DISCLAIMER
The information contained in Victoria University’s 2012 VU College Handbook was current at 31 August 2011.

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

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

This handbook can be downloaded as a pdf file from the Victoria University website at www.vu.edu.au/courses/course-handbooks-and-guides
HOW TO USE THIS HANDBOOK

Victoria University’s 2012 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 2012.

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

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 2012. 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 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.
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SCHOOL OF FOUNDATION, COMMUNITY AND INDIGENOUS PROGRAMS

Below are details of courses offered by the School of Foundation, Community and Indigenous Programs in 2012. This information is also available online on the University’s searchable courses database at 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, St Albans, Werribee, Melton, Sunshine.

About this course: The course aims to provide general education skills development in the areas of reading, writing, and numeracy. The course also focuses on the development of skills in a variety of areas to meet personal needs and to facilitate participation in the community, workplace, and 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 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 Australian Core Skills Framework (ACSF) Level 1 for Reading and Writing and partially equivalent to Level 1 for Numeracy. Level 1 on the ACSF 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 straightforward 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 previous study, as in articulation, informal or formal learning, or from work and/or life experience.

Selection Processes: Direct Entry, Interview.

All applicants who wish to study within the Certificate I in General Education for Adults (Introductory) 21771VIC will be asked to attend an initial assessment and placement interview.

COURSE STRUCTURE

The course may be offered on a full-time basis over 360-380 nominal hours or part-time equivalent. Average duration of the course delivered on a full-time basis is one year.

Core Units of Study
- VBQU117 DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO WITH GUIDANCE 20
- VBQU118 CONDUCT A PROJECT WITH GUIDANCE 20

Core Units of Study - Reading
Three units will be chosen 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
Three units will be chosen 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
Two units will be chosen 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 - units will be chosen from the following list to a total of 80 - 100 hours.

(a) Numeracy and Mathematics
- FDFCORB2MA USE BASIC MATHEMATICAL CONCEPTS 20

(b) Verbal Communication
- VBQU170 COMMUNICATE WITH OTHERS IN FAMILIAR AND PREDICTABLE CONTEXTS 20

(c) Computing Skills
- BSBITU101A OPERATE A PERSONAL COMPUTER 20
- BSBITU102A DEVELOP KEYBOARD SKILLS 40
- VBQU167 USE COMPUTER LANGUAGE AND PERFORM SIMPLE COMPUTING TASKS 20
- VBQU168 ACCESS THE INTERNET FOR LANGUAGE LEARNING 20

(d) Work related skills
- SITXH5002A FOLLOW WORKPLACE HYGIENE PROCEDURES 15
- SITHFA009A PROVIDE RESPONSIBLE SERVICE OF ALCOHOL 10
- HLTHA210A PROVIDE BASIC EMERGENCY LIFE SUPPORT 8
- BSB05H201A PARTICIPATE IN OHS PROCESSES 20
- VBQU171 PARTICIPATE IN A PRACTICAL PLACEMENT 40
- VU20099 PARTICIPATE IN JOB SEEKING ACTIVITIES 50

SCHOOL OF FOUNDATION, COMMUNITY AND INDIGENOUS PROGRAMS

VU20009 PARTICIPATE IN JOB SEEKING ACTIVITIES 50

VBQU117 DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO WITH GUIDANCE 20

VBQU118 CONDUCT A PROJECT WITH GUIDANCE 20

Core Units of Study

Three units will be chosen 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

Three units will be chosen 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

Two units will be chosen 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 - units will be chosen from the following list to a total of 80 - 100 hours.

(a) Numeracy and Mathematics
- FDFCORB2MA USE BASIC MATHEMATICAL CONCEPTS 20

(b) Verbal Communication
- VBQU170 COMMUNICATE WITH OTHERS IN FAMILIAR AND PREDICTABLE CONTEXTS 20

(c) Computing Skills
- BSBITU101A OPERATE A PERSONAL COMPUTER 20
- BSBITU102A DEVELOP KEYBOARD SKILLS 40
- VBQU167 USE COMPUTER LANGUAGE AND PERFORM SIMPLE COMPUTING TASKS 20
- VBQU168 ACCESS THE INTERNET FOR LANGUAGE LEARNING 20

(d) Work related skills
- SITXH5002A FOLLOW WORKPLACE HYGIENE PROCEDURES 15
- SITHFA009A PROVIDE RESPONSIBLE SERVICE OF ALCOHOL 10
- HLTHA210A PROVIDE BASIC EMERGENCY LIFE SUPPORT 8
- BSB05H201A PARTICIPATE IN OHS PROCESSES 20
- VBQU171 PARTICIPATE IN A PRACTICAL PLACEMENT 40
- VU20099 PARTICIPATE IN JOB SEEKING ACTIVITIES 50
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.

**Course Structure**

The course may be offered on a full-time basis over 360-380 nominal hours or part-time equivalent. Average duration of the course delivered on a full-time basis is one year.

**Core Units of Study**

- VQBU130 DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO 20
- VQBU131 PLAN AND UNDERTAKE A PROJECT 30

**Core Units of Study - Reading**

- VQBU132 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR PERSONAL PURPOSES 20
- VQBU133 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR LEARNING PURPOSES 20
- VQBU134 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR EMPLOYMENT PURPOSES 20
- VQBU135 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY 20

**Core Units of Study - Writing**

- VQBU136 CREATE TEXTS OF LIMITED COMPLEXITY FOR PERSONAL PURPOSES 20
- VQBU137 CREATE TEXTS OF LIMITED COMPLEXITY FOR LEARNING PURPOSES 20
- TLIE407C PREPARE WORKPLACE DOCUMENTS 20
- VQBU138 CREATE TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY 20

**Core Units of Study - Numeracy and Mathematics**

- VQBU139 WORK WITH TIME, MONEY AND DIRECTIONS IN FAMILIAR SITUATIONS 60
- VQBU140 WORK WITH MEASUREMENT AND DESIGN IN FAMILIAR SITUATIONS 60
- VQBU141 WORK WITH NUMERICAL AND STATISTICAL INFORMATION IN FAMILIAR SITUATIONS 60

**Elective Units of Study**

Special Interest Electives - units will be chosen from the following list to a total of 70 - 90 hrs

- VPAU108 DEVELOP BASIC MESSAGE WRITING SKILLS 15
- AURC151677A USE NUMBERS IN THE WORKPLACE 10
- VPAU116 CALCULATE AND COMMUNICATE SPORTS SCORES 10
- VQBU172 UNDERTAKE A SIMPLE INVESTIGATION OF SCIENCE IN THE COMMUNITY 40
- VQBU173 UNDERTAKE A SIMPLE INVESTIGATION OF HEALTH AND WELL BEING 20
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<td>VBQU142</td>
<td>RESEARCH PATHWAYS AND PRODUCE A LEARNING PLAN AND PORTFOLIO</td>
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<td>VBQU143</td>
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### 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.

### 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 Australian Core Skills Framework (ACSF) Level 3.

- **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 in a number of contexts which may be interrelated with some support readily available**

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.

All applicants will be asked to attend an initial assessment and placement interview.

### COURSE STRUCTURE

The course may be offered on a full-time basis over 310-330 nominal hours or part-time equivalent. Average duration of the course delivered on a full-time basis is one year.

#### Core Units of Study

2 Core Skills - Numeral & 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, St Albans, Werribee, Melton, Sunshine, Other.

**Other locations:** This course is also delivered at the Visy Cares Hub in Sunshine. Several units are delivered by Distance Education.

**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 Australian Core Skills Framework (ACSF) Level 3 on the ACSF use of language, literacy, and numeracy requires:
Core Units of Study - Reading
Three units will be chosen from the following:

VBQU144  ENGAGE WITH A RANGE OF TEXTS OF SOME COMPLEXITY FOR PERSONAL PURPOSES 25
VBQU145  ENGAGE WITH A RANGE OF TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES 25
VBQU146  ENGAGE WITH A RANGE OF TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE WORKPLACE 25
VBQU147  ENGAGE WITH A RANGE OF TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY 25

Core Units of Study - Writing
Three units will be chosen from the following:

VBQU148  CREATE A RANGE OF TEXTS OF SOME COMPLEXITY FOR PERSONAL PURPOSES 25
VBQU149  CREATE A RANGE OF TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES 25
VBQU150  CREATE A RANGE OF TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE WORKPLACE 25
VBQU151  CREATE A RANGE OF TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY 25

Core Units of Study - Numeracy and Mathematics
Two units will be chosen from the following:

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

Elective Units of Study
Special Interest Electives - units will be chosen from the following list to a total of 60 - 80 hours

BSBADM302B  PRODUCE TEXTS FROM NOTES 60
(a) Numeracy and Mathematics
FNSFLIT201B  DEVELOP AND USE A PERSONAL BUDGET 20
FNSFLIT202A  DEVELOP AND USE A SAVINGS PLAN 20
(b) Verbal Communication
SRSCOP004B  DEVELOP NEGOTIATION SKILLS 10
BSBCCM201A  COMMUNICATE IN THE WORKPLACE 40
CUECOR02B  WORK WITH OTHERS 15
FDFCORWCM2A  PRESENT AND APPLY WORKPLACE INFORMATION 30
(c) Work related units
BSBOHS201A  PARTICIPATE IN OHS PROCESSES 20
SITXHISO02A  FOLLOW WORKPLACE HYGIENE PROCEDURES 15
SITHFA009A  PROVIDE RESPONSIBLE SERVICE OF ALCOHOL 10
VBQU171  PARTICIPATE IN A PRACTICAL PLACEMENT 40
PUATEA001A  WORK IN A TEAM 20
SITXCOM001A  WORK WITH COLLEAGUES AND CUSTOMERS 25
SITXCOM002A  WORK IN A SOCIALLY DIVERSE ENVIRONMENT 20
(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
BSBITU101A  OPERATE A PERSONAL COMPUTER 20
BSBCCM213A  PRODUCE SIMPLE WORD PROCESSED DOCUMENTS 60
ICAU1133B  SEND AND RETRIEVE INFORMATION USING WEB BROWSERS AND EMAIL 25
(f) General
CHCIC201B  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.

Youth Programs: This course is offered by the School of Youth, VCE and Community Education Programs and Services as a customised Youth Program at the Visy Cares Hub, Sunshine. Visy Cares Hub houses a broad range of youth services and programs to assist young people to engage and connect with education and the community.

Distance Education: The following units from this qualification are offered via Distance Education: VBQU142 Research pathways and produce a learning plan and portfolio VBQU143; Implement and review a project VBQU144; Engage with a range of texts of some complexity for personal purposes VBQU145; Engage with a range of texts of some complexity for learning purposes VBQU146; Engage with a range of texts of some complexity for employment purposes VBQU147; Engage with a range of texts of some complexity to participate in the community VBQU148; Create a range of texts of some complexity to participate in the workplace VBQU151; Create a range of texts of some complexity to participate in the community.
CERTIFICATE III IN GENERAL EDUCATION FOR ADULTS
Course Code: 21774VIC

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

Other locations: Gateway to Nursing and Health Science Stream - St Albans only. Women’s Programs Footscray Nicholson only.

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 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. Gateway to Nursing and Health Science is offered as part of 21774VIC Certificate III in General Education for Adults. If you’re a person with an interest in the human body who is considering a course in nursing, paramedics or other health science areas, this course may be for you. The Gateway to Nursing and Health Science is a pathway course designed to prepare you for successful study in nursing courses. The course is run at St Albans campus over 18 weeks, three, four days per week (dependent on study load).

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 Australian Core Skills Framework (ACSF) Level 4. Level 4 on the ACSF 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 within a variety of contexts with support available if required. 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.

All applicants will be asked to attend an initial assessment and placement interview.

COURSE STRUCTURE

The course may be offered on a full-time basis over 290-310 nominal hours or part-time equivalent. Average duration of the course delivered on a full-time basis is one year.

Core Units of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBQU155</td>
<td>EVALUATE PATHWAY OPTIONS, DESIGN A LEARNING PLAN AND COMPILE A PORTFOLIO</td>
<td>60</td>
</tr>
</tbody>
</table>

Core Units of Study

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

Core Skills - Reading

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBQU156</td>
<td>ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR PERSONAL PURPOSES</td>
<td>25</td>
</tr>
<tr>
<td>VBQU157</td>
<td>ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR LEARNING PURPOSES</td>
<td>25</td>
</tr>
</tbody>
</table>

Elective Units of Study

Special Interest Electives - units will be chosen from the following list:

(a) Financial Literacy

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRSCOP006B</td>
<td>COMPLETE A TAX RETURN</td>
<td>10</td>
</tr>
<tr>
<td>SRSCOP020B</td>
<td>DEVELOP A PERSONAL FINANCIAL PLAN</td>
<td>5</td>
</tr>
</tbody>
</table>

(b) Computing Skills

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBEBUS401A</td>
<td>USE WORKPLACE COMMUNICATION STRATEGIES</td>
<td>30</td>
</tr>
<tr>
<td>BSBITU201A</td>
<td>PRODUCE SIMPLE WORD PROCESSED DOCUMENTS</td>
<td>30</td>
</tr>
<tr>
<td>BSBITU201A</td>
<td>USE WEB BROWSERS AND EMAIL</td>
<td>25</td>
</tr>
</tbody>
</table>

(c) Work related units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBHHS201A</td>
<td>PARTICIPATE IN OHS PROCESSES</td>
<td>20</td>
</tr>
<tr>
<td>KPSU362B</td>
<td>COMMUNICATE AS PART OF A WORK TEAM</td>
<td>30</td>
</tr>
<tr>
<td>BSBFILM303C</td>
<td>CONTRIBUTE TO EFFECTIVE WORKPLACE RELATIONSHIPS</td>
<td>40</td>
</tr>
<tr>
<td>PSPGOV312A</td>
<td>USE WORKPLACE COMMUNICATION STRATEGIES</td>
<td>30</td>
</tr>
<tr>
<td>VBQU171</td>
<td>PARTICIPATE IN A PRACTICAL PLACEMENT</td>
<td>40</td>
</tr>
</tbody>
</table>

(d) Verbal communication skills

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNSICGEN402B</td>
<td>PARTICIPATE IN NEGOTIATIONS</td>
<td>20</td>
</tr>
<tr>
<td>SRSCOP015B</td>
<td>PREPARE A PUBLIC SPEAKING PRESENTATION FOR INFORMATIVE, MOTIVATIONAL AND PERSUASIVE TALKS</td>
<td>5</td>
</tr>
<tr>
<td>SRSCOP005B</td>
<td>DEMONSTRATE BASIC ASSERTIVE COMMUNICATION SKILLS</td>
<td>10</td>
</tr>
<tr>
<td>CHCIC201B</td>
<td>COMMUNICATE WITH CHILDREN</td>
<td>30</td>
</tr>
<tr>
<td>CHCCOM302C</td>
<td>COMMUNICATE APPROPRIATELY WITH CLIENTS AND COLLEAGUES</td>
<td>20</td>
</tr>
</tbody>
</table>

(e) General

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCPOL403B</td>
<td>UNDERTAKE RESEARCH ACTIVITIES</td>
<td>50</td>
</tr>
<tr>
<td>VBQU185</td>
<td>ANALYSE SCIENCE IN THE COMMUNITY</td>
<td>40</td>
</tr>
</tbody>
</table>
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 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. 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
- VBUQI30: DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO 20
- VBUQI01: WORK WITH INDIGENOUS COMMUNITY MEMBERS 35
- VBUQI02: APPLY PERSONAL HEALTH AND WELLBEING STRATEGIES 10
- VBUQI03: DEVELOP STUDY SKILLS 10
- VBUQI04: EXPLORE YOUR STORY 20
- VBUQI05: PROFILE AN INDIGENOUS PERSON OR COMMUNITY ORGANISATION 20
- VBUQI06: PARTICIPATE IN ACTIVITIES RELATED TO CURRENT INDIGENOUS EVENTS OF SIGNIFICANCE 20
- VBUQI07: USE PRESENTATION SKILLS 15
- VBUQI08: DEVELOP BASIC MESSAGE WRITING SKILLS 15
- VBUQI09: INTERPRET AND EVALUATE TEXTS FOR INTEREST AND INFORMATION 10
- VBUQI10: USE BASIC MEASURING AND CALCULATING SKILLS 20
- BSBCM106A: FOLLOW WORKPLACE SAFETY PROCEDURES 10

**Elective Units**

- BSBCM107A: OPERATE A PERSONAL COMPUTER 20
- BSBCM108A: DEVELOP KEYBOARD SKILLS 40
- FPHOC72219A: USE HAND-HELD TOOLS 20
- HLTA501B: APPLY FIRST AID 18
- PMSUPF110A: RELAY AND RESPOND TO INFORMATION 20
- TDEY979A: CARRY OUT WORKPLACE CALCULATIONS 20
- VBK139: ORIENTATION TO WORK 25
- VBCM402: DRIVING AND OWNING A CAR 20
- VBUQI11: COMPLETE A BASIC COMMUNITY PROJECT WITH SUPPORT 60
- VBUQI12: PARTICIPATE IN A PRACTICAL PLACEMENT WITH SUPPORT 40
- VBUQI13: PREPARE SIMPLE BUDGETS 10
- VBUQI14: 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:** 21860VIC

**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 Moondani Balluk, Bachelor of Arts, Kyinandoo.

**Course Duration:** 1 year.

**Admission Requirements Other:** Prospective students can contact the program to establish if the course if 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

**Elective Units**
PMCSUP181A  WORK IN A TEAM 20
VPAU103  DEVELOP STUDY SKILLS 10
VPAU121  SUPPORT OTHERS TO COMPLETE A SMALL-SCALE COMMUNITY PROJECT 20
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
BSBCW1106A  FOLLOW WORKPLACE SAFETY PROCEDURES 10

**Skills**
AURT100308A  CARRY OUT WORKSHOP PRACTICE ACTIVITIES 10
BSBCW1101A  PREPARE FOR WORK IN BUSINESS 30
BSBCW1213A  PRODUCE SIMPLE WORD PROCESSED DOCUMENTS 60
BSBCW1214A  CREATE AND USE SIMPLE SPREADSHEETS 20
CHCAC3C  ORIENTATION TO AGED CARE WORK 50
CHCAOD2C  ORIENTATION TO ALCOHOL AND OTHER DRUGS WORK 50
CHCH25A  INTRODUCTION TO WORK IN SOCIAL HOUSING 30
CHCCS201A  PREPARE FOR WORK IN THE COMMUNITY SERVICES INDUSTRY 50
CHCDIS20A  INTRODUCTION TO DISABILITY WORK 30
CIVADM11A  WORK WITHIN AN ARTS ORGANISATION CONTEXT 30
CIVDESO2A  APPLY THE DESIGN PROCESS TO 2-DIMENSIONAL WORK IN RESPONSE TO A BRIEF 50
CIVDESO3A  APPLY THE DESIGN PROCESS TO 3-DIMENSIONAL WORK IN RESPONSE TO A BRIEF 50
FPICOT2219A  USE HAND HELD TOOLS 20
HLTA402B  APPLY ADVANCED FIRST AID 30
ICAU1133A  SEND AND RETRIEVE INFORMATION USING WEB BROWSERS AND EMAIL 25
ICPSUB1BA  USE COMPUTER SYSTEMS 30
PMBCALCO2A  INTERPRET AND USE WORKPLACE STATISTICAL INFORMATION 20
PSGOV201A  WORK IN A PUBLIC SECTOR ENVIRONMENT 30
RTC1801A  PREPARE FOR WORK 10
SRXCA001B  ASSIST IN PREPARING SPORT AND RECREATION SESSIONS FOR PARTICIPANTS 6
TDTE597A  CARRY OUT WORKPLACE CALCULATIONS 20
TDTL197B  COMPLETE WORKPLACE ORIENTATION/INDUCTION PROCEDURES 30
VBO139  ORIENTATION TO WORK 25
VPAU126  TAKE PART IN A PRACTICAL PLACEMENT 40
VPAU127  DEVELOP JOB INTERVIEW SKILLS 20
VPAU128  DEVELOP WRITTEN JOB APPLICATION SKILLS 20
VPAU129  PARTICIPATE IN A REPRESENTATIVE ORGANISATION 20
WRRER1B  WORK EFFECTIVELY IN A RETAIL ENVIRONMENT 40
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 Maandani 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, Kyirandoo 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 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
VBQU155 EVALUATE PATHWAY OPTIONS, DESIGN A LEARNING PLAN AND COMPILE A PORTFOLIO 60
VPAU130 DEVELOP LEADERSHIP CAPACITIES AS A MEMBER OF AN INDIGENOUS COMMUNITY 15
TADEL403B FACILITATE INDIVIDUAL LEARNING 15
THTFG07A RESEARCH AND SHARE GENERAL INFORMATION ON ABORIGINAL AND TORRES STRAIT ISLANDER CULTURE 15
VPAU131 INVESTIGATE AND REPORT ON GOVERNMENT STRUCTURES AND DECISION MAKING PROCESSES 10
VPAU103 DEVELOP STUDY SKILLS 10
BSBCM106A FOLLOW WORKPLACE SAFETY PROCEDURES 10

Elective Units
Project Orientation

BSBFLM302A SUPPORT LEADERSHIP IN THE WORKPLACE 40

VCU COLLEGE

CERTIFICATE II IN ESL (ACCESS)
Course Code: 21932VIC

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

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 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 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 Other: 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.

Selection Processes: Direct Entry, Interview.

Applicants undergo a pre-course English Language Assessment to determine appropriate course placement. If the number of external applicants exceeds available places, then the applicants are ranked according to their date of application.
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 20

Speaking and Listening

VPAU497 PARTICIPATE IN SIMPLE CONVERSATIONS AND TRANSACTIONS 80

Reading and Writing

VPAU500 READ AND WRITE SIMPLE ROUTINE 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.

VPAU498 GIVE AND RESPOND TO SIMPLE VERBAL INFORMATION AND DIRECTIONS 80

VPAU499 READ AND WRITE SIMPLE PERSONAL LETTERS AND FORMATTED TEXTS 80

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

NYKS USING COMPUTERS FOR LEARNING 20

VBQU131 PLAN AND UNDERTAKE A PROJECT 30

VBQU135 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY 20

VBQU138 CREATE TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY 20

VBQU139 WORK WITH TIME, MONEY AND DIRECTIONS IN FAMILIAR SITUATIONS 60

VBQU141 WORK WITH NUMERICAL AND STATISTICAL INFORMATION IN FAMILIAR SITUATIONS 60

VPAU555 USE THE INTERNET AND EMAIL TO DEVELOP LANGUAGE 50

VPAU558 LOCATE INFORMATION ON DRIVING AND BUYING A CAR 50

VPAU559 LOCATE HEALTH AND MEDICAL INFORMATION 50

CSWE III R INTERMEDIATE NUMERACY SKILLS FOR MULTIPLE-STEP CALCULATIONS AND MEASUREMENTS IN EVERYDAY CONTEXTS 60

BSBOHS201A PARTICIPATE IN OHS PROCESSES 20

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, Melton, Sunshine.

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 demanding 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 formal and informal 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 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 Other: 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.

Selection Processes: Direct Entry, Interview. Applicants undergo a pre-course English Language Assessment to determine appropriate course placement. If the number of external applicants exceeds available places, then the applicants are ranked according to their date of application.

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 20

Speaking and Listening

VPAU502 ENGAGE IN CASUAL CONVERSATION AND STRAIGHTFORWARD SPOKEN TRANSACTIONS 80

Reading and Writing

VPAU505 READ AND WRITE A RANGE OF STRAIGHTFORWARD INFORMATIONAL, INSTRUCTIONAL AND OTHER 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.

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

GENERAL ELECTIVES
Three general electives will be delivered as part of the course. These will be chosen from:
FNSLFLIT201A  DEVELOP AND USE A PERSONAL BUDGET  20
FNSLFLIT202A  DEVELOP AND USE A SAVINGS PLAN  20
VBQU143   IMPLEMENT AND REVIEW A PROJECT  30
VBQU147   ENGAGE WITH A RANGE OF TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY  25
VBQU151   CREATE A RANGE OF 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, Melton, Sunshine.

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 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 Other: 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.

Selection Processes: Direct Entry, Interview.

Applicants undergo a pre-course English Language Assessment to determine appropriate course placement. If the number of external applicants exceeds available places, then the applicants are ranked according to their date of application.

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  20

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
SRSCOP0208B  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, Melton, Sunshine.

**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 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 Other:** 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.

**Selection Processes:** Direct Entry, Interview.

Applicants undergo a pre-course English Language Assessment to determine appropriate course placement. If the number of external applicants exceeds available places, then the applicants are ranked according to their date of application.

**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
  - **VPAU493** PARTICIPATE IN SHORT SIMPLE EXCHANGES 80
  - **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
- **VBUQ118** CONDUCT A PROJECT WITH GUIDANCE 20
- **VBUQ122** ENGAGE WITH SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY 20
- **VBUQ126** CREATE SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY 20
- **VBUQ127** WORK WITH TIME, MONEY AND DIRECTIONS IN SIMPLE EVERYDAY SITUATIONS 60
- **VBUQ128** WORK WITH SIMPLE MEASUREMENT AND DESIGN 60
- **VBUQ129** 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 VOCATIONAL PREPARATION**

**Course Code:** 22012VIC

**Campus:** Footscray Nicholson, City King Street, Newport, Sunshine, Other.

**Other locations:** 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 resume, 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 workplace
- 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 Objective:

To develop a range of career planning, communication and job seeking skills.

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 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.

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: 4 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

- BSB001S201A 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
- TIE307C PARTICIPATE IN BASIC WORKPLACE COMMUNICATIONS 40
- BSBST101A OPERATE A PERSONAL COMPUTER 20
- CHCVOL201A BE AN EFFECTIVE VOLUNTEER 25
- VBQ425 PAINTING AND DECORATING HAND TOOLS 40
- CPCCCM2005A USE CONSTRUCTION TOOLS AND EQUIPMENT 96

CERTIFICATE I IN INTRODUCTORY VOCATIONAL EDUCATION

Course Code: 40512SA

Campus: Footscray Nicholson, St Albans, Werribee.

About this course: The Certificate I in Introductory Vocational Education focuses on the development of language, literacy and numeracy competencies in order to increase students' opportunities for participation in employment, training and community life. Certificate I in Introductory Vocational Education will: Assist learners to develop language, literacy and numeracy competencies which can be applied across the spectrum of work, training and social interaction. Provide pathways into other vocational education and training options in the VET sector. Give learners access to accredited language, literacy and numeracy training, as well as an introduction to vocational competencies. Provide opportunities for intensive/full-time study or part-time/concurrent study in language, literacy and numeracy.

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.

Units
NRBB  ESSENTIAL CALCULATIONS 1  20
NRCX  USING MEASUREMENT 1  20
NRDA  SHAPE AND SPACE  20
ARYP  FIRST STAGE KEYBOARDING  20
PLAZ  FOUNDATION TECHNICAL LITERACY  20
PHHB  BODY AND NUTRITION  20
NRCD  USING MEASUREMENT 2  20
ARYC  APPLIED NUMERACY  20
ARZG  NUMERACY IN EVERYDAY LIFE AND WORK  20
NYLC  DECIMALS, FRACTIONS AND PERCENT 1  20
NYKS  USING COMPUTERS FOR LEARNING  20
ARYS  PERSONAL WELLBEING  10
PHGB  BODY AND NUTRITION  20
BTBK  FAMILY AND SOCIETY  36

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 and 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 Entry, Written Test.

Written Test, Interview.

Course Structure
AMEP: 4-5 days 20 wks 0.5 yr. Non-AMEP: 4-5 days 36 wks 1.0 yr. Offered on a full-time or part-time basis.

Core Units of Study:
CSWE I A  BEGINNER LEARNING STRATEGIES  50

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 and 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 Entry, Written Test.

Written Test, Interview.

Course Structure
AMEP: 4-5 days 20 wks 0.5 yr. Non-AMEP: 4-5 days 36 wks 1.0 yr. Offered on a full-time or part-time basis.

Core Units of Study:
CSWE II A  POST-BEGINNER LEARNING STRATEGIES  40

Elective Units of Study

SCHOOL OF FOUNDATION, COMMUNITY AND INDIGENOUS PROGRAMS
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
CSWE II J  POST-BEGINNER READING AND WRITING SKILLS FOR INFORMAL TEXTS 60
CSWE II K  POST-BEGINNER READING AND WRITING SKILLS FOR STORY TEXTS 60
CSWE II L  POST-BEGINNER READING AND WRITING SKILLS FOR INFORMATION REPORTS 60
CSWE II M  POST-BEGINNER READING AND WRITING SKILLS FOR OPINION TEXTS 60

NUMERACY SKILLS ELECTIVES

CSWE II N  POST-BEGINNER NUMERACY SKILLS FOR DEALING WITH BASIC CALCULATIONS AND MEASUREMENTS IN FAMILIAR CONTEXTS 60
CSWE II O  POST-BEGINNER NUMERACY SKILLS FOR WORKING WITH SPACE AND SHAPES IN FAMILIAR 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 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: Interview, Written 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
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 60

NUMERACY SKILLS ELECTIVES

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.
Selection is conducted via individual interviews.

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
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 unit details for courses offered by the School of Foundation, Community and Indigenous Programs in 2012.

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.

ARYC APPLIED NUMERACY

Locations: Footscray Nicholson, St Albans, Werribee.

Description: Although they have developed basic maths skills, learners often lack confidence in applying these skills to daily tasks in the workplace or in the home. This module provides the opportunity to analyse the underpinning numeracy requirements in a variety of familiar tasks, and then to apply appropriate skills and concepts to the problems which need to be solved. Trainees needing refresher courses before undertaking vocational training may use this module as an orientation to Training Packages requiring basic maths applications. The module also assists learners to make the transition to further study in maths by developing independent learning skills in relation to topics of their own choosing. For low confidence numeracy learners, the module should be seen as a pre-requisite for successful transition to Certificate II in Introductory Vocational Education (NRZ).

Nominal Hours: 20

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

Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play, discussion (group or one-to-one); presentations; computer assisted, oral and written response.

ARYP FIRST STAGE KEYBOARDING

Locations: Footscray Nicholson, St Albans, Werribee.

Prerequisites: There are no formal Prerequisites for this module. However, participants are expected to have essential script and word recognition skills.

Description: Basic keyboarding skills have become essential in almost all areas of modern life. Without such skills, learners are even further disadvantaged as they seek to access employment, community resources, and education and training. Keyboarding skills are also the first step to achieving computer literacy. In this elective, participants will develop confidence in the basic operations involved in keying in and retrieving simple data.

Nominal Hours: 20

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

Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play, discussion (group or one-to-one); presentations; computer assisted, oral and written response.

ARYS USING THE INTERNET

Locations: Footscray Nicholson, St Albans, Werribee.

Description: 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.

ARZG NUMERACY IN EVERYDAY LIFE AND WORK

Locations: Footscray Nicholson, St Albans, Werribee.

Description: Many adults fear maths because they associate it with abstract concepts and complicated formulae. This module takes a hands-on approach, focusing on a wide range of maths experiences encountered in everyday life, and on the variety of ways maths/numeracy information is presented. By applying their understanding of maths to familiar tasks and activities, learners will develop confidence in their existing skills and in their ability to learn and apply new skills.

Nominal Hours: 20

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

Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play, discussion (group or one-to-one); presentations; computer assisted, oral and written response.

AURT100308A CARRY OUT WORKSHOP PRACTICE ACTIVITIES

Locations: St Albans.

Description: 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.

BSRADM302B PRODUCE TEXTS FROM NOTES


Description: This unit describes the performance outcomes, skills and knowledge required to take notes from oral or printed sources to produce accurate text.

Nominal Hours: 60

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

Assessment: Students are required to do assignments, tests, projects, case studies.

BSBCCM201A COMMUNICATE IN THE WORKPLACE

Locations: Footscray Nicholson, St Albans, Sunshine, Industry, Other.


Description: This unit describes the performance outcomes, skills and knowledge required to communicate in the workplace. It includes gathering, conveying and receiving information together with completing routine written correspondence.
Nominal Hours: 40
Required Reading: The teacher will provide teaching and learning material as required.
Assessment: Students are required to do assignments, classwork, projects, case studies, presentations, demonstration and observation.

BSBCMN101A PREPARE FOR WORK IN BUSINESS
Locations: St Albans, Footscray Park, Industry.
Description: 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.
Other Locations: Certificate I-III in Mumgu-dhal tyama-tyit - St Albans only
Description: 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-tyit. Teacher will provide teaching and learning materials where required.
Assessment: Certificate I-III in Mumgu-dhal tyama-tyit 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.
Other Locations: Certificate I in Mumgu-dhal tyama-tyit - St Albans only.
Description: 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-tyit. 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-tyit 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.
Other Locations: Certificate I in Mumgu-dhal tyama-tyit - St Albans only
Description: Use safe work practices; Identify and develop keyboard skills; Check accuracy.
Nominal Hours: 40
Required Reading: Certificate I in Mumgu-dhal tyama-tyit. 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-tyit 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: Footscray Nicholson, St Albans, Sunshine, Other.
Other Locations: 21860VIC Certificate II in Mumgu-dhal tyama-tyit: St Albans only. 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Sunshine and Visy Cares Hub.
Description: This unit covers preparation and production of short routine letters, notes, memos and records using word processing software.
Nominal Hours: 60
Required Reading: The teacher will provide teaching and learning material as required.
Assessment: Tests, assignments, presentations 21860VIC Certificate II in Mumgu-dhal tyama-tyit 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.
Other Locations: Certificate II in Mumgu-dhal tyama-tyit - St Albans only
Description: 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-tyit. 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-tyit 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
Description: Organise and complete own work schedule; Monitor own work performance; Develop and maintain own competence level.
Nominal Hours: 40
**VU COLLEGE**

**BSBFLM302A SUPPORT LEADERSHIP IN THE WORKPLACE**

**Locations:** St Albans.

**Description:** 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.

**BSBFLM303C CONTRIBUTE TO EFFECTIVE WORKPLACE RELATIONSHIPS**

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

**Other Locations:** 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

**Description:** This unit describes the performance outcomes, skills and knowledge required to gather information and maintain effective working relationships and networks, with particular regard to communication and representation.

**Nominal Hours:** 40

**Required Reading:** No required reading. The teacher will provide teaching and learning material as required.

**Assessment:** Students will be required to answer a series of questions that relate to workplace relationships. Students will also be observed during class as to whether they are participating in class discussions. Students are also required to consider workplace relationships when working on their work-based projects.

**BSBFLM304A PARTICIPATE IN WORK TEAMS**

**Locations:** St Albans.

**Description:** 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.

**BSBITU102A DEVELOP KEYBOARD SKILLS**

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

**Other Locations:** 21771VIC Certificate I in General Education for Adults (Introductory): Footscray Nicholson only. 21772VIC Certificate I in General Education for Adults: Footscray Nicholson and Sunshine.

**Description:** This unit describes the performance outcomes, skills and knowledge required to develop basic keyboard skills using touch typing techniques.

**Nominal Hours:** 40

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

**Assessment:** Students are required to do assignments, classwork, tests, demonstration and observation.

**BSBITU201A PRODUCE SIMPLE WORD PROCESSED DOCUMENTS**

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

**Other Locations:** 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

**Description:** This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents.

**Nominal Hours:** 60

**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, tests, demonstration and observation. 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. RPL: Competency based. Participants would provide evidence of their skills, knowledge and experience.

**BTBK FAMILY AND SOCIETY**

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

**Description:** That students will clarify their own personal beliefs, attitudes and values about structures and functions of families; be aware of, and sensitive to those of others and explore the implications for care giving practices within Australian society.

**Nominal Hours:** 36

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

**Assessment:** Assessment may include the following: real life tasks; practical demonstrations; role play; discussion (group or one-to-one); presentations; computer assisted, oral and written response.

**CHCAC3C ORIENTATION TO AGED CARE WORK**

**Locations:** St Albans.

**Other Locations:** Certificate II in Mumgu-dhal tyama-tyit - St Albans only

**Description:** 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-tyit 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.

**CHCADD2C  ORIENTATION TO ALCOHOL AND OTHER DRUGS WORK**

**Locations:** St Albans.

**Other Locations:** Certificate II in Mumgu-dhal tyama-tiyt - St Albans only

**Description:** 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.

**CHCH25A  INTRODUCTION TO WORK IN SOCIAL HOUSING**

**Locations:** St Albans.

**Description:** 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.

**CHCOM302C  COMMUNICATE APPROPRIATELY WITH CLIENTS AND COLLEAGUES**

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

**Other Locations:** 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

**Description:** This unit describes the knowledge and skills required to exercise effective communication skills in the workplace.

**Nominal Hours:** 20

**Required Reading:** No required text. The teacher will provide teaching and learning material as required.

**Assessment:** This unit may be assessed by in class assessments, group assessments, role plays, written assessments, presentations and verbal discussions. Children’s Services Courses: Graded Assessment.

**CHCVOL201A  PREPARE FOR WORK IN THE COMMUNITY SERVICES INDUSTRY**

**Locations:** St Albans.

**Description:** 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.

**CHCIS20A  INTRODUCTION TO DISABILITY WORK**

**Locations:** St Albans.

**Description:** 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.

**CHCIC20B  COMMUNICATE WITH CHILDREN**

**Locations:** Footscray Nicholson, St Albans, Sunshine, Industry, Other.

**Other Locations:** Off Campus at Secondary Schools auspiced by Victoria University. 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Sunshine and Visy Cares Hub. 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

**Description:** This unit describes the knowledge and skills required for workers to communicate with children.

**Nominal Hours:** 30

**Required Reading:** No required text. The teacher will provide teaching and learning material as required.

**Assessment:** This unit may be assessed by in class assessments, group assessments, role plays, written assessments, presentations and verbal discussions.

**CHCPOL403B  UNDERTAKE RESEARCH ACTIVITIES**

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

**Other Locations:** 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

**Description:** This unit describes the knowledge and skills required to implement research relevant to operations of the organisation and/or the community.

**Nominal Hours:** 50

**Required Reading:** No required texts. The teacher will provide teaching and learning material as required.

**Assessment:** This unit may be assessed by in class assessments, group assessments, role plays, written assignments, projects, presentations and verbal discussions.

**CHCVOL201A  BE AN EFFECTIVE VOLUNTEER**

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

**Other Locations:** 22012VIC Certificate I in Vocational Preparation: Footscray Nicholson only. 22129VIC Certificate I in Transition Education: Footscray Nicholson and St Albans.

**Description:** This unit describes the understanding, knowledge and skills required to be a volunteer.
CSWE I A BEGINNER LEARNING STRATEGIES

Description: 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 fulfill the assessment criteria for a learning outcome or module.

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

Description: 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 fulfill the assessment criteria for a learning outcome or module.

CSWE I C BEGINNER LISTENING AND SPEAKING SKILLS FOR TRANSACTIONS

Description: 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 fulfill the assessment criteria for a learning outcome or module.

CSWE I D BEGINNER LISTENING AND READING SKILLS FOR INFORMATION TEXTS

Description: 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: 50

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 fulfill the assessment criteria for a learning outcome or module.

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

Description: 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 fulfill the assessment criteria for a learning outcome or module.

CSWE I F BEGINNER LISTENING AND SPEAKING SKILLS FOR DESCRIPTIONS

Description: This module covers the skills required to listen and identify the relevant elements in spoken descriptions and to orally describe highly familiar places, objects 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 fulfill the assessment criteria for a learning outcome or module.

CSWE I G BEGINNER READING AND WRITING SKILLS FOR DESCRIPTIONS

Description: 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/community based tasks. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfill the assessment criteria for a learning outcome or module.

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

Description: 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. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfill the assessment criteria for a learning outcome or module.

CSWE I I BEGINNER LISTENING AND READING SKILLS FOR INSTRUCTIONS

Description: 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, observed role plays, audio/video recordings. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfill the assessment criteria for a learning outcome or module.

CSWE I J BEGINNER LISTENING AND SPEAKING SKILLS FOR RECOUNTS

Description: 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. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfill the assessment criteria for a learning outcome or module.

CSWE I K BEGINNER READING AND WRITING SKILLS FOR RECOUNTS

Description: This module covers the skills required to read and write recounts on highly familiar topics. It includes the skills to recognize 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. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfill the assessment criteria for a learning outcome or module.

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

Description: 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. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfill 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

Description: 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 shapes.
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 fulfill the assessment criteria for a learning outcome or module.

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

*Description:* 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 fulfill the assessment criteria for a learning outcome or module.

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

*Description:* 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 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 fulfill the assessment criteria for a learning outcome or module.

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

*Description:* 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 fulfill the assessment criteria for a learning outcome or module.

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

*Description:* 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 fulfill the assessment criteria for a learning outcome or module.

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

*Description:* 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 fulfill the assessment criteria for a learning outcome or module.

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

*Description:* 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 fulfill the assessment criteria for a learning outcome or module.

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

*Description:* 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

Description: 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

Description: 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

Description: 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, 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 K  POST-BEGINNER READING AND WRITING SKILLS FOR STORY TEXTS

Description: 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, 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 L  POST-BEGINNER READING AND WRITING SKILLS FOR INFORMATION REPORTS

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

Other Locations: 21945VIC Certificate II in ESL (Employment) - Footscray Nicholson and St Albans only.

Description: 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

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, 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 M  POST-BEGINNER READING AND WRITING SKILLS FOR OPINION TEXTS

Description: 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, 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 III B  INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR CASUAL CONVERSATIONS

Description: 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

Description: 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

Description: 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

Description: 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 adopted/ 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

Description: 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

Description: 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, 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

Description: 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

Description: 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

Description: 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

Description: 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

Description: 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

Description: 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 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

Description: 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

Description: 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

Description: 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

Description: 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

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

Description: 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 fulfill the assessment criteria for a learning outcome or module.

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

Description: 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 fulfill the assessment criteria for a learning outcome or module.

CUVADM11A WORK WITHIN AN ARTS ORGANISATION CONTEXT

Locations: St Albans, City Flinders, Industry, Other.

Other Locations: Certificate II in Mumgu-dhal tyama-tyit - St Albans only

Description: This 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-tyit. The teacher will provide teaching and learning material as required.

Assessment: Project based and practical assessment. Certificate II in Mumgu-dhal tyama-tyit. 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. Dip of Visual Art Graded. Based: Assessment may include projects and practical based.

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

Locations: St Albans.

Other Locations: Certificate II in Mumgu-dhal tyama-tyit - St Albans only

Description: 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-tyit. The teacher will provide teaching and learning material as required.

Assessment: As per accredited curriculum. Certificate II in Mumgu-dhal tyama-tyit. 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.

Other Locations: Certificate II in Mumgu-dhal tyama-tyit - St Albans only

Description: 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 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-tyit. The teacher will provide teaching and learning material as required.

Assessment: As per accredited curriculum. Certificate II in Mumgu-dhal tyama-tyit. 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


Description: 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

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

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.

ESL (Access) Assessment methods may include: oral presentations; student self-knowledge and skills and other methods as required. 21933VIC Certificate III in processes and procedures, oral and/or written questioning on underpinning assessment:

required reading:

This unit is designed to enhance consumer financial literacy.

how to determine appropriate savings vehicles for maximising savings. This is a new

goals, understanding the role of the savings plan, the risk/return relationship and

assessment:

This unit addresses the basic knowledge and skills required to develop, implement and monitor a personal savings budget. It covers explaining 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:

Other Locations:

21933VIC Certificate III in ESL (Access)

Locations:

St Albans and Werribee. 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Sunshine and Visy Cares Hub.

Description: Present information to suit workplace and audience requirements; Respond to information requests; Use and maintain workplace information.

Nominal Hours: 30

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

Assessment: As per accredited curriculum.

FNSFLIT201A  DEVELOP AND USE A PERSONAL BUDGET

Locations: Footscray Nicholson, St Albans, Werribee.

Description: This unit addresses the basic knowledge and skills required to develop, implement and monitor a personal savings budget. It covers explaining 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, Sunshine, Other.


Description: 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.

FPICOT2219A  USE HAND-HELD TOOLS

Locations: St Albans.

Other Locations: Certificate III in Mumgu-dhal tyama-tyt - St Albans only

Description: 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 III in Mumgu-dhal tyama-tyt. The teacher will provide teaching and learning material as required.

Assessment: This unit may be assessed by tests, assignments, classwork Certificate III in Mumgu-dhal tyama-tyt 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.

Description: 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.

ICAITU006B  OPERATE COMPUTING PACKAGES

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

Other Locations: Certificate III in Mumgu-dhal tyama-tyt - St Albans only

Description: 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.
Other Locations: Certificate II in Mumgu-dhal tyama-tiyt - St Albans only
Description: 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-tiyt. 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-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 workplace assignments. 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.

NPBX  STRESS MANAGEMENT

Locations: Footscray Nicholson, St Albans, Werribee.
Description: The purpose of this module is to empower individuals with the skills and resources to effect strategies to reduce health risks associated with the negative aspects of stress.
Nominal Hours: 10
Required Reading: There is no required reading for this module. The teacher will provide teaching and learning material as required.
Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play; discussion (group or one-to-one); presentations; computer assisted, oral and written response.

ICAU1133B  SEND AND RETRIEVE INFORMATION USING WEB BROWSERS AND EMAIL

Locations: Footscray Nicholson, St Albans, Werribee, Sunshine, Other.
Description: 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: 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.

ICPSU362B  COMMUNICATE AS PART OF A WORK TEAM

Description: This unit describes the performance outcomes, skills and knowledge required to communicate as part of a work team.
Nominal Hours: 30
Required Reading: The teacher will provide teaching and learning material as required.
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.

ICPSU81BA  USE COMPUTER SYSTEMS

Locations: St Albans.
Description: This unit covers working safely at a computer, performing functions and exchanging files between operating systems.
Nominal Hours: 20
Required Reading: There is no required reading for this module. The teacher will provide teaching and learning material as required.
Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play; discussion (group or one-to-one); presentations; computer assisted, oral and written response.

ICPSU362A  COMMUNICATE AS PART OF A WORK TEAM

Description: This unit describes the performance outcomes, skills and knowledge required to communicate as part of a work team.
Nominal Hours: 30
Required Reading: The teacher will provide teaching and learning material as required.
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.

ICPSU81A  USE COMPUTER SYSTEMS

Locations: St Albans.
Description: This unit covers working safely at a computer, performing functions and exchanging files between operating systems.
Nominal Hours: 20
Required Reading: There is no required reading for this module. The teacher will provide teaching and learning material as required.
Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play; discussion (group or one-to-one); presentations; computer assisted, oral and written response.

NRCX  USING MEASUREMENT 1

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

NRCX  USING MEASUREMENT 2

Locations: Footscray Nicholson, St Albans, Werribee.
Prerequisites: Basic Number Skills 1 (NYHM), Basic Number Skills 2 (NYHM) or a demonstration of equivalent competence and skill (RPL).
Description: This module introduces learners to the concept and use of measurement in familiar situations. Its emphasis is on learners relating measurement to their environment. They will use common measurement tools to develop an understanding of basic metric units, and learn how to use clocks and calendars. Learners will also be introduced to safety issues related to measurement: voltage, noise, temperature, storage instructions and accuracy of measurement.
Nominal Hours: 20
Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play; discussion (group or one-to-one); presentations; computer assisted, oral and written response.

NRCY  STRESS MANAGEMENT

Locations: Footscray Nicholson, St Albans, Werribee.
Description: The purpose of this module is to empower individuals with the skills and resources to effect strategies to reduce health risks associated with the negative aspects of stress.
Nominal Hours: 10
Required Reading: There is no required reading for this module. The teacher will provide teaching and learning material as required.
Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play; discussion (group or one-to-one); presentations; computer assisted, oral and written response.

NPBX  STRESS MANAGEMENT

Locations: Footscray Nicholson, St Albans, Werribee.
Description: The purpose of this module is to empower individuals with the skills and resources to effect strategies to reduce health risks associated with the negative aspects of stress.
Nominal Hours: 10
Required Reading: There is no required reading for this module. The teacher will provide teaching and learning material as required.
Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play; discussion (group or one-to-one); presentations; computer assisted, oral and written response.

ICAU1133A  SEND AND RETRIEVE INFORMATION USING WEB BROWSERS AND EMAIL

Locations: Footscray Nicholson, St Albans, Werribee, Sunshine.
Other Locations: Certificate II in Mumgu-dhal tyama-tiyt - St Albans only
Description: 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-tiyt. 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-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 workplace assignments. 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.

NPBX  STRESS MANAGEMENT

Locations: Footscray Nicholson, St Albans, Werribee.
Description: The purpose of this module is to empower individuals with the skills and resources to effect strategies to reduce health risks associated with the negative aspects of stress.
Nominal Hours: 10
Required Reading: There is no required reading for this module. The teacher will provide teaching and learning material as required.
Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play; discussion (group or one-to-one); presentations; computer assisted, oral and written response.

NRBB  ESSENTIAL CALCULATIONS 1

Description: 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
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.

NRCX  USING MEASUREMENT 1

Locations: Footscray Nicholson, St Albans, Werribee.
Description: This module introduces learners to the concept and use of measurement in familiar situations. Its emphasis is on learners relating measurement to their environment. They will use common measurement tools to develop an understanding of basic metric units, and learn how to use clocks and calendars. Learners will also be introduced to safety issues related to measurement: voltage, noise, temperature, storage instructions and accuracy of measurement.
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.

NRCX  USING MEASUREMENT 2

Locations: Footscray Nicholson, St Albans, Werribee.
Prerequisites: Basic Number Skills 1 (NYHM), Basic Number Skills 2 (NYHM) or a demonstration of equivalent competence and skill (RPL).
Description: This module introduces learners to the concept and use of measurement in familiar situations. Its emphasis is on learners relating measurement to their environment. They will use common measurement tools to develop an understanding of basic metric units, and learn how to use clocks and calendars. Learners will also be introduced to safety issues related to measurement: voltage, noise, temperature, storage instructions and accuracy of measurement.
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.

NRCY  STRESS MANAGEMENT

Locations: Footscray Nicholson, St Albans, Werribee.
Description: The purpose of this module is to empower individuals with the skills and resources to effect strategies to reduce health risks associated with the negative aspects of stress.
Nominal Hours: 10
Required Reading: There is no required reading for this module. The teacher will provide teaching and learning material as required.
Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play; discussion (group or one-to-one); presentations; computer assisted, oral and written response.

NRBB  ESSENTIAL CALCULATIONS 1

Description: 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
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.
Nominal Hours: 20  
Required Reading: There is no required reading for this module. The teacher will provide teaching and learning material as required.  
Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play; discussion (group or one-to-one); presentations; computer assisted, oral and written response.

PHGL PERSONAL WELLBEING  
Locations: Footscray Nicholson, St Albans, Werribee.  
Description: On completion of this module the learner will be able to explain the general concepts of physical, emotional, social and economic wellbeing, and outline how these contribute to a person’s state of wellbeing. In addition they will be able to give in their own words the meaning of holistic health and tell which factors prevent a person from achieving maintaining it. This module does not attempt to elucidate Aboriginal perspectives of health, however these perspectives are considered fundamental to learning outcome and assessment strategies need to be considered.  
Nominal Hours: 10  
Required Reading: There is no required reading for this module. The teacher will provide teaching and learning material as required.  
Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play; discussion (group or one-to-one); presentations; computer assisted, oral and written response.

PHHB BODY AND NUTRITION  
Locations: Footscray Nicholson, St Albans, Werribee.  
Description: To be able to describe in participant’s own (lay) terms, the structures and basic functions of the body, and how these are affected by nutrition.  
Nominal Hours: 20  
Required Reading: There is no required reading for this module. The teacher will provide teaching and learning material as required.  
Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play; discussion (group or one-to-one); presentations; computer assisted, oral and written response.

PLAZ FOUNDATION TECHNICAL LITERACY  
Locations: Footscray Nicholson, St Albans, Werribee.  
Description: To introduce learners with minimal or no English literacy skills, to the purpose, logical structure and core language features of basic texts in vocational fields, and to the written forms of core specialised terms in a vocational field. Common spoken texts in introductory vocational fields include plain English procedures, descriptions and recounts. Spoken descriptions describe the function, operation and parts of items of technology involved in a vocational task. Spoken recounts recount the sequence of actions performed in a vocational task.  
Nominal Hours: 20  
Required Reading: There is no required reading for this module. The teacher will provide teaching and learning material as required.  
Assessment: Assessment may include the following: real life tasks; practical demonstrations; role play; discussion (group or one-to-one); presentations; computer assisted, oral and written response.
PMASUP110A  RELAY AND RESPOND TO INFORMATION  
Locations:  St Albans.  
Description:  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.

PMBCALCO2A  INTERPRET AND USE WORKPLACE STATISTICAL INFORMATION  
Locations:  St Albans.  
Description:  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.  
Description:  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.

PUATEA001A  WORK IN A TEAM  
Locations:  Footscray Nicholson, Sunshine, Other.  
Description:  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  
Required Reading:  The teacher will provide teaching and learning material as required.  
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  
Description:  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  
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, teacher observation, student logbooks, written tasks, oral presentations and structured work placements.

RTC1201A  MAINTAIN THE WORKPLACE  
Description:  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  
Description:  This competency covers the process of preparing for landscape work, undertaking 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 be assessed with RTC2702A Observe Environmental Work Practices.
RTC1301A OPERATE BASIC MACHINERY AND EQUIPMENT
Description: 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
Description: 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
Description: 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 RTC1801A Prepare For Work.

RTC2012A PLANT TREES AND SHRUBS
Description: 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
Description: 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
Description: 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
Description: 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
Description: 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
Description: Assess the situation; Apply basic first aid techniques.
Nominal Hours: 10
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.

RTC2705A WORK EFFECTIVELY IN THE INDUSTRY
Description: 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.
Other Locations: RTF10103 Certificate I in Horticulture - Footscray Nicholson campus only.
Description: 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. 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: 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
Description: 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 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 and written tasks.

RTD1502A SUPPORT HORTICULTURAL PRODUCTION
Description: 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.

RTD2701A ESTABLISH HORTICULTURE CROPS
Description: 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: 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.

RTF1004A SUPPORT GARDENING WORK
Description: 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.

**Description:** 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.

**Description:** 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.

**Description:** This competency standard covers the process of determining the basic properties of soil or soil-less growing media. 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.

**SIXTCOM002A WORK IN A SOCIALLY DIVERSE ENVIRONMENT**

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

**Other Locations:** Academy Sofitel. 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Sunshine and Visy Cares Hub.

**Description:** This unit describes the performance outcomes, interpersonal, communication and customer service skills and knowledge required to work in the service industries. This is a core unit underpinning all other units involving interaction with colleagues and customers. Key required skills and knowledge for this role include meeting personal presentation standards, establishing rapport with customers, determining and addressing customer needs and expectations, dealing with complaints, working in teams and using appropriate communication techniques and mediums.

**Nominal Hours:** 25

**Required Reading:** For Tourism courses, the text will be "The road to tourism, skills for the new professional". For Hospitality courses, the text will be "The road to hospitality, skills for the new professional". The Road to Tourism, Skills for the New Professional O’Shannessy V, Minnett D, Hyde G. (2008). 2nd Ed. Pearson Education, Australia The Road to hospitality, skills for the new professional. O’S’Shannessy, V., Minett, D. (2008). Australia: Pearson 21773VIC Certificate II in General Education for Adults: The teacher will provide teaching and learning material as required.

**Assessment:** Students are required to do assignments, classroom activities, case studies and/or presentations. Traineeship Program On the job assessment through demonstration and observation in the workplace. Academy Sofitel: A range of assessment methods will be used to assess practical skills and knowledge, including: • direct observation of the candidate carrying out work tasks involving dealing with customers and colleagues • role-plays about communication situations and dealing with complaints and misunderstandings • review of simple messages written by the candidate for various situations • questions about effective communication and personal presentation • review of portfolios of evidence and third party workplace reports of on the job performance by the candidate.

**SIXTCOM001A WORK WITH COLLEAGUES AND CUSTOMERS**

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

**Other Locations:** Academy Sofitel. 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Sunshine and Visy Cares Hub.

**Description:** This unit describes the performance outcomes, interpersonal, communication and customer service skills and knowledge required to work in the service industries. This is a core unit underpinning all other units involving interaction with colleagues and customers. Key required skills and knowledge for this role include meeting personal presentation standards, establishing rapport with customers, determining and addressing customer needs and expectations, dealing with complaints, working in teams and using appropriate communication techniques and mediums.

**Nominal Hours:** 25

**Required Reading:** For Tourism courses, the text will be "The road to tourism, skills for the new professional". For Hospitality courses, the text will be "The road to hospitality, skills for the new professional". The Road to Tourism, Skills for the New Professional O’Shannessy V, Minnett D, Hyde G. (2008). 2nd Ed. Pearson Education, Australia The Road to hospitality, skills for the new professional. O’S’Shannessy, V., Minett, D. (2008). Australia: Pearson 21773VIC Certificate II in General Education for Adults: The teacher will provide teaching and learning material as required.

**Assessment:** Students are required to do assignments, classroom activities, case studies and/or presentations. Traineeship Program On the job assessment through demonstration and observation in the workplace. Academy Sofitel: A range of assessment methods will be used to assess practical skills and knowledge, including: • direct observation of the candidate carrying out work tasks involving dealing with customers and colleagues • role-plays about communication situations and dealing with complaints and misunderstandings • review of simple messages written by the candidate for various situations • questions about effective communication and personal presentation • review of portfolios of evidence and third party workplace reports of on the job performance by the candidate.

**SITXCOM002A WORK IN A SOCIALLY DIVERSE ENVIRONMENT**

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

**Other Locations:** Academy Sofitel. 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Sunshine and Visy Cares Hub.

**Description:** This unit describes the performance outcomes, interpersonal, communication and customer service skills and knowledge required to work in the service industries. This is a core unit underpinning all other units involving interaction with colleagues and customers. Key required skills and knowledge for this role include meeting personal presentation standards, establishing rapport with customers, determining and addressing customer needs and expectations, dealing with complaints, working in teams and using appropriate communication techniques and mediums.

**Nominal Hours:** 25

**Required Reading:** For Tourism courses, the text will be "The road to tourism, skills for the new professional". For Hospitality courses, the text will be "The road to hospitality, skills for the new professional". The Road to Tourism, Skills for the New Professional O’Shannessy V, Minnett D, Hyde G. (2008). 2nd Ed. Pearson Education, Australia The Road to hospitality, skills for the new professional. O’S’Shannessy, V., Minett, D. (2008). Australia: Pearson 21773VIC Certificate II in General Education for Adults: The teacher will provide teaching and learning material as required.

**Assessment:** Students are required to do assignments, classroom activities, case studies and/or presentations. Traineeship Program On the job assessment through demonstration and observation in the workplace. Academy Sofitel: A range of assessment methods will be used to assess practical skills and knowledge, including: • direct observation of the candidate carrying out work tasks involving dealing with customers and colleagues • role-plays about communication situations and dealing with complaints and misunderstandings • review of simple messages written by the candidate for various situations • questions about effective communication and personal presentation • review of portfolios of evidence and third party workplace reports of on the job performance by the candidate.

**SITXCOM001A WORK WITH COLLEAGUES AND CUSTOMERS**

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

**Other Locations:** Academy Sofitel. 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Sunshine and Visy Cares Hub.
SITXCOM004A COMMUNICATION ON THE TELEPHONE


Other Locations: 21772VIC Certificate I in General Education for Adults: Footscray Nicholson and Sunshine.

Description: This unit describes the performance outcomes, skills and knowledge required to communicate effectively on the telephone. It requires the ability to make and receive calls, to take messages on behalf of other people and to use the main features of a telephone correctly.

Nominal Hours: 5

Required Reading: Retail & Hospitality Traineeship: Workbooks will be provided to trainees as part of their training. The road to tourism, skills for the new professional. O'Shannessy, V., Minett, D. (2008). (2nd Ed). Australia: Pearson 21772VIC Certificate I in General Education for Adults: The teacher will provide teaching and learning material as required.

Assessment: This unit is delivered via a traineeship, where all learning is conducted on the job. The student will also need to demonstrate their competence to the traineeship assessor via oral questions and written tasks they can for example communicate effectively on the telephone. It requires the ability to make and receive calls, to take messages on behalf of other people and to use the main features of a telephone correctly.

SRSCOP004B DEVELOP NEGOTIATION SKILLS

Locations: Footscray Nicholson, Sunshine, Other.


Description: Collect information to develop a plan on how to negotiate to achieve an agreed outcome; Participate in a negotiation to an agreed outcome.

Nominal Hours: 10

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

Assessment: Assignment, presentation, written and practical tasks, case studies, research.

SRSCOP005B DEMONSTRATE BASIC ASSERTIVE COMMUNICATION SKILLS


Other Locations: 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

Description: Collect information to develop an interpersonal communication action plan; Demonstrate effective use of the key skills required for assertive communication.

Nominal Hours: 10

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

Assessment: The following methods will be used in assessing this unit: lecture notes and presentations.

SRSCOP006B COMPLETE A TAX RETURN


Other Locations: 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

Description: Collect information on income taxation liabilities in order to complete a tax return; Complete a tax return.

Nominal Hours: 10

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

Assessment: The following methods will be used in assessing this unit: lecture notes and presentations.

SRSCOP015B PREPARE A PUBLIC SPEAKING PRESENTATION FOR INFORMATIVE, MOTIVATIONAL AND PERSUASIVE TALKS


Other Locations: 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

Description: Collect information on informative, motivational and persuasive talks; Prepare an action plan to enhance the speaker’s presence during a presentation; Demonstrate the ability to effectively establish rapport with an audience and manage a presentation.

Nominal Hours: 5

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

Assessment: Assignment, presentation, written and practical tasks, case studies, research.

SRSCOP020B DEVELOP A PERSONAL FINANCIAL PLAN

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

Other Locations: 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

Description: 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.

Other Locations: Certificate II in Mumgu-dhal tyama-tiyt - St Albans only

Description: 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, case studies and scenario analysis, questioning and third-party feedback from participants, support workers, elders and peers.

**TDTE597A  CARRY OUT WORKPLACE CALCULATIONS**

Locations: St Albans.

Description: 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.

**TDLT197B  COMPLETE WORKPLACE ORIENTATION/INDUCTION PROCEDURES**

Locations: St Albans, Werribee, Industry.

Other Locations: Certificate II in Mumgu-dhal tyama-tiyt - St Albans only

Description: 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 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 assignments, written tests, 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.

**THFTG07A  RESEARCH AND SHARE GENERAL INFORMATION ON ABORIGINAL AND TORRES STRAIT ISLANDER CULTURE**

Locations: St Albans.

Description: 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 an 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.

**TLE407C  PREPARE WORKPLACE DOCUMENTS**


Description: 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. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Nominal Hours: 20

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

Assessment: Assessment of knowledge will be conducted through appropriate written/oral tests. Practical assessment will occur: - through activities in an appropriately simulated environment in class, and/or - in an appropriate range of situations in the workplace.

**VBE139  ORIENTATION TO WORK**

Locations: St Albans.

Other Locations: Certificate I-II in Mumgu-dhal tyama-tiyt - St Albans only

Description: 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-tiyt 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-tiyt Students will develop a portfolio of evidence for assessment. This will include research, assignments, an action plan for employment opportunities, resumes and job applications.

**VBN047  JOB SEEKING**

Description: 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.

**VBM474  AUSTRALIAN ENVIRONMENTAL ISSUES**

Locations: Footscray Nicholson, Sunshine, Other.

Other Locations: 21770VIC Course in Initial General Education for Adults and 21774VIC Certificate III in General Education for Adults - Footscray Nicholson only. 21772VIC Certificate I in General Education for Adults - Footscray Nicholson and Sunshine only. 21773VIC Certificate II in General Education for Adults - Footscray Nicholson, Sunshine and Visy Cares Hub.
Description: This module aims to familiarise learners with the Australian environment. This module is based on VBP510 Australian Environment from 21671VIC Certificate I in Transition Education.

Nominal Hours: 20

Required Reading: 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: 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**

Locations: Footscray Nicholson, Sunshine, Other.


Description: This module aims to familiarise students with their local area and its resources. This module is based on VBN501 Local Orientation from the ESL Framework.

Nominal Hours: 20

Required Reading: 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 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**

Locations: Footscray Nicholson, Sunshine, Other.


Description: 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. This module is based on VBN506 Education in Australia from the ESL Framework.

Nominal Hours: 20

Required Reading: 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 the Australian education system in their state as well as the cultural features of education in Australia and provide skills to access health care. This module is based on VBN507 Health and Medicine from the ESL Framework.

**VBQM478 ARTS IN AUSTRALIA**

Locations: Footscray Nicholson, Sunshine, Other.


Description: This module aims to familiarise students with aspects of Australian art and culture from both the past and present. This module is based on VBN508 Australian Art and Culture from the ESL Framework.

Nominal Hours: 30

Required Reading: 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: 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**

Locations: Footscray Nicholson, Sunshine, Other.


Description: This module aims to familiarise students with the political and social history of Indigenous Australia from pre-history to the present day. This module is based on VBN509 Indigenous Australia from the ESL Framework.

Nominal Hours: 30

Required Reading: 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: interpret 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**

Locations: Footscray Nicholson, Sunshine, Other.

Description: 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. This module is based on VBN503 Australian Government from the ESL Framework.

Nominal Hours: 30

Required Reading: 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 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.

**VBQM483 EVENTS IN AUSTRALIAN HISTORY**

Locations: Footscray Nicholson, Sunshine, Other.


Description: This module aims to familiarise students with aspects of the political and social history of Australia from pre-history to the present day. This module is based on VBN510 Australian History from the ESL Framework.

Nominal Hours: 30

Required Reading: 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 historical information; order and interpret historical information; and source local historical information.

**VBQM484 INVESTIGATING CURRENT ISSUES**

Locations: Footscray Nicholson, Sunshine, Other.


Description: This module is designed to enable students to develop knowledge of national and international current affairs. This module is based on VBN511 Current Affairs from the ESL Framework.

Nominal Hours: 20

Required Reading: 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 current affairs; and order and interpret current affairs information.

**VBQM481 THE LEGAL SYSTEM**

Locations: Footscray Nicholson, Sunshine, Other.


Description: 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. This module is based on VBN504 Australian Law from the ESL Framework.

Nominal Hours: 20

Required Reading: 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 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: Footscray Nicholson, St Albans, Werribee, Sunshine, Other.


Description: 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. This module is based on VBN505 Driving in Australia from the ESL Framework.

Nominal Hours: 20

Required Reading: 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 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.
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, Other.

**Other Locations:** 21936VIC Certificate I in ESL (Access) - Footscray Nicholson, St Albans and Werribee. 21771VIC Certificate I in General Education for Adults (Introductory) - Footscray Nicholson campus only.

**Description:** 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**

**Locations:** Footscray Nicholson.

**Description:** 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 Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Reading).

**Nominal Hours:** 20

**Required Reading:** 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.

**VBQU120  ENGAGE WITH SIMPLE TEXTS FOR LEARNING PURPOSES**

**Locations:** Footscray Nicholson.

**Description:** 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 Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Reading).

**Nominal Hours:** 20

**Required Reading:** 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.

**VBQU121  ENGAGE WITH SIMPLE TEXTS FOR EMPLOYMENT PURPOSES**

**Locations:** Footscray Nicholson.

**Description:** 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 Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Reading).

**Nominal Hours:** 20

**Required Reading:** 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.

**VBQU122  ENGAGE WITH SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY**

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

**Other Locations:** 21936VIC Certificate I in ESL (Access) - Footscray Nicholson, St Albans and Werribee. 21771VIC Certificate I in General Education for Adults (Introductory) - Footscray Nicholson campus only.

**Description:** 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 Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF 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**

**Locations:** Footscray Nicholson.

**Description:** 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 relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF 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: 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**

**Locations:** Footscray Nicholson.

**Description:** The focus of the unit is on developing writing skills to create simple texts for learning purposes. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF 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: 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.

**VBQU125  CREATE SIMPLE TEXTS FOR EMPLOYMENT PURPOSES**

**Locations:** Footscray Nicholson.

**Description:** The focus of the unit is on using and making decisions about everyday simple situations. 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 Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF 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: 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.

**VBQU126  CREATE SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY**

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

**Other Locations:** 21936VIC Certificate I in ESL (Access) - Footscray Nicholson, St Albans and Werribee. 21771W Certificate I in General Education for Adults (Introductory) - Footscray Nicholson campus only.

**Description:** The focus of this unit is on using and making decisions about everyday simple situations, and using simple everyday language of location to give and follow informal oral directions. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level One 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; 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, Other.

**Other Locations:** 21936VIC Certificate I in ESL (Access) - Footscray Nicholson, St Albans and Werribee. 21771W Certificate I in General Education for Adults (Introductory) - Footscray Nicholson only.

**Description:** 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 relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level One 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.

**VBQU128  WORK WITH SIMPLE MEASUREMENT AND DESIGN**

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

**Other Locations:** 21936VIC Certificate I in ESL (Access) - Footscray Nicholson, St Albans and Werribee. 21771W Certificate I in General Education for Adults (Introductory) - Footscray Nicholson only.

**Description:** The focus of this unit is on writing skills to create simple texts relevant to participation in the community. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Writing).
Level One 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; 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, Other.

Other Locations: 21936VIC Certificate I in ESL (Access) - Footscray Nicholson, St Albans and Werribee, 21771VIC Certificate I in General Education for Adults (Introductory) - Footscray Nicholson only.

Description: 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 relate directly to the Australian Core Skills Framework (ACSF) (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level One 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; 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, Sunshine, Other.

Other Locations: 21936VIC Certificate I in ESL (Access) - Footscray Nicholson, St Albans and Werribee, 21771VIC Certificate I in General Education for Adults (Introductory) - Footscray Nicholson only.

Description: 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: 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; 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-tyt: 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 (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, Sunshine, Other.

Other Locations: 21932VIC Certificate II in ESL (Access) - Footscray Nicholson, St Albans and Werribee, 21772VIC Certificate I in General Education for Adults. - Footscray Nicholson and Sunshine.

Description: 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


Description: The focus of this unit is on engaging with a range of everyday texts and less familiar text types, of limited complexity, for personal purposes. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF) (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Three (Reading).

Nominal Hours: 20

Required Reading: 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.

VBQU133 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR LEARNING PURPOSES


Description: The focus of this unit is on engaging with a range of 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 Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Three (Reading).

Nominal Hours: 20

Required Reading: 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.

VBQU135 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY

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


Description: The focus of this unit is on engaging with a range of 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 Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF 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


Description: 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 relate directly to the Australian Core Skills Framework (ACSF) (Commonwealth of Australia 2008). They contribute directly to the achievement of the ACSF indicators of competence Level 3 (Writing).

Nominal Hours: 20

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

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


Description: The focus of this 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 relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Three (Writing).

Nominal Hours: 20

Required Reading: Twice yearly moderation is conducted at both task validation and performance level.

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, Sunshine, Other.


Description: The focus of the unit is on writing skills to create a range of 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 relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Three (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, Other.

**Other Locations:** 21932VIC Certificate II in ESL (Access); Footscray Nicholson, St Albans and Werribee. 21772VIC Certificate I in General Education for Adults: Footscray Nicholson and Sunshine.

**Description:** The focus of this unit is on interpreting, using and calculating with time, money and direction 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 relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two Numeracy: 2 9, 2 10, 2 11 & 2 12 and partially contribute to indicators of competence at Level Three 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 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.

**VBQU141 WORK WITH NUMERICAL AND STATISTICAL INFORMATION IN FAMILIAR SITUATIONS**

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

**Other Locations:** 21932VIC Certificate II in ESL (Access); Footscray Nicholson, St Albans and Werribee. 21772VIC Certificate I in General Education for Adults: Footscray Nicholson and Sunshine.

**Description:** 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 relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two Numeracy: 2 9, 2 10, 2 11 & 2 12.

**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 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, Other.

**Other Locations:** Distance education

**Description:** 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:** 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, 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, Other.

**Other Locations:** 21933VIC Certificate III in ESL (Access); Footscray Nicholson, St Albans and Werribee. 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Sunshine. Visy Cares Hub and Distance Education.

**Description:** 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 A RANGE OF TEXTS OF SOME COMPLEXITY FOR PERSONAL PURPOSES

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

**Other Locations:** Visy Cares Hub and Distance Education.

**Description:** This unit describes the outcomes to engage with texts for personal purposes at Certificate II. The focus of the unit is on structurally intricate texts which are relevant to personal purposes and which may include some specialisation and non routine contexts. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Four (Reading).

**Nominal Hours:** 25

**Required Reading:** 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.

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**VBQU151**  CREATE A RANGE OF TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY

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

**Other Locations:** 21933VIC Certificate III in ESL (Access) - Footscray Nicholson. St Albans and Werribee. 21773VIC Certificate II in General Education for Adults - Footscray Nicholson, Sunshine, Visy Cares Hub and Distance Education.

**Description:** The focus of the unit is on writing skills to create a range of texts of some complexity which are relevant to participation in the community. The texts may include some specialisation and non routine contexts. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Four (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:** 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.

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**VBQU152**  INVESTIGATE AND INTERPRET MEASUREMENTS AND RELATED FORMULAE FOR EVERYDAY PURPOSES

**Locations:** Footscray Park, Sunshine, Other.

**Other Locations:** Visy Cares Hub.

**Description:** 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 relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Four Numeracy: 4. 10, 4. 11, 4. 12 & 4. 13

**Nominal Hours:** 50

**Required Reading:** 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.
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, Sunshine, Other.

**Other Locations:** 21933VIC Certificate I in ESL (Access): Footscray Nicholson, St Albans and Werribee. 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Sunshine and Visy Cares Hub.

**Description:** 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 relate directly to the Australian Core Skills Framework (ACSF). (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Four 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 COMPILE A PORTFOLIO**

**Locations:** St Albans.

**Description:** 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 need 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:** 60

**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 Munggu-dhal tyama-tyal Students develop a portfolio of evidence for assessment. This will include teacher observations, 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**

**Locations:** Footscray Nicholson.

**Description:** 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 sources. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Five (Reading).

**Nominal Hours:** 25

**Required Reading:** 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.

**VBQU159 ENGAGE WITH A RANGE OF COMPLEX TEXTS TO PARTICIPATE IN THE COMMUNITY**

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

**Other Locations:** 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

**Description:** 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 Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF 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**

**Locations:** Footscray Nicholson.

**Description:** 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 relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Five (Writing).

**Nominal Hours:** 25

**Required Reading:** 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-evaluation.

**NBQU162 CREATE A RANGE OF COMPLEX TEXTS TO PARTICIPATE IN THE COMMUNITY**

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

**Description:** 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 relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Five (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; multimedia 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.

**NBQU167 USE COMPUTER LANGUAGE AND PERFORM SIMPLE COMPUTING TASKS**

**Locations:** Footscray Nicholson.

**Description:** 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

**Required Reading:** 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.

**NBQU168 ACCESS THE INTERNET FOR LANGUAGE LEARNING**

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

**Other Locations:** 21933VIC Certificate III in ESL (Access): Footscray Nicholson, St Albans and Werribee. Certificates in General Education for Adults: Footscray Nicholson only.

**Description:** 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.

**NBQU170 COMMUNICATE WITH OTHERS IN FAMILIAR AND PREDICTABLE CONTEXTS**

**Locations:** Footscray Nicholson.

**Description:** The focus of the unit is to communicate verbally with others in familiar and predictable contexts. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Oral Communication).

**Nominal Hours:** 20

**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; Third party feedback, for example, testimonials/reports from other teachers or support workers, interview with peer.

**NBQU171 PARTICIPATE IN A PRACTICAL PLACEMENT**

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

**Other Locations:** 21770VIC Course in Initial General Education for Adults, 21771VIC Certificate I in General Education for Adults (Introductory) and 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only. 21772VIC Certificate I in General Education for Adults: Footscray Nicholson and Sunshine. 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Sunshine and Visy Cares Hub.

**Description:** 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. It has been customised for inclusion as an elective in the Certificates in General Education for Adults.

**Nominal Hours:** 40

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

**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.

**NBQU172 UNDERTAKE A SIMPLE INVESTIGATION OF SCIENCE IN THE COMMUNITY**

**Locations:** Footscray Nicholson, Sunshine.

**Description:** This unit covers the skills and knowledge to undertake a simple research project on a scientific issue and its impact on an individual or the community.

**Nominal Hours:** 40
VBQU173  UNDERTAKE A SIMPLE INVESTIGATION OF HEALTH AND WELL BEING


Description: 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.

Nominal Hours: 20

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

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 ENVIRONMENTAL ISSUE


Description: This unit covers the skills and knowledge to undertake a simple research project on an environmental issue.

Nominal Hours: 20

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

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


Description: 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.

Nominal Hours: 20

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

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


Description: The focus of this unit is on developing the skills and knowledge to investigate relationships and factors that affect the chemical behaviour of matter.

Nominal Hours: 20

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

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


Description: 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

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

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


Description: 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.

Nominal Hours: 20

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

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

Locations: Footscray Nicholson, Sunshine, Other.

Other Locations: Visy Cares Hub.

Description: This unit covers the skills and knowledge to use an evidence-based approach to investigate the impact of a scientific issue on the community.

Nominal Hours: 40

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

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

Locations: Footscray Nicholson, Sunshine, Other.

Other Locations: Visy Cares Hub

Description: This unit covers the skills and knowledge to use an evidence-based approach to classify and research the characteristics of living things.

Nominal Hours: 20

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

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

Locations: Footscray Nicholson, Sunshine, Other.

Other Locations: Visy Cares Hub.

Description: This unit covers the skills and knowledge to use an evidence-based approach to investigate an environmental issue.

Nominal Hours: 20

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

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

Locations: Footscray Nicholson, Sunshine, Other.

Other Locations: Visy Cares Hub.

Description: This unit covers the skills and knowledge to use an evidence-based approach to investigate a feature of the solar system and its impact on the earth or other parts of the solar system.

Nominal Hours: 20

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

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

Locations: Footscray Nicholson, Sunshine, Other.

Other Locations: Visy Cares Hub.

Description: This unit covers the skills and knowledge to use an evidence-based approach to investigate the chemical behaviour of common substances.

Nominal Hours: 20

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

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**NBQU184 INVESTIGATE ENERGY, FORCE AND MATTER**

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

**Other Locations:** Visy Cares Hub.

**Description:** This unit covers the skills and knowledge to use an evidence-based approach to investigate the interactions between energy, force and matter.

**Nominal Hours:** 20

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

**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.

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**NBQU185 ANALYSE SCIENCE IN THE COMMUNITY**

**Locations:** Footscray Nicholson.

**Description:** This unit covers the skills and knowledge to critically evaluate scientific methodology and issues in the community.

**Nominal Hours:** 40

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

**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.

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**PAM544 AUSTRALIAN GOVERNMENT**

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

**Description:** 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.

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**PAM545 AUSTRALIAN LAW**

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

**Description:** 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.

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**NBQU186 DESIGN AND REVIEW A PROJECT**

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

**Other Locations:** 21934VIC Certificate IV in ESL (Access): Footscray Nicholson, St Albans and Werribee. 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

**Description:** 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
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.

VPAU100 IDENTIFY LEARNING PATHWAYS

Locations: St Albans.

Description: 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: 35

Required Reading: There is no required reading for this unit. The 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 student self-assessment, questioning, records of observations, student logbooks 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.

VPAU101 WORK WITH INDIGENOUS COMMUNITY MEMBERS

Locations: St Albans.

Description: 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: The 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 VPAM 547 Australian Art and Culture and VPAM 549 Australian History.

VPAU102 APPLY PERSONAL HEALTH AND WELLBEING STRATEGIES

Locations: St Albans.

Description: 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: Assessment should be culturally appropriate. Students develop a portfolio of evidence for assessment. This will include student self-assessment, questioning, records of observations, student logbooks and third-party feedback.

VPAU104 EXPLORE YOUR STORY

Locations: St Albans.

Description: This unit covers the skills and knowledge necessary to investigate, collate and document the history or 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.

Description: 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: 15

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.

Description: 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 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.

VPAU107  USE PRESENTATION SKILLS

Locations: Footscray Nicholson, St Albans, Sunshine, Other.

Other Locations: 21859VIC Certificate I in Mumgu-dhal tyama-tyyt: St Albans only. 21772VIC Certificate I in General Education for Adults: Footscray Nicholson and Sunshine.

Description: 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: 21859VIC Certificate I in Mumgu-dhal tyama-tyyt Students 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 VPUA106 Participate in activities related to current Indigenous events of significance, VPAU105 Profile an indigenous person or community organisation and VPUA104 Explore your story. 21772VIC Certificate I in General Education for Adults Students will be required to present to the group via a range of methods such as oral presentations, DVD/audio recordings and art/craft.

VPAU108  DEVELOP BASIC MESSAGE WRITING SKILLS

Locations: Footscray Nicholson, St Albans, Sunshine, Other.

Other Locations: 21859VIC Certificate I in Mumgu-dhal tyama-tyyt: St Albans only. 21772VIC Certificate I in General Education for Adults: Footscray Nicholson and Sunshine.

Description: 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: 21859VIC Certificate I in Mumgu-dhal tyama-tyyt 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. 21772VIC Certificate I in General Education for Adults 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.

VPAU109  INTERPRET AND EVALUATE TEXTS FOR INTEREST AND INFORMATION

Locations: St Albans.

Description: 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.

Description: 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.

Description: 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.
Description: 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.
Description: 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.
Description: 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: Footscray Nicholson, St Albans, Sunshine, Other.
Description: 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, evidence of scoring a sporting event and third-party reports.

VPAU117 READ AND COMMUNICATE INFORMATION FROM NEWSPAPERS
Locations: St Albans.
Description: 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 for 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.
Description: 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.
Description: 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.
Description: 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.

Description: 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.

Description: 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.

Description: 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.

Description: 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.

Description: 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.

Description: 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.

Description: 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.

Description: 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.

Description: 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.
VPAU130  DEVELOP LEADERSHIP CAPACITIES AS A MEMBER OF AN INDIGENOUS COMMUNITY

Locations: St Albans.

Description: 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 direct observation, questioning, written reports meeting agenda/minutes and third-party feedback.

VPAU131  INVESTIGATE AND REPORT ON GOVERNMENT STRUCTURES AND DECISION MAKING PROCESSES

Locations: St Albans.

Description: This unit covers the skills and knowledge required 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.

Description: 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.

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

Locations: Footscray Nicholson, St Albans, Werribee.

Description: 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.

Description: 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.

Description: 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.

Description: 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.

Description: 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.

Description: 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.

Description: 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.

Description: 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.
Description: 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.

VPAU505  READ AND WRITE A RANGE OF STRAIGHTFORWARD
INFORMATIONAL, INSTRUCTIONAL AND OTHER TEXTS
Locations: Footscray Nicholson, St Albans, Werribee.
Description: 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.

VPAU503  GIVE AND RESPOND TO A RANGE OF
STRAIGHTFORWARD INSTRUCTIONS AND
INFORMATIONAL TEXTS
Locations: Footscray Nicholson, St Albans, Werribee.
Description: 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.
Description: 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 straightforward 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.

VPAU506  ANALYSE AND PARTICIPATE IN COMPLEX
CONVERSATIONS
Locations: Footscray Nicholson, St Albans, Werribee.
Other Locations: 21937VIC Certificate IV in ESL (Employment/Professional) - Online only
Description: 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.
Description: 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.
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.

VPAUS08  READ AND WRITE A RANGE OF COMPLEX OR EXTENDED TEXTS

Locations: Footscray Nicholson, St Albans, Werribee.

Description: 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.

VPAUS09  READ AND WRITE INSTRUCTIONS AND ADVISORY TEXTS

Locations: Footscray Nicholson, St Albans, Werribee.

Description: 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.

VPAUS10  READ AND WRITE EXTENDED CREATIVE TEXTS

Locations: Footscray Nicholson, St Albans, Werribee.

Description: 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.

VPAUS54  USE BASIC COMPUTING LANGUAGE AND SKILLS

Locations: Footscray Nicholson, St Albans, Werribee, City Flinders.

Description: 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.

VPAUS55  USE THE INTERNET AND EMAIL TO DEVELOP LANGUAGE

Locations: Footscray Nicholson, St Albans, Werribee, City Flinders.

Description: 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 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.

VPAUS57  USE SERVICES IN THE LOCAL COMMUNITY

Locations: Footscray Nicholson, St Albans, Werribee.

Description: 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: 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.

VPAUS58  LOCATE INFORMATION ON DRIVING AND BUYING A CAR

Locations: Footscray Nicholson, St Albans, Werribee.

Description: 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.
**VU COLLEGE**

**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.

**Description:** 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.

**Other Locations:** Certificate II in Mungu-dhal tyama-tiyt - St Albans only

**Description:** 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 Mungu-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 Mungu-dhal tyama-tiyt. Students develop a portfolio of evidence for assessment. This may include direct observation, role-plays, third-party reports and customer feedback.
SCHOOL OF PATHWAYS AND TRANSITION

Below are details of courses offered by the School of Pathways and Transition in 2012. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses

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

CERTIFICATE IV IN LIBERAL ARTS
Course Code: 21793VIC

Campus: Footscray Nicholson, Werribee, City Flinders, Melton.

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. The Certificate IV in Liberal Arts is the embedded first year of the two year Diploma of Liberal Arts. Successful completion of the Certificate IV in Liberal Arts provides automatic entry into the Diploma of Liberal Arts. Successful completion of the two year Diploma offers guaranteed entry into the Bachelor of Arts with 8 credits (equivalent to one year) as well as formalised pathways (with up to 8 credit points) into a range of other degrees in the Humanities/Social Sciences. It also offers a pathway into the Bachelor of Education.

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 enables 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 Year 12: Satisfactory completion of Year 12 VCE/VCAL (or equivalent).

Admission Requirements Mature Age: Direct or VTAC application.

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: Interview, VTAC, Written Test.

Applicants to the course will be interviewed and required to undertake a literacy assessment in order to demonstrate competency at the above level.

COURSE STRUCTURE

This course may be offered full-time over one year to a total of 620 nominal hours or part time equivalent.

Core Units of Study

- VBQU226 APPLY ESSENTIAL FURTHER STUDY SKILLS 90
- VBQU227 RESEARCH FIELDS OF STUDY AND ENQUIRY 40

Elective Units

Units will be chosen from the following list up to a total of 45-60 hours.

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<td>PREPARE FOR TERTIARY RESEARCH AND STUDY</td>
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<td>VBP715</td>
<td>PREPARE PORTFOLIOS AND APPLICATIONS</td>
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<tr>
<td>CHCEDS410A</td>
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DIPLOMA OF LIBERAL ARTS
Course Code: 21794VIC

Campus: Footscray Nicholson, Werribee, City Flinders, Melton.

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. The Diploma of Liberal Arts is a two year course which incorporates a one year Certificate IV in Liberal Arts. Successful completion of the Certificate IV in Liberal Arts provides automatic entry into the Diploma of Liberal Arts. Successful completion of the two year Diploma offers guaranteed entry into the Bachelor of Arts with 8 credits (equivalent to one year) as well as formalised pathways (with up to 8 credit points) into the following courses: Communication, Community Development, Education, Human Movement, Arts (Legal Studies), Professional and Creative Writing, Public Relations or Social Work.

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 provide alternative and additional pathways to further study.

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<td>CONDUCT ONLINE RESEARCH</td>
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<td>BSBEUS309A</td>
<td>UNDERTAKE E-LEARNING</td>
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<tr>
<td>BSCMNM318A</td>
<td>WRITE SIMPLE DOCUMENTS</td>
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<td>BSCMNM420A</td>
<td>WRITE COMPLEX DOCUMENTS</td>
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<tr>
<td>BSADM306A</td>
<td>CREATE ELECTRONIC PRESENTATIONS</td>
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<tr>
<td>ICATU133A</td>
<td>SEND AND RETRIEVE INFORMATION OVER THE INTERNET USING BROWSERS AND EMAIL</td>
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<tr>
<td>PSPGOV524A</td>
<td>INTERPRET DATA AND RELATED STATISTICS</td>
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<td>VBQU163</td>
<td>ANALYSE AND EVALUATE NUMERICAL AND STATISTICAL INFORMATION</td>
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<td>VBQU164</td>
<td>USE ALGEBRAIC TECHNIQUES TO ANALYSE MATHEMATICAL PROBLEMS</td>
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<td>VBQU165</td>
<td>USE FORMAL MATHEMATICAL CONCEPTS AND TECHNIQUES TO ANALYSE AND SOLVE PROBLEMS</td>
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SCHOOL OF PATHWAYS AND TRANSITION

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

CERTIFICATE IV IN LIBERAL ARTS
Course Code: 21793VIC

Campus: Footscray Nicholson, Werribee, City Flinders, Melton.

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. The Certificate IV in Liberal Arts is the embedded first year of the two year Diploma of Liberal Arts. Successful completion of the Certificate IV in Liberal Arts provides automatic entry into the Diploma of Liberal Arts. Successful completion of the two year Diploma offers guaranteed entry into the Bachelor of Arts with 8 credits (equivalent to one year) as well as formalised pathways (with up to 8 credit points) into a range of other degrees in the Humanities/Social Sciences. It also offers a pathway into the Bachelor of Education.

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 enables 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 Year 12: Satisfactory completion of Year 12 VCE/VCAL (or equivalent).

Admission Requirements Mature Age: Direct or VTAC application.

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: Interview, VTAC, Written Test.

Applicants to the course will be interviewed and required to undertake a literacy assessment in order to demonstrate competency at the above level.

COURSE STRUCTURE

This course may be offered full-time over one year to a total of 620 nominal hours or part time equivalent.

Core Units of Study

VBQU226 APPLY ESSENTIAL FURTHER STUDY SKILLS 90
VBQU227 RESEARCH FIELDS OF STUDY AND ENQUIRY 40

Elective Units

Units will be chosen from the following list up to a total of 45-60 hours.

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DIPLOMA OF LIBERAL ARTS
Course Code: 21794VIC

Campus: Footscray Nicholson, Werribee, City Flinders, Melton.

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. The Diploma of Liberal Arts is a two year course which incorporates a one year Certificate IV in Liberal Arts. Successful completion of the Certificate IV in Liberal Arts provides automatic entry into the Diploma of Liberal Arts. Successful completion of the two year Diploma offers guaranteed entry into the Bachelor of Arts with 8 credits (equivalent to one year) as well as formalised pathways (with up to 8 credit points) into the following courses: Communication, Community Development, Education, Human Movement, Arts (Legal Studies), Professional and Creative Writing, Public Relations or Social Work.

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 Year 12:** Satisfactory completion of Year 12 VCE/VCAL (or equivalent).

**Admission Requirements Mature Age:** Direct or VTAC application.

**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:** Interview, VTAC, Written Test.

Applicants to the course will be interviewed and required to undertake a literacy assessment in order to demonstrate competency at the above level.

**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
- **VBQU233** ANALYSE TRADITION AND MODERNITY 180
- **VBQU234** UNDERTAKE ACADEMIC RESEARCH 80

**Elective Units**

Unit will be chosen from the following list to a total of 45-60 hours.

- **BSBEDUS401A** CONDUCT ONLINE RESEARCH 35
- **BSBEDUS309A** UNDERTAKE E-LEARNING 35
- **BSBCMN318A** WRITE SIMPLE DOCUMENTS 30
- **BSBCMN420A** WRITE COMPLEX DOCUMENTS 50
- **BSBADM306A** CREATE ELECTRONIC PRESENTATIONS 20
- **ICAITUU133A** SEND AND RETRIEVE INFORMATION OVER THE INTERNET USING BROWSERS AND EMAIL 25
- **PSPGVS524AI** INTERPRET DATA AND RELATED STATISTICS 50
- **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
- **VPB714** PREPARE FOR TERTIARY RESEARCH AND STUDY 40
- **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
- **VBQU232** ANALYSE A RANGE OF TEXTS 70
- **CHCEDS307A** SUPPORT THE DEVELOPMENT OF NUMERACY SKILLS 50
- **CHCEDS408A** SUPPORT STUDENTS’ MATHEMATICS LEARNING FOR NUMERACY 45
- **CHCEDS409A** SUPPORT STUDENTS’ LITERACY LEARNING 40
- **CHCEDS410A** ASSIST IN FACILITATION OF STUDENT LEARNING 50

**Second Year (Diploma) Stream Units**

Four units will be chosen from the following list up to 350 hours. Units may be customised by the addition of endorsed units from specified qualifications.

- **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
- **CUVRPP02A** DEVELOP UNDERSTANDING OF OWN ABORIGINAL OR TORRES STRAIT ISLANDER IDENTITY 150
- **CHCEDS408A** SUPPORT STUDENTS’ MATHEMATICS LEARNING FOR NUMERACY 45
- **CHCEDS409A** SUPPORT STUDENTS’ LITERACY LEARNING 40
- **CHCEDS410A** ASSIST IN FACILITATION OF STUDENT LEARNING 50

**CERTIFICATE III IN ESL (EMPLOYMENT)**

**Course Code:** 21935VIC

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

**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.

**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 Other:** 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.

**Selection Processes:** Direct Entry, Interview.

Applicants undergo a pre-course English Language Assessment to determine appropriate course placement. If the number of external applicants exceeds available places, then the applicants are ranked according to their date of application.

** 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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBQU130</td>
<td>DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO</td>
<td>20</td>
</tr>
<tr>
<td>VPAU514</td>
<td>SPEAK AND LISTEN TO A RANGE OF STRAIGHTFORWARD TEXTS FOR EMPLOYMENT</td>
<td>80</td>
</tr>
<tr>
<td>VPAU515</td>
<td>READ AND WRITE A RANGE OF STRAIGHTFORWARD TEXTS FOR EMPLOYMENT</td>
<td>80</td>
</tr>
</tbody>
</table>

**ELECTIVES**

Five electives will be delivered as part of the course. These will be chosen from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSCM2051A</td>
<td>COMMUNICATE IN THE WORKPLACE</td>
<td>40</td>
</tr>
<tr>
<td>BSBITU204A</td>
<td>COMMUNICATE ELECTRONICALLY</td>
<td>20</td>
</tr>
<tr>
<td>MNG10126A</td>
<td>OPERATE A COMPUTER TO PRODUCE DOCUMENTS</td>
<td>20</td>
</tr>
<tr>
<td>VBQU146</td>
<td>ENGAGE WITH A RANGE OF TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE WORKPLACE</td>
<td>25</td>
</tr>
<tr>
<td>VBQU150</td>
<td>CREATE A RANGE OF TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE WORKPLACE</td>
<td>25</td>
</tr>
<tr>
<td>VBQU154</td>
<td>INVESTIGATE AND USE SIMPLE MATHEMATICAL FORMULAE FOR EVERYDAY PURPOSES</td>
<td>50</td>
</tr>
<tr>
<td>VPAU512</td>
<td>READ AND WRITE SIMPLE TEXTS FOR EMPLOYMENT</td>
<td>80</td>
</tr>
<tr>
<td>VPAU516</td>
<td>WORK EFFECTIVELY IN AN AUSTRALIAN WORKPLACE</td>
<td>50</td>
</tr>
<tr>
<td>VPAU519</td>
<td>GIVE AND FOLLOW A RANGE OF COMPLEX INSTRUCTIONS IN AN EMPLOYMENT CONTEXT</td>
<td>80</td>
</tr>
<tr>
<td>CSWE IV (E)</td>
<td>LANGUAGE AND CULTURE OF EMPLOYMENT IN AUSTRALIA</td>
<td>75</td>
</tr>
</tbody>
</table>

**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 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.

**Selection Processes:** Direct Entry, Interview.

Applicants undergo a pre-course English Language Assessment to determine appropriate course placement. If the number of external applicants exceeds available places, then the applicants are ranked according to their date of application.

** 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 , Employment or Specialisation 2 , 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**

- TUE607D: Collect, Analyse and Present Workplace Data and Information 30
- BSBWRT401A: 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: Undertake a Simple Investigation of Health and Well Being 50
- VBQU159: Engage with a Range of Complex Instructions in an Employment Context 80
- 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
- VBQU153: Investigate, Interpret and Produce Numerical and Statistical Information 50
- VBQU173: Undertake a Simple Investigation of Health and Well Being 20

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, City Flinders, Melton, Sunshine, Off-shore, Other.

**Other locations:** 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 for: give oral presentations for further study read and write straightforward 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.

**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 Other:** 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.

**Selection Processes:** Direct Entry, Interview.

Applicants undergo a pre-course English Language Assessment to determine appropriate course placement. If the number of external applicants exceeds available places, then the applicants are ranked according to their date of application.

**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 20
- 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:
Course placement.

Applicants undergo admission requirements mature age:

- Applicants undergo a pre-course English Language Assessment to determine appropriate course placement. If the number of external applicants exceeds available places, then the applicants are ranked according to their date of application.

**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 (FURTHER STUDY)**

**Course Code:** 21940VIC

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

**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:**

- Learner needs will be influenced by amount of prior education and work experience in Australia and in their country of origin. (p. 13 ESL Framework)
- 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.

**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 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.

**Selection Processes:** Direct Entry, Interview.

Applicants undergo a pre-course English Language Assessment to determine appropriate course placement. If the number of external applicants exceeds available places, then the applicants are ranked according to their date of application.

**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**

- VBU142 RESEARCH PATHWAYS AND PRODUCE A LEARNING PLAN AND PORTFOLIO 20
- 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
- VBU157 ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR LEARNING PURPOSES 25
- VBU161 CREATE A RANGE OF COMPLEX TEXTS FOR LEARNING PURPOSES 25
- VBU164 USE ALGEBRAIC TECHNIQUES TO ANALYSE MATHEMATICAL PROBLEMS 50
- VPAU543 AUSTRALIAN ENVIRONMENT 50
- BSBITU103A 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, Werribee, Melton, Sunshine.

**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 critical texts 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 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.

Applicants undergo a pre-course English Language Assessment to determine appropriate course placement. If the number of external applicants exceeds available places, then the applicants are ranked according to their date of application.

**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 20
- 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

**ELECTIVES**

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

- AURC251677A USE NUMBERS IN THE WORKPLACE 10
- EDFC080002A COMMUNICATE WORKPLACE INFORMATION 20

**PMCSU5282A** 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

**CSWE II L** POST-BEGINNER READING AND WRITING SKILLS FOR INFORMATION REPORTS 60

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**

**Course Code:** 31136A0208

**Campus:** Footscray Nicholson.

**Other locations:** 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 Entry, Written 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
Course Objectives: This course develops skills for learners to participate in a range of further study contexts. 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, 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: Mature Age: Direct Admission.

Admission Requirements: VET: Direct Admission.

Admission Requirements: Other: ISLPR 2+

Selection Processes: Direct Entry, Interview, Written Test.

Applicants undergo a pre-course English Language Assessment to determine appropriate course placement. If the number of external applicants exceeds available places, then the applicants are ranked according to their date of application.

COURSE STRUCTURE

Course Code: 91419NSW

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

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, 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: Mature Age: Direct Admission.

Admission Requirements: VET: Direct Admission.

Admission Requirements: Other: ISLPR 2+

Selection Processes: Direct Entry, Interview, Written Test.

Applicants undergo a pre-course English Language Assessment to determine appropriate course placement. If the number of external applicants exceeds available places, then the applicants are ranked according to their date of application.

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.
Selection Processes:

Applicants undergo a pre-course English Language Assessment to determine appropriate course placement. If the number of external applicants exceeds available places, then the applicants are ranked according to their date of application.

COURSE STRUCTURE

The course is delivered to mature age groups, youth groups and general access groups. Course structure and delivery is varied to suit the needs and interests of these particular groups. There are two possible specialisations within the Certificate IV in Spoken and Written English, Employment: Jobseeking and workplace communication. Jobseeking specialisation This specialisation requires successful completion of 6 modules: 1 core module 5 elective modules from Jobseeking specialisation. Workplace communication specialisation This specialisation requires successful completion of 6 modules: 1 core module 2 compulsory elective modules: CSWE IV (E) G Effective spoken skills for the workplace CSWE IV (E) H Written language skills for workplace texts 3 elective modules from Workplace communication specialisation.

This course will be available at some or all of the campuses mentioned and co-delivered with vocational courses in response to need. This course is delivered over one year. The course may also be delivered independently over one semester with a focus on a particular vocational area.

Core

CSWE IV (E) A LEARNING STRATEGIES FOR WORKPLACE TRAINING 25

Jobseeking specialisation elective modules

CSWE IV (E) B LANGUAGE AND CULTURE OF EMPLOYMENT IN AUSTRALIA 75
CSWE IV (E) C LANGUAGE SKILLS FOR TELEPHONING IN JOBSEEKING CONTEXTS 75
CSWE IV (E) D WRITTEN LANGUAGE SKILLS FOR PUBLIC SECTOR APPLICATION 75
CSWE IV (E) E WRITTEN LANGUAGE SKILLS FOR JOBSEEKING DOCUMENTS 75
CSWE IV (E) F LANGUAGE SKILLS FOR JOB INTERVIEWS 75
CSWE IV (E) G EFFECTIVE SPOKEN SKILLS FOR THE WORKPLACE 75
CSWE IV (E) H WRITTEN LANGUAGE SKILLS FOR WORKPLACE TEXTS 75

Workplace communication specialisation modules

CSWE IV (E) G EFFECTIVE SPOKEN SKILLS FOR THE WORKPLACE 75
CSWE IV (E) H WRITTEN LANGUAGE SKILLS FOR WORKPLACE TEXTS 75
CSWE IV (E) I SPOKEN COMMUNICATION WITH CUSTOMERS 75
CSWE IV (E) J SPOKEN LANGUAGE SKILLS FOR NEGOTIATION AND PROBLEM SOLVING IN THE WORKPLACE 75
CSWE IV (E) K WRITTEN LANGUAGE SKILLS FOR WORKPLACE REPORTS 75
CSWE IV (E) L LANGUAGE SKILLS FOR WORKPLACE MEETINGS 75
CSWE IV (E) M LANGUAGE SKILLS FOR WORKPLACE PRESENTATIONS 75
CSWE IV (E) N PRONUNCIATION SKILLS FOR EMPLOYMENT 75
CSWE IV (E) O GRAMMAR FOR WRITING IN THE WORKPLACE 75.

Certificate IV in Spoken and Written English - Employment

Course Code: 91420NSW

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

About this course: This course is an advanced course which develops skills for learners to participate in a range of vocational contexts.

Course Objectives: The main objective of Certificate IV in Spoken and Written English, Employment is to develop skills for learners who wish to participate in a range of vocational contexts. (p4 CSWE curriculum document, NSW AMES 2008) Outcomes are: learning strategies to establish goals, engage effectively in workplace training and develop independent learning strategies effective pronunciuation and grammar for the workplace skills to participate effectively in spoken jobseeking contexts, i.e. interview, telephone enquiry skills to participate effectively in common spoken workplace contexts, i.e. presentations, meetings, day-to-day communication, customer service, negotiation and problem-solving skills to read and critically interpret jobseeking and workplace texts skills to research and write jobseeking and workplace texts In the process of developing the above language, literacy and numeracy skills learners are able to demonstrate competence in the following Certificate IV AQF characteristics: apply theoretical knowledge and competence to a wide variety of contexts with depth in some areas apply solutions to unpredictable problems identify, analyse, and evaluate information from a variety of sources take responsibility for own learning in relation to quantity and quality requirements participate actively in group discussions (p44 CSWE curriculum document, NSW AMES 2008) Therefore, on completion learners will be able to: articulate into a vocational course search for employment.

Careers: This course provides a pathway to further English study in ESL courses, vocationally oriented courses, Further Study or Employment/Professional streams, Certificate IV or Diploma industry qualifications and vocational pathways.

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 Other: ISLPR 2+

Selection Processes: Direct Entry, Interview, Written Test.

Applicants undergo a pre-course English Language Assessment to determine appropriate course placement. If the number of external applicants exceeds available places, then the applicants are ranked according to their date of application.
UNITS
Below are unit details for courses offered by the School of Pathways and Transition in 2012.

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.
Description: 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
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.
Description: 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
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%.

3113ACV1001 BASIC VIETNAMESE 1A
Locations: Footscray Park.
Description: 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-term test 20%; End-of-semester examination (oral and written) 40%.

3113ACV1002 BASIC VIETNAMESE 1B
Locations: Footscray Park.
Prerequisites: 3113ACV1001 - BASIC VIETNAMESE 1A
Description: 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%.

3113APP1012 PSYCHOLOGY 1A
Locations: Footscray Park.
Description: 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
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
Description: 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
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.

Description: 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.

48421 DEVELOP AND APPLY KNOWLEDGE OF HUMAN BIOLOGY

Locations: St Albans.

Description: 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.

Description: 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
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.

Description: 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.

Description: 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.

Description: 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.

AURC251677A USE NUMBERS IN THE WORKPLACE

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

Other Locations: 21945VIC Certificate II in ESL (Employment) - Footscray Nicholson and St Albans campuses only 21772VIC Certificate I in General Education for Adults: Footscray Nicholson and Sunshine.

Description: 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, City Flinders.

Description: 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**

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: This unit covers the design of electronic presentations for speakers, self-access and on-line access.

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 for this unit comprises oral presentations, essays, tests and computer based requirements.

**BSBCM203A COMMUNICATE IN THE WORKPLACE**

Locations: Footscray Nicholson, St Albans, Werribee, Industry, Other.

Other Locations: 21935VIC Certificate III in ESL (Employment) - Footscray Nicholson and St Albans campuses only

Description: 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 BSBMN103A Apply basic communication skills and BSBFLM303A Contribute to effective workplace relationships.

Nominal Hours: 35

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

Assessment: Assignments, 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.

**BSBCM318A WRITE SIMPLE DOCUMENTS**

Locations: Footscray Nicholson, St Albans, Werribee, Melton, Industry, Other.

Other Locations: 21793VIC Certificate IV in Liberal Arts/21794VIC Diploma of Liberal Arts: Footscray Nicholson, Melton and Werribee only.

Description: This unit specifies the outcomes required to plan documents, draft text, prepare final text and produce documents of some complexity.

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 for this unit comprises oral presentations, essays, tests and computer based requirements.

**BSBCMN420A WRITE COMPLEX DOCUMENTS**

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: This unit specifies the outcomes required to plan documents, draft text, prepare final text and produce documents of some complexity.

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 for this unit comprises oral presentations, essays, tests and computer based requirements.

**BSBEUS309A UNDERTAKE E-LEARNING**

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: 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

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

Assessment: Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

**BSBEUS401A CONDUCT ONLINE RESEARCH**

Locations: Footscray Nicholson, St Albans, Werribee, City Flinders, Melton, Other.


Description: This unit covers researching business information using Internet, intranet or extranet, communicating with team as required and presenting reports on research outcomes.

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. RPL: Competency based. Participants would provide evidence of their skills, knowledge and experience.

**BSBEUS514A IMPLEMENT E-LEARNING**

Description: 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.
BSMKG407A  MAKE A PRESENTATION

Description: Prepare the presentation; Deliver a presentation; Review the presentation.

Nominal Hours: 30

Assessment: To be advised.

CHCOM2B  COMMUNICATE APPROPRIATELY WITH CLIENTS AND COLLEAGUES

Locations: Footscray Nicholson, St Albans, Werribee.

Other Locations: 21937VIC Certificate IV in ESL (Employment/Professional) - Online also

Description: 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.

CHCEDS409A  SUPPORT STUDENTS’ LITERACY LEARNING

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: This unit describes the skills and knowledge required by education support workers to work with teachers to support students developing their literacy skills during various phases in the acquisition of literacy competence.

Nominal Hours: 40

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

Assessment: The teacher will provide teaching and learning material as required.

CHCEDS410A  ASSIST IN FACILITATION OF STUDENT LEARNING

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: This unit deals with the skills and knowledge required to understand and apply a range of principles and processes to facilitate student learning.

Nominal Hours: 50

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

Assessment: The teacher will provide teaching and learning material as required.

CHCPOL3A  UNDERTAKE RESEARCH ACTIVITIES

Locations: Footscray Nicholson, St Albans, Werribee, City Flinders.

Description: 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.

CSWE IV (E) A LEARNING STRATEGIES FOR WORKPLACE TRAINING

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

Description: This module covers the strategies required to be an effective language learner in workplace training contexts. It includes the skills required for employees and jobseekers to study effectively within workplace training contexts. It also develops the skills required to be an independent learner outside the formal training environment.

Nominal Hours: 25

Required Reading: There is no required reading for this unit. The teacher will provide teaching and learning materials 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; student self-assessment; and simulated workplace/community based tasks. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.

**CSWE IV (E) B  LANGUAGE AND CULTURE OF EMPLOYMENT IN AUSTRALIA**

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

**Description:** This module covers the underpinning knowledge of employment in Australia and gives learners strategies and skills to find information and critically interpret this information in spoken and written texts. With this knowledge learners identify and document their employment goals within the Australian employment context.

**Nominal Hours:** 75

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

**Assessment:** Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through verbal and/or written questioning; collection of learner documents and notes; presentations; and projects. Students will be expected to be assessed on reading texts related to authentic work place scenarios. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.

**CSWE IV (E) C  LANGUAGE SKILLS FOR TELEPHONING IN JOBSEEKING CONTEXTS**

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

**Description:** This module covers the language skills required to use the telephone to enquire about advertised jobs, employment opportunities or work experience placement. The module also prepares learners to respond appropriately to employers utilising informal interviews.

**Nominal Hours:** 75

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

**Assessment:** Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through teacher observation; observed role plays; audio and/or video recordings to assess performance. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.

**CSWE IV (E) D  WRITTEN LANGUAGE SKILLS FOR PUBLIC SECTOR APPLICATION**

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

**Description:** This module covers the language skills required to apply for a public sector position. It includes analysing public sector job advertisements and information packages, identifying the job requirements, preparing a document that addresses selection criteria and preparing a covering letter. This module does not cover the skills required to write a resume or covering letter for private sector applications. These skills are covered in: CSWE IV (E) E: Written language skills for jobseeking documents.

**Nominal Hours:** 75

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

**Assessment:** Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through collection of learner documents; verbal and/or written questioning. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.

**CSWE IV (E) E  WRITTEN LANGUAGE SKILLS FOR JOBSEEKING DOCUMENTS**

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

**Description:** This module covers the written language skills required to write sums and covering letters in response to private sector job advertisements, and to complete print and/or online job application forms. This module does not cover the documentation required to apply for public sector positions. The skills required to apply for these positions are covered in CSWE IV (E) D: Written language skills for public sector applications.

**Nominal Hours:** 75

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

**Assessment:** Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through collection of learner documents. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.

**CSWE IV (E) F  LANGUAGE SKILLS FOR JOB INTERVIEWS**

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

**Description:** This module develops the language skills required to participate effectively in an interview for employment. It includes the skills and techniques required to prepare for and participate in job interviews.

**Nominal Hours:** 75

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

**Assessment:** Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through collection of learner documents; verbal and/or written questioning; teacher observation of satisfactory assessment; role plays; audio and/or video recordings to assess performance. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.

**CSWE IV (E) G  EFFECTIVE SPEAKEN SKILLS FOR THE WORKPLACE**

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

**Description:** This module covers the language skills learners need to engage in day-to-day spoken communication at work. This communication includes chatting informally with work colleagues, giving instructions, providing spoken information and participating in discussions.

**Nominal Hours:** 75

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

**Assessment:** Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through observed role plays; observation of simulated workplace tasks; audio and/or video recordings to assess performance. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.

**CSWE IV (E) H  WRITTEN LANGUAGE SKILLS FOR WORKPLACE TEXTS**

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

**Description:** This module covers the skills required to read and write a variety of formal workplace documents. This includes critically reading and interpreting a variety of common texts; writing formal documents such as business letters,
proposals and research notes; and writing emails and the appropriate level of formality.

Nominal Hours: 75

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

Assessment: Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through collection of learner documents; verbal and/or written questioning; observed role plays; observation of simulated workplace tasks; audio and/or video recordings to assess learner performance. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.

CSWE IV (E) I  SPoken communication with customers

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

Description: This module covers the spoken skills required for communication with customers. It includes researching and understanding the role of customer service within the workplace and the language needed to deal with an enquiry and a complaint.

Nominal Hours: 75

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

Assessment: Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through collection of learner documents; verbal and/or written questioning; observed role plays; observation of simulated workplace tasks; audio and/or video recordings to assess learner performance. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.

CSWE IV (E) J  Spoken language skills for negotiation and problem solving in the workplace

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

Description: This module covers the language skills required to negotiate positive outcomes where resistance occurs. It includes researching and identifying situations in which negotiation is important in the workplace and the language required to negotiate resolution of a problem or issue.

Nominal Hours: 75

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

Assessment: Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through collection of learner documents; verbal and/or written questioning; observed role plays; observation of simulated workplace tasks; audio and/or video recordings to assess learner performance. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.

CSWE IV (E) K  Written language skills for workplace reports

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

Description: This module covers the language skills required to write common workplace reports such as progress, periodic, problem/solution and justification reports. These reports should be in formal report format and include a title page, introduction, sections with headings in the body, conclusions and recommendations. The module includes reading and analysing workplace reports to identify good model texts, researching and planning to write a report, writing a report and preparing an executive summary to accompany the report.

Nominal Hours: 75

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

Assessment: Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through collection of learner documents; verbal and/or written questioning; observed role plays; observation of simulated workplace tasks; audio and/or video recordings to assess learner performance. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.

CSWE IV (E) L  Language skills for workplace meetings

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

Description: This module covers the language skills required to contribute to a meeting effectively. It includes the written language to prepare an agenda and take minutes, and the spoken language required to participate in and contribute to a meeting effectively.

Nominal Hours: 75

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

Assessment: Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through collection of learner documents; verbal and/or written questioning; observed role plays; observation of simulated workplace tasks; audio and/or video recordings to assess learner performance. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.

CSWE IV (E) M  Language skills for workplace presentations

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

Description: This module covers the skills required to understand and deliver presentations. It includes listening to, preparing and giving oral presentations.

Nominal Hours: 75

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

Assessment: Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through collection of work samples; collection of learner documents; verbal and/or written questioning; teacher observation of satisfactory performance; presentations; observation of simulated workplace tasks; audio and/or video recordings to assess learner performance. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.

CSWE IV (E) N  Pronunciation skills for employment

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

Description: This module covers the pronunciation skills required to communicate intelligibly and effectively in workplace contexts. It includes using the segmental and prosodic features of English and strategies to monitor and modify pronunciation.

Nominal Hours: 75

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

Assessment: Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through audio and/or video recordings to assess performance; teacher observation of satisfactory performance; role plays. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.
CSWE IV (E)  O GRAMMAR FOR WRITING IN THE WORKPLACE

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

Description: This module covers the grammar required to deal with common workplace texts. It includes analysing texts for their purpose and grammatical structures and then writing texts with the appropriate grammar according to their purpose.

Nominal Hours: 75

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

Assessment: Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Evidence may be gathered through collection of learner documents; verbal and/or written questioning. It is envisaged that Assessment tasks will also map to the vocational certificate in the case of dual delivery.

CUVPRP02A  DEVELOP UNDERSTANDING OF OWN ABORIGINAL OR TORRES STRAIT ISLANDER IDENTITY

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: 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

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

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.

FDFCORWC1A  COMMUNICATE WORKPLACE INFORMATION

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


Description: 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: Assessment may be 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.

FNSFLIT201B  DEVELOP AND USE A PERSONAL BUDGET

Locations: Footscray Nicholson, Sunshine, Other.

Other Locations: Visy Cares Hub.

Description: 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.

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.

ICAI133A  SEND AND RETRIEVE INFORMATION OVER THE INTERNET USING BROWSERS AND EMAIL

Locations: Footscray Nicholson, St Albans, Werribee, City Flinders, Melton, Sunshine, Other.

Other Locations: 21793VIC Certificate IV in Liberal Arts/21794VIC Diploma of Liberal Arts: Footscray Nicholson, Melton and Werribee only.

Description: Access the internet; Search the internet; Send and organise messages; Create an address book.

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.

ICAU1129B  OPERATE A WORD PROCESSING APPLICATION

Locations: Footscray Nicholson, St Albans, Werribee, City Flinders, Sunshine, Other.

Other Locations: 21939VIC Certificate III in ESL (Further Study) - Footscray Nicholson, St Albans and Werribee only

Description: 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, City Flinders, Sunshine, Other.

Other Locations: 21940VIC Certificate IV in ESL (Further Study) - Footscray Nicholson, St Albans & Werribee only

Description: 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.

MNG1026A OPERATE A COMPUTER TO PRODUCE DOCUMENTS

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


Description: 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.

Description: 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, Other.

Other Locations: 21937VIC Certificate IV in ESL (Employment/Professional): On-line also. 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

Description: 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 workplace. 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.

Other Locations: 21937VIC Certificate IV in ESL (Employment/Professional): On-line also.

Description: 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.

PSPGOV524A INTERPRET DATA AND RELATED STATISTICS

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: 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.
**TDE497B  PREPARE WORKPLACE DOCUMENTS**

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

**Description:** 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:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

**VBP715  PREPARE PORTFOLIOS AND APPLICATIONS**

**Locations:** Footscray Nicholson, Werribee, City Flinders, Melton.

**Description:** 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:** No required text.

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

**VBUQ045  ADOPT RECOMMENDED STUDY PRACTICES**

**Locations:** Footscray Nicholson.

**Description:** This unit covers the skills and knowledge required by a learner to put recommended study strategies into practice. In particular, it directs learners who are continuing or returning to study as to the skills required in establishing priorities, interpreting requirements and collaborating with others in a learning environment.

**Nominal Hours:** 45

**Required Reading:** Dependent on field of study.

**Assessment:** Assessment for competencies comprises: practical application and demonstration of skills - interviews - written/computer based work.

**VBUQ046  MAINTAIN AN EFFECTIVE PERSONAL STUDY APPROACH**

**Locations:** Footscray Nicholson.

**Description:** This unit covers the skills and knowledge required to maintain an effective personal study approach. In particular, it directs learners who are continuing or returning to study as to the skills required in organising, planning, communicating and accessing information relevant to their main course of study.

**Nominal Hours:** 40

**Required Reading:** Dependent on field of study.

**Assessment:** Assessment for competencies comprises: practical application and demonstration of skills - interviews - written/computer based work.

**VBUQ048  DEVELOP AND IMPLEMENT AUTONOMOUS LEARNING**

**Locations:** Footscray Nicholson.

**Description:** This unit covers the skills and knowledge required for autonomous learning. In particular, it directs learners who are continuing or returning to study as to the skills required in developing independence as a learner, solving problems, researching and contributing to a group learning environment.

**Nominal Hours:** 50

**Required Reading:** Dependent on field of study.

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements. Diploma of Community Development Assessment: Graded.

**TIE607D  COLLECT, ANALYSE AND PRESENT WORKPLACE DATA AND INFORMATION**

**Description:** 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:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

**VBP714  PREPARE FOR TERTIARY RESEARCH AND STUDY**

**Locations:** Footscray Nicholson, Werribee, City Flinders, Melton, Industry.

**Description:** This unit describes the outcomes necessary to undertake studies at tertiary level.

**Nominal Hours:** 40

**Required Reading:** No required text.

**Assessment:** Assessment for this unit comprises oral presentations, essays, tests and computer based requirements. Diploma of Community Development Assessment: Graded.
VBQU134 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR EMPLOYMENT PURPOSES

Locations: Footscray Nicholson, St Albans, Sunshine, Other.


Description: The focus of this unit is on interpreting a range of 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 Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF 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.

VBQU145 ENGAGE WITH A RANGE OF TEXTS OF SOME COMPLEXITY FOR EMPLOYMENT PURPOSES

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

Other Locations: 21939VIC Certificate III in ESL (Further Study) - Footscray Nicholson, St Albans and Werribee. 21773VIC Certificate II in General Education for Adults - Footscray Nicholson, Sunshine, Visc Cares Hub and Distance Education.

Description: The focus of this unit is on interpreting a range of structurally intricate texts which are relevant to employment purposes and which may include some specialisation and non routine contexts. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF 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.

VBQU140 WORK WITH MEASUREMENT AND DESIGN IN FAMILIAR SITUATIONS

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

Other Locations: 21945VIC Certificate II in ESL (Employment) - Footscray Nicholson and St Albans. 21772VIC Certificate I in General Education for Adults - Footscray Nicholson and Sunshine.

Description: 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 relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two Numeracy: 2. 9, 2. 10, 2. 11 & 2. 12 and partially contribute to indicators of competence at Level Three Numeracy: 3 10 & 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.

VBQU146 ENGAGE WITH A RANGE OF TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE WORKPLACE

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

Other Locations: 21945VIC Certificate II in ESL (Employment): Footscray Nicholson and St Albans campuses only, 21773VIC Certificate II in General Education for Adults - Footscray Nicholson, Sunshine, Visc Cares Hub and Distance Education.

Description: The focus of this unit is on interpreting a range of structurally intricate texts which are relevant to employment purposes and which may include some specialisation and non routine contexts. 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 Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF 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.
**VBQU149  CREATE A RANGE OF TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES**

**Locations:** Footscray Nicholson, St Albans, Werribee, City Flinders, Other.

**Other Locations:** 21939VIC Certificate III in ESL (Further Study) - Footscray Nicholson, St Albans and Werribee. 21773VIC Certificate II in General Education for Adults - Footscray Nicholson, Sunshine, Visy Cares Hub and Distance Education.

**Description:** 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 texts may include some specialisation and non routine contexts. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), © Commonwealth of Australia (2008). They contribute directly to the achievement of ACSF indicators of competence at Level Four (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 A RANGE OF TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE WORKPLACE**

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

**Other Locations:** 21935VIC Certificate III in ESL (Employment) - Footscray Nicholson and St Albans campuses only 21773VIC Certificate II in General Education for Adults - Footscray Nicholson, Sunshine, Visy Cares Hub and Distance Education.

**Description:** This unit covers written communication in the workplace. It includes extracting meaning from written information for workplace purposes and preparing written materials of some complexity. In practice, writing workplace materials of some complexity overlaps with other generalist workplace activities such as using 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, City Flinders, Sunshine, Other.

**Other Locations:** Certificates in ESL: Footscray Nicholson, St Albans and Werribee. 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Sunshine and Visy Cares Hub.

**Description:** 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 relate directly to the Australian Core Skills Framework (ACSF), © Commonwealth of Australia (2008). They contribute directly to the achievement of ACSF indicators of competence at Level Four 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, City Flinders, Other.

**Other Locations:** 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

**Description:** 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 Australian Core Skills Framework (ACSF), © Commonwealth of Australia (2008). They contribute directly to the achievement of ACSF 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, Other.

**Other Locations:** 21937VIC Certificate IV in ESL (Employment/Professional): Online also. 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

**Description:** 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 sources. 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 Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF 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, City Flinders, Other.

**Other Locations:** 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

**Description:** The focus of this unit is on writing skills to create complex texts which are relevant to the further study context. Its emphasis is on an structured reflective and opinion texts used in a range of study environments. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Five (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.

**VBQU163 ANALYSE AND EVALUATE NUMERICAL AND STATISTICAL INFORMATION**

**Locations:** Footscray Nicholson, St Albans, Werribee, City Flinders, Melton, Other.

**Other Locations:** 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only. 21793VIC Certificate IV in Liberal Arts/21794VIC Diploma of Liberal Arts: City Flinders. Footscray Nicholson, Melton and Werribee only.

**Description:** 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 relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Five 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.

**VBQU164 USE ALGEBRAIC TECHNIQUES TO ANALYSE MATHEMATICAL PROBLEMS**

**Locations:** Footscray Nicholson, St Albans, Werribee, City Flinders, Melton, Other.

**Other Locations:** 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only.

**Description:** 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 relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Five 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, City Flinders, Melton.

Other Locations: 21937VIC Certificate IV in ESL (Employment/Professional): On-line also. 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only. 21793VIC Certificate IV in Liberal Arts/21794VIC Diploma of Liberal Arts: City Flinders, Footscray Nicholson, Melton and Werribee only.

Description: 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 relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Five Numeracy: S. 10, S. 11, S. 12 & S. 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, Werribee, City Flinders, Melton.

Description: 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.

Assessment: To be advised.

VBQU227  RESEARCH FIELDS OF STUDY AND ENQUIRY

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: 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, Werribee, City Flinders, Melton.

Description: 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

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: 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

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

Assessment: Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBQU230  ANALYSE THE HUMAN TRANSFORMATIONS OF NATURE

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: 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

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

Assessment: Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBQU231  RESEARCH APPROACHES TO ECONOMY AND SOCIETY

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: 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

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

Assessment: Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.
VBUQ232  ANALYSE A RANGE OF TEXTS

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: 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

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

Assessment: Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBUQ233  ANALYSE TRADITION AND MODERNITY

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: 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 Reader Analyse Tradition and Modernity for this unit from the Victoria University Bookshop. Brave New World Aldous Huxley 1993 1st edn Pearson Education, London.

Assessment: To be advised.

VBUQ234  UNDERTAKE ACADEMIC RESEARCH

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: 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

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

Assessment: Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBUQ235  ANALYSE SOCIOLOGICAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: 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: 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.

VBUQ236  ANALYSE URBAN FORM OF CULTURE

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: 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 Reader Analyse Urban Form of Culture for this unit from the Victoria University Bookshop.

Assessment: Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBUQ237  ANALYSE THEORIES OF SELF

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: 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 Reader Analyse Theories Of Self for this unit from the Victoria University Bookshop.

Assessment: Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBUQ238  ANALYSE LITERARY TEXTS AND GENRES

Locations: Footscray Nicholson, Werribee, City Flinders, Melton.

Description: 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 Reader Analyse Literary Texts and Genres for 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, City Flinders.

Description: 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, City Flinders.

Description: 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.

VPAUS11  SPEAK AND LISTEN TO SIMPLE TEXTS FOR EMPLOYMENT
Locations: Footscray Nicholson, St Albans.

Description: 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.

VPAUS12  READ AND WRITE SIMPLE TEXTS FOR EMPLOYMENT
Locations: Footscray Nicholson, St Albans, Werribee.

Description: 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.

VPAUS13  OBSERVE AND REPORT ON ACTIVITIES IN A WORKPLACE
Locations: Footscray Nicholson, St Albans.

Description: 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.

VPAUS14  SPEAK AND LISTEN TO A RANGE OF STRAIGHTFORWARD TEXTS FOR EMPLOYMENT
Locations: Footscray Nicholson, St Albans.

Description: 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 straightforward 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.

VPAUS15  READ AND WRITE A RANGE OF STRAIGHTFORWARD TEXTS FOR EMPLOYMENT
Locations: Footscray Nicholson, St Albans.

Description: 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 straightforward 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.

Description: 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;
- 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, City Flinders.

Description: This unit of competency describes listening and notetaking performance outcomes, skills and knowledge required by adult learners with language backgrounds 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;
- 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

Description: 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;
- 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.

Other Locations: 21937VIC Certificate IV in ESL (Employment/Professional) - online 21935VIC Certificate III in ESL (Employment) - Footscray Nicholson, St Albans & Werribee campuses.

Description: 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;
- 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

Description: 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;
- 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

Description: 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;
- 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

Description: 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, City Flinders.

Description: 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 an 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, City Flinders.

Description: 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 an 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, City Flinders.

Description: 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 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.

VPAU526  ANALYSE AND PRODUCE A RANGE OF STRAIGHTFORWARD TEXTS RELEVANT TO FURTHER STUDY

Locations: Footscray Nicholson, St Albans, Werribee, City Flinders.

Description: 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: 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.

VPAU527  LISTEN AND TAKE NOTES FOR RESEARCH

Locations: Footscray Nicholson, St Albans, Werribee, City Flinders.

Description: 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, City Flinders.

**Description:** 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 an advanced level of language study 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, City Flinders.

**Description:** 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 level of speaking and listening 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, City Flinders.

**Description:** 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 level of 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:** 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, City Flinders.

**Description:** 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 an advanced level of reading and writing skills in English to produce 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, City Flinders.

**Description:** 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 an advanced level of reading and writing skills in English to produce 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, City Flinders.

**Description:** 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, City Flinders.

**Description:** 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.

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**VPAU556  ORGANISE AND PARTICIPATE IN A PRACTICAL PLACEMENT**

**Description:** This unit aims to familariase 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.

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**VPAU560  INVESTIGATE CURRENT ISSUES**

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

**Description:** 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.
CERTIFICATE I IN TRANSITION EDUCATION
Course Code: 21671VIC

Campus: Footscray Nicholson, Other.

Other locations: Western Futures stream only.

This course is for Continuing students 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
BSBCMN106A FOLLOW WORKPLACE SAFETY PROCEDURES 10
VBP499 FUNCTIONAL NUMERACY 50
VBPS10 ENVIRONMENT 25
THHGH5038 PROVIDE FIRST AID 24

Group B Electives (Literacy and Numeracy focus)

VBPS00 GENERAL WRITING SKILLS 25
VBPS01 SPELLING IMPROVEMENT TECHNIQUES 25
VBPS02 LETTER WRITING 25
VBPS03 RECREATIONAL READING 25
VBPS04 CRITICAL READING 25
VBPS05 TECHNICAL READING 25
VBPS06 GUIDES, DIRECTORIES AND TIMETABLES 25
VBPS07 THE MEDIA 50
VBPS08 FRACTIONS, DECIMALS AND PERCENTS 25
VBPS09 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.

This course is for Continuing students only

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.

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
ICAIIW011B  PARTICIPATE IN A TEAM AND INDIVIDUALLY TO ACHIEVE ORGANISATION GOALS  20
TDI397B  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
BSBCMN106A  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.

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.

Applicants must:

- have a TAA40104 Certificate IV Training and Assessment or a BSZ40198 Certificate IV in Assessment and Workplace Training or equivalent
- be employed in a 0.5 teaching capacity within a TAFE college
- have agreed commitment from workplace mentor/s and supervisor/s to support the applicant in carrying out the 200 hours supervised teaching practice
- be able to attend classes as per the timetable. Preference will be given to applicants in the following order: A. Current Teacher Level B. Date of receipt of application

COURSE STRUCTURE

The course is offered on a part-time basis over a 12 month period.

Core Units of Study

TAA6N501B  MAINTAIN AND ENHANCE PROFESSIONAL PRACTICE  40
TAA6N501B  DESIGN AND DEVELOP LEARNING STRATEGIES  40
TAA6N502B  DESIGN AND DEVELOP LEARNING RESOURCES  50
VBN389  INNOVATION IN EDUCATION AND TRAINING  60
VBP892  FACILITATE LEARNING IN COMPLEX ENVIRONMENTS  50
TAA6N502B  FACILITATE ACTION LEARNING PROJECTS  30
TAA6N501B  FACILITATE E-LEARNING  30

Elective Units of Study

4 electives will be chosen from the following list:

TAA6N501B  UNDERTAKE ORGANISATIONAL TRAINING NEEDS ANALYSIS  40
BSBMKG406A  BUILD CLIENT RELATIONSHIPS  50
VBP893  DEVELOP ASSESSMENT TOOLS FOR DIFFERENTIATING PERFORMANCE  60
TAA6S505B  RESEARCH AND DEVELOP COMPETENCY STANDARDS  30
TAA6S503B  RESEARCH AND DESIGN E-LEARNING RESOURCES  40
TAA6S504B  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 TAAE4040A 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: 220-260 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
BSLED701A LEAD PERSONAL AND STRATEGIC TRANSFORMATION 80
BSLED801A INITIATE AND LEAD APPLIED RESEARCH 40

Note: For all further enquiries please contact 03 9919 8396.

CERTIFICATE II IN AUTOMOTIVE STUDIES (PRE-VOCATIONAL)

Course Code: 22015VIC

Campus: Footscray Nicholson, Other.

Other locations: The one course offered each year is delivered across two locations - the Footscray Nicholson Campus of Victoria University and the premises of Footscray City College in Kinnear Street, Footscray.

About this course: The course is delivered at Victoria University as the Industry Specific Skills (VET certificate) component of a Victorian Certificate of Applied Learning (VCAL Automotive) program. The Certificate II in Automotive Studies (Pre-vocational) is a work ready pre-employment course designed to meet the needs of full-time or part-time students wishing to pursue a career in the automotive industry. The VCAL (Automotive) program provides options for students exploring work pathways and further education. The emphasis is on practical, experiential education and training (e.g. hands-on/learning) giving students skills and knowledge relevant to work and life. The program develops capability by concentrating on literacy and numeracy, work related skills, industry specific skills, and personal development and employability skills in the context of integration across the curriculum. Students develop their literacy, numeracy and personal development skills through projects that are themed to the automotive industry.

Course Objectives: The Certificate II in Automotive Studies (Pre-vocational) is a work ready pre-employment course designed to meet the needs of full-time or part-time students wishing to pursue a career in the automotive industry. The intended vocational outcomes for the course are as an introduction to typical activities and technologies encountered in the automotive industry. The skills and knowledge outcomes enable an individual with this qualification to: demonstrate basic operational knowledge in a moderate range of automotive technologies; apply a defined range of skills appropriate to entry to the automotive industry; apply known solutions to a limited range of predictable problems associated with an understanding of basic automotive technologies; perform a range of tasks where choice between a limited range of options is required; assess and record information from varied sources; and take limited responsibility for own outputs in work and learning. To be eligible to receive the qualification, students must successfully complete: two mandatory units; and elective units/modules equivalent to 34 credit matrix points. Students who partially complete the qualification will be issued with Statements of Attainment for any units successfully completed. Automatic credit transfer is given for successful completion of any Training Package units of competency.

Careers: Automotive industry.

Course Duration: 1 year.

Admission Requirements Year 12: Not applicable - there are no course Prerequisites.

Admission Requirements International: Not applicable - there are no course Prerequisites.

Admission Requirements Mature Age: The Certificate II in Automotive Studies (Pre-vocational) is open to full-time and part-time students with no implicit limitations to access and pathways based on age, gender, employment or social background, though its primary target is young people aged 15 to 24 years.

Admission Requirements VET: Not applicable - there are no course Prerequisites.

Selection Processes: Direct Entry.

COURSE STRUCTURE

The course may be offered on a full-time basis over 400 nominal hours or part-time equivalent. Student Work Placement or Simulated WorkplaceStudent work placement is recommended to complement workplace assessment in accordance with competency evidence requirements. Full-time 400 nominal hours or part-time equivalent.

To be eligible to receive the qualification, participants must successfully complete: - two core units and - Elective units/modules equivalent to 34 credit matrix points. Participants who partially complete the qualification will be issued with Statements of Attainment for any units successfully completed.

Core Unit of Study

VBN644 CARRY OUT INDUSTRY RESEARCH 40
AURC270103A APPLY SAFE WORKING PRACTICES 20

Elective Units of Study

AURT270278A USE AND MAINTAIN WORKPLACE TOOLS AND EQUIPMENT 20
NCS003 JOB SEEKING SKILLS 20
VBN652 DISMANTLE AND ASSEMBLE ENGINE, FOUR-STROKE MULTI CYLINDER (PETROL) 40
VBN653 REMOVE AND REPLACE ENGINE CYLINDER HEAD 20
CERTIFICATE I IN TRANSITION EDUCATION  
Course Code: 22129VIC  
Campus: Footscray Nicholson, St Albans.

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.

Course Objectives: The Certificate I in Transition Education is designed for a range of learners with a disability/disabilities or with significant evidence of a disability or special learning needs which impact on their learning. The focus of Transition Education is providing post school educational options for people who have individual, special learning needs and its main focus is on enabling learners to find the most appropriate option for them in the community after leaving school.

Careers: This is 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: 1 year.

Admission Requirements Other: Applicants must be post school age (18+ years of age and eligible for Futures Funding) and must be able to demonstrate to the satisfaction of the Program Manager that they are in search of adult study options.

Selection Processes: Direct Entry, Interview, Written Test.

All applicants must participate in an interview with a teaching staff member and may be required to complete a written assessment.

**COURSE STRUCTURE**

This course is offered on a full-time basis over 1 year (980-1160 hours) or part-time equivalent according to individual needs.

Core units - All six units must be completed.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>VBN655</td>
<td>DISMANTLE AND ASSEMBLE CARBURETTOR</td>
<td>20</td>
</tr>
<tr>
<td>VBN657</td>
<td>DISMANTLE AND ASSEMBLE FUEL PUMP</td>
<td>20</td>
</tr>
<tr>
<td>VBN659</td>
<td>DISMANTLE AND ASSEMBLE TRANSMISSION, MANUAL (CONVENTIONAL)</td>
<td>40</td>
</tr>
<tr>
<td>VBN662</td>
<td>REMOVE AND REPLACE CLUTCH ASSEMBLY</td>
<td>20</td>
</tr>
<tr>
<td>VBN663</td>
<td>REMOVE AND REPLACE SUSPENSION, FRONT SPRINGS</td>
<td>25</td>
</tr>
<tr>
<td>VBN666</td>
<td>REMOVE AND REPLACE WHEEL AND TYRE ASSEMBLIES</td>
<td>10</td>
</tr>
<tr>
<td>VBN668</td>
<td>OPERATE ELECTRICAL TEST EQUIPMENT</td>
<td>40</td>
</tr>
<tr>
<td>VBN675</td>
<td>RECHARGE BATTERIES</td>
<td>15</td>
</tr>
<tr>
<td>VBN676</td>
<td>CONSTRUCT BASIC ELECTRONIC CIRCUITS</td>
<td>40</td>
</tr>
<tr>
<td>VBN692</td>
<td>REMOVE AND REPLACE STEERING ASSEMBLY</td>
<td>20</td>
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</tbody>
</table>

Elective units - All four units must be completed.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCVOL201A</td>
<td>BE AN EFFECTIVE VOLUNTEER</td>
<td>25</td>
</tr>
<tr>
<td>VU20451</td>
<td>PARTICIPATE IN RECREATIONAL ACTIVITIES</td>
<td>50</td>
</tr>
<tr>
<td>VU20452</td>
<td>PARTICIPATE IN CREATIVE ACTIVITIES</td>
<td>50</td>
</tr>
<tr>
<td>VU20454</td>
<td>APPLY NUMERACY FOR A RANGE OF PURPOSES</td>
<td>50</td>
</tr>
</tbody>
</table>

**CERTIFICATE IV IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**  
Course Code: 40540SA  
Campus: Off-shore.

About this course: This course is delivered offshore in the People’s Republic of China. The course is aimed at non-Chinese nationals living in China who wish to meet professional requirements for teaching English as Second or Other Language in Chinese universities.

Course Objectives: The course provides a qualification for non-Chinese nationals in China seeking employment as TESOL teachers. This highly practical course trains participants in basic TESOL methodologies. Graduates will be better placed to meet minimum professional requirements for non-Chinese nationals for entry level teaching positions within China.

Careers: Graduates wishing to teach overseas should check with individual institutions for qualification requirements.

Course Duration: 0.5 years.

Admission Requirements Other: Applicants for the course must have: - minimum Year 12 or equivalent - an overall score of (academic) International English Language Testing System (IELTS) 6.5 with no band score less than 6, or equivalent. The IELTS test should be given no more than 12 months prior to a student undertaking the course.

Selection Processes: Direct Entry, Interview.

Selection will be by direct application and interview. Preference will be given to candidates employed or likely to be employed in the TESOL field. Successful applications will demonstrate at interview: An appropriate awareness of the English language as it is used and its difficulties for learners An ability to analyse language at a suitable level and to express ideas clearly A willingness to engage in discussion of teaching/learning approaches Self-awareness and flexibility of approach Willingness to interact, listen and respond appropriately An ability to take pressure and maintain positive rapport A competence in written and spoken English that will enable them to teach the language to students without causing error.

**COURSE STRUCTURE**

Six core units are required for award of this course.

Core unit

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYRD</td>
<td>APPLY ADULT TESOL METHODOLOGIES TO DEVELOP ENGLISH LANGUAGE SKILLS</td>
<td>120</td>
</tr>
<tr>
<td>TAADESS501B</td>
<td>DESIGN AND DEVELOP LEARNING STRATEGIES</td>
<td>40</td>
</tr>
<tr>
<td>TAADESS502B</td>
<td>DESIGN AND DEVELOP LEARNING RESOURCES</td>
<td>50</td>
</tr>
<tr>
<td>RYMS</td>
<td>IDENTIFY AND USE BASIC GRAMMATICAL CONCEPTS AND TRADITIONAL METALANGUAGE</td>
<td>20</td>
</tr>
<tr>
<td>RYMT</td>
<td>PLAN AN INTEGRATED LESSON USING COMMUNICATIVE LANGUAGE TEACHING METHODOLOGY</td>
<td>15</td>
</tr>
<tr>
<td>RYMW</td>
<td>USE THE TERMINOLOGY OF TRADITIONAL GRAMMAR AND LOCATE</td>
<td>20</td>
</tr>
</tbody>
</table>
UNITS
Below are unit details for courses offered by the Faculty Delivered - VUC in 2012. 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.

AURC270103A APPLY SAFE WORKING PRACTICES
Locations: Footscray Nicholson, Newport, Other.
Other Locations: Footscray City College. 22015VIC Certificate II in Automotive Studies (Pre-vocational): Footscray Nicholson Campus and Footscray City College only.
Description: This unit incorporates the Worksafe Australia Guidelines and encompasses competencies necessary to apply basic safety and emergency procedures to maintain a safe workplace for staff, customers and others.
Nominal Hours: 20
Required Reading: No required reading.
Assessment: One or more of the following: written assignment, written test, simulation, observation, demonstration, discussion, questioning, presentation, campus/workplace projects and RTQ/workplace assignments.

AURT270278A USE AND MAINTAIN WORKPLACE TOOLS AND EQUIPMENT
Locations: Footscray Nicholson, Other.
Other Locations: Footscray City College
Description: This unit covers the competence required to select, safely use and maintain workplace tooling and equipment. The unit includes identification and confirmation of work requirement, preparation for work, selection, use, servicing, maintenance and storage of tooling and equipment and completion of work finalisation processes, including clean-up and documentation.
Nominal Hours: 20
Required Reading: No required reading.
Assessment: The teacher will provide teaching and learning material as required.
Assessment: Assessment methods must confirm the requirements of this competency unit through: - Direct observation of practical work performed. - Confirmation of successful completion of reporting requirements relating to standard and content. - Questioning of underpinning knowledge by written or oral testing.

BSBCMN102A COMPLETE DAILY WORK ACTIVITIES
Locations: Footscray Park, Industry.
Description: This unit describes the performance outcomes, skills and knowledge required to organise and complete work activities, and to obtain 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.

BSBITU101A OPERATE A PERSONAL COMPUTER
Locations: Footscray Nicholson, Sunshine, Other.
Description: 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.

BSBLED801A INITIATE AND LEAD APPLIED RESEARCH
Description: 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.

BSBWOR202A ORGANISE AND COMPLETE DAILY WORK ACTIVITIES
Locations: Footscray Nicholson, Sunshine, Other.
Other Locations: Secondary Schools in VETiS program. VUCIP - Footscray Nicholson, Sunshine and off-campus work placement locations.
Description: 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 Students are assessed through classwork, tests, projects, case studies, presentations, demonstration and observation. 2012VIC Certificate I in Vocational Preparation Students are assessed through classwork, tests, demonstration and observation.

CHCCAR501B CONDUCT CAREER GUIDANCE INTERVIEW
Locations: Industry, Other.
Other Locations: Unit available for credit transfer/RPL only.
Description: This unit describes the knowledge and skills required to work with clients to assist them to identify their career interests and options and to assist them to make decisions to match informed career decisions.

Nominal Hours: 70
Required Reading: 21697VIC Diploma of VET Practice: no required reading.
Assessment: 21697VIC Diploma of VET Practice: N/A - Unit is available for credit transfer/RPL only.

CSWE IV (FS) A LEARNING STRATEGIES FOR FURTHER STUDIES

Description: 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

Description: 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 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) C WRITTEN SKILLS FOR PRESENTING POINT OF VIEW IN ESSAYS

Description: 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

Description: 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

Description: 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

Description: 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 for this module 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

Description: 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.

**MEM15001B PERFORM BASIC STATISTICAL QUALITY CONTROL**

*Locations:* Industry.

*Description:* This unit covers taking samples and applying a statistical process to monitor production.

*Nominal Hours:* 20

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

*Assessment:* Traineeship: Training record book, observation, demonstration, written/oral test/worksheets. RPL: Competency based. Participants would provide evidence of their skills, knowledge and experience.

**MSAPMOHS100A FOLLOW OHS PROCEDURES**

*Locations:* Industry.

*Description:* On completion of this unit, the worker will be able to recognise hazards commonly occurring at the workplace and follow health and safety instructions and procedures in the workplace.

*Nominal Hours:* 20

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

*Assessment:* Traineeship: Training record book, observation, demonstration, written/oral test/worksheets. RPL: Competency based. Participants would provide evidence of their skills, knowledge and experience.

**MSAPMOHS110A FOLLOW EMERGENCY RESPONSE PROCEDURES**

*Locations:* Industry.

*Description:* This unit relates to the appropriate response to emergency situations for any new workers at the workplace, possibly delivered as part of an induction program.

*Nominal Hours:* 20

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

*Assessment:* Traineeship: Training record book, observation, demonstration, written/oral test/worksheets. RPL: Competency based. Participants would provide evidence of their skills, knowledge and experience.

**MSAPMOHS210A UNDERTAKE FIRST RESPONSE TO NON-FIRE INCIDENTS**

*Locations:* Industry.

*Description:* This unit deals with recognising and responding to an emerging incident (except for fire) to provide an appropriate first response.

*Nominal Hours:* 20

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

*Assessment:* Traineeship: Training record book, observation, demonstration, written/oral test/worksheets. RPL: Competency based. Participants would provide evidence of their skills, knowledge and experience.

**MSAPMOPS101A MAKE MEASUREMENTS**

*Locations:* Industry.

*Description:* This unit covers the making or taking of measurements in a variety of sites and locations.

*Nominal Hours:* 30

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

*Assessment:* Traineeship: Training record book, observation, demonstration, written/oral test/worksheets. RPL: Competency based. Participants would provide evidence of their skills, knowledge and experience.

**MSAPMOPS102A PERFORM TASKS TO SUPPORT PRODUCTION**

*Locations:* Industry.

*Description:* This competency covers the performance of largely manual tasks that are performed in support of the production process working under close supervision. It applies to all sectors of the industry.

*Nominal Hours:* 30

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

*Assessment:* Traineeship: Training record book, observation, demonstration, written/oral test/worksheets. RPL: Competency based. Participants would provide evidence of their skills, knowledge and experience.

**MSAPMOPS200A OPERATE EQUIPMENT**

*Locations:* Industry.

*Description:* This competency covers the operation of equipment and the resolving of routine problems to procedure in the production process. This competency is for organisation specific equipment items which are not otherwise covered in this Training Package.

*Nominal Hours:* 40

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

*Assessment:* Traineeship: Training record book, observation, demonstration, written/oral test/worksheets. RPL: Competency based. Participants would provide evidence of their skills, knowledge and experience.

**MSAPMSUP101A CLEAN WORKPLACE OR EQUIPMENT**

*Locations:* Industry.

*Description:* This competency covers general housekeeping duties, as well as the cleaning of plant and equipment. This competency is typically demonstrated by all operators working either independently or as part of a work team.

*Nominal Hours:* 30

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

*Assessment:* Traineeship: Training record book, observation, demonstration, written/oral test/worksheets. RPL: Competency based. Participants would provide evidence of their skills, knowledge and experience.
MSAPMSUP172A  IDENTIFY AND MINIMISE ENVIRONMENTAL HAZARDS

Locations: Industry.

Description: This competency covers the awareness of environmental issues and organisation environmental policies and procedures to minimise environmental threats.

Nominal Hours: 20

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

Assessment: Traineeship: Training record book, observation, demonstration, written/oral test/worksheets. RPL: Competency based. Participants would provide evidence of their skills, knowledge and experience.

MSAPMSUP291A  PARTICIPATE IN CONTINUOUS IMPROVEMENT

Locations: Industry.

Description: This unit applies to all employees who are required to be involved in process improvement initiatives.

Nominal Hours: 30

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

Assessment: Traineeship: Training record book, observation, demonstration, written/oral test/worksheets. RPL: Competency based. Participants would provide evidence of their skills, knowledge and experience.

NC5003  JOB SEEKING SKILLS

Locations: Footscray Nicholson, Other.

Other Locations: Footscray City College

Description: Employment opportunities; Job applications and preparation; Interview techniques; Personal performance evaluation.

Nominal Hours: 20

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

Assessment: A combination of one or more of the following: tests, written work (assignments and reports), presentations, projects, group activities, case studies and practical exercises which simulate the conditions of workplace performance.

NYRD  APPLY ADULT TESOL METHODOLOGIES TO DEVELOP ENGLISH LANGUAGE SKILLS

Locations: Off-shore, Other.

Other Locations: This course is offered at Sichuan University in China.

Description: This unit specifies the skills and knowledge required to teach English language skills to adults.

Nominal Hours: 120

Required Reading: No required texts. The teacher will provide teaching and learning material as necessary.

Assessment: Lesson plans including activities and resources, supervised delivery of lessons, summaries of readings, notes on peer observations.

PMBHAN103C  SHIFT MATERIALS SAFELY BY HAND

Locations: Industry.

Description: This competency covers the shifting of materials by hand in a safe manner. It applies to all sectors of the industry. This competency is typically performed by all operators working either independently or as part of a work team.

Nominal Hours: 20

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

Assessment: Traineeship: Training record book, observation, demonstration, written/oral test/worksheets. RPL: Competency based. Participants would provide evidence of their skills, knowledge and experience.

PMBWASTE302C  COORDINATE WASTE DISPOSAL

Locations: Industry.

Description: This competency covers the development and coordination of waste disposal procedures. It applies to all sectors of the industry. This competency is typically performed by senior operators/team leaders working either independently or as part of a work team.

Nominal Hours: 20

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

Assessment: Traineeship: Training record book, observation, demonstration, written/oral test/worksheets. RPL: Competency based. Participants would provide evidence of their skills, knowledge and experience.

RYMS  IDENTIFY AND USE BASIC GRAMMATICAL CONCEPTS AND TRADITIONAL METALANGUAGE

Locations: Off-shore.

Description: This unit covers the knowledge and skills required to recognise and correct high frequency grammatical errors and explain language in grammatical terms.

Nominal Hours: 20

Required Reading: No required texts. The teacher will provide teaching and learning material as necessary.

Assessment: Lesson plans including activities and resources, supervised delivery of lessons, summaries of readings, notes on peer observations.

RYMT  PLAN AN INTEGRATED LESSON USING COMMUNICATIVE LANGUAGE TEACHING METHODOLOGY

Locations: Off-shore.

Description: This unit covers the skills and knowledge required to stage a lesson and includes a lead-in, a language focus, a controlled practice, a communicative activity and a writing extension.

Nominal Hours: 15

Required Reading: No required texts. The teacher will provide teaching and learning material as necessary.

Assessment: Lesson plans including activities and resources, supervised delivery of lessons, summaries of readings, notes on peer observations.
USE THE TERMINOLOGY OF TRADITIONAL GRAMMAR AND LOCATE

Locations: Off-shore.

Prerequisites: None

Description: This unit covers the skills and knowledge to use and explain traditional grammar with reference to terminology and application as detailed in a grammar textbook.

Nominal Hours: 20

Required Reading: No required texts. The teacher will provide teaching and learning material as necessary.

Assessment: Lesson plans including activities and resources, supervised delivery of lessons, summaries of readings, notes on peer observations.

CONTRIBUTE TO ASSESSMENT

Locations: St Albans, Industry.

Description: 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.

PLAN AND ORGANISE ASSESSMENT

Locations: St Albans, Industry.

Description: 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.

PLAN AND ORGANISE ASSESSMENT

Description: 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.

ASSESS COMPETENCE

Description: 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.

PROVIDE TRAINING THROUGH INSTRUCTION AND DEMONSTRATION OF WORK SKILLS

Description: 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.

PROVIDE TRAINING THROUGH INSTRUCTION AND DEMONSTRATION OF WORK SKILLS

Description: 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.

PLAN AND ORGANISE GROUP-BASED DELIVERY

Description: 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.

FACILITATE GROUP-BASED LEARNING

Description: 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.

DESIGN AND DEVELOP LEARNING STRATEGIES

Locations: City King Street, Industry, Off-shore, Other.

Other Locations: 40540SA Certificate IV in Teaching English to Speakers of Other Languages (TESOL): This course is delivered Off-shore in China.

Description: 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

Required Reading: No required reading. The teacher will provide teaching and learning material as necessary.

Assessment: 40540SA Certificate IV in Teaching English to Speakers of Other Languages (TESOL): Lesson plans including activities and resources, supervised delivery of lessons, summaries of readings, notes on peer observations.

PARTICIPATE IN BASIC WORKPLACE COMMUNICATIONS


Description: 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
**VBN389  INNOVATION IN EDUCATION AND TRAINING**

**Description:** 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.

**VBN644  CARRY OUT INDUSTRY RESEARCH**

**Locations:** Footscray Nicholson, Other.

**Other Locations:** Footscray City College

**Description:** This unit forms part of the competency bank designed to prepare students for a career in the automotive industry. It covers the competency to carry out research activities into the culture and structure of an automotive industry sector workplace. It also requires the student to prepare for and plan the task, and produce a technical report.

**Nominal Hours:** 40

**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 RTO/workplace assignments.

**VBN652  DISMANTLE AND ASSEMBLE ENGINE, FOUR-STROKE MULTI CYLINDER (PETROL)**

**Locations:** Footscray Nicholson, Other.

**Other Locations:** Footscray City College

**Description:** This unit forms part of the competency bank designed to prepare students for a career in the automotive industry. It covers the competency to dismantle a four-stroke multi cylinder petrol engine. It also requires the student to prepare for and plan the task, identify components and function, perform engine measurements and calculations, maintain work area, tools and equipment and prepare a technical report.

**Nominal Hours:** 40

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

**Assessment:** Assessment methods must confirm the requirements of this competency unit through: - Direct observation of practical work performed. - Confirmation of successful completion of reporting requirements relating to standard and content. - Questioning of underpinning knowledge by written or oral testing.

**VBN653  REMOVE AND REPLACE ENGINE CYLINDER HEAD**

**Locations:** Footscray Nicholson, Other.

**Other Locations:** Footscray City College

**Description:** This unit forms part of the competency bank designed to prepare students for a career in the automotive industry. It covers the competency to remove and replace a cylinder head from a multi cylinder engine. It also requires the student to prepare for and plan the task, identify manufacturer procedures and precautions, clean parts and inspect components, maintain work area, tools and equipment and prepare a technical report.

**Nominal Hours:** 20

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

**Assessment:** Assessment methods must confirm the requirements of this competency unit through: - Direct observation of practical work performed. - Confirmation of successful completion of reporting requirements relating to standard and content. - Questioning of underpinning knowledge by written or oral testing.

**VBN655  DISMANTLE AND ASSEMBLE CARBURETTOR**

**Locations:** Footscray Nicholson, Other.

**Other Locations:** Footscray City College

**Description:** This unit forms part of the competency bank designed to prepare students for a career in the automotive industry. It covers the competency to dismantle and assemble a motor vehicle carburettor. It also requires the student to prepare for and plan the task, identify components, describe the basic function and operation of a carburettor, maintain work area, tools and equipment and prepare a technical report.

**Nominal Hours:** 20

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

**Assessment:** Assessment methods must confirm the requirements of this competency unit through: - Direct observation of practical work performed. - Confirmation of successful completion of reporting requirements relating to standard and content. - Questioning of underpinning knowledge by written or oral testing.

**VBN657  DISMANTLE AND ASSEMBLE FUEL PUMP**

**Locations:** Footscray Nicholson, Other.

**Other Locations:** Footscray City College

**Description:** This unit forms part of the competency bank designed to prepare students for a career in the automotive industry. It covers the competency to dismantle and re-assemble a motor vehicle petrol fuel pump. It also requires the student to prepare for and plan the task, identify component names and function and trace fuel passage, describe the function and operation of a mechanically and electrically operated petrol fuel pump, maintain work area, tools and equipment and prepare a technical report.

**Nominal Hours:** 20

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

**Assessment:** Assessment methods must confirm the requirements of this competency unit through: - Direct observation of practical work performed. - Confirmation of successful completion of reporting requirements relating to standard and content. - Questioning of underpinning knowledge by written or oral testing.
VBN659  Dismantle and Assemble Transmission, Manual (Conventional)

Locations: Footscray Nicholson, Other.
Other Locations: Footscray City College

Description: This unit forms part of the competency bank designed to prepare students for a career in the automotive industry. It covers the competency to dismantle a 4 or 5 speed conventional manual transmission. It also requires the student to prepare for and plan the task, inspect and identify gear materials and housings, identify bearing types and loads, identify seals, sealant and gasket material, perform measurements and calculations, maintain work area, tools and equipment and prepare a technical report.

Nominal Hours: 40
Required Reading: The teacher will provide teaching and learning material as required.
Assessment: Assessment methods must confirm the requirements of this competency unit through: - Direct observation of practical work performed. - Confirmation of successful completion of reporting requirements relating to standard and content. - Questioning of underpinning knowledge by written or oral testing.

VBN662  Remove and Replace Clutch Assembly

Locations: Footscray Nicholson, Other.
Other Locations: Footscray City College

Description: This unit forms part of the competency bank designed to prepare students for a career in the automotive industry. It covers the competency to remove and replace a clutch assembly. It also requires the student to prepare for and plan the task, identify manufacturer procedures and precautions, maintain work area, tools and equipment and prepare a technical report.

Nominal Hours: 20
Required Reading: The teacher will provide teaching and learning material as required.
Assessment: Assessment methods must confirm the requirements of this competency unit through: - Direct observation of practical work performed. - Confirmation of successful completion of reporting requirements relating to standard and content. - Questioning of underpinning knowledge by written or oral testing.

VBN663  Remove and Replace Suspension, Front Springs

Locations: Footscray Nicholson, Other.
Other Locations: Footscray City College

Description: This unit forms part of the competency bank designed to prepare students for a career in the automotive industry. It covers the competency to remove and replace vehicle front suspension springs. It also requires the student to prepare for and plan the task, identify types of front suspensions and springs, inspect components and identify their function, maintain work area, tools and equipment and prepare a technical report.

Nominal Hours: 25
Required Reading: The teacher will provide teaching and learning material as required.
Assessment: Assessment methods must confirm the requirements of this competency unit through: - Direct observation of practical work performed. - Confirmation of successful completion of reporting requirements relating to standard and content. - Questioning of underpinning knowledge by written or oral testing.

VBN666  Remove and Replace Wheel and Tyre Assemblies

Locations: Footscray Nicholson, Other.
Other Locations: Footscray City College

Description: This unit forms part of the competency bank designed to prepare students for a career in the automotive industry. It covers the competency to remove and replace vehicle wheels and tyres as a complete assembly. It also requires the student to prepare for and plan the task, identify and carry out manufacturer procedures, carry out a visual inspection, maintain work area, tools and equipment and prepare a technical report.

Nominal Hours: 10
Required Reading: The teacher will provide teaching and learning material as required.
Assessment: Assessment methods must confirm the requirements of this competency unit through: - Direct observation of practical work performed. - Confirmation of successful completion of reporting requirements relating to standard and content. - Questioning of underpinning knowledge by written or oral testing.

VBN668  Operate Electrical Test Equipment

Locations: Footscray Nicholson, Other.
Other Locations: Footscray City College

Description: This unit forms part of the competency bank designed to prepare students for a career in the automotive industry. It covers the competency to operate automotive electrical test equipment to enable the testing of circuits and/or components. It also requires the student to prepare for and plan the task, clean up and maintain the work area and produce a technical report.

Nominal Hours: 40
Required Reading: The teacher will provide teaching and learning material as required.
Assessment: Assessment methods must confirm the requirements of this competency unit through: - Direct observation of practical work performed. - Confirmation of successful completion of reporting requirements relating to standard and content. - Questioning of underpinning knowledge by written or oral testing.

VBN675  Recharge Batteries

Locations: Footscray Nicholson, Other.
Other Locations: Footscray City College

Description: This unit forms part of the competency bank designed to prepare students for a career in the automotive industry. It covers the competency to recharge batteries from vehicle engines. It also requires the student to prepare for and plan the task, investigate battery types and connections, perform task completion test and inspection, maintain work area, tools and equipment and prepare a technical report.

Nominal Hours: 15
Required Reading: The teacher will provide teaching and learning material as required.
Assessment: Assessment methods must confirm the requirements of this competency unit through: - Direct observation of practical work performed. - Confirmation of successful completion of reporting requirements relating to standard and content. - Questioning of underpinning knowledge by written or oral testing.
VBN692 REMOVE AND REPLACE STEERING ASSEMBLY

Locations: Footscray Nicholson, Other.

Other Locations: Footscray City College

Description: This unit forms part of the competency bank designed to prepare students for a career in the automotive industry. It covers the competency to remove and replace vehicle steering assemblies. It also requires the student to identify types of steering assemblies, inspect components and identify their function, maintain work area, tools and equipment and prepare a technical report.

Nominal Hours: 20

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

Assessment: Assessment methods must confirm the requirements of this competency unit through: - Direct observation of practical work performed. - Confirmation of successful completion of reporting requirements relating to standard and content. - Questioning of underpinning knowledge by written or oral testing.

VBP485 INDIVIDUAL LEARNING PLAN


Description: 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

Required Reading: There is no required reading for this unit.

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


Description: To provide learners with the skills to travel independently, and access the most appropriate modes of travel.

Nominal Hours: 100

Required Reading: There is no required reading for this unit.

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


Description: 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

Required Reading: There is no required reading for this unit.

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


Description: 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

Required Reading: There is no required reading for this unit.

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


Description: To provide learners with the interpersonal skills necessary to participate effectively in a range of personal and vocational situations.

Nominal Hours: 50

Required Reading: There is no required reading for this unit.

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


Description: To provide the learner with the knowledge and skills to use technology in everyday life.

Nominal Hours: 50

Required Reading: There is no required reading for this unit.

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


Description: To provide the learners with age - appropriate sexual information and knowledge about sexual responsibility.

Nominal Hours: 50

Required Reading: There is no required reading for this unit.

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


Description: 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

Required Reading: There is no required reading for this unit.

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


Description: To provide the learner with the skills to plan and participate in one or more recreational and leisure options appropriate to budget, interests and needs.

Nominal Hours: 50

Required Reading: There is no required reading for this unit.

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


Description: To provide the learner with the knowledge and skills to develop creative aspects to enhance quality of life.

Nominal Hours: 50

Required Reading: There is no required reading for this unit.

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


Description: 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

Required Reading: There is no required reading for this unit.

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


Description: To provide the learner with the knowledge and skills to undertake voluntary work.

Nominal Hours: 100

Required Reading: There is no required reading for this unit.

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


Description: To provide the learner with the skills to use functional numeracy in everyday situations.
Nominal Hours: 50
Required Reading: There is no required reading for this unit.
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
Description: This module is designed to develop learners’ writing skills. It develops the skills to produce simple, basic written texts for immediate personal and social purposes.
Nominal Hours: 25
Required Reading: There is no required reading for this unit.
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
Description: To provide the learner with a structured approach towards spelling improvements.
Nominal Hours: 25
Required Reading: There is no required reading for this unit.
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
Description: 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
Required Reading: There is no required reading for this unit.
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
Description: To provide the learner with the knowledge and skills to read for recreation purposes.
Nominal Hours: 25
Required Reading: There is no required reading for this unit.
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
Description: 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
Required Reading: There is no required reading for this unit.
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
Description: To provide the learner with the knowledge and skills to interpret and correctly follow technical instructions and information.
Nominal Hours: 25
Required Reading: There is no required reading for this unit.
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
Description: 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
Required Reading: There is no required reading for this unit.
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
Description: 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
Required Reading: There is no required reading for this unit.
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
Description: To provide the learner with the knowledge and skills to use fractions, decimals and percents in everyday situations.
Nominal Hours: 25
Required Reading: There is no required reading for this unit.

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


Description: To provide the learner with skills and knowledge to use personal computers and software as a tool for learning.

Nominal Hours: 25

Required Reading: There is no required reading for this unit.

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


Description: This module aims to familiarise learners with the Australian environment.

Nominal Hours: 25

Required Reading: There is no required reading for this unit.

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

Description: 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

Description: 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

Description: 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

Description: To provide learners with 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

Description: 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

Description: 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

Description: 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 towards 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

Description: 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.

VBP632  COGNITIVE SKILLS
Description: 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
Description: 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
Description: 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
Description: 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
Description: 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
Description: 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
Description: 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
Description: 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
Description: 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
Description: 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

Description: 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 planning, implementation and review 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

Description: 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

Description: 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

Assessment: To be advised.

VPAU103  DEVELOP STUDY SKILLS

Locations: St Albans.

Description: 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 materials 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.

Other Locations: 21859VIC Certificate I in Mumgu-dhal tyama-tiyt - St Albans Campus only. 22012VIC Certificate I in Vocational Preparation - Footscray Nicholson and Sunshine campuses as well as off-site work placement locations.

Description: 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.

Other Locations: This unit is also delivered at off-site workplace locations.

Description: 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.

VU20007  PREPARE FOR EMPLOYMENT


Description: 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
Description: 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: VU20008 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, Other.
Description: 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 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.

VU20451  PARTICIPATE IN RECREATIONAL ACTIVITIES
Locations: Footscray Nicholson, St Albans.
Description: This unit describes the performance outcomes, skills and knowledge required to participate in one or more recreational activities. It focuses on exploring, accessing and participating in recreational activities.
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 strategies will include written assignments, participation in class activities, related coursework and experience-based learning activities.

VU20452  PARTICIPATE IN CREATIVE ACTIVITIES
Locations: Footscray Nicholson, St Albans.
Description: This unit describes the skills and knowledge required by learners to plan and participate in one or more creative activities. It focuses on exploring, accessing and participating in creative activities.
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 strategies will include written assignments, participation in class activities, related coursework and experience-based learning activities.

VU20446  USE TECHNOLOGY FOR A RANGE OF PURPOSES
Locations: Footscray Nicholson, St Albans.
Description: This unit describes the skills and knowledge required by participants to use technology in everyday life. It focuses on helping participants clarifying the use of technology, assessing and using equipment to meet individual needs.
Nominal Hours: 150
Required Reading: There is no required reading for this unit. The teacher will provide teaching and learning material as required.
Assessment: Assessment strategies will include written assignments, participation in class activities, related coursework and experience-based learning activities.

VU20445  PARTICIPATE IN THE COMMUNITY
Locations: Footscray Nicholson, St Albans.
Description: This unit describes the skills and knowledge to participate effectively in the local community by accessing a range of services and facilities and systems to meet needs.
Nominal Hours: 150
Required Reading: There is no required reading for this unit. The teacher will provide teaching and learning material as required.
Assessment: Assessment strategies will include written assignments, participation in class activities, related coursework and experience-based learning activities.

VU20443  PARTICIPATE IN TRAVEL, ORIENTATION AND MOBILITY
Locations: Footscray Nicholson, St Albans.
Description: This unit describes the skills and knowledge required to participate in travel independently and access the most appropriate modes of travel.
Nominal Hours: 150
Required Reading: There is no required reading for this unit. The teacher will provide teaching and learning material as required.
Assessment: Assessment strategies will include written assignments, participation in class activities, related coursework and experience-based learning activities.

VU20444  INVESTIGATE FUTURE OPTIONS FOR FURTHER TRAINING, WORK OR COMMUNITY ACTIVITIES
Locations: Footscray Nicholson, St Albans.
Description: This unit describes the knowledge and skills to explore realistic options for future involvement in further training, work or community activities.
Nominal Hours: 150
Required Reading: There is no required reading for this unit. The teacher will provide teaching and learning material as required.
Assessment: Assessment strategies will include written assignments, participation in class activities, related coursework and experience-based learning activities.
VU20454  APPLY NUMERACY FOR A RANGE OF PURPOSES

Locations: Footscray Nicholson, St Albans.

Description: This unit describes the skills and knowledge required to use functional numeracy in everyday situations.

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 strategies will include written assignments, participation in class activities, related classwork and experience-based learning activities.

VU20488  DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO WITH SUPPORT

Locations: Footscray Nicholson, St Albans.

Description: The focus of this unit is to develop the skills, knowledge and confidence to develop and implement a learning plan with support. The unit is designed to meet the needs of learners with personal, learning, employment and community participation goals. Learners needs and expectations require focus on transition to adult options.

Nominal Hours: 150

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

Assessment: Assessment strategies will include written assignments, participation in class activities, related classwork and experience-based learning activities.

VU20489  ENHANCE OWN SKILLS AND SELF CONFIDENCE

Locations: Footscray Nicholson, St Albans.

Description: This unit describes the skills and knowledge required by participants to develop strategies to enhance the skills and confidence to participate effectively in the community. It focuses on helping participants identify personal skills, developing self confidence, demonstrating socially responsible behaviour and developing interpersonal, independent living and problem solving skills.

Nominal Hours: 150

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

Assessment: Assessment strategies will include written assignments, participation in class activities, related classwork and experience-based learning activities.