This may include websites, DVD/audio recordings, photo collages, student reports, teacher observation and third-party/peer feedback. This unit will be co-assessed with VPUA107 Use presentation skills.

### **VPAU106 PARTICIPATE IN ACTIVITIES RELATED TO CURRENT INDIGENOUS EVENTS OF SIGNIFICANCE**

**Locations:** St Albans.

**Descriptions:** This unit covers the demonstration of skills and knowledge to participate in activities relating to Indigenous events of significance.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This may include websites, DVD/audio recordings, photo collages, student reports, teacher observation and third-party/peer feedback. This unit will be co-assessed with VPUA107 Use presentation skills.

### **VPAU107 USE PRESENTATION SKILLS**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge to present simple information to a small group in a familiar context.

**Nominal Hours:** 15

**Required Reading:** The teacher will provide teaching and learning materials as required

**Assessment:** Student will be required to present to the group via a range of methods such as oral presentations, DVD/audio recordings and art/craft. This unit will be co-assessed with VPUA 106 Participate in activities related to current Indigenous events of significance, VPAU105 Profile an indigenous person or community organisation and VPUA104 Explore your story.

### **VPAU108 DEVELOP BASIC MESSAGE WRITING SKILLS**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge to produce simple written messages.

**Nominal Hours:** 15

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This will include a variety of written texts including letters (personal and formal), cards, emails and SMS messages. This unit will be co-assessed with VPAU109 Interpret and evaluate texts for interest and information.

### **VPAU109 INTERPRET AND EVALUATE TEXTS FOR INTEREST AND INFORMATION**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge necessary to select, access, interpret and evaluate texts for a range of purposes related to personal interest and information. The purpose of the unit is to strengthen literacy skills that may be applied in a range of contexts.

**Nominal Hours:** 10

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include a variety of texts across wide subject areas. Assessment strategies will include direct teacher observation, verbal questioning, annotated reading log and third-party feedback. This unit will be co-assessed with VPAU108 Develop basic message writing skills.

### **VPAU110 USE BASIC MEASURING AND CALCULATING SKILLS**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge necessary to measure quantities in standard units and carry out basic calculations involving these quantities.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation, questioning, project work and third party reports.

### **VPAU111 COMPLETE A BASIC COMMUNITY PROJECT WITH SUPPORT**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge to plan, undertake, monitor and review a basic community project with the support of others.

**Nominal Hours:** 60

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence used for assessment. This may include journal or logbook to record tasks including photographs and other documentary evidence, third party project reports and minutes from meetings.

### **VPAU113 PREPARE SIMPLE BUDGETS**

**Locations:** St Albans.

**Descriptions:** This unit covers the basic mathematical and arithmetical skills and knowledge to compare, process and calculate quantities and costs, and to gather relevant information to prepare a simple balanced budget.

**Nominal Hours:** 10

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation, questioning, third-party reports, spreadsheets, samples and other records.

### **VPAU114 USE EVERYDAY DATA IN THE NEWS**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge needed to work with arithmetical and statistical data from newspapers and magazines.

**Nominal Hours:** 10

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation, verbal questioning, self assessment and online responses.

### **VPAU115 USE RECIPES TO PREPARE FOOD**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge necessary to read and follow simple recipes correctly.

**Nominal Hours:** 10

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation, verbal questioning, recipe collections and third-party reports from teacher/support/elders.

### **VPAU116 CALCULATE AND COMMUNICATE SPORTS SCORES**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge necessary to develop numeracy skills related to recording scores and communicating those scores to team officials, and making simple calculations related to sports and recreational pursuits.

**Nominal Hours:** 10

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation, questioning, evidence of scoring a sporting event and third-party reports.

### **VPAU117 READ AND COMMUNICATE INFORMATION FROM NEWSPAPERS**

**Locations:** St Albans.

**Descriptions:** This unit covers the literacy skills necessary to read and communicate information from newspapers. It includes the ability to apply knowledge and use information from newspapers from a range of purposes.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation, questioning, samples of information where the student has engaged in the activity and third-party reports from teachers, peers and elders.

### **VPAU118 COMPLETE FORMS**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge needed to complete a range of everyday routine forms.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation recorded by the teacher, collection of samples completed by the learner, verbal questioning, online responses and third-party reports from support workers, elders and peers.

### **VPAU119 DEVELOP LEARNING PATHWAY**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge necessary to investigate options and plan for further education, training, employment and community participation. It includes the skills to conduct and document current skills and investigate future pathway options.

**Nominal Hours:** 15

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This will include teacher observation, reports from significant Indigenous community members supporting participant, student logbooks, questioning and third-party feedback.

### **VPAU120 WORK WITH INDIGENOUS COMMUNITY MEMBERS AND DEVELOP MENTORING SKILLS**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge to begin to mentor other learners, with the support of significant Indigenous community members/elders as mentors. This includes identifying issues that may arise in a program and modelling positive behaviours, and linking with community supports.

**Nominal Hours:** 25

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This will include direct observation recorded by the teacher, self-assessment, reports from significant Indigenous community members, student logbooks, questioning, digital/photo stories and online feedback.

### **VPAU121 SUPPORT OTHERS TO COMPLETE A SMALL-SCALE COMMUNITY PROJECT**

**Locations:** St Albans.

**Descriptions:** The unit covers the skills and knowledge to support others to plan, undertake, monitor and review a small scale community project.

**Nominal Hours:** 60

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This will include a journal or logbook to record tasks, deadlines and outcomes of the project, reports on the progress of self and others and evidence of participation/facilitation/leading project planning projects.

### **VPAU122 INVESTIGATE AND PRESENT ON FEATURES OF INDIGENOUS CULTURE**

**Locations:** St Albans.

**Descriptions:** To provide participants with the skills and knowledge necessary to identify elements of Indigenous cultures and compare them to other cultures. The unit covers presentation skills.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This may include direct observation, questioning, self-assessment and third-party feedback eg. audience feedback, peer feedback, reports from elders and Indigenous community members.

### **VPAU123 INVESTIGATE AND PRESENT ON ENGLISH AND INDIGENOUS HISTORY PRE-1788**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge necessary to investigate and make presentations on pre-colonial indigenous history and the historical context behind Cook's voyage and the British occupation and settlement of Australia.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This may include direct observation, oral presentations, CDs, DVDs, video presentations, third-party feedback including reports from other teachers, support workers, and peers.

### **VPAU124 INVESTIGATE AND PRESENT ON EVENTS AND POLICIES IN INDIGENOUS HISTORY POST 1788**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge necessary to investigate and make presentations on key events in contemporary Australian history.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This may include direct observation, oral presentations, CDs, DVDs, video presentations, third-party feedback including reports from other teachers, support workers, and peers.

**VPAU125 INVESTIGATE AND PRESENT ON KEY EVENTS IN CONTEMPORARY INDIGENOUS HISTORY**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge necessary to investigate and make presentations on key events in contemporary Australian history.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This may include direct observation, oral presentations, CDs, DVDs, video presentations, third-party feedback including reports from other teachers, support workers and peers.

**VPAU126 TAKE PART IN A PRACTICAL PLACEMENT**

**Locations:** St Albans.

**Descriptions:** The focus of this unit is on selecting, negotiating and participating in a practical work or community placement.

**Nominal Hours:** 40

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation, questioning, project work and third-party reports.

**VPAU127 DEVELOP JOB INTERVIEW SKILLS**

**Locations:** St Albans.

**Descriptions:** The unit covers the knowledge and skills required to participate in an interview for a job.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation, questioning, written reports and third-party feedback.

**VPAU128 DEVELOP WRITTEN JOB APPLICATION SKILLS**

**Locations:** St Albans.

**Descriptions:** The unit covers the knowledge and skills to produce a written job application for the purposes of attaining a job.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include samples collected by the student, direct observation, questioning, written reports and third-party feedback from teachers and support workers.

**VPAU129 PARTICIPATE IN A REPRESENTATIVE ORGANISATION**

**Locations:** St Albans.

**Descriptions:** The unit covers the knowledge and skills required to participate in a representative organisation.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as

required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include direct observation, questioning, written reports meeting agenda/minutes and third-party feedback.

**VPAU130 DEVELOP LEADERSHIP CAPACITIES AS A MEMBER OF AN INDIGENOUS COMMUNITY**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge required to develop own leadership capabilities as a member of the Indigenous community. This includes developing capacity to act as a role model for others.

**Nominal Hours:** 15

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include samples collected by the student, direct observation, questioning, written reports, online responses, verbal questioning and third-party feedback from teachers and support workers.

**VPAU131 INVESTIGATE AND REPORT ON GOVERNMENT STRUCTURES AND DECISION MAKING PROCESSES**

**Locations:** St Albans.

**Descriptions:** This unit covers the skills and knowledge to investigate and report on government structures and decision-making processes.

**Nominal Hours:** 10

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students develop a portfolio of evidence for assessment. This will include observation; reports from the learner and significant Indigenous community members supporting participant; student logbooks/evaluations/reflections/self assessment/online responses and questioning; and third-party reports from Elders, support workers and peers.

**VPAU132 RESPOND TO AN ADVERTISED JOB**

**Locations:** St Albans.

**Descriptions:** To provide participants with the skills and knowledge to produce letters of application and supporting information in response to advertised jobs.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students will develop a portfolio of evidence for assessment. This will include samples collected by the student, direct observation, questioning, written reports, online responses, verbal questioning and third-party feedback from teachers and support workers.

**VPAU493 PARTICIPATE IN SHORT SIMPLE EXCHANGES**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required by adult learners with language background other than English. The focus of this unit is on developing listening and speaking skills to participate in short, simple conversations in English which involve the exchange of personal information and making and responding to simple requests and

inquiries directly related to immediate personal and social needs.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VPAU494 GIVE AND RESPOND TO SHORT, SIMPLE VERBAL INSTRUCTIONS AND INFORMATION**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English. The focus of this unit is on listening and speaking skills to give and respond to simple instructions and short verbal descriptions directly related to immediate personal and social needs.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VPAU495 READ AND WRITE SHORT, SIMPLE MESSAGES AND FORMATTED TEXTS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language background other than English. The focus of this unit is on reading and writing skills for short, simple messages in English and understanding and completing formatted texts directly related to immediate personal and social needs.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VPAU496 READ AND WRITE SHORT SIMPLE INFORMATIONAL AND INSTRUCTIONAL TEXTS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language background

other than English. The focus of this unit is on reading and writing skills for short, simple informational and instructional texts in English directly related to immediate personal and social needs. Informational texts may include narratives, reflective writing, recounts or factual description.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VPAU497 PARTICIPATE IN SIMPLE CONVERSATIONS AND TRANSACTIONS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English. The focus of this unit is on listening and speaking skills in English to participate in simple conversations and discussions on everyday topics, and to engage in transactions related to personal consumption of goods and services.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VPAU498 GIVE AND RESPOND TO SIMPLE VERBAL INFORMATION AND DIRECTIONS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English. The focus of this unit is on listening and speaking skills in English to understand and convey simple spoken information and to follow and give instructions.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU499 READ AND WRITE SIMPLE PERSONAL LETTERS AND FORMATTED TEXTS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language background other than English. The focus of this unit is on reading and writing skills in English for simple personal letters or emails and understanding and completing formatted texts directly related to everyday social and transactional needs.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU500 READ AND WRITE SIMPLE ROUTINE INFORMATIONAL AND INSTRUCTIONAL TEXTS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language background other than English. The focus of this unit is on reading and writing skills in English for informational and instructional texts.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU501 PLAN LANGUAGE LEARNING WITH SUPPORT**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes performance outcomes, skills and knowledge required by adult learners with language background other than English. The focus of this unit is to identify and document current skills and plan future skills development with an appropriate support person. The unit also includes skills and knowledge to develop and maintain a portfolio. This unit is designed to meet the needs of learners with personal, learning, employment and community participation goals. Learners needs and expectations require a focus on individual learner objectives such as: improved language skills developing/identifying short term goals

**Nominal Hours:** 30

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU502 ENGAGE IN CASUAL CONVERSATION AND STRAIGHTFORWARD SPOKEN TRANSACTIONS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English. The focus of this unit is on listening and speaking skills in English to participate effectively in casual conversations and discussions on a range of topics, and to engage in straightforward transactions.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU503 GIVE AND RESPOND TO A RANGE OF STRAIGHTFORWARD INSTRUCTIONS AND INFORMATIONAL TEXTS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English. The focus of this unit is on listening and speaking skills in English to understand and convey detailed spoken information and to follow and give a set of verbal instructions.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU504 READ AND WRITE A RANGE OF STRAIGHTFORWARD LETTERS AND FORMATTED TEXTS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language background other than English. The focus of this unit is on reading and writing skills for straight forward formal and informal written communication, in social and transactional contexts.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class,

with teacher support and supervision.

### **VPAU505 READ AND WRITE A RANGE OF STRAIGHTFORWARD INFORMATIONAL, INSTRUCTIONAL AND OTHER TEXTS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language background other than English. The focus of this unit is on reading and writing skills in English for formal and informal written communication related to information, instructions, and other written texts.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU506 ANALYSE AND PARTICIPATE IN COMPLEX CONVERSATIONS**

**Locations:** Footscray Nicholson, St Albans, Werribee, On-line.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English. The focus of this unit is on listening and speaking skills in English to participate effectively in a range of conversations and discussions.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU507 GIVE AND RESPOND TO A WIDE RANGE OF ORAL PRESENTATIONS AND INSTRUCTIONS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English. The focus of this unit is on listening and speaking skills in English to interpret aural extended texts, give extended presentations, and give and follow multistep instructions and complex procedures.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess

performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU508 READ AND WRITE A RANGE OF COMPLEX OR EXTENDED TEXTS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English. The focus of this unit is on reading and writing skills in English to understand and construct complex written documents.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU509 READ AND WRITE INSTRUCTIONS AND ADVISORY TEXTS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language background other than English. The focus of this unit is on analysing complex instructional or advisory texts and using them as models for own writing to create a range of texts.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU510 READ AND WRITE EXTENDED CREATIVE TEXTS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English. The focus of this unit is on reading and writing extended creative texts in English for a variety of personal and public purposes.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class,

with teacher support and supervision.

#### **VPAU554 USE BASIC COMPUTING LANGUAGE AND SKILLS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit aims to develop computer skills of learners who are speakers of languages other than English to develop language skills. The unit provides an introduction to computer terminology related to hardware, software and functions. It provides the knowledge and skills to access a range of language learning options.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: records of teacher's observations of students' activities; observation checklists; verbal questioning; a portfolio of work and other documents; interview or written test; self-assessment; practical tasks; samples of work and third-party feedback.

#### **VPAU555 USE THE INTERNET AND EMAIL TO DEVELOP LANGUAGE**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit aims to develop computer skills of learners who are speakers of languages other than English to develop language skills. The unit aims to provide an introduction to language learning through computers. It provides the knowledge and skills to access a range of language learning options online and to compose and respond to simple email messages.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: records of teacher's observations of students' activities; observation checklists; verbal questioning; a portfolio of work and other documents; interview or written test; self-assessment; practical tasks; samples of work and third-party feedback.

#### **VPAU557 USE SERVICES IN THE LOCAL COMMUNITY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit develops skills of learners who are speakers of languages other than English to access and use the resources of their local community. The unit focuses on an orientation to the main services: locating major community offices, using public transport and recreational options.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VPAU558 LOCATE INFORMATION ON DRIVING AND BUYING A CAR**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit develops skills and knowledge of learners who are speakers of languages other than English about the requirements for driving in Australia, using maps or street directories for a range of purposes and the processes of buying a car. The focus of the Unit is on developing the language skills to locate and access

information about driving a car, buying a car and using a street directory.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

## **VPAU559 LOCATE HEALTH AND MEDICAL INFORMATION**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit develops language skills and knowledge of learners who are speakers of languages other than English to describe basic health matters, read medical advice and to describe the processes of dealing with a medical emergency in Australia.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

## **WRRER1B WORK EFFECTIVELY IN A RETAIL ENVIRONMENT**

**Locations:** St Albans.

**Descriptions:** This unit encompasses the skills, knowledge and attitudes required to work effectively in a retail environment. It involves acting responsibly and in a non-discriminatory manner, and identifying the relevant award/agreement.

**Nominal Hours:** 40

**Required Reading:** Certificate II in Mumgu-dhal tyama-tiyt The teacher will provide teaching and learning material as required.

**Assessment:** Assessment is a combination of practical and theory assessments and participation in Learning in the Workplace Certificate II in Mumgu-dhal tyama-tiyt Students develop a portfolio of evidence for assessment. This may include direct observation, role-plays, third-party reports and customer feedback.

## FACULTY DELIVERED - VUC

Below are details of courses offered by the Faculty Delivered - VUC in 2011. This information is also available online on the University's searchable courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

NOTE: Courses available to International students are marked with the (I) symbol.

### DIPLOMA OF VOCATIONAL EDUCATION AND TRAINING PRACTICE

Course Code: 21697VIC

Campus: Newport.

**About this course:** This course provides practitioners with an accredited training program at Australian Qualifications Framework Level 5. It reflects the job role of a teacher/trainer who delivers vocational education and training principally and who, under minimal or no guidance, organises and carries out a range of learning and assessment functions.

**Course Objectives:** The Diploma of Vocational Education and Training Practice will provide skills and knowledge necessary to: Teach and assess effectively across a range of VET related contexts Facilitate new insights and problem solving when working with learners Manage the learning process to facilitate change and action in learners Undertake effective self-assessment in the role as teacher/trainer in a VET environment. Research teaching methodologies and relevant theoretical knowledge to build teaching capabilities.

**Careers:** The 21697VIC Diploma of Vocational Education and Training Practice is designed for TAFE Teachers and provides for professional growth within a recognised career structure in Victoria.

**Course Duration:** 1 year

**Admission Requirements Mature Age:** Certificate in Training and Assessment, plus the TAA elective, TAADEL402B Facilitate Group Based learning or BSZ40198 Certificate IV in Assessment and Workplace Training or equivalent relevant competencies. Applicants must be employed in a teaching capacity or can demonstrate they can undertake the supervised teaching practicum. Selection criteria and interview processes apply.

**Admission Requirements VET:** Certificate in Training and Assessment, plus the TAA elective, TAADEL402B Facilitate Group Based learning or BSZ40198 Certificate IV in Assessment and Workplace Training or equivalent relevant competencies. Applicants must be employed in a teaching capacity or can demonstrate they can undertake the supervised teaching practicum. Selection criteria and interview processes apply.

**Admission Requirements Other:** To qualify for admission to this course, applicants must have the TAA40104 Certificate IV Training and Assessment or BSZ40198 Certificate IV Assessment and Workplace Training or equivalent relevant competencies and employed in a teaching capacity or can demonstrate they can undertake the supervised teaching practicum.

**Selection Processes:** Direct Entry

**Course Structure** The course is offered on a part-time basis over a 12 month period. Core Units of Study

TAAENV501B	MAINTAIN AND ENHANCE PROFESSIONAL PRACTICE	40
TAADES501B	DESIGN AND DEVELOP LEARNING STRATEGIES	40
TAADES502B	DESIGN AND DEVELOP LEARNING RESOURCES	50
VBN389	INNOVATION IN EDUCATION AND TRAINING	60
VBP892	FACILITATE LEARNING IN COMPLEX ENVIRONMENTS	50
TAADEL502B	FACILITATE ACTION LEARNING PROJECTS	30
TAADEL501B	FACILITATE E-LEARNING	30

Elective Units of Study

Choose 4 electives from the following list:

TAATAS501B	UNDERTAKE ORGANISATIONAL TRAINING NEEDS ANALYSIS	40
BSBMKG406A	BUILD CLIENT RELATIONSHIPS	50
VBP893	DEVELOP ASSESSMENT TOOLS FOR DIFFERENTIATING PERFORMANCE	60
TAADES505B	RESEARCH AND DEVELOP COMPETENCY STANDARDS	30
TAADES503B	RESEARCH AND DESIGN E-LEARNING RESOURCES	40
TAADES504B	DEVELOP AND EVALUATE E-LEARNING RESOURCES	40

All of the following modules are regarded as the equivalent of one elective:

VBP894	INTEGRATE GENERIC SKILLS INTO TEACHING PRACTICE	15
VBP632	COGNITIVE SKILLS	12
VBP633	METACOGNITION	8
VBP634	CRITICAL THINKING	12
VBP635	CREATIVE THINKING	8
VBP637	DECISION-MAKING	8
VBP638	VISUAL COMMUNICATION AND SPATIAL REASONING	12

For application and enrolment details for this course please contact 9919 8303.

### GRADUATE CERTIFICATE IN VOCATIONAL EDUCATION AND TRAINING

Course Code: 21852VIC

Campus: Newport.

**Careers:** A graduate of this program will have gained skills and knowledge to lead and implement innovation and change within their training organisation. They would be well versed in the changing VET policy environment and also have a functional understanding of the application of advanced VET pedagogy/ies. They will be in a position to lead and utilise a range of staff development strategies to improve the capabilities of trainers/assessors, for example acting as change agents, through leading and/or facilitating communities of practice, networks, action research, coaching/mentoring, accessing research and information and forums.

**Course Duration:** 1 year

**Admission Requirements Other:** To access this course learners seeking entry must have skills in training and assessment which can be demonstrated through successful completion of: 1. TAA40104 Certificate IV in Training and Assessment, including the TAA elective TAADEL402A Facilitate group-based learning OR equivalent relevant competencies. AND 2. 21697VIC Diploma of Vocational Education and Training Practice OR equivalent relevant competencies. AND 3. Relevant work experience demonstrating potential to undertake work at this level. OR In line with the Australian Qualifications Framework, learners seeking entry to the Graduate Certificate in Vocational Education and Training may also enter under other arrangements, such as: - from a Bachelor degree, with relevant professional practice required; OR - from an Advanced Diploma, Diploma or higher-level vocational Certificate together with extensive relevant work experience, OR

**Selection Processes:** Interview Written Application

**Course Structure** Nominal Hours: 220-240 depending on electives chosen. Core Units of Study

VPAU068	LEAD THE IMPROVEMENT OF LEARNING AND ASSESSMENT PRACTICE	80
VPAU069	ANALYSE AND APPLY VOCATIONAL EDUCATION AND TRAINING POLICY	40

Elective Units of Study

At least two units selected from the following

VPAU070	DEVELOP AND SUSTAIN INNOVATIVE PRACTICE IN VOCATIONAL EDUCATION AND TRAINING	60
VPAU071	BUILD ORGANISATION CAPABILITY	60
BSBLED701A	LEAD PERSONAL AND STRATEGIC TRANSFORMATION	80
BSBLED801A	INITIATE AND LEAD APPLIED RESEARCH	40

Note: For all further enquiries please contact 03 9919 8396.

## UNITS

Below are subject details for courses offered by the Faculty Delivered - VUC in 2011. **IMPORTANT NOTICE:** Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

### BSBCMN102A COMPLETE DAILY WORK ACTIVITIES

**Locations:** Footscray Park, Industry.

**Descriptions:** The unit covers the skills and knowledge required to complete own work activities under direct supervision, and request assistance and feedback on work performance. This unit is related to BSBCMN202A Organise and complete daily work activities.

**Nominal Hours:** 20

**Required Reading:** No required reading

**Assessment:** A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment, and ongoing teacher assessment.

### BSBLED801A INITIATE AND LEAD APPLIED RESEARCH

**Descriptions:** This unit describes the performance outcomes, skills and knowledge required to plan, conduct and report on applied research to influence strategic practices and outcomes within an organisational context. The unit also covers constructing an applied research strategy, using a range of applied research techniques, and analysing and presenting findings. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

**Nominal Hours:** 40

**Assessment:** A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: -direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate-applied projects or assessment activities relating to conducting applied research -observation of contextual application of skills-oral or written questioning to assess knowledge of applied research.

### TAAASS301A CONTRIBUTE TO ASSESSMENT

**Locations:** St Albans, Industry.

**Descriptions:** Specifies the competency required to contribute to the assessment process.

**Nominal Hours:** 10

**Required Reading:** Not required

**Assessment:** Work in partnership with a qualified assessor to plan an assessment, assess the competence of a learner and review processes and tools.

### TAAASS401A PLAN AND ORGANISE ASSESSMENT

**Locations:** St Albans, Industry.

**Descriptions:** Required to plan and organize the assessment process in a competency-based assessment system.

**Nominal Hours:** 10

**Required Reading:** Not required

**Assessment:** Prepare two assessment plans against three different qualification (AQF) levels.

### TAAASS401B PLAN AND ORGANISE ASSESSMENT

**Descriptions:** Required to plan and organize the assessment process in a competency-based assessment system.

**Nominal Hours:** 10

**Assessment:** Prepare two assessment plans against three different qualification (AQF) levels.

### TAAASS402A ASSESS COMPETENCE

**Descriptions:** Competency required to assess the competence of a candidate.

**Nominal Hours:** 15

**Assessment:** Assess the competence of learners using different methods and tools including recognition (RPL) assessment.

### TAAASS402B ASSESS COMPETENCE

**Descriptions:** Competency required to assess the competence of a candidate.

**Nominal Hours:** 15

**Assessment:** Assess the competence of learners using different methods and tools including recognition (RPL) assessment.

### TAAASS403A DEVELOP ASSESSMENT TOOLS

**Descriptions:** Specifies the competency required to develop assessment tools.

**Nominal Hours:** 30

**Assessment:** Develop, trial and review a range of assessment tools for different candidates and purposes.

### TAAASS404A PARTICIPATE IN ASSESSMENT VALIDATION

**Descriptions:** Required to participate in an assessment validation process.

**Nominal Hours:** 20

**Assessment:** Participate in two assessment validation sessions/workshops.

### TAADEL301A PROVIDE TRAINING THROUGH INSTRUCTION AND DEMONSTRATION OF WORK SKILLS

**Descriptions:** Competency required to conduct individual and group instruction and demonstration of work skills.

**Nominal Hours:** 40

**Assessment:** Facilitate three training sessions of work skills with different individuals and/or small groups using instruction, demonstration and practice.

### TAADEL301B PROVIDE TRAINING THROUGH INSTRUCTION AND DEMONSTRATION OF WORK SKILLS

**Descriptions:** Competency required to conduct individual and group instruction and demonstration of work skills.

**Nominal Hours:** 40

**Assessment:** Facilitate three training sessions of work skills with different individuals and/or small groups using instruction, demonstration and practice.

**TAADEL401A PLAN AND ORGANISE GROUP-BASED DELIVERY**

**Descriptions:** Plan and organise training for individuals within a group.

**Nominal Hours:** 20

**Assessment:** Develop session plans, learner and trainer material to use in group-based facilitation.

**TAADEL402A FACILITATE GROUP-BASED LEARNING**

**Descriptions:** Specifies the competency required to facilitate learning by individuals within a group.

**Nominal Hours:** 20

**Assessment:** Prepare plans and material to facilitate a sequential series of training sessions with a group of learners; Review training and learning effectiveness.

**TAADEL405A COORDINATE AND FACILITATE DISTANCE-BASED LEARNING**

**Descriptions:** Required to coordinate, organise and facilitate a distance-based learning process.

**Nominal Hours:** 30

**Assessment:** Develop and implement a distance-based learning program and monitor learner progress; Review the effectiveness of a distance-based learning program

**TAADEL501A FACILITATE E-LEARNING**

**Descriptions:** Facilitate learning delivered via electronic media.

**Nominal Hours:** 30

**Assessment:** Complete in-class activities; Facilitate, review and report on an activity through the bulletin board

**TAADEL502A FACILITATE ACTION LEARNING PROJECTS**

**Descriptions:** Facilitate a group to engage in action learning projects.

**Nominal Hours:** 30

**Assessment:** Conduct two action learning sets; Prepare a handbook and objectives; Facilitate the sets and evaluate the outcomes

**TAADES401A USE TRAINING PACKAGES TO MEET CLIENT NEEDS**

**Descriptions:** Competency required to use Training Packages and accredited courses as a tool to support industry, organization or individual competency development needs.

**Nominal Hours:** 20

**Assessment:** Complete in-class activities; Interpret language and content within an Industry Training Package and accredited courses to design relevant programs and outcomes for clients; Present information on a Training Package and unit of competency

**TAADES402A DESIGN AND DEVELOP LEARNING PROGRAMS**

**Descriptions:** Required to conceptualise, design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria. Criteria may include competency standards and other specifications such as organisational performance standards, product equipment specifications and workplace procedures.

**Nominal Hours:** 40

**Assessment:** Use components of Training Packages and accredited courses to design and develop learning programs that meet identified training needs

**TAADES501A DESIGN AND DEVELOP LEARNING STRATEGIES**

**Descriptions:** Determine the parameters of the learning strategy; Develop the framework for the learning strategy; Devise the content and structure of the learning strategy; Review the learning strategy.

**Nominal Hours:** 40

**Assessment:** As per accredited curriculum

**TAADES502A DESIGN AND DEVELOP LEARNING RESOURCES**

**Descriptions:** Design and develop resources to support learning.

**Nominal Hours:** 50

**Assessment:** Produce a written learning resource in accordance with the Australian National Training Authority Style guide

**TAADES503A RESEARCH AND DESIGN E-LEARNING RESOURCES**

**Descriptions:** Research the requirements for e-learning resources and to design resources based on that research.

**Nominal Hours:** 40

**Assessment:** Complete a design concept for an e-learning resource in response to an identified need

**TAADES504A DEVELOP AND EVALUATE E-LEARNING RESOURCES**

**Descriptions:** Develop and evaluate e-learning resources based on an agreed design concept.

**Nominal Hours:** 40

**Assessment:** Build and trial an e-learning prototype; Make modifications in response to feedback

**TAADES505A RESEARCH AND DEVELOP COMPETENCY STANDARDS**

**Descriptions:** Research and develop competency standards for particular work functions, work processes, work roles and work-related vocational outcomes.

**Nominal Hours:** 30

**Assessment:** Develop three units of competency in accordance with the Training Package Developers Handbook

**TAAENV401A WORK EFFECTIVELY IN VOCATIONAL EDUCATION AND TRAINING**

**Descriptions:** Competency required to work effectively in the policy and operating environment of the vocational education and training sector.

**Nominal Hours:** 10

**Assessment:** In-class activities; Gather and present information on the relevant vocational education and training organisation, jargon and sources of information; Analyse and interpret VET policies in the context of your role as a trainer/assessor; Develop written information on the VET organisations and sources of information to VET newcomers

**TAAENV402A FOSTER AND PROMOTE AN INCLUSIVE LEARNING CULTURE**

**Descriptions:** Unit specifies the competency required to foster and promote an environment which supports inclusive work practices and learning culture.

**Nominal Hours:** 10

**Assessment:** In-class activities; demonstrate inclusive practices in facilitation.

**TAAENV403A ENSURE A HEALTHY AND SAFE LEARNING ENVIRONMENT**

**Descriptions:** Competency required to ensure the health, safety and welfare of learners and candidates.

**Nominal Hours:** 10

**Assessment:** Complete an Occupational Health & Safety hazard identification, risk assessment and risk management plan on your training environment to ensure the health and safety of learners.

**TAAENV404A DEVELOP INNOVATIVE IDEAS AT WORK**

**Descriptions:** Develop innovative ideas in the workplace by addressing the skills needed to interpret or observe a need and to develop a detailed idea.

**Nominal Hours:** 35

**Assessment:** Prepare a proposal for a new approach to the design of your training program which incorporates feedback from colleagues

**TAAENV501A MAINTAIN AND ENHANCE PROFESSIONAL PRACTICE**

**Descriptions:** Model high standards of performance; Determine personal development needs; Participate in professional development activities; Reflect on and evaluate professional practice.

**Nominal Hours:** 40

**Assessment:** As per accredited curriculum

**TAATAS401A MAINTAIN INFORMATION REQUIREMENTS OF TRAINING AND/OR ASSESSMENT ORGANIZATIONS**

**Descriptions:** Requires to maintain training and/or Assessment information requirements.

**Nominal Hours:** 40

**Assessment:** provide information to learners beginning a program and ensure record keeping meets quality standards

**TAATAS501A UNDERTAKE ORGANISATIONAL TRAINING NEEDS ANALYSIS**

**Descriptions:** Undertake a training needs analysis (TNA) to identify the training and assessment needs of an organisation.

**Nominal Hours:** 40

**Assessment:** Conduct an interview and surveys; Analyse information gathered and develop a proposal for professional development to be undertaken

**VBN389 INNOVATION IN EDUCATION AND TRAINING**

**Descriptions:** Participants identify and evaluate innovative ideas and practices in an education and training organisation.

**Nominal Hours:** 60

**Assessment:** Develop a proposal to implement an innovative teaching strategy, course outline/structure and/or learning resources to deliver your current program to suit the needs of the learners and industry.

**VBP632 COGNITIVE SKILLS**

**Descriptions:** Participants will learn to develop the lower and higher order cognitive skills of learners.

**Nominal Hours:** 12

**Assessment:** Integrated with VBP633, VBP634, VBP635, VBP637 and VBP638; Evidence of these units is gathered throughout all assessment tasks such as: journal reflection, developing innovative strategies, developing PowerPoint slideshows, using Blooms taxonomy, mind mapping, six thinking hats and other tools and techniques used.

**VBP633 METACOGNITION**

**Descriptions:** Participants will learn to develop the metacognitive skills of learners.

**Nominal Hours:** 8

**Assessment:** Integrated with VBP633, VBP634, VBP635, VBP637 and VBP638; Evidence of these units is gathered throughout all assessment tasks such as: journal reflection, developing innovative strategies, developing PowerPoint slideshows, using Blooms taxonomy, mind mapping, six thinking hats and other tools and techniques used.

**VBP634 CRITICAL THINKING**

**Descriptions:** Participants will learn to develop the critical thinking skills of learners.

**Nominal Hours:** 12

**Assessment:** Integrated with VBP633, VBP634, VBP635, VBP637 and VBP638; Evidence of these units is gathered throughout all assessment tasks such as: journal reflection, developing innovative strategies, developing PowerPoint slideshows, using Blooms taxonomy, mind mapping, six thinking hats and other tools and techniques used.

**VBP635 CREATIVE THINKING**

**Descriptions:** Participants will learn to develop the creative thinking skills of learners.

**Nominal Hours:** 8

**Assessment:** Integrated with VBP633, VBP634, VBP635, VBP637 and VBP638; Evidence of these units is gathered throughout all assessment tasks such as: journal reflection, developing innovative strategies, developing PowerPoint slideshows, using Blooms taxonomy, mind mapping, six thinking hats and other tools and techniques used.

**VBP637 DECISION-MAKING**

**Descriptions:** Participants will learn to develop the decision-making skills of learners.

**Nominal Hours:** 8

**Assessment:** Integrated with VBP633, VBP634, VBP635, VBP637 and VBP638; Evidence of these units is gathered throughout all assessment tasks such as: journal reflection, developing innovative strategies, developing PowerPoint slideshows, using Blooms taxonomy, mind mapping, six thinking hats and other tools and techniques used.

**VBP638 VISUAL COMMUNICATION AND SPATIAL REASONING**

**Descriptions:** Participants will learn to develop the visual communication and spatial reasoning skills of learners within a learning environment.

**Nominal Hours:** 12

**Assessment:** Integrated with VBP633, VBP634, VBP635, VBP637 and VBP638; Evidence of these units is gathered throughout all assessment tasks such as: journal reflection, developing innovative strategies, developing PowerPoint slideshows, using Blooms taxonomy, mind mapping, six thinking hats and other tools and techniques used.

**VBP892 FACILITATE LEARNING IN COMPLEX ENVIRONMENTS**

**Descriptions:** Participants will learn to integrate and extend delivery and facilitation practices to support learning of a diverse client base operating in a range of complex contexts within the vocational education and training sector.

**Nominal Hours:** 50

**Assessment:** Teaching practicum; Portfolio by Exhibition

**VBP893 DEVELOP ASSESSMENT TOOLS FOR DIFFERENTIATING PERFORMANCE**

**Descriptions:** Participants will learn to design and develop assessment tasks that can differentiate levels of performance within a competency based assessment system.

**Nominal Hours:** 60

**Assessment:** Develop, trial and modify a rubric for a case study; Develop, trial and modify a rubric for one of your subjects/units/courses.

**VBP894 INTEGRATE GENERIC SKILLS INTO TEACHING PRACTICE**

**Descriptions:** Participants will learn to identify generic skills and to integrate them within teaching practice.

**Nominal Hours:** 15

**Assessment:** Develop a delivery strategy and assessment task/s that incorporate the Employability skills evident in a unit of competency you are teaching.

**VPAU068 LEAD THE IMPROVEMENT OF LEARNING AND ASSESSMENT PRACTICE**

**Descriptions:** This unit specifies the competency required to assess the effectiveness of current learning and assessment practice and to lead the improvement of the quality of this practice.

**Nominal Hours:** 80

**Assessment:** Assessment must include the analysis of the context for learning and/or assessment; the development of a plan for the improvement of learning and/or assessment practice; the leading of the implementation of the plan and the monitoring and reviewing of the plan, in collaboration with stakeholders. Assessment tasks could include a research report, analysing a range of learning theories and assessing their application in a given context or a documented plan for the improvement, monitoring and review of learning and/or assessment.

**VPAU069 ANALYSE AND APPLY VOCATIONAL EDUCATION AND TRAINING POLICY**

**Descriptions:** This unit specifies the competency required to identify, analyse, implement and review vocational education and training policy relevant to the organisational context and objectives.

**Nominal Hours:** 40

**Assessment:** Assessment must include the integration of VET policy with workplace practice. This includes planning and review of this activity, in collaboration with stakeholders. This could be combined with the implementation of a major project. Assessment tasks could include the critique of international, federal and state policy and its implications for the VET system, a documented VET policy implementation plan and evaluation of the implementation of VET policy within an RTO.

**VPAU070 DEVELOP AND SUSTAIN INNOVATIVE PRACTICE IN VOCATIONAL EDUCATION AND TRAINING**

**Descriptions:** This unit specifies the competency required to identify good practice in vocational education and training, relevant to the organisational context and objectives; using this good practice within the RTO and the industry context to generate new ideas and building on it to continuously improve and create new practice within the RTO/industry context.

**Nominal Hours:** 60

**Assessment:** Assessment must include the planning, implementation and review of two major innovative activities/projects. One of these projects will be internal to the RTO; the other must be with an industry partner. Assessment tasks that could be used as evidence include a combination of documented innovative activities/projects, evaluation of innovative activities/products, materials used to disseminate project outcomes, tenders outlining innovative projects, risk management plan/s, feedback from industry partners.

**VPAU071 BUILD ORGANISATION CAPABILITY**

**Descriptions:** This unit specifies the competency required to provide professional leadership in building the capabilities of staff so that the quality of training and assessment products and services is improved. The unit also describes leading the development and implementation of a plan to develop the capability of the organisation, and reviewing and improving overall organisational learning and development.

**Nominal Hours:** 60

# SCHOOL OF ENGLISH LANGUAGE AND PREPARATORY PROGRAMS AND SERVICES

Below are details of courses offered by the School of English Language and Preparatory Programs and Services in 2011. This information is also available online on the University's searchable courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

NOTE: Courses available to International students are marked with the (I) symbol.

## CERTIFICATE IV IN FURTHER EDUCATION

Course Code: 21695VIC

Campus: Werribee.

**About this course:** This course provides an alternative pathway into tertiary education programs for those whose personal, geographical, family, educational history and other circumstances mean that they are disadvantaged and/or unable to gain entry to courses via existing entry mechanisms. Through its core units of study, the Certificate IV in Further Education provides a mechanism for learners to explore their own learning needs and to map a learning program using modules from accredited vocational education and training and higher education programs and courses. The learning program will be negotiated with staff to ensure that it meets adult entry requirements and selection process criteria.

**Course Objectives:** This course provides an alternative pathway into tertiary education programs for those whose personal, geographical, family, educational history and other circumstances mean that they are disadvantaged and/or unable to gain entry to courses via existing entry mechanisms. Through its core units of study, the Certificate IV in Further Education provides a mechanism for learners to explore their own learning needs and to map a learning program using modules from accredited vocational education and training and higher education programs and courses. The learning program will be negotiated with staff to ensure that it meets adult entry requirements and selection process criteria.

**Careers:** This course provides access for students from the community who wish to return to study. For existing students in literacy and language courses it provides a pathway into further education. Other outcomes include a career in the education and social science areas, teacher aides, community work or liaison work.

**Course Duration:** 1 year

**Admission Requirements Other:** Students need to be over 16 years with VCE Year 11 English or equivalent literacy standard (Certificate II of the General Education for Adults). A literacy assessment will be administered in the selection process to determine the latter.

**Selection Processes:** Direct Entry

**Course Structure - Core units of study**

VBP712	PREPARE FOR FURTHER STUDY	50
BSBCM318A	WRITE SIMPLE DOCUMENTS	30
BSBEBUS401A	CONDUCT ONLINE RESEARCH	35

Elective units of study

A minimum of two electives to a maximum of 145 nominal hours or electives may be selected from any other training package qualification or modules from a current accredited course.

BSBMKG407A	MAKE A PRESENTATION	30
ICAU3019A	MIGRATE TO NEW TECHNOLOGY	20
ICAU1132A	OPERATE A PRESENTATION PACKAGE	25
ICAU1133A	SEND AND RETRIEVE INFORMATION USING WEB BROWSERS AND EMAIL	25

ICAU4205A	SELECT AND EMPLOY SOFTWARE AND HARDWARE MULTIMEDIA TOOLS	40
CUFSAF01B	FOLLOW HEALTH, SAFETY AND SECURITY PROCEDURES	15
BSBCM405A	ANALYSE AND PRESENT RESEARCH INFORMATION	40
BSBEBUS401A	CONDUCT ONLINE RESEARCH	35
VBN486	LISTENING (FURTHER STUDY IV)	100
VBN487	SPEAKING (FURTHER STUDY IV)	100
VBN488	READING (FURTHER STUDY IV)	100
VBN489	WRITING (FURTHER STUDY IV)	100

Elective units of study (stream specific) A minimum of two units up to a maximum of 120 hours to be selected from any training package qualification relevant to a student's chosen direction of further study. Units selected must be mainly drawn from qualifications packaged at Certificate IV level. One unit may be drawn from Certificate III level.

## DIPLOMA OF FURTHER EDUCATION

Course Code: 21696VIC

Campus: Footscray Nicholson.

**Course Objectives:** This course provides an alternative pathway into tertiary education programs for those whose personal, geographical, family, educational history and other circumstances mean that they are disadvantaged and/or unable to gain entry to courses via existing entry mechanisms. Through its core units of study, the Diploma provides a mechanism for learners to explore their own learning needs and to map a learning program using modules from accredited vocational education and training and higher education programs and courses. The learning program will be negotiated with staff to ensure that it meets adult entry requirements and selection process criteria.

**Careers:** Preparation for further studies in TAFE and Higher Education degree courses.

**Admission Requirements Other:** Successful completion of units of study in VCE; Certificate IV in Further Education, Arts, Business, Health Community Services or IT. English of language level NRS level 4.

**Selection Processes:** Direct Entry

**Course Structure** This course is approximately 2 years full-time or part-time equivalent. Core Units of Study

VBP713	SET GOALS AND PLAN STUDY PATHWAYS	20
VBP714	PREPARE FOR TERTIARY RESEARCH AND STUDY	40
VBP715	PREPARE PORTFOLIOS AND APPLICATIONS.	40

Elective Units of Study

A minimum of 4 units with a maximum of total 200 nominal hours from below. Additional units may be incorporated from a training package providing that the units are selected from a Certificate IV or Diploma level course. A majority of units must be taken from Diploma level.

ICAU4205A	SELECT AND EMPLOY SOFTWARE AND HARDWARE MULTIMEDIA TOOLS	40
BSBADM306A	CREATE ELECTRONIC PRESENTATIONS	20
BSBEBUS401A	CONDUCT ONLINE RESEARCH	35
BSBEBUS513A	PLAN E-LEARNING	30
BSBEBUS514A	IMPLEMENT E-LEARNING	30
BSBMKG407A	MAKE A PRESENTATION	30

CULLB005A	SEARCH DATABASES	30	BROWSERS AND EMAIL	25
CUSRAD02A	CONDUCT RESEARCH	35	PSPGOV524AI	INTERPRET DATA AND RELATED STATISTICS 50
MEM2. 11C5A	RESEARCH AND PREPARE PRESENTATIONS AND REPORTS	20	Elective Units	
VBN486	LISTENING (FURTHER STUDY IV)	100	Stream Units - complete five units. Stream units may be customised by the addition of endorsed units from specified qualifications.	
VBN487	SPEAKING (FURTHER STUDY IV)	100	VBQU228	CRITIQUE APPROACHES TO CITIZENSHIP AND THE PUBLIC SPHERE 90
VBN488	READING (FURTHER STUDY IV)	100	VBQU229	ANALYSE STORIES/NARRATIVE WITHIN CULTURES 90
VBN489	WRITING (FURTHER STUDY IV)	100	VBQU230	ANALYSE THE HUMAN TRANSFORMATIONS OF NATURE 90
Elective Units of Study (Stream Specific)			VBQU231	RESEARCH APPROACHES TO ECONOMY AND SOCIETY 90
A minimum of 7 units up to 350 nominal hours These units may be drawn from any training package qualification relevant to a student's chosen direction of further study. Units selected must be drawn from qualifications at Certificate IV or Diploma level. A minimum of 5 units must be drawn from Diploma level qualifications.			VBQU232	ANALYSE A RANGE OF TEXTS 70

## CERTIFICATE IV IN LIBERAL ARTS

Course Code: 21793VIC

Campus: Footscray Nicholson.

**About this course:** This course provides students with the general knowledge and skills needed to undertake effective university study in arts and social sciences. The course assists students to gain positions where advanced communication skills, and a broad general knowledge, are assets.

**Course Objectives:** The course aims to provide knowledge and skills in areas such as: complex writing, problem solving skills, collection, analysis and organisation of information, planning and organising activities, team work, use of technology. The course also enable adults, including young adults, to develop a confident sense of identity; extend the range of possibilities learners can imagine for themselves; and provide alternative and additional pathways to further study.

**Careers:** The Certificate IV in Liberal Arts provides a pathway to the Diploma of Liberal Arts, as well as to a range of diplomas or degrees in the Humanities/Social Sciences.

**Course Duration:** 1 year

**Admission Requirements Other:** To qualify for admission, applicants should have literacy and numeracy skills at least equivalent to NRS Level 5, Reading and Writing, and/or Certificate III in General Education for Adults at entry. Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning, or from work/and or life experience.

**Selection Processes:** InterviewWritten Test

**Course Structure** This course may be offered full-time over one year to a total of 620 nominal hours or part time equivalent. This course is offered on a full-time and part-time basis. Core Units of Study

VBQU226	APPLY ESSENTIAL FURTHER STUDY SKILLS	90
VBQU227	RESEARCH FIELDS OF STUDY AND ENQUIRY	40
Elective Units		
Computer units - choose from the following units to a total between 45-60 hours.		
BSBEBUS401A	CONDUCT ONLINE RESEARCH	35
BSBEBUS309A	UNDERTAKE E-LEARNING	35
BSBCM318A	WRITE SIMPLE DOCUMENTS	30
BSBCM420A	WRITE COMPLEX DOCUMENTS	50
BSBADM306A	CREATE ELECTRONIC PRESENTATIONS	20
ICAITU133A	SEND AND RETRIEVE INFORMATION OVER THE INTERNET USING	

## DIPLOMA OF LIBERAL ARTS

Course Code: 21794VIC

Campus: Footscray Nicholson.

**About this course:** This course provides students with the general knowledge and skills needed to undertake effective university study in arts and social sciences. The courses also assist students to gain positions where advanced communication skills, and a broad general knowledge, are assets.

**Course Objectives:** This course develops skills in areas such as: complex writing; cultural analysis; research; communication and presentation; social inquiry; information technology; and inter-cultural communication. The course enables adults, including young adults, to develop a confident sense of identity, extends the range of possibilities learners can imagine for themselves and provides alternative and additional pathways into further study.

**Careers:** The Diploma of Liberal Arts provides pathways into a range of Higher Education courses including: Community Development, Education, Human Movement, Humanities and Social Sciences, Law, Professional and Creative Writing, Psychology (Bachelor of Arts), Public Relations or Social Work. Skills development areas include complex writing, cultural analysis, research, communication and presentation, social inquiry, information technology and inter-cultural communication.

**Course Duration:** 2 years

**Admission Requirements Other:** Participants in 21794VIC Diploma of Liberal Arts should have literacy and numeracy skills at least equivalent to NRS Level 5, Reading and Writing / Certificate of General Education for Adults Level III at entry. Entry to the Diploma is normally at Certificate IV level although exceptions may occur through the RPL process. Students may enter the Diploma of Liberal Arts from an extensive range of educational, vocational and cultural backgrounds. Amongst these may be: Australian secondary education, overseas secondary education, overseas tertiary education, vocational training within Australia or overseas, further education through Adult and Community Education or similar.

**Selection Processes:** InterviewWritten Test

**Course Structure** 2 years full-time or part-time equivalent. This course is offered on a full-time or part-time basis. Some units of study may be offered via flexible delivery. Core Units of Study

VBQU226	APPLY ESSENTIAL FURTHER STUDY SKILLS	90
VBQU227	RESEARCH FIELDS OF STUDY AND ENQUIRY	40
VBQU232	ANALYSE A RANGE OF TEXTS	70
VBQU233	ANALYSE TRADITION AND MODERNITY	180
VBQU234	UNDERTAKE ACADEMIC RESEARCH	80
Elective Units		

## VU COLLEGE

Computer units - choose from the following units to a total between 45-60 hours.

BSBEBUS401A	CONDUCT ONLINE RESEARCH	35
BSBEBUS309A	UNDERTAKE E-LEARNING	35
BSBCMN318A	WRITE SIMPLE DOCUMENTS	30
BSBCMN420A	WRITE COMPLEX DOCUMENTS	50
BSBADM306A	CREATE ELECTRONIC PRESENTATIONS	20
ICAITU133A	SEND AND RETRIEVE INFORMATION OVER THE INTERNET USING BROWSERS AND EMAIL	25
PSPGOV524AI	INTERPRET DATA AND RELATED STATISTICS	50

Elective Units of Study

Complete up to four units from the following to a maximum of 350 hours.

VBQU235	ANALYSE SOCIOLOGICAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS	90
VBQU236	ANALYSE URBAN FORM OF CULTURE	90
VBQU237	ANALYSE THEORIES OF SELF	90
VBQU238	ANALYSE LITERARY TEXTS AND GENRES	70
CUVPRPO2A	DEVELOP UNDERSTANDING OF OWN ABORIGINAL OR TORRES STRAIT ISLANDER IDENTITY	150

Elective Units of Study

Stream units - Complete five units (stream units may be customised by the addition of endorsed units from specified qualifications)

VBQU228	CRITIQUE APPROACHES TO CITIZENSHIP AND THE PUBLIC SPHERE	90
VBQU229	ANALYSE STORIES/NARRATIVE WITHIN CULTURES	90
VBQU230	ANALYSE THE HUMAN TRANSFORMATIONS OF NATURE	90
VBQU231	RESEARCH APPROACHES TO ECONOMY AND SOCIETY	90

### CERTIFICATE III IN ESL (EMPLOYMENT)

Course Code: 21935VIC

Campus: Footscray Nicholson, St Albans.

**About this course:** This course provides participants from non English speaking backgrounds with the knowledge and English language skills needed to study vocational courses, the knowledge and skills to function effectively in a work environment in Australia, an understanding of the Australian workplace and culture and a pathway for students to enter vocational certificate courses. Certificate III in ESL (Employment) is designed for students of International Second Language Proficiency Rating (ISLPR) 2, Australian Core Skills Framework (ACSF) 2, known as Basic Social Proficiency. Students at this level generally have an intermediate level of English which enables them to meet their basic social needs and the requirements of routine situations as well as 'linguistically undemanding' vocational fields.

**Course Objectives:** There are no specific vocational outcomes from the Certificates in ESL as they are bridging' courses designed to provide the range of learners with language skills for a variety of work or study pathways. ' (p. 13 ESL Framework) Learner needs will be influenced by amount of prior education and work experience in Australia and in their country of origin. ' (p. 14 ESL Framework) On successful completion of 21935VIC Certificate III in ESL (Employment) a participant will be able to: develop and document a learning plan and portfolio use Listening, Speaking, Reading and Writing skills to: speak and listen to a range of straightforward texts for employment read and write a range of straightforward texts for employment conduct a range of tasks to work effectively in an Australian workplace. The intended purpose of the course is to provide English language skills to enable learners to make

transition to work, further study and training and community participation.

**Careers:** This course provides a pathway to further English study in the Access, Further Study or Employment/ Professional streams, Certificate IV or Diploma industry qualifications.

**Course Duration:** 1 year

**Selection Processes:** Direct Entry Interview

**Course Structure** The course is delivered to mature age groups, youth groups, general access groups and women-only groups. Course Structure and delivery is varied to suit the needs and interests of these particular groups. All VU courses include the following units: CORE

VBQU130	DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO	10
VPAU514	SPEAK AND LISTEN TO A RANGE OF STRAIGHTFORWARD TEXTS FOR EMPLOYMENT	80
VPAU515	READ AND WRITE A RANGE OF STRAIGHTFORWARD TEXTS FOR EMPLOYMENT	80
ELECTIVES		
Five electives will be delivered as part of the course. These will be chosen from:		
BSBCMN203A	COMMUNICATE IN THE WORKPLACE	40
BSBITU203A	COMMUNICATE ELECTRONICALLY	20
MNCG1026A	OPERATE A COMPUTER TO PRODUCE DOCUMENTS	20
VBQU146	ENGAGE WITH TEXTS OF SOME COMPLEXITY FOR EMPLOYMENT PURPOSES	25
VBQU150	CREATE ROUTINE WORKPLACE DOCUMENTS	25
VBQU154	INVESTIGATE AND USE SIMPLE MATHEMATICAL FORMULAE FOR EVERYDAY PURPOSES	50
VPAU512	READ AND WRITE SIMPLE TEXTS FOR EMPLOYMENT	80
VPAU516	WORK EFFECTIVELY IN AN AUSTRALIAN WORKPLACE	50
VPAU519	GIVE AND FOLLOW A RANGE OF COMPLEX INSTRUCTIONS IN AN EMPLOYMENT CONTEXT	80

On occasions, alternative electives may be selected from a range of accredited curricula and Training Packages. Units and modules selected from curricula or Training Packages will be at a level suited to the AQF level of this qualification.

Electives will also be added from the vocational course students are studying concurrently.

### CERTIFICATE IV IN ESL (EMPLOYMENT/PROFESSIONAL)

Course Code: 21937VIC

Campus: Footscray Nicholson, St Albans, Werribee, On-line.

**About this course:** This course provides participants from non English speaking backgrounds with knowledge and English language skills. Certificate IV in ESL (Employment/Professional) is designed for students of International Second Language Proficiency Rating (ISLPR) 2+/3, Australian Core Skills Framework (ACSF) 4, known as Social Proficiency. Some students will have reached Basic 'Vocational' Proficiency. Students at this level have considerable English language skills and are starting to be able to perform effectively in a wide range of formal and informal situations pertinent to social and community life and in situations which are not linguistically demanding in their own vocational fields. Employment Specialisation This course is designed for both skilled workers who wish to return to skilled jobs held prior to migration (such as various technical and computing trades), and for those seeking to develop high level communication skills for the workplace. Professional Specialisation This course is designed to enable qualified professionals to return to professions. These may include teachers, engineers, health professionals, accounting, computing.

**Course Objectives:** There are no specific vocational outcomes from the Certificates in ESL as they are bridging' courses designed to provide the range of learners with language skills for a variety of work or study pathways. ' (p. 13 ESL Framework) Learner needs will be influenced by amount of prior education and work experience in Australia and in their country of origin. ' (p. 14 ESL Framework). On successful completion of 21937VIC Certificate IV in ESL (Employment/Professional) a participant will be able to: evaluate pathway options, design a learning plan and compile a portfolio use Listening, Speaking, Reading and Writing skills to: analyse and participate in complex conversations present and listen to complex oral presentations in an employment or professional context give and follow a range of complex instructions in an employment context read and write complex texts for employment critically read and write formal letters and complex prose texts for professional purposes critically read, write and edit complex descriptive texts in a professional contextThe intended purpose of the course is to provide English language skills to enable learners to make transition to work, further study and training and community participation.

**Careers:** Employment Specialisation: This course provides a pathway to further English study in the Access or Further Study streams, Certificate IV or Diploma industry qualifications. Professional Specialisation: This course provides a pathway to further English study in the Access or Further Study streams, Certificate IV, Diploma industry qualifications and Higher education.

**Course Duration:** 1 year

**Admission Requirements Year 12:** There are no limitations to entry based on age, gender, physical ability, social or educational background. Applicants undergo a pre-course English language assessment and interview to determine appropriate course placement.

**Admission Requirements International: Admission Requirements Mature Age:** There are no limitations to entry based on age, gender, physical ability, social or educational background. Applicants undergo a pre-course English language assessment and interview to determine appropriate course placement.

**Admission Requirements VET: Admission Requirements Other: Selection Processes:** Direct Entry Interview

**Course Structure** The course is delivered to mature age groups, youth groups, general access groups and women-only groups. Course Structure and delivery is varied to suit the needs and interests of these particular groups. Certificate IV in ESL (Employment/ Professional) includes two specialisations. Only one specialisation must be completed. Students will be able to study either Specialisation 1 ,Ài Employment or Specialisation 2 ,Ài Professional. All VU courses include the following units: CORE FOR BOTH SPECIALISATIONS

VPAU506	ANALYSE AND PARTICIPATE IN COMPLEX CONVERSATIONS	80
VPAU518	PRESENT AND LISTEN TO COMPLEX ORAL PRESENTATIONS IN AN EMPLOYMENT OR PROFESSIONAL CONTEXT	80
CORE - Employment		
VPAU519	GIVE AND FOLLOW A RANGE OF COMPLEX INSTRUCTIONS IN AN EMPLOYMENT CONTEXT	80
VPAU520	READ AND WRITE COMPLEX TEXTS FOR EMPLOYMENT	80
CORE - Professional		
VPAU521	CRITICALLY READ AND WRITE FORMAL LETTERS AND COMPLEX PROSE TEXTS FOR PROFESSIONAL PURPOSES	80
VPAU522	CRITICALLY READ, WRITE AND EDIT COMPLEX DESCRIPTIVE TEXTS IN A PROFESSIONAL CONTEXT	80
ELECTIVES - Employment Specialisation		
TLIE607D	COLLECT, ANALYSE AND PRESENT WORKPLACE DATA AND INFORMATION	30
BSBWR401A	WRITE COMPLEX DOCUMENTS	50
GENERAL ELECTIVES		

Four electives will be delivered as part of the course. These will be chosen from:

BSBITU302A	CREATE ELECTRONIC PRESENTATIONS	20
CHCCOM2B	COMMUNICATE APPROPRIATELY WITH CLIENTS AND COLLEAGUES	20
PSPGOV312A	USE WORKPLACE COMMUNICATION STRATEGIES	30
PSPGOV313A	COMPOSE WORKPLACE DOCUMENTS	30
VBQU158	ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR EMPLOYMENT PURPOSES	25
VBQU165	USE FORMAL MATHEMATICAL CONCEPTS AND TECHNIQUES TO ANALYSE AND SOLVE PROBLEMS	50
VPAU556	ORGANISE AND PARTICIPATE IN A PRACTICAL PLACEMENT	50
BSBEBUS401A	CONDUCT ONLINE RESEARCH	35
VPAU559	LOCATE HEALTH AND MEDICAL INFORMATION	50

On occasions, alternative electives may be selected from a range of accredited curricula and Training Packages. Units and modules selected from curricula or Training Packages will be at a level suited to the AQF level of this qualification.

## CERTIFICATE III IN ESL (FURTHER STUDY)

**Course Code:** 21939VIC

**Campus:** Footscray Nicholson, St Albans, Werribee, Off-shore, Other, Vinh University, Vinh,

**About this course:** This course develops general English language and literacy skills and knowledge to aid the transition into mainstream study at an Australian educational institution. Certificate III in ESL (Further Study) is designed for students of International Second Language Proficiency Rating (ISLPR) 2, Australian Core Skills Framework (ACSF) 2, known as Basic Social Proficiency. Students at this level generally have an intermediate level of English which enables them to meet their basic social needs and the requirements of routine situations as well as linguistically undemanding' vocational fields.

**Course Objectives:** There are no specific vocational outcomes from the Certificates in ESL as they are bridging' courses designed to provide the range of learners with language skills for a variety of work or study pathways. ' (p. 13 ESL Framework) Learner needs will be influenced by amount of prior education and work experience in Australia and in their country of origin. ' (p. 14 ESL Framework) On successful completion of 21939VIC Certificate III in ESL (Further Study) a participant will be able to: develop and document a learning plan and portfolio use Listening, Speaking, Reading and Writing skills to: give oral presentations for further study read and write straight forward texts for research purposes participate in a range of interactions and group activities for further study analyse and produce a range of straightforward texts relevant to further study listen and take notes for research read and analyse instructional and / or advisory texts. The intended purpose of the course is to provide English language skills to enable learners to make transition to work, further study and training and community participation.

**Careers:** This course provides a pathway to further English study in the Further Study, Employment /Professional streams or Certificate III, IV, Diploma industry qualifications and Higher Education.

**Course Duration:** 1 year

**Selection Processes:** Direct Entry Interview

**Course Structure** The course is delivered to mature age groups, youth groups, general access groups and women-only groups. Course Structure and delivery is varied to suit the needs and interests of these particular groups. All VU courses include the following units: CORE

VBQU130	DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO	10
VPAU523	GIVE ORAL PRESENTATIONS FOR FURTHER STUDY	80
VPAU524	PARTICIPATE IN A RANGE OF INTERACTIONS FOR FURTHER STUDY	

		70
VPAU525	READ AND WRITE STRAIGHTFORWARD TEXTS FOR RESEARCH PURPOSES	80
VPAU526	ANALYSE AND PRODUCE A RANGE OF STRAIGHTFORWARD TEXTS RELEVANT TO FURTHER STUDY	80
VPAU527	LISTEN AND TAKE NOTES FOR RESEARCH	45
VPAU528	USE LANGUAGE LEARNING STRATEGIES AND STUDY SKILLS	45
ELECTIVES		
Two more units will be selected from the following, appropriate for the particular group of students: BSBADM302A PRODUCE TEXTS FROM NOTES 30		
BSBITU305A	CONDUCT ONLINE TRANSACTIONS	40
ICAU1129B	OPERATE A WORD PROCESSING APPLICATION	30
VBQU145	ENGAGE WITH TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES	25
VBQU149	CREATE TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES	25
VBQU154	INVESTIGATE AND USE SIMPLE MATHEMATICAL FORMULAE FOR EVERYDAY PURPOSES	50
VPAM548	INDIGENOUS AUSTRALIA	50

On occasions, alternative electives may be selected from a range of accredited curricula and Training Packages. Units and modules selected from curricula or Training Packages will be at a level suited to the AQF level of this qualification.

Additional Electives

The following units are only offered in this course offshore.

VPAU554	USE BASIC COMPUTING LANGUAGE AND SKILLS	50
VPAU555	USE THE INTERNET AND EMAIL TO DEVELOP LANGUAGE	50
VPAM546	EDUCATION IN AUSTRALIA	50

**CERTIFICATE IV IN ESL (FURTHER STUDY)**

Course Code: 21940VIC

Campus: Footscray Nicholson, St Albans, Werribee.

**About this course:** This course develops general English language and literacy skills and knowledge to aid the transition into mainstream study at an Australian educational institution. Certificate IV in ESL (Further Study) is designed for students of International Second Language Proficiency Rating (ISLPR) 2+/3, Australian Core Skills Framework (ACSF) 4, known as Social Proficiency. Some students will have reached Basic Vocational Proficiency. Students at this level have considerable English language skills and are starting to be able to perform effectively in a wide range of formal and informal situations pertinent to social and community life, and in situations which are not linguistically demanding in their own vocational fields.

**Course Objectives:** There are no specific vocational outcomes from the Certificates in ESL as they are bridging courses designed to provide the range of learners with language skills for a variety of work or study pathways. (p. 13 ESL Framework) Learner needs will be influenced by amount of prior education and work experience in Australia and in their country of origin. (p. 14 ESL Framework) On successful completion of 21940VIC Certificate IV in ESL (Further Study) a participant will be able to: research pathways and produce a learning plan and portfolio use Listening, Speaking, Reading and Writing skills to: give complex presentations for further study read and write complex texts for research purposes analyse and participate in complex spoken discourse for further study read and write a range of complex texts for further study use a range of critical reading and writing skills for further study use language analysis skills to review own texts take notes from complex aural texts

for further study. The intended purpose of the course is to provide English language skills to enable learners to make transition to work, further study and training and community participation.

**Careers:** This course provides a pathway to further English study in the Employment/ Professional streams or Certificate IV and Diploma industry qualifications and Higher Education.

**Course Duration:** 1 year

**Admission Requirements Year 12:** There are no limitations to entry based on age, gender, physical ability, social or educational background. Applicants undergo a pre-course English language assessment and interview to determine appropriate course placement.

**Admission Requirements International: Admission Requirements Mature Age:** There are no limitations to entry based on age, gender, physical ability, social or educational background. Applicants undergo a pre-course English language assessment and interview to determine appropriate course placement.

**Admission Requirements VET: Admission Requirements Other: Selection Processes:** Direct Entry Interview

**Course Structure** The course is delivered to mature age groups, youth groups, general access groups and women-only groups. Course Structure and delivery is varied to suit the needs and interests of these particular groups. All VU courses include the following units: CORE

VBQU142	RESEARCH PATHWAYS AND PRODUCE A LEARNING PLAN AND PORTFOLIO	10
VPAU529	GIVE COMPLEX PRESENTATIONS FOR FURTHER STUDY	80
VPAU530	ANALYSE AND PARTICIPATE IN COMPLEX SPOKEN DISCOURSE FOR FURTHER STUDY	60
VPAU531	READ AND WRITE COMPLEX TEXTS FOR RESEARCH PURPOSES	80
VPAU532	READ AND WRITE A RANGE OF COMPLEX TEXTS FOR FURTHER STUDY	80
VPAU533	USE A RANGE OF CRITICAL READING AND WRITING SKILLS FOR FURTHER STUDY	40
VPAU534	USE LANGUAGE ANALYSIS SKILLS TO REVIEW OWN TEXTS	40
VPAU517	TAKE NOTES FROM COMPLEX AURAL TEXTS FOR FURTHER STUDY	50

ELECTIVES

One more unit will be selected from the following, appropriate for the particular group of students: BSBEBUS401A CONDUCT ONLINE RESEARCH 35		
CHCPOL3A	UNDERTAKE RESEARCH ACTIVITIES	50
ICAU1132B	OPERATE A PRESENTATION PACKAGE	25
VBQU157	ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR LEARNING PURPOSES	25
VBQU161	CREATE A RANGE OF COMPLEX TEXTS FOR LEARNING PURPOSES	25
VBQU164	USE ALGEBRAIC TECHNIQUES TO ANALYSE MATHEMATICAL PROBLEMS	50
VPAM543	AUSTRALIAN ENVIRONMENT	50
BSBITU303A	DESIGN AND PRODUCE TEXT DOCUMENTS	90
VPAU560	INVESTIGATE CURRENT ISSUES	50

On occasions, alternative electives may be selected from a range of accredited curricula and Training Packages. Units and modules selected from curricula or Training Packages will be at a level suited to the AQF level of this qualification.

**CERTIFICATE II IN ESL (EMPLOYMENT)**

Course Code: 21945VIC

Campus: Footscray Nicholson, St Albans.

**About this course:** This course provides participants from non English speaking backgrounds with the knowledge and English language skills needed to study vocational courses, the knowledge and skills to function effectively in a work environment in Australia, an understanding of the Australian workplace and culture and a pathway for students to enter vocational certificate courses. Certificate II in ESL (Employment) is designed for students of International Second Language Proficiency Rating (ISLPR) 1+, Australian Core Skills Framework (ACSF) 2, known as Transactional Proficiency. Students at this level are able to satisfy their own simple everyday transactional needs and limited social needs.

**Course Objectives:** There are no specific vocational outcomes from the Certificates in ESL as they are bridging' courses designed to provide the range of learners with language skills for a variety of work or study pathways. ' (p. 13 ESL Framework) Learner needs will be influenced by amount of prior education and work experience in Australia and in their country of origin. ' (p. 14 ESL Framework) On successful completion of 21945VIC Certificate II in ESL (Employment) a participant will be able to: research pathways and produce a learning plan and portfolio use Listening, Speaking, Reading and Writing skills to: give complex presentations for further study read and write complex texts for research purposes analyse and participate in complex spoken discourse for further study read and write a range of complex texts for further study use a range of critical reading and writing skills for further study use language analysis skills to review own texts take notes from complex aural texts for further study. The intended purpose of the course is to provide English language skills to enable learners to make transition to work, further study and training and community participation.

**Careers:** This course provides a pathway to further English study in the Access, Further Study or Employment/ Professional streams or Certificate II industry qualifications.

Course Duration: 1 year

**Admission Requirements Year 12:** There are no limitations to entry based on age, gender, physical ability, social or educational background. Applicants undergo a pre-course English language assessment and interview to determine appropriate course placement.

**Admission Requirements International: Admission Requirements Mature Age:** There are no limitations to entry based on age, gender, physical ability, social or educational background. Applicants undergo a pre-course English language assessment and interview to determine appropriate course placement.

Admission Requirements Other: ISLPR 1+

Selection Processes: Direct Entry Interview

**Course Structure** The course is delivered to mature age groups, youth groups, general access groups and women-only groups. Course Structure and delivery is varied to suit the needs and interests of these particular groups. All VU courses include the following units: CORE

VBQU117	DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO WITH GUIDANCE	10
VPAU511	SPEAK AND LISTEN TO SIMPLE TEXTS FOR EMPLOYMENT	80
VPAU512	READ AND WRITE SIMPLE TEXTS FOR EMPLOYMENT	80
VPAU513	OBSERVE AND REPORT ON ACTIVITIES IN A WORKPLACE	50
VPAU516	WORK EFFECTIVELY IN AN AUSTRALIAN WORKPLACE	50
<b>ELECTIVES</b>		
Three electives will be delivered as part of the course. These will be chosen from: AURC251677A		
	USE NUMBERS IN THE WORKPLACE	10
FDFCORWCM1A	COMMUNICATE WORKPLACE INFORMATION	20

PMCSUP282A	USE COMPUTERS AND RELATED PROGRAMS IN THE WORKPLACE	35
TDTE497B	PREPARE WORKPLACE DOCUMENTS	20
VBQU134	ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR EMPLOYMENT PURPOSES	20
VBQU140	WORK WITH MEASUREMENT AND DESIGN IN FAMILIAR SITUATIONS	60
VPAU516	WORK EFFECTIVELY IN AN AUSTRALIAN WORKPLACE	50

Units and modules selected from curricula or Training Packages will be at a level suited to the AQF level of this qualification.

Electives will also be added from the vocational course students are studying concurrently.

**DIPLOMA OF ARTS (I)**

Course Code: 3113GA0208

**Campus:** Footscray Nicholson, Although the majority of units are delivered at Footscray Nicholson campus, some units in the streams of study are delivered at Footscray Park campus.

**About this course:** The Diploma of Arts provides international students with the opportunity to undertake a structured introduction to tertiary studies (Higher Education and Further Education) in Arts and Social Science disciplines in an Australian educational context. The course develops a broad range of analytical and other academic skills such as academic reading and writing to enable international students to successfully undertake further study at undergraduate level in an Arts stream including chosen specialist disciplines. The course provides students with a broad Arts knowledge base incorporating theoretical concepts and the skills required to analyse the concepts of tradition and modernity with reference to a range of contemporary cultures. The course will also provide English language and literacy development, and computer skills development. Consequently students will acquire academic knowledge, vocational competencies, improved English language and literacy skills and enhanced academic study skills. In regards to English language proficiency, it is anticipated that students will have reached a level equivalent to IELTS 6 and as a result they will be better prepared to successfully complete their subsequent tertiary studies.

**Course Objectives:** The Diploma of Arts aims to develop a broad range of critical, analytical and other academic skills such as academic reading and writing to enable students to successfully undertake further study at undergraduate level in an Arts stream including chosen specialist disciplines.

**Careers:** Whilst the course is primarily designed to provide a pathway to higher level studies, students who exit with the Diploma of Arts will have acquired a range of critical and analytical skills relevant to working or studying in the field of Arts and Social Sciences.

Course Duration: 1 year

**Admission Requirements Other:** Applicants should have successfully completed a course of study at year 12 level or equivalent. In addition to satisfying the entry requirements students must provide evidence of proficiency in English language before entry to the course will be granted.

Selection Processes: Direct EntryWritten Test

**Course Structure** All core units must be completed. Students should then undertake one stream of study selected from Languages Other Than English, Psychology or Other Arts and Social Science. Core Units

VBQU233	ANALYSE TRADITION AND MODERNITY	180
VBQU226	APPLY ESSENTIAL FURTHER STUDY SKILLS	90
VBQU227	RESEARCH FIELDS OF STUDY AND ENQUIRY	40
3113ACA1005	COMMUNICATION FOR ACADEMIC PURPOSES A	72

## VU COLLEGE

3113ACA1006	COMMUNICATION FOR ACADEMIC PURPOSES B	72	48420	DEVELOP AND DEMONSTRATE ADVANCED COMMUNICATION SKILLS	60
VBQU045	ADOPT RECOMMENDED STUDY PRACTICES	45			
VBQU046	MAINTAIN AN EFFECTIVE PERSONAL STUDY APPROACH	50	48421	DEVELOP AND APPLY KNOWLEDGE OF HUMAN BIOLOGY	80
VBQU048	DEVELOP AND IMPLEMENT AUTONOMOUS LEARNING	50	48422	PERFORM CALCULATIONS IN HEALTH MATHEMATICS	36
Select one area from the following. Languages other than English Choose both units.			48423	APPLY CONCEPTS FROM CHEMISTRY AND PHYSICS TO HEALTH	63
Vietnamese			48424	APPLY BASIC MICROBIOLOGICAL AND INFECTION CONTROL CONCEPTS	20
3113ACV1001	BASIC VIETNAMESE 1A	72			
3113ACV1002	BASIC VIETNAMESE 1B	72	48425	IDENTIFY AND DOCUMENT SOCIOLOGICAL PROCESSES THAT INFLUENCE HEALTH	34

Note: Students with any amount of prior knowledge of the language should consult with the LOTE coordinator about their proficiency level before enrolling into a LOTE unit of study, as the programs offer various units of study at different levels, catering for beginners to advanced speakers.

Psychology Choose both units.

3113APP1012	PSYCHOLOGY 1A	72			
3113APP1013	PSYCHOLOGY 1B	72			

Other Arts and Social Science Select two units from:

VBQU235	ANALYSE SOCIOLOGICAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS	90			
VBQU236	ANALYSE URBAN FORM OF CULTURE	90			
VBQU237	ANALYSE THEORIES OF SELF	90			
VBQU238	ANALYSE LITERARY TEXTS AND GENRES	70			
VBQU228	CRITIQUE APPROACHES TO CITIZENSHIP AND THE PUBLIC SPHERE	90			

Note: Nominal Hours for the modules 3113ACA1005, 3113ACA1006, 3113ACV1001, 3113ACV1002, 3113APP1012, 3113APP1013 refers to the number of learning hours.

## CERTIFICATE IV IN HEALTH SCIENCE FOUNDATIONS

Course Code: 51936

Campus: St Albans.

**About this course:** The course prepares students from less traditional study backgrounds (i. e. CALD students, students without formal study and students without the ENTER scores needed to enter directly into nursing or health science courses) with the foundation knowledge and skills to have the confidence and competence to enter a course in the field of nursing or health sciences.

**Course Objectives:** The course introduces students to basic anatomy, physiology, chemistry, physics and microbiological concepts in sufficient detail to equip students entering nursing or health science courses.

**Careers:** Successful completion of the course will prepare students for entry into the Certificate IV in Health (Nursing) and Bachelor of Nursing and so enhance the prospects of students pursuing a career as a Division 1 or Division 2 nurse. This course also prepares students for entry into a range of other science courses and enhances their career prospects in a range of areas such as Paramedics, Physiotherapy, Biomedical Science.

**Course Duration:** 0. 5 years

**Admission Requirements Other:** Competency in reading and writing, equivalent to the NRS level 4.

**Selection Processes:** Interview Written ApplicationWritten Test

**Prerequisite Unit Requirements:**

**Course Structure CORE UNITS:** Learners to complete all units listed below.

## UNITS

Below are subject details for courses offered by the School of English Language and Preparatory Programs and Services in 2011. **IMPORTANT NOTICE:** Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

### 3113ACA1005 COMMUNICATION FOR ACADEMIC PURPOSES A

**Locations:** Footscray Park.

**Descriptions:** Students will be introduced to the conventions of academic writing such as paragraph writing, unity and outlining, coherence, patterns of essay organisation and referencing. Skills of summary, analysis, reviewing and sequencing of material will be taught within oral and written contexts. The unit focuses on the systematic study of English structures and their communicative functions within a range of text types. English phonetics and phonology are included. The unit of study is built around specific themes focusing on society and culture in Australia: it employs a topic approach incorporating a variety of skills together with language proficiency.

**Nominal Hours:** 72

**Required Reading:** Writing Academic English Oshima, A & Hogue, A 1999 3rd Edn Longman, New York

**Assessment:** Assessment will be based on a series of practical tasks. Class and homework exercises 40%; Oral presentation 20%; Aural test 10%; Written examination 30%.

### 3113ACA1006 COMMUNICATION FOR ACADEMIC PURPOSES B

**Locations:** Footscray Park.

**Descriptions:** Interpretation of information from a variety of forms, newspapers, documents, tables, diagrams and graphs will be presented. The audience and purpose of writing will be examined, and information, persuasive and argumentative styles applied. Oral competence and pronunciation will be emphasised. The unit of study employs a topic approach incorporating a variety of skills together with language proficiency.

**Nominal Hours:** 72

**Required Reading:** Writing academic English Oshima, A & Hogue, A 1999 3rd Edn Longman, New York.

**Assessment:** Assessment will be based on a series of practical tasks. Interview assignment 20%; Synthesis 15%; Analytical essay 20%; Oral presentation 15%; Final exam 30%.

### 3113ACJ1001 INTRODUCTION JAPANESE 1A

**Locations:** Footscray Park.

**Descriptions:** This unit of study teaches students without any background in Japanese how to use basic Japanese in many common everyday situations. Topics include: greetings and self-introduction; university life; families and hobbies. The unit emphasises developing actual communication skills and incorporates conversation practices in small group settings with native Japanese speakers. Students will also learn the basics of Japanese reading and writing, hiragana and katakana.

**Nominal Hours:** 96

**Required Reading:** First steps in Japanese Taniguchi, S, Mannami, E, Inako, A & Hagihara, H 1995 3A Corporation, Japan Self-study Kana workbook AOTS 2000 3A Corporation, Japan.

**Assessment:** Conversation tests 20%; Written assignments 20%; Comprehensive written test 40%; Kanji test 10%; Listening test 10%.

### 3113ACJ1002 INTRODUCTION JAPANESE 1B

**Locations:** Footscray Park.

**Prerequisites:** 3113ACJ1001 - INTRODUCTION JAPANESE 1A

**Descriptions:** This unit of study aims to provide students with the knowledge, strategies and skills to cope with situations a traveller is likely to encounter in Japan. Students will learn not only how to use the Japanese language, but also communication rules and sociocultural behaviour appropriate in interaction with Japanese people. Students are able to practise and develop conversation skills with native Japanese speakers in small group settings. This unit also introduces 'kanji' (Chinese character writing).

**Nominal Hours:** 96

**Required Reading:** First steps in Japanese Taniguchi, S, Mannami, E, Inako, A & Hagihara, H 1995 3A Corporation, Japan Basic Kanji Book Kano, C, Shimizu, Y, Takenaka, H & Ishii, E 1989 Vol 1 Bonjinsha Co Ltd Self-study Kana workbook AOTS 2000 3A Corporation, Japan.

**Assessment:** Conversation tests 20%; Written assignments 20%; Comprehensive written test 40%; Kanji tests 10%; Listening test 10%.

### 3113ACS1081 BEGINNERS SPANISH 1A

**Locations:** Footscray Park.

**Descriptions:** The content of this unit of study aims to develop the correct use by students of basic structures and vocabulary in contextual settings. The thematic approach integrates grammar, vocabulary and syntax in such a manner that will enable students to gain an understanding of language use, starting with simple functions and progressing the students' learning through increasingly complex situations and settings. Students will learn how to describe themselves and others, their clothing, likes and dislikes, and their immediate environment, as well as to talk about their family and people in other societies and cultures, within the constraints of the content appropriate to a beginner's unit.

**Nominal Hours:** 96

**Required Reading:** Sol y viento: beginning Spanish VanPatten, B (et al) 2005 McGraw Hill Companies, Boston, Mass. Manual de actividades VanPatten, B (et al) 2005 Vol 1 Sol y viento, McGraw-Hill Companies, Boston, Mass.

**Assessment:** Weekly written assignments 25%; End-of-semester written assignments 10%; Writing and presentation of group dialogue 15%; Final aural comprehension exam 15%; Final written exam 35%.

### 3113ACS1082 BEGINNERS SPANISH 1B

**Locations:** Footscray Park.

**Prerequisites:** 3113ACS1081 - BEGINNERS SPANISH 1A

**Descriptions:** This unit of study aims to develop the correct use by students of increasingly complex structures and vocabulary in a variety of contextual settings. The thematic approach integrates grammar, vocabulary and syntax in such a manner that will enable students to gain an understanding of language use appropriate to the topics of study. Students will learn how to use vocabulary and grammar according to the different situational contexts introduced in the unit, and gain an understanding of the importance of register and appropriate idiomatic use.

**Nominal Hours:** 96

**Required Reading:** Sol y viento: beginning Spanish VanPatten, B (et al) 2005 McGraw-Hill Companies, Boston, Mass. Manual de actividades VanPatten, B (et al), 2005 Vol II Sol y viento, McGraw-Hill Companies, Boston, Mass

**Assessment:** Weekly written assignments 20%; End of unit tests (aural comprehension and written) 20%; Group dialogue (class presentation) 10%; Aural comprehension exam 10%; Final written exam 30%; Individual oral exam 10%.

**3113ACV1001 BASIC VIETNAMESE 1A**

**Locations:** Footscray Park.

**Descriptions:** As an introduction to the Vietnamese language and culture, Basic Vietnamese A is designed for students with no (or very little) previous knowledge of Vietnamese. It provides students with a foundation in pronunciation and grammar, a range of vocabulary, and a basic conversational ability through an interactive and communication-oriented approach. Students will use all skills but emphasis is on the development of listening and speaking skills. In addition, students are introduced to basic information regarding the society of Vietnam. The cultural aspects of the language are an integral part of the unit.

**Nominal Hours:** 72

**Required Reading:** Vietnamese Reader and handouts.

**Assessment:** Weekly assignments 40%; Mid-semester test 20%; End-of-semester examination (oral and written) 40%.

**3113ACV1002 BASIC VIETNAMESE 1B**

**Locations:** Footscray Park.

**Prerequisites:** 3113ACV1001 - BASIC VIETNAMESE 1A

**Descriptions:** This unit of study, which is the continuation of 3113ACV1001 Basic Vietnamese A, is designed to improve students' oral and written communicative skills in Vietnamese through the study of vocabulary, grammar, and culture. Emphasis is placed on developing beginning-level competence in the four basic skills: listening, speaking, reading, and writing. Topics will centre on Vietnamese society and people so that students can acquire knowledge of the culture in which Vietnamese is spoken. Video material is used where appropriate to augment the topics discussed in class.

**Nominal Hours:** 72

**Required Reading:** Vietnamese Reader and handouts.

**Assessment:** Weekly assignments 40%; Mid-semester test 20%; End-of-semester examination (oral and written) 40%.

**3113ACZ1001 CHINESE 1A**

**Locations:** Footscray Park.

**Prerequisites:** Nil Prerequisites

**Descriptions:** This unit of study gives students a general introduction to the Chinese language and helps them lay a basic foundation in Chinese pronunciation, vocabulary and grammar. Students in this unit will learn pinyin (the Romanised Chinese phonetic system) with four tones and tonal changes in different combinations, and the most basic spoken and written Chinese on a limited number of everyday topics. They will also learn how to use a bilingual dictionary.

**Nominal Hours:** 96

**Required Reading:** Spoken Chinese Ma, Aiyong 1998 Book 1 Victoria University, Melbourne Mandarin Chinese: an introduction Gao, Mobo, C 2000 Oxford University Press, Oxford Concise English-Chinese dictionary Manser, MH 1999, 2nd edn Oxford University Press, Oxford

**Assessment:** Assignments 40%; Written exam 30%; Oral examination 30%

**3113ACZ1002 CHINESE 1B**

**Locations:** Footscray Park.

**Prerequisites:** 3113ACZ1001 - CHINESE 1A

**Descriptions:** This unit of study aims to improve students' pronunciation, to further develop their skills in listening and speaking on a wider range of practical topics, and

to expand their vocabulary and knowledge in Chinese grammar. Students will also be equipped with some Chinese word-processing skills.

**Nominal Hours:** 96

**Required Reading:** Spoken Chinese Ma, Aiyong 1998 Book 2 Victoria University, Melbourne What's in a Chinese character Peng, TH 1998 New World Press, Beijing. Concise English-Chinese Dictionary Manser, MH 1999 2nd edn Oxford University Press, Oxford.

**Assessment:** Assignments 40%; Written exam 30%; Oral examination 30%.

**3113APP1012 PSYCHOLOGY 1A**

**Locations:** Footscray Park.

**Descriptions:** The aim of this unit of study is to provide students with an introduction to several key discipline areas in the field of psychology, thus establishing a solid basis for further, more in-depth study in subsequent years. This unit covers topics including the research enterprise in psychology; sleep; personality; memory; language and cognition; health and stress; psychological disorders; and the history of psychology. Weekly seminar classes involving activities and discussion of research papers complement the lecture series by focusing on specific topics and special applications of research and knowledge in psychology.

**Nominal Hours:** 72

**Required Reading:** Psychology Burton, L. Westen, D. & Kowalski, R. (2009) 2nd edition Australia: Wiley An interactive approach to writing essays and research reports in psychology Burton, L. (2007) 2nd edition Australia: Wiley Further readings to be advised by lecturers.

**Assessment:** Semester examination 50%; bibliographic exercise (10%); essay (30%); journal relating to seminar (10%). There is a hurdle requirement that students attend at least 80% of the seminar classes.

**3113APP1013 PSYCHOLOGY 1B**

**Locations:** Footscray Park.

**Prerequisites:** 3113APP1012 - PSYCHOLOGY 1A

**Descriptions:** The aim of this unit of study is to build upon Psychology 1A by introducing students to further key discipline areas within the field of psychology, as well as topics in applied psychology. This unit covers topics including neuropsychology; perception; motivation and emotion; intelligence and learning; wellness and critical issues; the psychology of addiction; risk-taking behaviour and gambling; and interpersonal relationships. Weekly seminar classes involving activities and discussion of research papers complement the lecture series by focussing on specific topics and special applications of research and knowledge in psychology.

**Nominal Hours:** 72

**Required Reading:** Psychology Burton, L. Westen, D. & Kowalski, R. (2009) 2nd edition Australia: Wiley An interactive approach to writing essays and research reports in psychology Burton, L. (2007) 2nd edition Australia: Wiley Further readings to be advised by lecturers.

**Assessment:** Semester examination (50%); Laboratory reports (30%); Work relating to seminars (20%). There is a hurdle requirement that students attend at least 80% of the seminar classes.

**48420 DEVELOP AND DEMONSTRATE ADVANCED COMMUNICATION SKILLS**

**Locations:** St Albans.

**Descriptions:** This unit provides the skills and knowledge required to prepare the learner for entry into higher level education and training by equipping them with the necessary study, research, note taking, writing and presentation skills that are required to successfully organise and manage learning experiences

**Nominal Hours:** 60

**Required Reading:** Teachers will provide additional teaching and learning materials where required.

**Assessment:** Explanatory essay: How do diet and lifestyle affect health Library Research Report Annotated Bibliography Oral Presentation

#### **48421 DEVELOP AND APPLY KNOWLEDGE OF HUMAN BIOLOGY**

**Locations:** St Albans.

**Descriptions:** This unit provides the knowledge and skills in anatomy and physiology required for a study of human biology units in higher levels of education and training nursing courses.

**Nominal Hours:** 80

**Required Reading:** Essential Human Anatomy and Human Physiology Marieb B California: Benjamin Cummings

**Assessment:** Weekly homework questions Practical reports Topic tests Oral Presentation End of semester test

#### **48422 PERFORM CALCULATIONS IN HEALTH MATHEMATICS**

**Locations:** St Albans.

**Descriptions:** This unit provides the knowledge and skills in mathematics required to undertake higher levels of education and training studies in nursing. The focus is upon both fundamental skills in mathematics and the application of these skills in a health setting, including the importance of accuracy of calculations.

**Nominal Hours:** 36

**Required Reading:** Nursing Calculations Gaford, J. D 7th Edition Melbourne, Churchill Livingstone

**Assessment:** Mid Semester test covering basic numeracy skills End of Semester test covering dosage calculations. statistics and representation and interpretation of data Statistics poster presentation (Small group task)

#### **48423 APPLY CONCEPTS FROM CHEMISTRY AND PHYSICS TO HEALTH**

**Locations:** St Albans.

**Descriptions:** This unit provides the knowledge and skills required to gain an understanding of fundamental relevant concepts in chemistry and physics and appreciate their application in nursing situations. It addresses these concepts in sufficient detail to equip a person to enter education and training as a nurse.

**Nominal Hours:** 63

**Required Reading:** Teachers will provide additional teaching and learning materials where required.

**Assessment:** Completion of all weekly exercises Group Presentation 1 - Investigation of a biologically important element Revision assignments End of semester test

#### **48424 APPLY BASIC MICROBIOLOGICAL AND INFECTION CONTROL CONCEPTS**

**Locations:** St Albans.

**Descriptions:** This unit provides the knowledge and skills of basic microbiological and infection control required to support health programs and for entry into higher level education and training health courses.

**Nominal Hours:** 20

**Required Reading:** Teachers will provide additional teaching and learning materials where required

**Assessment:** Disease report Practical reports Topic tests Assignment

#### **48425 IDENTIFY AND DOCUMENT SOCIOLOGICAL PROCESSES THAT INFLUENCE HEALTH**

**Locations:** St Albans.

**Descriptions:** This unit provides the knowledge and skills required to understand the main health problems in Australia today, and to document and discuss issues which will form part of the daily work of a future health professional. It also introduces some aspects of epidemiology and biostatistics as well as a study of current changes in attitude towards community health.

**Nominal Hours:** 34

**Required Reading:** Teachers will provide additional teaching and learning materials where required.

**Assessment:** Essay - Sociology of Health

#### **AURC251677A USE NUMBERS IN THE WORKPLACE**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit covers the competence to collect, calculate and/or estimate numerical information and to prepare various numerical reports to ensure efficiency in the organisation.

**Nominal Hours:** 10

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment and ongoing teacher assessment. 21945VIC Certificate II in ESL (Employment) Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

#### **BSBADM302A PRODUCE TEXTS FROM NOTES**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** Take notes; Transcribe notes; Edit and revise text.

**Nominal Hours:** 30

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** This unit may be assessed by tests, assignments, classwork. 21939VIC Certificate III in ESL (Further Study) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **BSBADM306A CREATE ELECTRONIC PRESENTATIONS**

**Descriptions:** This unit covers the design of electronic presentations for speakers,

self-access and on-line access.

**Nominal Hours:** 20

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **BSBCMN203A COMMUNICATE IN THE WORKPLACE**

**Locations:** Footscray Nicholson, St Albans, Werribee, Other.

**Descriptions:** Gather, convey and receive information and ideas; Draft routine correspondence. This unit covers the skills and knowledge required to communicate in the workplace. It covers the activities of gathering, conveying and receiving information together with completing routine written correspondence. This unit is related to BSBCMN103A Apply basic communication skills and BSBFLM303A Contribute to effective workplace relationships.

**Nominal Hours:** 40

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assignment, presentation, written and practical tasks, case studies, research. 21935VIC Certificate III in ESL (Employment) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **BSBCMN318A WRITE SIMPLE DOCUMENTS**

**Descriptions:** Plan document; Draft document; Review document.

**Nominal Hours:** 30

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **BSBEBUS309A UNDERTAKE E-LEARNING**

**Descriptions:** This unit covers self-directed, self-managed e-learning. It relates to the identification of learning needs and opportunities and to the development of an e-learning plan.

**Nominal Hours:** 35

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **BSBEBUS513A PLAN E-LEARNING**

**Descriptions:** This unit covers identification of learning and development needs, evaluation of online learning opportunities and materials, development of individual learning plans and evaluation of organisational requirements to support e-learning.

**Nominal Hours:** 30

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **BSBEBUS514A IMPLEMENT E-LEARNING**

**Descriptions:** This unit covers preparation for the organisation of e-learning and development in a business, implementation, monitoring and evaluation in line with an e-learning strategy. It involves putting the systems into place to allow for the

organisation of e-learning processes.

**Nominal Hours:** 30

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **BSBITU203A COMMUNICATE ELECTRONICALLY**

**Locations:** Footscray Nicholson, St Albans, Werribee, Industry.

**Descriptions:** This unit describes the performance outcomes, skills and knowledge required to send, receive and manage electronic mail (email), as well as to collaborate online using chat rooms, intranets and instant messaging.

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Students are required to do assignments, classwork, demonstration and observation. 21935VIC Certificate III in ESL (Employment) Assessment may include: records of teacher's observations of students' activities; observation checklists; verbal questioning; a portfolio of work and other documents; interview or written test; self-assessment; practical tasks; samples of work and third-party feedback.

### **BSBMKG407A MAKE A PRESENTATION**

**Descriptions:** Prepare the presentation; Deliver a presentation; Review the presentation.

**Nominal Hours:** 30

### **CHCCOM2B COMMUNICATE APPROPRIATELY WITH CLIENTS AND COLLEAGUES**

**Locations:** Footscray Nicholson, St Albans, Werribee, On-line.

**Descriptions:** Exercise effective communication techniques; Follow routine instructions; Complete reports as required.

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Role plays, presentation, in class assessment, written assignments 21937VIC Certificate IV in ESL (Employment/Professional) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **CHCPOL3A UNDERTAKE RESEARCH ACTIVITIES**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** Prepare a research plan; Implement appropriate research strategies; Organise and analyse information; Report the findings of the research.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Written assignments, research, in class assessment 21940VIC Certificate IV in ESL (Further Study) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher

observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **CULLB005A SEARCH DATABASES**

**Descriptions:** Learn to utilise data bases for research in the Humanities and Social Sciences.

**Nominal Hours:** 30

**Required Reading:** -

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **CUVPR02A DEVELOP UNDERSTANDING OF OWN ABORIGINAL OR TORRES STRAIT ISLANDER IDENTITY**

**Descriptions:** This unit describes the skills and knowledge required to develop an understanding of one's own cultural identity. The local cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture. This unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures which are the cultural and intellectual properties of specific communities. These may only be interpreted by appropriate persons, e. g. those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge. Any organisation or individual planning to train or assess this unit would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.

**Nominal Hours:** 150

**Assessment:** Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: oral or written questioning to assess knowledge; review of portfolios of evidence; and third party workplace reports of performance by the candidate.

### **FDFCORWCM1A COMMUNICATE WORKPLACE INFORMATION**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This is a Core unit. It covers the skills and knowledge required to gather, convey and receive workplace information and to interact with others at work.

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** As per accredited curriculum 21945VIC Certificate II in ESL (Employment) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **ICAU1129B OPERATE A WORD PROCESSING APPLICATION**

**Locations:** Footscray Nicholson, St Albans, Werribee, Sunshine.

**Descriptions:** Create documents; Customise basic settings to meet page layout conventions; Format document; Create tables; Add images; Use mail merge; Print documents.

**Nominal Hours:** 30

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** One or more of the following: written assignment, written test, simulation, observation, demonstration, discussion, questioning, presentation, campus/workplace projects and workplace assignments. 21939VIC Certificate III in ESL (Further Study) Assessment may include: records of teacher's observations of students' activities; observation checklists; verbal questioning; a portfolio of work and other documents; interview or written test; self-assessment; practical tasks; samples of work and third-party feedback.

### **ICAU1132B OPERATE A PRESENTATION PACKAGE**

**Locations:** Footscray Nicholson, St Albans, Werribee, Sunshine, Other.

**Descriptions:** This unit defines the competency required to operate presentation applications and perform basic operations.

**Nominal Hours:** 25

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** One or more of the following: written assignment, written test, simulation, observation, demonstration, discussion, questioning, presentation, campus/workplace projects and workplace assignments. 21940VIC Certificate IV in ESL (Further Study) Assessment may include: records of teacher's observations of students' activities; observation checklists; verbal questioning; a portfolio of work and other documents; interview or written test; self-assessment; practical tasks; samples of work and third-party feedback.

### **MNCG1026A OPERATE A COMPUTER TO PRODUCE DOCUMENTS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit covers the input, editing and printing of simple computer word processing documents and formatted reports.

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment evidence must include demonstration of: knowledge of procedures, requirements and instructions to operate a computer to produce documents; implementation of appropriate procedures and techniques for the efficient and effective operation of a computer to produce documents, while complying with site risk control, health, safety, environmental, quality and communication requirements.

21935VIC Certificate III in ESL (Employment) – Assessment may include: records of teacher's observations of students' activities; observation checklists; verbal questioning; a portfolio of work and other documents; interview or written test; self-assessment; practical tasks; samples of work and third-party feedback.

### **PMCSUP282A USE COMPUTERS AND RELATED PROGRAMS IN THE WORKPLACE**

**Locations:** Footscray Nicholson, St Albans.

**Descriptions:** This competency covers the use of computer equipment and company software programs including selecting the correct programs for use and identifying

minor faults in equipment or software. This competency is typically performed by operators working either independently or as part of a work team.

**Nominal Hours:** 35

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: records of teacher's observations of students' activities; observation checklists; verbal questioning; a portfolio of work and other documents; interview or written test; self-assessment; practical tasks; samples of work and third-party feedback.

### **PSPGOV312A USE WORKPLACE COMMUNICATION STRATEGIES**

**Locations:** Footscray Nicholson, St Albans, Werribee, On-line.

**Descriptions:** This unit covers the use of workplace communication strategies for interacting with internal and external clients. It includes responding to enquiries, receiving and giving directions, participating in meetings and making presentations in the workgroup. Though the prime focus of the unit is on speaking, listening and reading non-verbal cues, if reading, writing and visual literacy are intrinsic to the workplace communication these are included.

**Nominal Hours:** 30

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: case studies, demonstration, observation, questioning, scenarios, simulation or role plays and authenticated evidence from the workplace and/or training courses. 21937VIC Certificate IV in ESL (Employment/Professional) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **PSPGOV313A COMPOSE WORKPLACE DOCUMENTS**

**Locations:** Footscray Nicholson, St Albans, Werribee, On-line.

**Descriptions:** This unit covers interpreting and composing a range of workplace documents from a number of sources. It includes interpreting written information for workplace purposes and preparing written materials. The focus is on the content and structure of written materials and not on the use of computer technology, which is addressed by other competencies.

**Nominal Hours:** 30

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: case studies, portfolios, questioning, scenarios and authenticated evidence from the workplace and/or training courses.

21937VIC Certificate IV in ESL (Employment/Professional) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher

observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **PSPGOV524AI INTERPRET DATA AND RELATED STATISTICS**

**Descriptions:** This unit covers the interpretation of data and related statistics. It includes interpreting graphs or tables, interpreting data and its summarised highlights, interpreting a range of official statistics in a policy environment, presenting statistical results and guiding others in the interpretation of data.

**Nominal Hours:** 50

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **TDTE497B PREPARE WORKPLACE DOCUMENTS**

**Locations:** Footscray Nicholson, St Albans, Werribee, Industry.

**Descriptions:** This unit involves the skills and knowledge required to prepare workplace documents and forms in accordance with workplace requirements and any applicable regulations/codes including planning and preparing a simple workplace document such as a letter or report, and gathering relevant information enabling the completion of a workplace form.

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** One or more of the following: written assignment, written test, simulation, observation, demonstration, discussion, questioning, presentation, campus/workplace projects and RTO/workplace assignments. 21945VIC Certificate II in ESL (Employment) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **TLIE607D COLLECT, ANALYSE AND PRESENT WORKPLACE DATA AND INFORMATION**

**Locations:** On-line.

**Descriptions:** This unit involves the skills and knowledge required to collect, analyse and present workplace data and information including identifying required information, analysing and preparing information for use, explaining information, and presenting workplace information to others.

**Nominal Hours:** 30

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBN486 LISTENING (FURTHER STUDY IV)**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** Demonstrate critical understanding of persuasive or advisory oral texts; Follow complex verbal instructions or questions for study tasks; Demonstrate critical understanding of sustained formal interactions in study contexts; Demonstrate critical understanding of extended oral presentations in a study context; Demonstrate critical comprehension of complex audio visual texts; Participate in discussions about

metalinguage.

**Nominal Hours:** 100

**Required Reading:** -

**Assessment:** Assessment of unit is undertaken using a variety of methods and can include the following: observation, oral questioning, role play, presentation, project work, multiple choice exercises, self-assessment, written exercises.

### **VBN487 SPEAKING (FURTHER STUDY IV)**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** Present a proposal or argue a case in a study context; Give complex instructions or description of a complex process or procedure; Participate in a sustained formal group interaction in a study context; Give an extended oral presentation on a researched topic; Participate in a sustained informal interaction on topics of general interest.

**Nominal Hours:** 100

**Required Reading:** -

**Assessment:** Assessment of unit is undertaken using a variety of methods and can include the following: observation, oral questioning, role play, presentation, project work, multiple choice exercises, self-assessment, written exercises.

### **VBN488 READING (FURTHER STUDY IV)**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** Critically read messages or letters in a study context; Critically follow formal instructions and explanations in instructional or advisory written texts; Analyse information from complex formatted texts commonly found in study contexts; Compare a range of texts related to study tasks; Critically evaluate reflective written texts; Conduct a literature search.

**Nominal Hours:** 100

**Required Reading:** -

**Assessment:** Assessment of unit is undertaken using a variety of methods and can include the following: observation, oral questioning, role play, presentation, project work, multiple choice exercises, self-assessment, written exercises.

### **VBN489 WRITING (FURTHER STUDY IV)**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** Write a message relevant to a study context; Reproduce information or ideas from a range of sources; Construct formatted documents for study purposes; Produce an extended written text based on research; Produce a reflective written text appropriate to a study context; Produce a reference list according to required conventions.

**Nominal Hours:** 100

**Required Reading:** -

**Assessment:** Assessment of unit is undertaken using a variety of methods and can include the following: observation, oral questioning, role play, presentation, project work, multiple choice exercises, self-assessment, written exercises.

### **VBP712 PREPARE FOR FURTHER STUDY**

**Locations:** Footscray Nicholson.

**Descriptions:** This unit describes the outcomes required to prepare for Further Study at Diploma level. The unit addresses research and learning skills and the skills necessary to prepare a learning portfolio. No licensing, legislative, regulatory or

certification requirements apply to this unit at the time of publication.

**Nominal Hours:** 50

**Required Reading:** -

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **VBP713 SET GOALS AND PLAN STUDY PATHWAYS**

**Descriptions:** This unit describes the outcomes required to set goals and plan pathways for study at tertiary level.

**Nominal Hours:** 20

**Required Reading:** -

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **VBP715 PREPARE PORTFOLIOS AND APPLICATIONS.**

**Descriptions:** This unit describes the outcomes required to prepare, produce and present a portfolio to assist in application for entry to a course of tertiary study. The unit may apply to the presentation of a folio in such fields as visual art, design, photography and multimedia. It may also refer to more general portfolios of learning including creative written expression.

**Nominal Hours:** 40

**Required Reading:** -

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **VBQU134 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR EMPLOYMENT PURPOSES**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on interpreting everyday texts and less familiar text types, of limited complexity, for employment purposes. This unit is suitable for those in employment and those who aspire to employment. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Three (Reading).

**Nominal Hours:** 20

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:**

Assessment may include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of samples compiled by the learner; journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback.

21945VIC Certificate II in ESL (Employment) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBQU140 WORK WITH MEASUREMENT AND DESIGN IN**

**FAMILIAR SITUATIONS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on interpreting plans, drawing and assembling shapes, and estimating, measuring and calculating everyday quantities. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 2 Numeracy: 2. 9, 2. 10, 2. 11, and 2. 12 and partially contribute to indicators of competence Level 3 Numeracy: 3. 10, and 3. 11.

**Nominal Hours:** 60

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Records of teacher observations of students' activities, discussions and practical tasks; Questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; Portfolios, for example, samples of the learner's written work; pictures, diagrams, models etc. created by the learner; records of teacher observations of learner's activities, discussions and practical tasks; Third party feedback such as testimonials/reports from other teachers or support workers.

21945VIC Certificate II in ESL (Employment) – Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

**VBQU145 ENGAGE WITH TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on interpreting a range of structurally intricate texts which are relevant to learning purposes. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Four (Reading).

**Nominal Hours:** 25

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of samples compiled by the learner or journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback.

21939VIC Certificate III in ESL (Further Study) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VBQU146 ENGAGE WITH TEXTS OF SOME COMPLEXITY FOR EMPLOYMENT PURPOSES**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on interpreting a range of structurally intricate texts which are relevant to employment purposes. This unit is suitable for those in employment and those who aspire to employment. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Four (Reading).

**Nominal Hours:** 25

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of samples compiled by the learner; journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback.

21935VIC Certificate III in ESL (Employment) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VBQU149 CREATE TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of the unit is on writing skills to create a range of texts of some complexity which are relevant to the learning environment. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 4 (Writing).

**Nominal Hours:** 25

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Portfolios, for example, collections of samples compiled by the learner, product with supporting documentation, journal/log book; Direct observation, for example, real time activities; Third party feedback, for example, reports from other teachers or support workers, peer feedback; Self-assessment.

21939VIC Certificate III in ESL (Further Study) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VBQU150 CREATE ROUTINE WORKPLACE DOCUMENTS**

**Locations:** Footscray Nicholson, St Albans, Werribee, Other.

**Descriptions:** This unit covers routine written communication. It includes extracting meaning from routine written information for workplace purposes and preparing routine written materials. The focus is on the content and structure of written materials and not on the use of computer technology, which is addressed by other competencies. In practice, writing routine materials overlaps with other generalist

work activities such using routine communication techniques, delivering client service, handling information, using technology, etc.

**Nominal Hours:** 25

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Portfolios, for example, collections of samples compiled by the learner, product with supporting documentation, journal/log book; Direct observation, for example, real time activities; Third party feedback, for example, reports from other teachers or support workers, peer feedback; Self-assessment. 21935VIC Certificate III in ESL (Employment) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBQU154 INVESTIGATE AND USE SIMPLE MATHEMATICAL FORMULAE FOR EVERYDAY PURPOSES**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on developing and using simple formulae to describe and represent relationships between variables in real life contexts and on using simple mathematical problem solving techniques to interpret and solve straight forward mathematical problems. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 4 Numeracy: 4. 10, 4. 11, 4. 12 & 4. 13.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Records of teacher observations of students' activities, discussions and practical tasks; Questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; Portfolios, for example, samples compiled by the learner, written reports of investigations or problem-solving activities, product with supporting documentation, self-assessment sheets, reflections, journal entries, pictures, diagrams, models etc. created by the learner; Third party feedback such as testimonials/reports from other teachers or support workers.

21935VIC Certificate III in ESL (Employment) – Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

### **VBQU157 ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR LEARNING PURPOSES**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on interpreting, and critically analysing complex texts. These include intricate, dense and extended text from a variety of print based and electronic texts. This unit recognises the importance of lifelong learning, and is suitable for those wanting to improve their skills in order to access further study. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Five (Reading).

**Nominal Hours:** 25

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of samples compiled by the candidate; journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback. 21940VIC Certificate IV in ESL (Further Study) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBQU158 ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR EMPLOYMENT PURPOSES**

**Locations:** Footscray Nicholson, St Albans, Werribee, On-line.

**Descriptions:** The focus of this unit is on interpreting, and critically analysing complex texts. These include intricate, dense and extended text from a variety of print based and electronic texts. This unit is suitable for those in employment and those who aspire to employment. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Five (Reading).

**Nominal Hours:** 25

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of samples compiled by the candidate, journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback.

21937VIC Certificate IV in ESL (Employment/Professional) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBQU161 CREATE A RANGE OF COMPLEX TEXTS FOR LEARNING PURPOSES**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of the unit is on writing skills to create complex texts which are relevant to the further study context. Its emphasis is on structured reflective and opinion texts used in a range of study environments. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 5 (Writing).

**Nominal Hours:** 25

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Portfolios, for example, collections of samples compiled by the learner, product with supporting documentation, journal/log book; Direct observation, for example, real time activities; activities in a simulated environment; Third party feedback, for example, testimonials/reports from other

teachers or support workers, peer feedback; Self evaluation. 21940VIC Certificate IV in ESL (Further Study) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBQU164 USE ALGEBRAIC TECHNIQUES TO ANALYSE MATHEMATICAL PROBLEMS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** The focus of this unit is on using algebraic techniques to investigate and solve mathematical problems and on developing and using formulae and their graphs to describe and represent relationships between variables. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 5 Numeracy: 5. 10, 5. 11, 5. 12 & 5. 13.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Records of teacher observations of students' activities, discussions and practical tasks; Questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; Portfolios, for example, samples compiled by the learner, written reports of investigations or problem-solving activities, product with supporting documentation, self-assessment sheets, reflections, journal entries, pictures, diagrams, models etc. created by the learner; records of teacher observations of learner's activities, discussions and practical tasks; Third party feedback such as testimonials/reports from other teachers or support workers.

21940VIC Certificate IV in ESL (Further Study) — Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

### **VBQU165 USE FORMAL MATHEMATICAL CONCEPTS AND TECHNIQUES TO ANALYSE AND SOLVE PROBLEMS**

**Locations:** Footscray Nicholson, St Albans, Werribee, On-line.

**Descriptions:** The focus of this unit is on identifying and using formal mathematical concepts and techniques and mathematical problem solving techniques to analyse and solve problems. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 5 Numeracy: 5. 10, 5. 11, 5. 12 and 5. 13.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Assessment may include: Records of teacher observations of students' activities, discussions and practical tasks; Questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; Portfolios, for example, samples compiled by the learner, written reports of investigations or problem-solving activities, product with supporting documentation, self-assessment sheets, reflections, journal entries, pictures, diagrams, models etc. created by the learner, records of teacher observations of learner's activities, discussions and practical tasks; Third party feedback such as testimonials/reports from other teachers or support workers.

21937VIC Certificate IV in ESL (Employment/Professional) — Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

### **VBQU226 APPLY ESSENTIAL FURTHER STUDY SKILLS**

**Locations:** Footscray Nicholson.

**Descriptions:** This unit covers the knowledge and skills required to study and participate effectively in a tertiary learning environment within liberal arts field of study

**Nominal Hours:** 90

**Required Reading:** Students are required to purchase Subject Reader Apply Essential Further Study Skills for this unit from the Victoria University Bookshop.

### **VBQU227 RESEARCH FIELDS OF STUDY AND ENQUIRY**

**Locations:** Footscray Nicholson.

**Descriptions:** This unit covers the knowledge and skills necessary to research a tertiary field of study and to present oneself for entry to that field of study

**Nominal Hours:** 40

**Required Reading:** Students are required to purchase Subject Reader Research Fields of Study and Enquiry for this unit from the Victoria University Bookshop.

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **VBQU228 CRITIQUE APPROACHES TO CITIZENSHIP AND THE PUBLIC SPHERE**

**Locations:** Footscray Nicholson.

**Descriptions:** This unit covers the knowledge and skills required to participate effectively in debates about public issues and in debates about the role and value of democracy in contemporary society. These skills and knowledge can be extended to and underpin other areas of liberal arts study.

**Nominal Hours:** 90

**Required Reading:** Students are required to purchase a Subject Reader Critique Approaches To Citizenship and The Public Sphere for this unit from the Victoria University Bookshop. Political Ideologies Andrew Heywood 2007 4th Edition Macmillan

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **VBQU229 ANALYSE STORIES/NARRATIVE WITHIN CULTURES**

**Descriptions:** This unit covers the knowledge and skills required to analyse and explore the significance of stories told within and across cultures. These skills and knowledge can be extended to and underpin other areas of liberal arts study.

**Nominal Hours:** 90

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **VBQU230 ANALYSE THE HUMAN TRANSFORMATIONS OF NATURE**

**Descriptions:** This unit covers the knowledge and skills required to examine the way in which nature is viewed and represented within different cultures over time and

how these views impact upon contemporary environment issues. These skills and knowledge can be extended to and underpin other areas of liberal arts study.

**Nominal Hours:** 90

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **VBQU231 RESEARCH APPROACHES TO ECONOMY AND SOCIETY**

**Descriptions:** The unit covers the knowledge and skills required to examine and explore modern economic issues and to relate these to larger contemporary social concerns. These skills and knowledge can be extended to and underpin other areas of liberal arts study.

**Nominal Hours:** 90

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **VBQU232 ANALYSE A RANGE OF TEXTS**

**Descriptions:** This unit covers the knowledge and skills required to examine and explore the meanings in a range of texts and to relate these texts to their cultural contexts. These skills and knowledge can be extended to and underpin other areas of liberal arts study.

**Nominal Hours:** 70

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **VBQU233 ANALYSE TRADITION AND MODERNITY**

**Locations:** Footscray Nicholson.

**Descriptions:** This unit covers the knowledge and skills required to participate in debates about the development of contemporary culture. The unit introduces students to the concepts of tradition, modernity and post modernity which underpin much contemporary debate. These skills and knowledge can be extended to underpin other areas of liberal arts study.

**Nominal Hours:** 180

**Required Reading:** Students are required to purchase Subject ReaderAnalyse Tradition and Modernityfor this unit from the Victoria University Bookshop. Brave New World Aldous Huxley 1993 1st edn Pearson Education, London

### **VBQU234 UNDERTAKE ACADEMIC RESEARCH**

**Descriptions:** This unit covers the knowledge and skills required to undertake independent research. These skills and knowledge can be extended to and underpin other areas of liberal arts study.

**Nominal Hours:** 80

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **VBQU235 ANALYSE SOCIOLOGICAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS**

**Locations:** Footscray Nicholson.

**Descriptions:** This unit covers the knowledge and skills required to examine and explore basic sociological concepts and to apply them to the study of family relationships and relations between different cultures and historically. These skills

and knowledge can be extended to and underpin other areas of liberal arts study.

**Nominal Hours:** 90

**Required Reading:** Students are required to purchase a Subject Reader for this unit from the Victoria University Bookshop.

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **VBQU236 ANALYSE URBAN FORM OF CULTURE**

**Locations:** Footscray Nicholson.

**Descriptions:** This unit covers the knowledge and skills required to examine and explore urbanisation, urban forms and culture and the impact of these on human life. These skills and knowledge can be extended to and underpin other areas of liberal arts study.

**Nominal Hours:** 90

**Required Reading:** Students are required to purchase Subject ReaderAnalyse Urban Form of Culturefor this unit from the Victoria University Bookshop.

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **VBQU237 ANALYSE THEORIES OF SELF**

**Locations:** Footscray Nicholson.

**Descriptions:** This unit covers the knowledge and skills required to apply and critique theories of human personality in a range of contexts. These skills and knowledge can be extended to and underpin other areas of liberal arts study.

**Nominal Hours:** 90

**Required Reading:** Students are required to purchase Subject ReaderAnalyse Theories Of Selffor this unit from the Victoria University Bookshop.

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **VBQU238 ANALYSE LITERARY TEXTS AND GENRES**

**Locations:** Footscray Nicholson.

**Descriptions:** This unit covers the knowledge and skills required to analyse a range of texts from different genres and to use a range of critical skills. These skills and knowledge can be extended to and underpin other areas of liberal arts study.

**Nominal Hours:** 70

**Required Reading:** Students are required to purchase a Subject ReaderAnalyse Literary Texts and Genresfor this unit from the Victoria University Bookshop.

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

### **VPAM543 AUSTRALIAN ENVIRONMENT**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This module aims to familiarise learners who are speakers of languages other than English with the Australian environment and the language required to describe a range of environmental features. The module is included as an elective for use at different levels of the Certificates in ESL Framework. It may be contextualised to suit the needs and skills of learners in courses from Certificate I to Certificate IV.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAM548 INDIGENOUS AUSTRALIA**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This module aims to familiarise learners who are speakers of languages other than English with the political and social history of Indigenous Australia from pre-history to the present day. The module is included as an elective for use at different levels of the Certificates in ESL Framework. It may be contextualised to suit the needs and skills of learners in courses from Certificate I to Certificate IV.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU511 SPEAK AND LISTEN TO SIMPLE TEXTS FOR EMPLOYMENT**

**Locations:** Footscray Nicholson, St Albans.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English. The unit covers the skills and knowledge necessary to speak and listen to simple texts in English which are straightforward and relevant to employment.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU512 READ AND WRITE SIMPLE TEXTS FOR EMPLOYMENT**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes simple reading and writing performance outcomes, skills and knowledge required by adult learners with language background other than English. This unit covers the skills and knowledge necessary to read and write a range of simple, routine texts relevant to employment. Texts relevant to employment include informational and instructional texts in English.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU513 OBSERVE AND REPORT ON ACTIVITIES IN A WORKPLACE**

**Locations:** Footscray Nicholson, St Albans.

**Descriptions:** This unit covers tasks associated with the observation, recording and reporting of activities in a practical work observation placement against previously established criteria. It requires the ability to plan and organize observations, collect and record observations, and report observations to others. It also involves evaluating the experience and reflecting on own learning goals.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU514 SPEAK AND LISTEN TO A RANGE OF STRAIGHTFORWARD TEXTS FOR EMPLOYMENT**

**Locations:** Footscray Nicholson, St Albans.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required by adult learners with language background other than English. This unit covers the skills and knowledge necessary to speak and listen to a range of straight forward texts, relevant to employment.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU515 READ AND WRITE A RANGE OF STRAIGHTFORWARD TEXTS FOR EMPLOYMENT**

**Locations:** Footscray Nicholson, St Albans.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language background other than English. This unit covers the skills and knowledge necessary to read and write a range of straight forward texts relevant to employment.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU516 WORK EFFECTIVELY IN AN AUSTRALIAN WORKPLACE**

**Locations:** Footscray Nicholson, St Albans.

**Descriptions:** This unit outlines the skills and knowledge to work effectively in an Australian workplace. It serves as an introduction to a range of areas within the Australian industry context.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU517 TAKE NOTES FROM COMPLEX AURAL TEXTS FOR FURTHER STUDY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes listening and notetaking performance outcomes, skills and knowledge required by adult learners with language background other than English. The focus of this unit is on advanced listening skills in English to participate in further study contexts, focusing on taking notes from complex and extended aural texts.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU518 PRESENT AND LISTEN TO COMPLEX ORAL PRESENTATIONS IN AN EMPLOYMENT OR PROFESSIONAL CONTEXT**

**Locations:** On-line.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English. The focus of this unit is on presenting and listening to complex oral presentations in English relevant to an employment context.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU519 GIVE AND FOLLOW A RANGE OF COMPLEX INSTRUCTIONS IN AN EMPLOYMENT CONTEXT**

**Locations:** Footscray Nicholson, St Albans, Werribee, On-line.

**Descriptions:** This unit covers the skills and knowledge necessary to give and follow complex instructions in an employment context.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU520 READ AND WRITE COMPLEX TEXTS FOR EMPLOYMENT**

**Locations:** On-line.

**Descriptions:** This unit covers the skills and knowledge necessary to read and write complex texts relevant to employment.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU521 CRITICALLY READ AND WRITE FORMAL LETTERS AND COMPLEX PROSE TEXTS FOR PROFESSIONAL PURPOSES**

**Locations:** On-line.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English. The focus of this unit is on reading and writing skills in English to participate effectively in a professional context.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU522 CRITICALLY READ, WRITE AND EDIT COMPLEX DESCRIPTIVE TEXTS IN A PROFESSIONAL CONTEXT**

**Locations:** On-line.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English. The focus of this unit is on reading and writing skills in English to participate effectively in a professional context.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU523 GIVE ORAL PRESENTATIONS FOR FURTHER STUDY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required for further study by adult learners with language backgrounds other than English. The focus of this unit is on listening and speaking skills in English to participate in further study contexts which involve the presentation and discussion of ideas and information in straightforward formal presentations and group discussions.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU524 PARTICIPATE IN A RANGE OF INTERACTIONS FOR FURTHER STUDY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required in further study by adult learners with language background other than English. The focus of this unit is on listening and speaking skills in English to participate in further study contexts which involve formal, informal and instructional interactions.

**Nominal Hours:** 70

**Required Reading:** There is no required reading for this unit. The teacher will provide

teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU525 READ AND WRITE STRAIGHTFORWARD TEXTS FOR RESEARCH PURPOSES**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English for research purposes. The focus of this unit is on developing reading, notetaking and research writing skills in English to produce straightforward research based texts relevant to study needs.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU526 ANALYSE AND PRODUCE A RANGE OF STRAIGHTFORWARD TEXTS RELEVANT TO FURTHER STUDY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language background other than English for further study purposes. The focus of this unit is on developing reading and writing skills in English for a range of straightforward formal text types related to a range of study needs such as essay writing, case studies and short answers required in exams. It also includes the reading and writing skills needed to function effectively in the further study environment.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

**VPAU527 LISTEN AND TAKE NOTES FOR RESEARCH**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes basic academic listening and writing performance outcomes, skills and knowledge required by adult learners with language background other than English. The focus of this unit is on developing listening, and notetaking skills from straightforward texts relevant to study needs.

**Nominal Hours:** 45

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU528 USE LANGUAGE LEARNING STRATEGIES AND STUDY SKILLS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes language analysis skills and knowledge required by adult learners with language backgrounds other than English. The focus of this unit is on language analysis and application of these skills to the completion of study tasks.

**Nominal Hours:** 45

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU529 GIVE COMPLEX PRESENTATIONS FOR FURTHER STUDY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required in further study by adult learners with language background other than English. The focus of this unit is on advanced listening and speaking skills in English to participate in further study contexts which involve the presentation and discussion of ideas and information in complex formal presentations and group discussions.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU530 ANALYSE AND PARTICIPATE IN COMPLEX SPOKEN DISCOURSE FOR FURTHER STUDY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes speaking and listening performance outcomes, skills and knowledge required by adult learners with language background other than English. The focus of this unit is on advanced listening and speaking skills

in English to participate in further study contexts, focusing on responding to a wide range of complex verbal instructions, interpreting and discussing ideas and opinions with others in informal contexts and negotiating a complex exchange.

**Nominal Hours:** 60

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU531 READ AND WRITE COMPLEX TEXTS FOR RESEARCH PURPOSES**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language background other than English for further study purposes. The focus of this unit is on reading, notetaking and research writing skills in English and producing a wide range of complex research-based texts relevant to study needs and the field of study.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU532 READ AND WRITE A RANGE OF COMPLEX TEXTS FOR FURTHER STUDY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes reading and writing performance outcomes, skills and knowledge required by adult learners with language backgrounds other than English for further study purposes. The focus of this unit is on analysing a wide range of complex texts as models for own writing and creating a wide range of texts for further study purposes.

**Nominal Hours:** 80

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU533 USE A RANGE OF CRITICAL READING AND WRITING SKILLS FOR FURTHER STUDY**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes further study related reading skills and knowledge required by adult learners with language background other than English. The focus of this unit is on using critical analysis skills for a range of study tasks.

**Nominal Hours:** 40

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU534 USE LANGUAGE ANALYSIS SKILLS TO REVIEW OWN TEXTS**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit of competency describes language analysis skills and knowledge required by adult learners with language backgrounds other than English. The focus of this unit is on language analysis and application of these skills to review own texts for further study purposes.

**Nominal Hours:** 40

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU556 ORGANISE AND PARTICIPATE IN A PRACTICAL PLACEMENT**

**Locations:** On-line.

**Descriptions:** This unit aims to familiarise learners who are speakers of languages other than English with the Australian workplace, relevant terminology and work tasks. It covers negotiation of a placement, communication in the workplace, occupational health and safety, evaluation and record keeping. The unit is included as an elective for use at different levels of the Certificates in ESL Framework. It may be contextualised to suit the needs and skills of learners in courses from Certificate I to Certificate IV. The focus of this unit is on developing the skills and knowledge to select, negotiate and participate in a practical work placement.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU560 INVESTIGATE CURRENT ISSUES**

**Locations:** Footscray Nicholson, St Albans, Werribee.

**Descriptions:** This unit develops skills of learners who are speakers of languages other than English investigate current issues. The unit focuses on an orientation to the main services: locating major community offices, using public transport and recreational options.

**Nominal Hours:** 50

**Required Reading:** There is no required reading for this unit. The teacher will provide teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

# SCHOOL OF YOUTH, VCE AND COMMUNITY EDUCATION PROGRAMS AND SERVICES

Below are details of courses offered by the School of Youth, VCE and Community Education Programs and Services in 2011. This information is also available online on the University's searchable courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

NOTE: Courses available to International students are marked with the (I) symbol.

## CERTIFICATE I IN TRANSITION EDUCATION

Course Code: 21671VIC

Campus: Footscray Nicholson, Other, Western Futures stream only.

**About this course:** This course provides young people who have special learning needs (associated with intellectual and learning disability) with the skills to access preferred options such as further education and/or training, or entry into paid employment or voluntary work.

**Careers:** This a transition program that assists students with intellectual disabilities to move from school to further education, vocational training and/or employment. Through the program, students increase their work readiness, community access awareness, independence, understanding and knowledge of vocational options and possibilities.

Course Duration: 2 years

**Admission Requirements Other:** Applicants must be post school age (18+ of age and eligible Futures Funding) and must be able to demonstrate to the satisfaction of the Program Manager that they are in search of adult study options. Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience. Additional Information Certificate I in Transition Education participants may progress on to Certificate I in Work Education, Certificate I in General Education for Adults (Foundation), or Vocational Courses at AQF levels 1 & 2.

Selection Processes: Direct Entry

**Course Structure** This course is offered on a full-time basis over 2 years (900 nominal hours) or part-time equivalent according to individual needs. Core Units of Study

VBP485	INDIVIDUAL LEARNING PLAN	100
VBP486	PERSONAL DEVELOPMENT	100
VBP487	TRAVEL, ORIENTATION AND MOBILITY	100
VBP488	EXPLORING ADULT OPTIONS	150
VBP489	COMMUNITY ACCESS	100

Electives units

Choose any combination of electives from any group/s to total 350 hours

Group A Electives (Life Skills focus)

VBP490	FUNCTIONAL COMMUNICATION	50
VBP491	EFFECTIVE PERSONAL COMMUNICATION	50
VBP492	TECHNOLOGY FOR LIFE	50
VBP493	SEX EDUCATION	50
VBP494	DRIVER PERMITS	50
VBP495	RECREATION AND LEISURE	50
VBP496	CREATIVE OPTIONS	50

VBP497	PERSONAL AND COMMUNITY HEALTH	50
VBP498	VOLUNTARY WORK	100
BSBCMNT06A	FOLLOW WORKPLACE SAFETY PROCEDURES	10
VBP499	FUNCTIONAL NUMERACY	50
VBP510	ENVIRONMENT	25
THHGS03B	PROVIDE FIRST AID	24
Group B Electives (Literacy and Numeracy focus)		
VBP500	GENERAL WRITING SKILLS	25
VBP501	SPELLING IMPROVEMENT TECHNIQUES	25
VBP502	LETTER WRITING	25
VBP503	RECREATIONAL READING	25
VBP504	CRITICAL READING	25
VBP505	TECHNICAL READING	25
VBP506	GUIDES, DIRECTORIES AND TIMETABLES	25
VBP507	THE MEDIA	50
VBP508	FRACTIONS, DECIMALS AND PERCENTS	25
VBP509	COMPUTERS FOR LEARNING	25
ICAITU133A	SEND AND RETRIEVE INFORMATION OVER THE INTERNET USING BROWSERS AND EMAIL	25

Group C Electives (Vocational focus)

Any accredited modules from vocational courses or units of competency from training packages at AQF levels I or II. As a general rule, the nominal hours from existing modules or competencies from training packages should be doubled to meet the learning needs for this client group.

## CERTIFICATE I IN WORK EDUCATION

Course Code: 21672VIC

Campus: Footscray Nicholson, St Albans.

**About this course:** This course is for individuals with special learning needs. It introduces students to full-time adult learning in a mainstream setting. It aims to increase students' confidence through developing their communication, mathematical, organisational, study, vocational and employment-seeking skills.

**Course Objectives:** The Certificate I in Work Education is a post secondary course designed to prepare people with a range of special learning needs for employment or further vocational training. The course introduces students to a full time adult learning in valued mainstream setting.

Careers: Employment or further education

Course Duration: 2 years

Admission Requirements Other: Selection Processes: Direct Entry

**Course Structure** This course is two years full-time. Flexible learning arrangements may include off-campus study, workshops or workplace delivery. Core Units of Study

VBP511	INDUCTION	10
VBP512	INDIVIDUAL VOCATIONAL PLAN	80
VBP513	INTERPERSONAL COMMUNICATION SKILLS	30
ICAITW011B	PARTICIPATE IN A TEAM AND INDIVIDUALLY TO ACHIEVE ORGANISATION GOALS	20

## VU COLLEGE

TDTE397B	PARTICIPATE IN BASIC WORKPLACE COMMUNICATION	40
VBP514	PERSONAL MANAGEMENT SKILLS	50
VBP515	COMMUNITY SKILLS	70
VBP516	CAREER PLANNING	80
VBP517	WORKPLACE EDUCATION	300
VBP518	VOCATIONAL ELECTIVE	400
BSBCMNT06A	FOLLOW WORKPLACE SAFETY PROCEDURES	10

### PRACTICAL PLACEMENT

Practical Placement is a central part of the course. All students undertake a minimum of ten (10) weeks of Practical Placement during the course.

## CERTIFICATE I IN VOCATIONAL PREPARATION

Course Code: 22012VIC

**Campus:** Footscray Nicholson, City King St, Newport, Sunshine, Other, Also delivered on-site in Community Organisations. Course location depends on the area delivering the course.

**About this course:** The Certificate I in Vocational Preparation 22012VIC enables learners to develop skills and knowledge to improve their employability and work readiness and to assist them to re-engage with learning. The course aims to: ; provide participants with knowledge and skills which will enhance their continued education and employment prospects ; provide experience in, and knowledge of, an industry so that learners can make a more informed choice of vocational and career paths ; foster the development of social and personal skills relevant to participation in the workforce or further study ; provide an understanding of the nature of work relevant to specific industries ; enable participants to gain a recognised credential.

**Course Objectives:** On successful completion of the 22012VIC Certificate I in Vocational Preparation, a participant will: ; be able to participate in basic occupational health and safety processes ; have increased personal effectiveness through the development of a range of strategies including working with others and communication skills ; with appropriate support, be able to set goals and develop plans related to future work and study options ; demonstrate knowledge of key aspects of work and workplaces, ; with appropriate support, be able to follow steps to apply for a job ; be able to document information in a portfolio ; be able to write a resum&#233; ; be able to locate information about work and study options ; be able to operate computers to access the internet and use word processing for tasks related to work and study options ; through a range of electives, have developed skills and knowledge to access work and study options for example, study skills, budgeting skills, work placement skills. This course is aligned to AQF level 1 and is consistent with the Australian Qualifications Framework in that learning outcomes enable individuals with this qualification to: ; demonstrate knowledge by recall in a narrow range of areas ; demonstrate basic practical skills such as the use of relevant tools ; perform a sequence of routine tasks given clear direction ; receive and pass on messages/information.

**Careers:** On successful completion of the 22012VIC Certificate I in Vocational Preparation a participant will have: ; knowledge and skills which will enhance their continued education and employment prospects ; experience in, and knowledge of, an industry or industries so that they can make a more informed choice of vocational and career paths ; developed social and personal skills relevant to participation in the workforce ; gained an understanding of the nature of work relevant to specific industries ; developed a range of career planning, communication and job seeking skills ; knowledge and skills related to occupational health and safety

**Course Duration:** 0. 5 years

**Admission Requirements Year 12:** There are no limitations to entry based on age, gender, physical ability, social or educational background. Participants seeking to enter the 22012VIC Certificate I in Vocational Preparation are expected to have the ability to: - use a number of reading strategies to identify and interpret relevant

information within familiar text types - produce familiar text types using simple vocabulary, grammatical structures and conventions - use everyday language to provide information or maintain a conversation in familiar spoken contexts. - use simple mathematical and personal problem-solving strategies in highly familiar contexts.

### Admission Requirements International: Admission Requirements Mature Age:

There are no limitations to entry based on age, gender, physical ability, social or educational background. Participants seeking to enter the 22012VIC Certificate I in Vocational Preparation are expected to have the ability to: - use a number of reading strategies to identify and interpret relevant information within familiar text types - produce familiar text types using simple vocabulary, grammatical structures and conventions - use everyday language to provide information or maintain a conversation in familiar spoken contexts. - use simple mathematical and personal problem-solving strategies in highly familiar contexts.

**Admission Requirements VET:** There are no limitations to entry based on age, gender, physical ability, social or educational background. Participants seeking to enter the 22012VIC Certificate I in Vocational Preparation are expected to have the ability to: - use a number of reading strategies to identify and interpret relevant information within familiar text types - produce familiar text types using simple vocabulary, grammatical structures and conventions - use everyday language to provide information or maintain a conversation in familiar spoken contexts. - use simple mathematical and personal problem-solving strategies in highly familiar contexts.

**Admission Requirements Other: Selection Processes:** Direct Entry

**Prerequisite Unit Requirements:** N/A

**Course Structure** The course is delivered to long term unemployed groups, youth groups, general access groups, re-entry to the workforce groups and women-only groups. Course Structure and delivery is varied to suit the needs and interests of these particular groups. Successful completion of the 22012VIC Certificate I in Vocational Preparation requires the successful completion of 7 units: - four core units - three elective units selected from: units from suggested electives in this qualification, or units first packaged in Certificate I or II qualifications in endorsed Training Packages or other accredited curricula.

### Core units

BSBOHS201A	PARTICIPATE IN OHS PROCESSES	20
VU20006	INCREASE PERSONAL EFFECTIVENESS	30
VU20007	PREPARE FOR EMPLOYMENT	30
VU20008	DEVELOP AN ACTION PLAN FOR CAREER PLANNING	30

### Elective units

VPAU103	DEVELOP STUDY SKILLS	10
VU20009	PARTICIPATE IN JOB SEEKING ACTIVITIES	50
VPAU112	PARTICIPATE IN A PRACTICAL PLACEMENT WITH SUPPORT	40
BSBWOR202A	ORGANISE AND COMPLETE DAILY WORK ACTIVITIES	20
HLTFA201A	PROVIDE BASIC EMERGENCY LIFE SUPPORT	8
TLIE307C	PARTICIPATE IN BASIC WORKPLACE COMMUNICATIONS	40
BSBITU101A	OPERATE A PERSONAL COMPUTER	20
CHCVOL201A	BE AN EFFECTIVE VOLUNTEER	25
VBQM725	PAINTING AND DECORATING HAND TOOLS	40
CPCCCM2005A	USE CONSTRUCTION TOOLS AND EQUIPMENT	96

## CERTIFICATE IV IN SPOKEN AND WRITTEN ENGLISH - FURTHER STUDIES

Course Code: 91419NSW

Campus: Footscray Nicholson.

**About this course:** This course develops skills for learners to participate in a range of further study contexts.

**Course Objectives:** The intended purpose of this course is to provide English Language skills to enable learners to make the transition to further study, work and community participation. This is an advanced course which develops the skills for learners to participate in a range of further study contexts. Completion of CSWE IV ,Ai Further Studies will prepare learners particularly for higher level VE programs or as a pathway to HE.

**Careers:** This course provides pathways to VCE, VCAL courses, further education and work. On completion of this course students can articulate into 21940VIC Certificate IV in ESL (Further Study), 21937VIC Certificate IV in ESL (Employment/ Professional), VCE Year 11, Certificate III and IV and Diploma Industry qualifications and Higher Education.

**Course Duration:** 1 year

**Admission Requirements Other:** ISLPR 2+

**Selection Processes:** Direct Entry Interview Written Test

**Course Structure** This course is delivered to youth groups and general access groups. Successful completion of Certificate IV in Spoken and Written English - Further Studies requires successful completion of 6 modules: 1 core module and 5 elective modules. Students who do not achieve the full credential can be awarded a Statement of Attainment for successful completion of modules. Core module

CSWE IV (FS) A LEARNING STRATEGIES FOR FURTHER STUDIES 25

Elective modules

CSWE IV (FS) B READING SKILLS FOR FURTHER STUDIES 75

CSWE IV (FS) C WRITTEN SKILLS FOR PRESENTING POINT OF VIEW IN ESSAYS 75

CSWE IV (FS) D WRITTEN SKILLS FOR ANALYTICAL OR SCIENTIFIC REPORTS 75

CSWE IV (FS) E LISTENING AND TAKING NOTES IN LECTURES/PRESENTATIONS 75

CSWE IV (FS) F SPOKEN AND WRITTEN SKILLS FOR PRESENTATIONS 75

CSWE IV (FS) G SPOKEN SKILLS FOR TUTORIALS AND GROUP-WORK DISCUSSIONS  
75

## UNITS

Below are subject details for courses offered by the School of Youth, VCE and Community Education Programs and Services in 2011. **IMPORTANT NOTICE:** Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

### **BSBITU101A OPERATE A PERSONAL COMPUTER**

**Locations:** Footscray Nicholson, Sunshine, Other.

**Descriptions:** This unit describes the performance outcomes, skills and knowledge required to start up a personal computer or business computer terminal; to correctly navigate the desktop environment; and to use a range of basic functions.

**Nominal Hours:** 20

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Students are required to do assignments, classwork, tests, projects, case studies, presentations, demonstration and observation. 22012VIC Certificate I in Vocational Preparation Students are assessed through classwork, tests, demonstration and observation.

### **BSBWOR202A ORGANISE AND COMPLETE DAILY WORK ACTIVITIES**

**Locations:** Footscray Nicholson, Sunshine, Other.

**Descriptions:** This unit describes the performance outcomes, skills and knowledge required to organise and complete work activities, and to obtain feedback on work performance.

**Nominal Hours:** 20

**Required Reading:** No required text. 22012VIC Certificate I in Vocational Preparation The teacher will provide teaching and learning materials as required.

**Assessment:** Direct questioning, portfolios of evidence and third party workplace reports, case studies and scenarios, demonstration of techniques. 21956VIC Cert II in Small Bus (Ops/Innovation) : Graded Assessment. Assessments required include assignments, classwork, presentation. 22012VIC Certificate I in Vocational Preparation: Direct questioning, third party workplace reports, analysis of responses to case studies and scenarios, demonstration of techniques.

### **CSWE IV (FS) A LEARNING STRATEGIES FOR FURTHER STUDIES**

**Locations:** Footscray Nicholson.

**Descriptions:** This module covers the strategies required to be an effective language learner in further study contexts. It includes the skills required to effectively study within formal educational environments using independent study skills.

**Nominal Hours:** 25

**Required Reading:** N/A

**Assessment:** Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Learning outcomes should be assessed on an ongoing basis through the course. Evidence may be gathered through verbal and/ or written questioning, teacher observation of satisfactory performance, self-assessment, checklists and collection of learner documents.

### **CSWE IV (FS) B READING SKILLS FOR FURTHER STUDIES**

**Locations:** Footscray Nicholson.

**Descriptions:** This module covers the skills required to locate, critically read and record a wide range of academic texts. It includes research skills, critical

understanding of academic written and graphic texts, and strategies to take notes appropriate to academic contexts. It also develops the skills to interpret examination questions.

**Nominal Hours:** 75

**Required Reading:** N/A

**Assessment:** Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Learning outcomes 2, 3 and 4 may be assessed together in the same task. Evidence may be gathered through verbal and/ or written questioning and collection of learner documents and notes.

### **CSWE IV (FS) C WRITTEN SKILLS FOR PRESENTING POINT OF VIEW IN ESSAYS**

**Locations:** Footscray Nicholson.

**Descriptions:** This module develops the skills to write an essay giving a point of view. The purpose of the essay may be to either advance or justify a point of view, or to present more than one view on an issue. The essay must meet criteria in which the learners present their ideas which are supported by further studies sources.

**Nominal Hours:** 75

**Required Reading:** N/A

**Assessment:** Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Learning outcomes for this module may be assessed together in the same task. Evidence should be gathered through collection of learner documents.

### **CSWE IV (FS) D WRITTEN SKILLS FOR ANALYTICAL OR SCIENTIFIC REPORTS**

**Locations:** Footscray Nicholson.

**Descriptions:** This module develops the skills to write either analytical or scientific reports. The module gives scope to focus on particular areas of study, eg analytical reports for accounting, business and IT, and scientific reports for maths and science. Depending on the purpose of the report, assessable components are descriptions, explanations, procedures, discussions and expositions.

**Nominal Hours:** 75

**Required Reading:** N/A

**Assessment:** Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Learning outcomes for this module may be assessed together in the same task. Evidence should be gathered through the collection of learner documents.

### **CSWE IV (FS) E LISTENING AND TAKING NOTES IN LECTURES/ PRESENTATIONS**

**Locations:** Footscray Nicholson.

**Descriptions:** This module develops the skills required to understand lectures/ presentations and to take notes.

**Nominal Hours:** 75

**Required Reading:** N/A

**Assessment:** Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Learning outcomes for this module may be assessed together in the same task. Evidence may be gathered through e. g. collection of learner study notes from lectures or presentations and from verbal and/ or written questioning from lectures or presentations.

**CSWE IV (FS) F SPOKEN AND WRITTEN SKILLS FOR PRESENTATIONS**

**Locations:** Footscray Nicholson.

**Descriptions:** This module covers the skills to deliver a presentation within an academic context. It includes preparing to deliver the presentation, preparing visual aids to support the presentation and the delivery of the presentation.

**Nominal Hours:** 75

**Required Reading:** N/A

**Assessment:** Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Learning outcomes may be assessed together using the same task. Evidence may be gathered through teacher observation of satisfactory performance, presentations, checklists and audio and/ or video recordings to assess performance.

**CSWE IV (FS) G SPOKEN SKILLS FOR TUTORIALS AND GROUP-WORK DISCUSSIONS**

**Locations:** Footscray Nicholson.

**Descriptions:** This module develops oral skills required to engage in tutorial and group-work discussions and to participate in casual conversations at the appropriate time within these contexts. It includes being an active participant in tutorial discussions; negotiating roles, timeframes and tasks in group-work assignments; and engaging in informal conversations with fellow students.

**Nominal Hours:** 75

**Required Reading:** N/A

**Assessment:** Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through e. g. teacher observation of satisfactory performance, audio and/ or video recordings to assess performance and checklists.

**LMFCR0001A FOLLOW SAFE WORKING POLICIES AND PRACTICES**

**Descriptions:** Follow workplace procedures for hazard identification and risk control; maintain personal well-being for job; apply emergency response first aid; contribute to the workplace management of occupational health and safety.

**Nominal Hours:** 40

**Assessment:** As per accredited curriculum

**TLIE307C PARTICIPATE IN BASIC WORKPLACE COMMUNICATIONS**

**Locations:** Footscray Nicholson, Werribee, Sunshine, Industry, Other.

**Descriptions:** This unit involves the skills and knowledge required to participate effectively in basic workplace communication including communicating information about routine tasks, processes, events or skills, participating in group discussions to achieve appropriate work outcomes, and representing views of a group to others.

**Nominal Hours:** 40

**Required Reading:** VU produced Unit Learning Resources VU 22012VIC Certificate I in Vocational Preparation The teacher will provide teaching and learning materials as required.

**Assessment:** The following methods may be used in assessing units: written objective tests, written responses, short and extended answers, oral test / technical interview, on job or workplace assessment, practical / exercises, practical projects, assignments, personal appraisal, verbal assessment, profiling, RPL. 22012VIC Certificate I in Vocational Preparation The following methods may be used in assessing the unit: written responses, practical exercises, personal appraisal, third party feedback.

**VBP485 INDIVIDUAL LEARNING PLAN**

**Descriptions:** To provide learners with the skills, knowledge and confidence to design and implement an individual learning plan. The plan documents an agreed program that the learner will undertake during the course to enable transition to a selected adult option(s).

**Nominal Hours:** 100

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP486 PERSONAL DEVELOPMENT**

**Descriptions:** To provide the learner with skills and confidence to participate more effectively in the community.

**Nominal Hours:** 100

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP487 TRAVEL, ORIENTATION AND MOBILITY**

**Descriptions:** To provide learners with the skills to travel independently, and access the most appropriate modes of travel.

**Nominal Hours:** 100

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP488 EXPLORING ADULT OPTIONS**

**Descriptions:** To provide learners with the knowledge and skills to explore realistic options for future involvement in further training, work or community activities.

**Nominal Hours:** 150

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP489 COMMUNITY ACCESS**

**Descriptions:** To provide the learner with the skills and knowledge to participate effectively in the community by accessing a range of services and facilities and systems to meet needs.

**Nominal Hours:** 100

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP490 FUNCTIONAL COMMUNICATION**

**Descriptions:** To provide the learner with the skills to operate more effectively and independently in the community by applying communication skills to meet everyday needs.

**Nominal Hours:** 50

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP491 EFFECTIVE PERSONAL COMMUNICATION**

**Descriptions:** To provide learners with the interpersonal skills necessary to participate effectively in a range of personal and vocational situations.

**Nominal Hours:** 50

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP492 TECHNOLOGY FOR LIFE**

**Descriptions:** To provide the learner with the knowledge and skills to use technology in everyday life.

**Nominal Hours:** 50

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP493 SEX EDUCATION**

**Descriptions:** To provide the learners with age - appropriate sexual information and knowledge about sexual responsibility.

**Nominal Hours:** 50

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP494 DRIVER PERMITS**

**Descriptions:** To provide the learner with the knowledge and skills to undertake the learner driver permit test associated with vehicle licenses (car, motorcycle, forklift etc).

**Nominal Hours:** 50

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP495 RECREATION AND LEISURE**

**Descriptions:** To provide the learner with skills to plan and participate in one or more recreational and leisure options appropriate to budget, interests and needs.

**Nominal Hours:** 50

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP496 CREATIVE OPTIONS**

**Descriptions:** To provide the learner with the knowledge and skills to develop creative aspects to enhance quality of life.

**Nominal Hours:** 50

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP497 PERSONAL AND COMMUNITY HEALTH**

**Descriptions:** To provide the learner with the knowledge and skills to develop preventative health awareness and to access a range of health and medical resources.

**Nominal Hours:** 50

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP498 VOLUNTARY WORK**

**Descriptions:** To provide the learner with the knowledge and skills to undertake voluntary work.

**Nominal Hours:** 100

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP499 FUNCTIONAL NUMERACY**

**Descriptions:** To provide the learner with the skills to use functional numeracy in everyday situations.

**Nominal Hours:** 50

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP500 GENERAL WRITING SKILLS**

**Descriptions:** This module aims to familiarise learners with the Australian environment.

**Nominal Hours:** 25

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP501 SPELLING IMPROVEMENT TECHNIQUES**

**Descriptions:** To provide the learner with a structured approach towards spelling improvements.

**Nominal Hours:** 25

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP502 LETTER WRITING**

**Descriptions:** This module is designed to develop learners' communication skills in writing. It develops the skills to plan, write and edit informal and formal letters.

**Nominal Hours:** 25

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP503 RECREATIONAL READING**

**Descriptions:** To provide the learner with the knowledge and skills to read for recreation purposes.

**Nominal Hours:** 25

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP504 CRITICAL READING**

**Descriptions:** To provide the learner with the necessary strategies to read and critically evaluate materials in relevant personal, work, and/or training contexts.

**Nominal Hours:** 25

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP505 TECHNICAL READING**

**Descriptions:** To provide the learner with the knowledge and skills to interpret and correctly follow technical instructions and information.

**Nominal Hours:** 25

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP506 GUIDES, DIRECTORIES AND TIMETABLES**

**Descriptions:** To provide the learner with the knowledge and skills to access and use a range of commonly used directories, guides and timetables.

**Nominal Hours:** 25

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners.

Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP507 THE MEDIA**

**Descriptions:** To provide the learner with the knowledge and skills to make choices and offer opinions about the way the world is presented in the media.

**Nominal Hours:** 50

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP508 FRACTIONS, DECIMALS AND PERCENTS**

**Descriptions:** To provide the learner with the knowledge and skills to use fractions, decimals and percents in everyday situations.

**Nominal Hours:** 25

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP509 COMPUTERS FOR LEARNING**

**Descriptions:** To provide the learner with skills and knowledge to use personal computers and software as a tool for learning.

**Nominal Hours:** 25

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP510 ENVIRONMENT**

**Descriptions:** This module aims to familiarise learners with the Australian environment.

**Nominal Hours:** 25

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP511 INDUCTION**

**Descriptions:** Learners participate in an induction to the training organisation. This includes the range of facilities and services available. This module also enables participants to examine the rules for participation in the program, and personal arrangements they will need to make in order to take part.

**Nominal Hours:** 10

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP512 INDIVIDUAL VOCATIONAL PLAN**

**Descriptions:** To provide learners with the skills to develop an individual vocational plan to maximise development throughout the course and to plan for exit.

**Nominal Hours:** 80

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP513 INTERPERSONAL COMMUNICATION SKILLS**

**Descriptions:** To provide learners with interpersonal and conversational skills.

**Nominal Hours:** 30

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP514 PERSONAL MANAGEMENT SKILLS**

**Descriptions:** To provide learners with the skills and tools for applying personal independence in everyday situations.

**Nominal Hours:** 50

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP515 COMMUNITY SKILLS**

**Descriptions:** To provide learners with the knowledge and skills to use community structures and activities in order to participate more fully in their communities.

**Nominal Hours:** 70

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP516 CAREER PLANNING**

**Descriptions:** To develop personal organisation and job search skills.

**Nominal Hours:** 80

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP517 WORKPLACE EDUCATION**

**Descriptions:** To provide learners with skills related to employment. Vocational skills may be demonstrated by learners working independently, working under close supervision on simple tasks/operations, or working as part of a work team. If learners complete the learning outcomes in one industry area, it would be expected that they would make significant progress to completing a qualification in the relevant industry. This should be recognised by a certificate or statement of attainment in addition to this module.

**Nominal Hours:** 300

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VBP518 VOCATIONAL ELECTIVE**

**Descriptions:** To provide learners with vocational skills related to employment. Students may achieve the learning outcomes in one of the following ways: complete the learning outcomes in 2-6 industry areas, or; complete the learning outcomes in one industry area, in which case it would be expected that students would make significant progress to completing a qualification in the relevant industry. This should be recognised by a certificate or statement of attainment in addition to this module.

**Nominal Hours:** 400

**Assessment:** A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

**VPAU103 DEVELOP STUDY SKILLS**

**Locations:** St Albans.

**Descriptions:** This unit covers the knowledge and skills required to establish a range of study strategies and develop specific study skills.

**Nominal Hours:** 10

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** Certificates I - III in Mumgu-dhal tyama-tiyt Students develop a portfolio of evidence for assessment. This may include note taking from a range of sources using a variety of techniques, teacher observation, student reflection and third-party feedback. 22012VIC Certificate I in Vocational Preparation Assessment is via direct observation recorded by the teacher and questioning via written and verbal interviews and reviews.

**VPAU112 PARTICIPATE IN A PRACTICAL PLACEMENT WITH SUPPORT**

**Locations:** Footscray Nicholson, St Albans, Sunshine, Other.

**Descriptions:** The focus of this unit is on selecting, negotiating and participating in a practical work or community placement.

**Nominal Hours:** 40

**Required Reading:** The teacher will provide teaching and learning material as required.

**Assessment:** 21859VIC Certificate I in Mumgu-dhal tyama-tiyt Students will develop a portfolio of evidence for assessment. This will include direct observation, third-party feedback such as supervisors reports, client feedback and self-assessment. 22012VIC Certificate I in Vocational Preparation A range of assessment options will be implemented to suit the diverse needs of the learner. In particular assessment will include, direct observation, reports from supervisor and project officer, self assessment questionnaires and/or journal diary entries of learners.

**VU20006 INCREASE PERSONAL EFFECTIVENESS**

**Locations:** Footscray Nicholson, Sunshine, Other.

**Descriptions:** This unit describes the skills and knowledge required by participants to develop strategies to enhance the interpersonal skills, self confidence and communication skills required to demonstrate personal effectiveness for a range of purposes. It focuses on helping participants build their self esteem and confidence,

develop group cohesiveness and identify personal goals.

**Nominal Hours:** 30

**Required Reading:** The teacher will provide teaching and learning materials as required.

**Assessment:** VUCIP To suit the individual learners needs a variety of assessment strategies will be used which may include; oral and/or written questioning to assess knowledge of the components of personal effectiveness, observation of interaction with peers including use of a range of communication techniques, participation in group discussions, self assessment activities and diary entries/journals. Women's Programs Assessment strategies will include written assignments, participation in class activities and other related classwork.

discussions and role plays, and the development of an Employment Pathway Plan that consists of key information in the job seeking process. Women's Programs Assessment strategies will include written assignments, participation in class activities and other related classwork.

## **VU20007      PREPARE FOR EMPLOYMENT**

**Locations:** Footscray Nicholson, Sunshine.

**Descriptions:** This unit describes the skills and knowledge required by participants to prepare for employment. It focuses on developing knowledge of Australian workplaces, their work practices and requirements and potential employment opportunities to assist participants in making decisions about possible career paths.

**Nominal Hours:** 30

**Required Reading:** The teacher will provide teaching and learning materials as required.

**Assessment:** VUCIP Assessment will include oral and/or written questioning; observation of interaction with peers including use of a range of communication techniques; participation in group discussions and self assessment activities. Women's Programs Assessment strategies will include written assignments, participation in class activities and other related classwork.

## **VU20008      DEVELOP AN ACTION PLAN FOR CAREER PLANNING**

**Locations:** Footscray Nicholson, Sunshine.

**Descriptions:** This unit describes the skills and knowledge required by participants to undertake basic career planning activities. It focuses on identifying pathways to employment or further education and training through the preparation of an individual action plan.

**Nominal Hours:** 30

**Required Reading:** The teacher will provide teaching and learning materials as required.

**Assessment:** VUCIP A range of assessment methods are used to assess learners skills and knowledge including; oral and/or written questioning to assess knowledge of selected industries and the employment opportunities they offer, participation in group discussions and/or group work, review of the learner's Employment Pathway Plan, industry profile and self assessment activities. Women's Programs Assessment strategies will include written assignments, participation in class activities and other related classwork.

## **VU20009      PARTICIPATE IN JOB SEEKING ACTIVITIES**

**Locations:** Footscray Nicholson, Sunshine.

**Descriptions:** This unit describes the skills and knowledge required by participants to research, evaluate and apply for suitable employment. It focuses on participating in the job seeking process and evaluating the outcomes.

**Nominal Hours:** 50

**Required Reading:** The teacher will provide teaching and learning materials as required.

**Assessment:** Assessment in this unit is based on the student's participation in group