

**VU COLLEGE  
HANDBOOK  
2013**

## **DISCLAIMER**

The information contained in Victoria University's 2013 VU College was current at 03 September 2012

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

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

## **IMPORTANT INFORMATION**

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

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

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Published by Victoria University

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# HOW TO USE THIS HANDBOOK

Victoria University's 2013 VU College Handbook is designed to provide students with detailed information on course structures and unit details for undergraduate and postgraduate courses offered by the faculty in 2013.

The definition of fields used in course tables throughout this handbook include:

Credit Point – the number of credit points a unit 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 2013.

Although all attempts have been made to make the information as accurate as possible, students should check with the faculty that the information is accurate when planning their courses.

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

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

## OTHER INFORMATION

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

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UNITS

# FACULTY DELIVERED - VUC

Below are details of courses offered by the Faculty Delivered - VUC in 2013.

This information is also available online on the University's searchable courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

## CERTIFICATE I IN WORK EDUCATION

**Course Code:**22128VIC

**Campus:**Footscray Nicholson, Industry, St Albans, Industry locations within the Western Suburbs..

**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. 22128VIC Certificate I in Work Education: This course provides students with the flexibility to complete all the units in either 1 or 2 years.

**Course Objectives:**The Certificate I in Work 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 Work 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 16+ 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

### COURSE STRUCTURE

This course is one year full-time. Flexible learning arrangements may include off-campus study, workshops or workplace delivery.

Core units/modules - All 6 must be completed

VU20438	DEVELOP AN INDIVIDUAL VOCATIONAL PLAN WITH SUPPORT	100
VU20439	DEVELOP PERSONAL MANAGEMENT SKILLS FOR WORK	80
VU20009	PARTICIPATE IN JOB SEEKING ACTIVITIES	50

VU20440	PARTICIPATE IN VOCATIONAL TASTERS/ACTIVITIES	400
VU20441	PARTICIPATE IN PRACTICAL PLACEMENT WITH SUPPORT	300
BSBOHS201A	PARTICIPATE IN OHS PROCESSES	20

Elective units - All 7 must be completed

VU20442	DEVELOP INTERPERSONAL COMMUNICATIONS SKILLS FOR THE WORKPLACE	30
TLIE307C	PARTICIPATE IN BASIC WORKPLACE COMMUNICATIONS	40
VU20007	PREPARE FOR EMPLOYMENT	30
CHCVOL201B	BE AN EFFECTIVE VOLUNTEER	25
VBQU127	WORK WITH TIME, MONEY AND DIRECTIONS IN SIMPLE EVERYDAY SITUATIONS	60
BSBITU101A	OPERATE A PERSONAL COMPUTER	20
VBQU121	ENGAGE WITH SIMPLE TEXTS FOR EMPLOYMENT PURPOSES	20

## CERTIFICATE I IN TRANSITION EDUCATION

**Course Code:**22129VIC

**Campus:**Footscray Nicholson, Industry, St Albans, Industry locations within the Western Suburbs..

**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, OtherAll 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.

VU20488	DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO WITH SUPPORT	150
VU20489	ENHANCE OWN SKILLS AND SELF CONFIDENCE	150
VU20443	PARTICIPATE IN TRAVEL, ORIENTATION AND MOBILITY	150
VU20444	INVESTIGATE FUTURE OPTIONS FOR FURTHER TRAINING, WORK OR COMMUNITY ACTIVITIES	150
VU20445	PARTICIPATE IN THE COMMUNITY	150
VU20446	USE TECHNOLOGY FOR A RANGE OF PURPOSES	150

Elective units - All four units must be completed.

CHCVOL201B	BE AN EFFECTIVE VOLUNTEER	25
VU20451	PARTICIPATE IN RECREATIONAL ACTIVITIES	50
VU20452	PARTICIPATE IN CREATIVE ACTIVITIES	50
VU20454	APPLY NUMERACY FOR A RANGE OF PURPOSES	50

# UNITS

## AURC270103A APPLY SAFE WORKING PRACTICES

**Locations:**Footscray Nicholson, Newport, Footscray City College. 22015VIC Certificate II in Automotive Studies (Pre-vocational): Footscray Nicholson Campus and Footscray City College only..

**Prerequisites:**Nil.

**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.

**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.

## AURT270278A USE AND MAINTAIN WORKPLACE TOOLS AND EQUIPMENT

**Locations:**Footscray Nicholson, Footscray City College.

**Prerequisites:**Nil.

**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.

**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.

## BSBLED801A INITIATE AND LEAD APPLIED RESEARCH

**Prerequisites:**Nil.

**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.

**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.

## CHCCAR501B CONDUCT CAREER GUIDANCE INTERVIEW

**Locations:**Industry, Unit available for credit transfer/RPL only..

**Prerequisites:**Nil.

**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.

**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

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

**Prerequisites:**Nil.

**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.

**Required Reading:**N/A

**Assessment:**Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Learning outcomes should be assessed on an ongoing basis through the course. Evidence may be gathered through verbal and/ or written questioning, teacher observation of satisfactory performance, self-assessment, checklists and collection of learner documents.

## CSWE IV (FS) B READING SKILLS FOR FURTHER STUDIES

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

**Prerequisites:**Nil.

**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.

**Required Reading:**N/A

**Assessment:**Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Learning outcomes 2, 3 and 4 may be assessed together in the same task. Evidence may be gathered through verbal and/ or written questioning and collection of learner documents and notes.

## CSWE IV (FS) C WRITTEN SKILLS FOR PRESENTING POINT OF VIEW IN ESSAYS

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

**Prerequisites:**Nil.

**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.

**Required Reading:**N/A

**Assessment:**Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Learning outcomes for this module may be assessed together in the same task. Evidence should be gathered through collection of learner documents.

## CSWE IV (FS) D WRITTEN SKILLS FOR ANALYTICAL OR SCIENTIFIC REPORTS

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

**Prerequisites:**Nil.

**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.

**Required Reading:**N/A

**Assessment:**Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Learning outcomes for this module may be assessed together in the same task. Evidence should be gathered through the collection of learner documents.

## CSWE IV (FS) E LISTENING AND TAKING NOTES IN LECTURES/PRESENTATIONS

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

**Prerequisites:**Nil.

**Description:**This module develops the skills required to understand lectures/presentations and to take notes.

**Required Reading:**N/A

**Assessment:**Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Learning outcomes for this module may be assessed together in the same task. Evidence may be gathered through e.g. collection of learner study notes from lectures or presentations and from verbal and/or written questioning from lectures or presentations.

## CSWE IV (FS) F SPOKEN AND WRITTEN SKILLS FOR PRESENTATIONS

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

**Prerequisites:**Nil.

**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.

**Required Reading:**N/A

**Assessment:**Assessment strategies should accord with the principles outlined in Section B Part 5 of the curriculum document. Learning outcomes may be assessed together using the same task. Evidence may be gathered through teacher observation of satisfactory performance, presentations, checklists and audio and/or video recordings to assess performance.

## CSWE IV (FS) G SPOKEN SKILLS FOR TUTORIALS AND GROUP-WORK DISCUSSIONS

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

**Prerequisites:**Nil.

**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.

**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.

## LMFCR001A FOLLOW SAFE WORKING POLICIES AND PRACTICES

**Prerequisites:**Nil.

**Description:**Follow workplace procedures for hazard identification and risk control; maintain personal well-being for job; apply emergency response first aid; contribute to the workplace management of occupational health and safety.

**Assessment:**As per accredited curriculum

## MEM15001B PERFORM BASIC STATISTICAL QUALITY CONTROL

**Locations:**Industry.

**Prerequisites:**Nil.

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

**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.

## MSAPMOHS100A FOLLOW OHS PROCEDURES

**Locations:**Industry.

**Prerequisites:**Nil.

**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.

**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.

## MSAPMOHS110A FOLLOW EMERGENCY RESPONSE PROCEDURES

**Locations:**Industry.

**Prerequisites:**Nil.

**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.

**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.

## MSAPMOHS210A UNDERTAKE FIRST RESPONSE TO NON-FIRE INCIDENTS

**Locations:**Industry.

**Prerequisites:**Nil.

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

**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.

## MSAPMOPS101A MAKE MEASUREMENTS

**Locations:**Industry.

**Prerequisites:**Nil.

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

**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.

## MSAPMOPS102A PERFORM TASKS TO SUPPORT PRODUCTION

**Locations:**Industry.

**Prerequisites:**Nil.

**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.

**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.

### MSAPMOPS200A OPERATE EQUIPMENT

**Locations:** Industry.

**Prerequisites:** Nil.

**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.

**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.

### MSAPMSUP101A CLEAN WORKPLACE OR EQUIPMENT

**Locations:** Industry.

**Prerequisites:** Nil.

**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.

**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.

### MSAPMSUP172A IDENTIFY AND MINIMISE ENVIRONMENTAL HAZARDS

**Locations:** Industry.

**Prerequisites:** Nil.

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

**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.

**Prerequisites:** Nil.

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

**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.

### NCS003 JOB SEEKING SKILLS

**Locations:** Footscray Nicholson, Footscray City College.

**Prerequisites:** Nil.

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

**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, This course is offered at Sichuan University in China..

**Prerequisites:** Nil.

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

**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.

**Prerequisites:** Nil.

**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.

**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.

**Prerequisites:** Nil.

**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.

**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.

**Prerequisites:** Nil.

**Description:** This unit covers the knowledge and skills required to recognise and correct high frequency grammatical errors and explain language in grammatical terms.

**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.

**Prerequisites:** Nil.

**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.

**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.

### **RYMW 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.

**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.

### **TAAASS301A CONTRIBUTE TO ASSESSMENT**

**Locations:** Industry, St Albans.

**Prerequisites:** Nil.

**Description:** Specifies the competency required to contribute to the assessment process.

**Required Reading:** Not required

**Assessment:** Work in partnership with a qualified assessor to plan an assessment, assess the competence of a learner and review processes and tools.

### **TAAASS401A PLAN AND ORGANISE ASSESSMENT**

**Locations:** Industry, St Albans.

**Prerequisites:** Nil.

**Description:** Required to plan and organize the assessment process in a competency-based assessment system.

**Required Reading:** Not required

**Assessment:** Prepare two assessment plans against three different qualification (AQF) levels.

### **TAAASS401B PLAN AND ORGANISE ASSESSMENT**

**Prerequisites:** Nil.

**Description:** Required to plan and organize the assessment process in a competency-based assessment system.

**Assessment:** Prepare two assessment plans against three different qualification (AQF) levels.

### **TAAASS402A ASSESS COMPETENCE**

**Prerequisites:** Nil.

**Description:** Competency required to assess the competence of a candidate.

**Assessment:** Assess the competence of learners using different methods and tools including recognition (RPL) assessment.

### **TAAASS402B ASSESS COMPETENCE**

**Prerequisites:** Nil.

**Description:** Competency required to assess the competence of a candidate.

**Assessment:** Assess the competence of learners using different methods and tools including recognition (RPL) assessment.

### **TAAASS403A DEVELOP ASSESSMENT TOOLS**

**Prerequisites:** Nil.

**Description:** Specifies the competency required to develop assessment tools.

**Assessment:** Develop, trial and review a range of assessment tools for different candidates and purposes.

### **TAAASS404A PARTICIPATE IN ASSESSMENT VALIDATION**

**Prerequisites:** Nil.

**Description:** Required to participate in an assessment validation process.

**Assessment:** Participate in two assessment validation sessions/workshops.

### **TAADEL301A PROVIDE TRAINING THROUGH INSTRUCTION AND DEMONSTRATION OF WORK SKILLS**

**Prerequisites:** Nil.

**Description:** Competency required to conduct individual and group instruction and demonstration of work skills.

**Assessment:** Facilitate three training sessions of work skills with different individuals and/or small groups using instruction, demonstration and practice.

### **TAADEL401A PLAN AND ORGANISE GROUP-BASED DELIVERY**

**Prerequisites:** Nil.

**Description:** Plan and organise training for individuals within a group.

**Assessment:** Develop session plans, learner and trainer material to use in group-based facilitation.

### **TAADEL402A FACILITATE GROUP-BASED LEARNING**

**Prerequisites:** Nil.

**Description:** Specifies the competency required to facilitate learning by individuals within a group.

**Assessment:** Prepare plans and material to facilitate a sequential series of training sessions with a group of learners; Review training and learning effectiveness.

### **TAADES501B DESIGN AND DEVELOP LEARNING STRATEGIES**

**Locations:** City King St, Industry, Off-shore, 40540SA Certificate IV in Teaching English to Speakers of Other Languages (TESOL): This course is delivered Off-shore in China..

**Prerequisites:** Nil.

**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.

**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.

## **VBN389 INNOVATION IN EDUCATION AND TRAINING**

**Prerequisites:**Nil.

**Description:**Participants identify and evaluate innovative ideas and practices in an education and training organisation.

**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, Footscray City College.

**Prerequisites:**Nil.

**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.

**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, Footscray City College.

**Prerequisites:**Nil.

**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.

**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, Footscray City College.

**Prerequisites:**Nil.

**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.

**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, Footscray City College.

**Prerequisites:**Nil.

**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.

**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, Footscray City College.

**Prerequisites:**Nil.

**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.

**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, Footscray City College.

**Prerequisites:**Nil.

**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.

**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, Footscray City College.

**Prerequisites:**Nil.

**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.

**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, Footscray City College.

**Prerequisites:**Nil.

**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.

**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, Footscray City College.

**Prerequisites:**Nil.

**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.

**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, Footscray City College.

**Prerequisites:**Nil.

**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.

**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, Footscray City College.

**Prerequisites:**Nil.

**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.

**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.

### **VBN676 CONSTRUCT BASIC ELECTRONIC CIRCUITS**

**Locations:**Footscray Nicholson, Footscray City College.

**Prerequisites:**Nil.

**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 construct basic electronic circuits and to enable an understanding of basic electronic components systems as used in the motor vehicle. It also requires the student to prepare for and plan the task, draw electronic system block and circuit diagrams, identify electronic components and their application, construct and test electronic circuits, clean up and maintain the work area and produce a technical report.

**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, Footscray City College.

**Prerequisites:**Nil.

**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 prepare for and plan the task, identify types of steering assemblies, inspect components and identify their function, maintain work area, tools and equipment and prepare a technical report.

**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.

### **VBP632 COGNITIVE SKILLS**

**Prerequisites:**Nil.

**Description:**Participants will learn to develop the lower and higher order cognitive skills of learners.

**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**

**Prerequisites:**Nil.

**Description:**Participants will learn to develop the metacognitive skills of learners.

**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**

**Prerequisites:**Nil.

**Description:**Participants will learn to develop the critical thinking skills of learners.

**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**

**Prerequisites:**Nil.

**Description:**Participants will learn to develop the creative thinking skills of learners.

**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**

**Prerequisites:**Nil.

**Description:**Participants will learn to develop the decision-making skills of learners.

**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**

**Prerequisites:**Nil.

**Description:**Participants will learn to develop the visual communication and spatial reasoning skills of learners within a learning environment.

**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**

**Prerequisites:**Nil.

**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.

**Assessment:**Teaching practicum; Portfolio by Exhibition

## **VBP893 DEVELOP ASSESSMENT TOOLS FOR DIFFERENTIATING PERFORMANCE**

**Prerequisites:**Nil.

**Description:**Participants will learn to design and develop assessment tasks that can differentiate levels of performance within a competency based assessment system.

**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**

**Prerequisites:**Nil.

**Description:**Participants will learn to identify generic skills and to integrate them

within teaching practice.

**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**

**Prerequisites:**Nil.

**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.

**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**

**Prerequisites:**Nil.

**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.

**Assessment:**Assessment must include the integration of VET policy with workplace practice. This includes planning and review of this activity, in collaboration with stakeholders. This could be combined with the implementation of a major project. Assessment tasks could include the critique of international, federal and state policy and its implications for the VET system, a documented VET policy implementation plan and evaluation of the implementation of VET policy within an RTO.

## **VPAU070 DEVELOP AND SUSTAIN INNOVATIVE PRACTICE IN VOCATIONAL EDUCATION AND TRAINING**

**Prerequisites:**Nil.

**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.

**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**

**Prerequisites:**Nil.

**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.

### **VU20438 DEVELOP AN INDIVIDUAL VOCATIONAL PLAN WITH SUPPORT**

**Locations:**Footscray Nicholson, Industry, St Albans, 22128VIC Certificate I in Work Education: Footscray Nicholson, St Albans and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**This unit describes the skills and knowledge required by participants to provide them with the skills to develop an individual vocational plan to maximise vocational preparation throughout the course and to plan for exit. It also enables participants to identify and access course information and support services in the training organisation and community to assist them to achieve their vocational goals.

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

**Assessment:**Assessment strategies may include written assignments, participation in class activities, related class-work, observation and demonstration, experience-based and work-based learning activities.

### **VU20439 DEVELOP PERSONAL MANAGEMENT SKILLS FOR WORK**

**Locations:**Footscray Nicholson, Industry, St Albans, 22128VIC Certificate I in Work Education: Footscray Nicholson, St Albans and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**This unit describes the skills and knowledge required by participants to identify, develop and apply personal management skills to be able to prepare for participation in work settings and in the broader community.

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

**Assessment:**Assessment strategies may include written assignments, participation in class activities, related class-work, observation and demonstration, experience-based and work-based learning activities.

### **VU20440 PARTICIPATE IN VOCATIONAL TASTERS/ACTIVITIES**

**Locations:**Footscray Nicholson, Industry, St Albans, 22128VIC Certificate I in Work Education: Footscray Nicholson, St Albans and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**This unit describes the skills and knowledge required by participants to prepare for and participate in vocational tasters to develop vocational skills related to employment.

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

**Assessment:**Assessment strategies may include written assignments, participation in class activities, related class-work, observation and demonstration, experience-based and work-based learning activities.

### **VU20441 PARTICIPATE IN PRACTICAL PLACEMENT WITH SUPPORT**

**Locations:**Footscray Nicholson, Industry, St Albans, 22128VIC Certificate I in Work Education: Footscray Nicholson, St Albans and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**This unit describes the skills and knowledge required by participants to select, negotiate and participate in a practical placement in a workplace or community setting. Learners may work independently where appropriate, work under

close supervision on simple tasks/operations, or work as part of a work team.

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

**Assessment:**Assessment strategies may include written assignments, participation in class activities, related class-work, observation and demonstration, experience-based and work-based learning activities.

### **VU20442 DEVELOP INTERPERSONAL COMMUNICATIONS SKILLS FOR THE WORKPLACE**

**Locations:**Footscray Nicholson, Industry, St Albans, 22128VIC Certificate I in Work Education: Footscray Nicholson, St Albans and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**This unit describes the skills and knowledge required by participants to develop social interaction and communication skills to enable them to participate in employment settings.

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

**Assessment:**Assessment strategies may include written assignments, participation in class activities, related class-work, observation and demonstration, experience-based and work-based learning activities.

### **VU20443 PARTICIPATE IN TRAVEL, ORIENTATION AND MOBILITY**

**Locations:**Footscray Nicholson, Industry, St Albans, Also delivered on-site in Community Organisations and at Industry locations within Victoria..

**Prerequisites:**Nil.

**Description:**This unit describes the performance outcomes, skills and knowledge required to participate in travel independently and access the most appropriate modes of travel.

**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.

### **VU20444 INVESTIGATE FUTURE OPTIONS FOR FURTHER TRAINING, WORK OR COMMUNITY ACTIVITIES**

**Locations:**Footscray Nicholson, Industry, St Albans, Also delivered on-site in Community Organisations and at Industry locations within Victoria..

**Prerequisites:**Nil.

**Description:**This unit describes the knowledge and skills to explore realistic options for future involvement in further training, work or community activities.

**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.

### **VU20445 PARTICIPATE IN THE COMMUNITY**

**Locations:**Footscray Nicholson, Industry, St Albans, Also delivered on-site in Community Organisations and at Industry locations within Victoria..

**Prerequisites:**Nil.

**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.

**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.

### VU20446 USE TECHNOLOGY FOR A RANGE OF PURPOSES

**Locations:**Footscray Nicholson, Industry, St Albans, Also delivered on-site in Community Organisations and at Industry locations within Victoria..

**Prerequisites:**Nil.

**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.

**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.

### VU20451 PARTICIPATE IN RECREATIONAL ACTIVITIES

**Locations:**Footscray Nicholson, Industry, St Albans, Also delivered on-site in Community Organisations and at Industry locations within Victoria..

**Prerequisites:**Nil.

**Description:**This unit describes the skills and knowledge required by learners to plan and participate in one or more recreational options appropriate to budget, interests. It focuses on exploring, accessing and participating in recreational activities.

**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.

### VU20452 PARTICIPATE IN CREATIVE ACTIVITIES

**Locations:**Footscray Nicholson, Industry, St Albans, Also delivered on-site in Community Organisations and at Industry locations within Victoria..

**Prerequisites:**Nil.

**Description:**This unit describes the skills and knowledge required by learners to plan and participate in one or more creative options appropriate to budget, interests. It focuses on exploring, accessing and participating in creative activities.

**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.

### VU20454 APPLY NUMERACY FOR A RANGE OF PURPOSES

**Locations:**Footscray Nicholson, Industry, St Albans, Also delivered on-site in Community Organisations and at Industry locations within Victoria..

**Prerequisites:**Nil.

**Description:**This unit describes the skills and knowledge required to use functional numeracy in everyday situations.

**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, Industry, St Albans, Also delivered on-site in Community Organisations and at Industry locations within Victoria..

**Prerequisites:**Nil.

**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.

**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, Industry, St Albans, Also delivered on-site in Community Organisations and at Industry locations within Victoria..

**Prerequisites:**Nil.

**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.

**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.

# SCHOOL OF FOUNDATION, COMMUNITY AND INDIGENOUS PROGRAMS

Below are details of courses offered by the School of Foundation, Community and Indigenous Programs in 2013.

This information is also available online on the University's searchable courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

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

**Course Code:**21771VIC

**Campus:**Werribee, Footscray Nicholson, Newport, Industry, City King St, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21771VIC Certificate I in General Education for Adults (Introductory) - All Campuses including Visy Care Hub, Distance Education and industry locations within the Western suburbs..

**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 Certificates in General Education for Adults were developed to address the education and training needs of adults who left school early and who need to improve their literacy, basic maths and general education skills to meet personal needs, to facilitate participation in the community, or other workplace and further education and training . The CGEA curriculum is widely used in Victoria and nationally with a range of learner groups. These include those who left mainstream education early, and whose life experiences have inhibited access to education, training and employment. 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 is normally 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. At Level 1 of the ACSF language, literacy, and numeracy skills are characterised by the following:  $\epsilon$  comprehending and or producing simple texts which are typically short and explicit  $\epsilon$  recognising, using, checking on, and communicating straight forward mathematical procedures and representations Activities and assessments should relate to immediate context and extensive and structured support should be provided as required. 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:**Direct Entry, Interview, OtherAll 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
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VBQU118	CONDUCT A PROJECT WITH GUIDANCE	20
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### Core Units of Study - Reading

Three units will be chosen from the following:

VBQU119	ENGAGE WITH SIMPLE TEXTS FOR PERSONAL PURPOSES	20
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VBQU120	ENGAGE WITH SIMPLE TEXTS FOR LEARNING PURPOSES	20
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VBQU121	ENGAGE WITH SIMPLE TEXTS FOR EMPLOYMENT PURPOSES	20
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VBQU122	ENGAGE WITH SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY	20
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### Core Units of Study - Writing

Three units will be chosen from the following:

VBQU123	CREATE SIMPLE TEXTS FOR PERSONAL PURPOSES	20
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VBQU124	CREATE SIMPLE TEXTS FOR LEARNING PURPOSES	20
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VBQU125	CREATE SIMPLE TEXTS FOR EMPLOYMENT PURPOSES	20
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VBQU126	CREATE SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY	20
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### Core Units of Study - Numeracy and Mathematics



Two units will be chosen from the following:

VU20769	WORK WITH NUMBERS AND MONEY IN SIMPLE FAMILIAR SITUATIONS	30
VU20770	WORK WITH AND INTERPRET DIRECTIONS IN SIMPLE, FAMILIAR SITUATIONS	30
VU20771	WORK WITH MEASUREMENTS IN SIMPLE, FAMILIAR SITUATIONS	30
VU20772	WORK WITH SIMPLE DESIGN AND SHAPE IN FAMILIAR SITUATIONS	30
VU20773	WORK WITH AND INTERPRET SIMPLE NUMERICAL INFORMATION IN FAMILIAR TEXTS	30
VU20774	WORK WITH AND INTERPRET STATISTICAL INFORMATION IN SIMPLE, FAMILIAR TEXTS	30

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

FDFOP2061A	USE NUMERICAL APPLICATIONS IN THE WORKPLACE	20
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(b) Verbal Communication

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

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

SITXOHS002A	FOLLOW WORKPLACE HYGIENE PROCEDURES	15
SITHFAB009A	PROVIDE RESPONSIBLE SERVICE OF ALCOHOL	10
HLTFA201A	PROVIDE BASIC EMERGENCY LIFE SUPPORT	8
BSBOHS201A	PARTICIPATE IN OHS PROCESSES	20
VBQU171	PARTICIPATE IN A PRACTICAL PLACEMENT	40
VU20009	PARTICIPATE IN JOB SEEKING ACTIVITIES	50

(e) General

VBQM475	COMMUNITY OPTIONS	20
VBQM476	THE EDUCATION SYSTEM	20
VBQM477	HEALTHCARE	20
VBQM478	ARTS IN AUSTRALIA	30
VBQM479	INDIGENOUS HISTORY	30

Successful completion of the 21771VIC Certificate I in General Education for Adults (Introductory) requires the successful completion of:

2 Core units

3 Core Skills - Reading

3 Core Skills - Writing

2 Core Skills - Numeracy & Mathematics

80 - 100 hours Special Interest Electives.

## CERTIFICATE I IN GENERAL EDUCATION FOR ADULTS

**Course Code:**21772VIC

**Campus:**Werribee, Footscray Nicholson, Newport, Industry, City King St, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21772VIC Certificate I in General Education for Adults - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

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

**Course Objectives:**The Certificates in General Education for Adults were developed to address the education and training needs of adults who left school early and who need to improve their literacy, basic maths and general education skills to meet personal needs, to facilitate participation in the community, or other workplace and further education and training . The CGEA curriculum is widely used in Victoria and nationally with a range of learner groups. These include those who left mainstream education early, and whose life experiences have inhibited access to education, training and employment. On successful completion of this course a participant will be able to: clarify project goals with an appropriate support person, plan, carry out, document and evaluate a project; design, monitor and document an individual learning plan, and maintain a portfolio of evidence; read, interpret and evaluate familiar texts; create simple texts; interpret, use, estimate and calculate a range of numerical information for personal purposes and some less familiar contexts.

**Careers:**Further education and training.

**Course Duration:**1 year

**Admission Requirements Other:**Selection of participants for General Education for Adults courses is normally based on their need to develop literacy, numeracy and general education skills. Participants in the 21772VIC Certificate I in General Education for Adults should have literacy and language skills at least equivalent to

21771VIC Certificate I (Introductory) in General Education for Adults which is equivalent to Australian Core Skills Framework (ACSF) Level 2. Participants in the 21772VIC Certificate I in General Education for Adults should have numeracy skills at least equivalent to ACSF Level 1. At Level 2 of the ACSF language, literacy, and numeracy skills are characterised by the following:  $\hat{z}$  comprehending and/or producing structurally simple and cohesive texts which are typically short and explicit Activities and assessments should relate to familiar and predictable contexts and structured support should be provided as required.

**Selection Processes:** Direct Entry, Interview, Other All applicants who wish to study within the Certificate I in General Education for Adults 21772VIC 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

VBQU130	DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO	20
VBQU131	PLAN AND UNDERTAKE A PROJECT	30

#### Core Units of Study - Reading

Three units will be chosen from the following:

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

#### Core Units of Study - Writing

Three units will be chosen from the following:

VBQU136	CREATE TEXTS OF LIMITED COMPLEXITY FOR PERSONAL PURPOSES	20
VBQU137	CREATE TEXTS OF LIMITED COMPLEXITY FOR LEARNING PURPOSES	20
TLIE3004A	PREPARE WORKPLACE DOCUMENTS	20
VBQU138	CREATE TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY	20

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

Two units will be chosen from the following:

VU20791	WORK WITH A RANGE OF NUMBERS AND MONEY IN FAMILIAR AND ROUTINE SITUATIONS	30
VU20792	WORK WITH AND INTERPRET DIRECTIONS IN FAMILIAR AND ROUTINE SITUATIONS	30
VU20793	WORK WITH MEASUREMENT IN FAMILIAR AND ROUTINE SITUATIONS	30
VU20794	WORK WITH DESIGN AND SHAPE IN FAMILIAR AND ROUTINE SITUATIONS	30
VU20795	WORK WITH AND INTERPRET NUMERICAL INFORMATION IN FAMILIAR AND ROUTINE TEXTS	30
VU20796	WORK WITH AND INTERPRET STATISTICAL INFORMATION IN FAMILIAR AND ROUTINE TEXTS	30

#### Elective Units of Study

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

#### (a) Writing

VPAU108	DEVELOP BASIC MESSAGE WRITING SKILLS	15
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#### (b) Numeracy and Mathematics

AURC251677A	USE NUMBERS IN THE WORKPLACE	10
VPAU116	CALCULATE AND COMMUNICATE SPORTS SCORES	10

#### (c) Science

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

#### (d) Verbal Communication Skills

VPAU107	USE PRESENTATION SKILLS	15
FDFOP1010A	COMMUNICATE WORKPLACE INFORMATION	20
SITXCOM004A	COMMUNICATION ON THE TELEPHONE	5
(e) Computing Skills		
BSBITU101A	OPERATE A PERSONAL COMPUTER	20
BSBITU102A	DEVELOP KEYBOARD SKILLS	40
ICAICT103A	USE, COMMUNICATE AND SEARCH SECURELY ON THE INTERNET	25
MNCG1026A	OPERATE A COMPUTER TO PRODUCE DOCUMENTS	20
(f) Work-related units		
SITHFAB009A	PROVIDE RESPONSIBLE SERVICE OF ALCOHOL	10
SITXOHS002A	FOLLOW WORKPLACE HYGIENE PROCEDURES	15
BSBOHS201A	PARTICIPATE IN OHS PROCESSES	20
HLTFA201A	PROVIDE BASIC EMERGENCY LIFE SUPPORT	8
VU20009	PARTICIPATE IN JOB SEEKING ACTIVITIES	50
VBQU171	PARTICIPATE IN A PRACTICAL PLACEMENT	40
PUATEA001B	WORK IN A TEAM	20
FDFPPL2001A	PARTICIPATE IN WORK TEAMS AND GROUPS	20
(g) General		
VBQM475	COMMUNITY OPTIONS	20
VBQM474	AUSTRALIAN ENVIRONMENTAL ISSUES	20
VBQM480	ELECTIONS AND GOVERNMENT	30
VBQM481	THE LEGAL SYSTEM	20
VBQM482	DRIVING AND OWNING A CAR	20
VBQM476	THE EDUCATION SYSTEM	20
VBQM477	HEALTHCARE	20
VBQM478	ARTS IN AUSTRALIA	30
VBQM479	INDIGENOUS HISTORY	30
VBQM483	EVENTS IN AUSTRALIAN HISTORY	30
VBQM484	INVESTIGATING CURRENT ISSUES	20

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

2 Core units  
3 Core Skills - Reading  
3 Core Skills - Writing  
2 Core Skills - Numeracy & Mathematics

70 - 90 hours Special Interest Electives.

Women's Programs

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

## CERTIFICATE II IN GENERAL EDUCATION FOR ADULTS

**Course Code:**21773VIC

**Campus:**Werribee, Footscray Nicholson, Newport, Industry, City King St, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21773VIC Certificate II in General Education for Adults - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**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 Certificates in General Education for Adults were developed to address the education and training needs of adults who left school early and who need to improve their literacy, basic maths and general education skills to meet personal needs, to facilitate participation in the community, or other workplace and further education and training . The CGEA curriculum is widely used in Victoria and nationally with a range of learner groups. These include those who left mainstream education early, and whose life experiences have inhibited access to education, training and employment. On successful completion of this course a participant will be able to:

- clarify project goals, plan, carry out and evaluate a project;
- develop and document a personal study plan and gather a portfolio of evidence;
- read and interpret complex texts;
- create complex texts;
- apply mathematical knowledge in a range situations.

**Careers:**Further education and training.

**Course Duration:**1 year

**Admission Requirements Other:**Selection of participants for General Education for Adults courses is normally 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. At Level 3 of the ACSF language, literacy, and numeracy skills are characterised by the following:  $\hat{c}$  comprehending and/or producing cohesive texts which may be short, yet have some structural complexity  $\hat{c}$  identifying, applying, reflecting on, and communicating mathematical procedures and representations in a number of contexts which may be interrelated. Support for completion of learning and assessment tasks should be 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, Other 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

VBQU142	RESEARCH PATHWAYS AND PRODUCE A LEARNING PLAN AND PORTFOLIO	20
VBQU143	IMPLEMENT AND REVIEW A PROJECT	30

#### 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:

VU20812	INVESTIGATE AND INTERPRET SHAPES AND MEASUREMENTS AND RELATED FORMULAE IN A RANGE OF CONTEXTS	50
VU20813	INVESTIGATE NUMERICAL AND STATISTICAL INFORMATION IN A RANGE OF CONTEXTS	50
VU20814	INVESTIGATE AND USE SIMPLE MATHEMATICAL FORMULAE AND PROBLEM SOLVING TECHNIQUES IN A RANGE OF CONTEXTS	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		
FNSFLT201A	DEVELOP AND USE A PERSONAL BUDGET	20
FNSFLT202A	DEVELOP AND USE A SAVINGS PLAN	20
(b) Verbal Communication		
SRSCOP004B	DEVELOP NEGOTIATION SKILLS	10
BSBCMM201A	COMMUNICATE IN THE WORKPLACE	40
CUECOR02B	WORK WITH OTHERS	15
FDFOP2064A	PROVIDE AND APPLY WORKPLACE INFORMATION	30
(c) Work related units		
BSBOHS201A	PARTICIPATE IN OHS PROCESSES	20
SITXOHS002A	FOLLOW WORKPLACE HYGIENE PROCEDURES	15
SITHFAB009A	PROVIDE RESPONSIBLE SERVICE OF ALCOHOL	10
VBQU171	PARTICIPATE IN A PRACTICAL PLACEMENT	40
PUATEA001B	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
BSBCMN213A	PRODUCE SIMPLE WORD PROCESSED DOCUMENTS	60
ICAICT103A	USE, COMMUNICATE AND SEARCH SECURELY ON THE INTERNET	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.

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 for personal purposes
VBQU149	Create a range of texts of some complexity for learning purposes
VBQU150	Create a range of texts of some complexity to participate in the workplace

### CERTIFICATE III IN GENERAL EDUCATION FOR ADULTS

**Course Code:**21774VIC

**Campus:**Werribee, Footscray Nicholson, Newport, Industry, City King St, Melton, Footscray Park, Sunshine, City Flinders, St Albans, Women's Programs - Footscray Nicholson only. 21774VIC Certificate III in General Education for Adults - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs.

**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.

**Course Objectives:**The Certificates in General Education for Adults were developed to address the education and training needs of adults who left school early and who need to improve their literacy, basic maths and general education skills to meet personal needs, to facilitate participation in the community, or other workplace and further education and training. The CGEA curriculum is widely used in Victoria and nationally with a range of learner groups. These include those who left mainstream education early, and whose life experiences have inhibited access to education, training and employment. On successful completion of this course a participant will be able to: clarify project goals, plan, carry out and evaluate a project; develop and document a personal study plan and gather a portfolio of evidence; read and interpret highly complex texts; create highly complex texts; apply mathematical knowledge in a range 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 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. At level 4 of the ACSF use of language, literacy, and numeracy is characterised by the following: - comprehending and/or producing structurally intricate texts which may involve complex relations between pieces of information - selecting, applying, reflecting on, and communicating a range of mathematical procedures and representations - These skills should be developed and applied within a variety of contexts and support should be available if required. 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, Other 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

VBQU155	EVALUATE PATHWAY OPTIONS, DESIGN A LEARNING PLAN AND COMPILE A PORTFOLIO	60
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#### 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

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

#### Core Skills - Writing

VBQU160	CREATE A RANGE OF COMPLEX TEXTS FOR PERSONAL PURPOSES	25
VBQU161	CREATE A RANGE OF COMPLEX TEXTS FOR LEARNING PURPOSES	25
BSBWRT401A	WRITE COMPLEX DOCUMENTS	50

VBQU162	CREATE A RANGE OF COMPLEX TEXTS TO PARTICIPATE IN THE COMMUNITY	25
Core Skills - Numeracy and Mathematics		
VBQU163	ANALYSE AND EVALUATE NUMERICAL AND STATISTICAL INFORMATION	50
VBQU164	USE ALGEBRAIC TECHNIQUES TO ANALYSE MATHEMATICAL PROBLEMS	50
VBQU165	USE FORMAL MATHEMATICAL CONCEPTS AND TECHNIQUES TO ANALYSE AND SOLVE PROBLEMS	50
Elective Units of Study		
Special Interest Electives - units will be chosen from the following list:		
(a) Financial Literacy		
SISSCOP205A	DEVELOP A PERSONAL FINANCIAL PLAN	5
(b) Computing Skills		
BSBITU201A	PRODUCE SIMPLE WORD PROCESSED DOCUMENTS	60
ICAICT103A	USE, COMMUNICATE AND SEARCH SECURELY ON THE INTERNET	25
(c) Work related units		
BSBOHS201A	PARTICIPATE IN OHS PROCESSES	20
ICPSU362C	COMMUNICATE AS PART OF A WORK TEAM	30
BSBFLM303C	CONTRIBUTE TO EFFECTIVE WORKPLACE RELATIONSHIPS	40
PSPGOV312A	USE WORKPLACE COMMUNICATION STRATEGIES	30
VBQU171	PARTICIPATE IN A PRACTICAL PLACEMENT	40
(d) Verbal communication skills		
FNCSUS401A	PARTICIPATE IN NEGOTIATIONS	20
CHCIC201B	COMMUNICATE WITH CHILDREN	30
CHCCOM302C	COMMUNICATE APPROPRIATELY WITH CLIENTS AND COLLEAGUES	20
(e) General		
CHCPOL403B	UNDERTAKE RESEARCH ACTIVITIES	50
VBQU185	ANALYSE SCIENCE IN THE COMMUNITY	40
VBQU186	DESIGN AND REVIEW A PROJECT	40
VBQM474	AUSTRALIAN ENVIRONMENTAL ISSUES	20
VBQM480	ELECTIONS AND GOVERNMENT	30

VBQM481	THE LEGAL SYSTEM	20
VBQM482	DRIVING AND OWNING A CAR	20
VBQM476	THE EDUCATION SYSTEM	20
VBQM478	ARTS IN AUSTRALIA	30
VBQM479	INDIGENOUS HISTORY	30
VBQM483	EVENTS IN AUSTRALIAN HISTORY	30
VBQM484	INVESTIGATING CURRENT ISSUES	20

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

1 Core unit

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

**Women's Programs** This course is 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 I IN MUMGU-DHAL TYAMA-TIYT

**Course Code:**21859VIC

**Campus:**St Albans.

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

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

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

**Course Duration:**1 year

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

**Selection Processes:**Interview

### COURSE STRUCTURE

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

#### Core Units

VPAU100	IDENTIFY LEARNING PATHWAYS	15
VBQU130	DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO	20
VPAU101	WORK WITH INDIGENOUS COMMUNITY MEMBERS	35
VPAU102	APPLY PERSONAL HEALTH AND WELLBEING STRATEGIES	10
VPAU103	DEVELOP STUDY SKILLS	10
VPAU104	EXPLORE YOUR STORY	20
VPAU105	PROFILE AN INDIGENOUS PERSON OR COMMUNITY ORGANISATION	20
VPAU106	PARTICIPATE IN ACTIVITIES RELATED TO CURRENT INDIGENOUS EVENTS OF SIGNIFICANCE	20
VPAU107	USE PRESENTATION SKILLS	15
VPAU108	DEVELOP BASIC MESSAGE WRITING SKILLS	15
VPAU109	INTERPRET AND EVALUATE TEXTS FOR INTEREST AND INFORMATION	10
VPAU110	USE BASIC MEASURING AND CALCULATING SKILLS	20
BSBOHS201A	PARTICIPATE IN OHS PROCESSES	20

#### Elective Units

BSBCM107A	OPERATE A PERSONAL COMPUTER	20
BSBCM108A	DEVELOP KEYBOARD SKILLS	40
FPICOT2219A	USE HAND-HELD TOOLS	20
HLTFA301B	APPLY FIRST AID	18

PMASUP110A	RELAY AND RESPOND TO INFORMATION	20
TDTE597A	CARRY OUT WORKPLACE CALCULATIONS	20
VBK139	ORIENTATION TO WORK	25
VBQM482	DRIVING AND OWNING A CAR	20
VPAU111	COMPLETE A BASIC COMMUNITY PROJECT WITH SUPPORT	60
VPAU112	PARTICIPATE IN A PRACTICAL PLACEMENT WITH SUPPORT	40
VPAU113	PREPARE SIMPLE BUDGETS	10
VPAU114	USE EVERYDAY DATA IN THE NEWS	10
VPAU115	USE RECIPES TO PREPARE FOOD	10
VPAU116	CALCULATE AND COMMUNICATE SPORTS SCORES	10
VPAU117	READ AND COMMUNICATE INFORMATION FROM NEWSPAPERS	20
VPAU118	COMPLETE FORMS	20
CUVCOR01B	SOURCE CONCEPT FOR OWN WORK	30
CUVCOR02B	DEVELOP AND ARTICULATE CONCEPT FOR OWN WORK	40

## 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 Moodani Balluk, Bachelor of Arts, Kyinandoo.

**Course Duration:**1 year

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

**Selection Processes:**Interview

### 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
MSAPMSUP106A	WORK IN A TEAM	30
VPAU103	DEVELOP STUDY SKILLS	10
VPAU121	SUPPORT OTHERS TO COMPLETE A SMALL-SCALE COMMUNITY PROJECT	60
VPAU122	INVESTIGATE AND PRESENT ON FEATURES OF INDIGENOUS CULTURE	20
VPAU123	INVESTIGATE AND PRESENT ON ENGLISH AND INDIGENOUS HISTORY PRE-1788	20
VPAU124	INVESTIGATE AND PRESENT ON EVENTS AND POLICIES IN INDIGENOUS HISTORY POST 1788	20
VPAU125	INVESTIGATE AND PRESENT ON KEY EVENTS IN CONTEMPORARY INDIGENOUS HISTORY	20
BSBOHS201A	PARTICIPATE IN OHS PROCESSES	20
Elective Units		
AURT100308A	CARRY OUT WORKSHOP PRACTICE ACTIVITIES	10
BSBCMNT01A	PREPARE FOR WORK IN BUSINESS	30



BSBCMN213A	PRODUCE SIMPLE WORD PROCESSED DOCUMENTS	60	CUVCOR02B	DEVELOP AND ARTICULATE CONCEPT FOR OWN WORK	40
BSBCMN214A	CREATE AND USE SIMPLE SPREADSHEETS	20	CUVCOR07B	USE DRAWING TECH TO REPRESENT OBJECT	50
CHCAC3C	ORIENTATION TO AGED CARE WORK	50	CUVCOR11B	SOURCE INFORMATION ON HISTORY AND THEORY AND APPLY TO OWN AREA OF WORK	30
CHCAOD2C	ORIENTATION TO ALCOHOL AND OTHER DRUGS WORK	50			
CHCCH25A	INTRODUCTION TO WORK IN SOCIAL HOUSING	30			
CHCCS201A	PREPARE FOR WORK IN THE COMMUNITY SERVICES INDUSTRY	50			
CHCDIS20A	INTRODUCTION TO DISABILITY WORK	30			
CUVADM11A	WORK WITHIN AN ARTS ORGANISATION CONTEXT	30			
CUVDES02A	APPLY THE DESIGN PROCESS TO 2-DIMENSIONAL WORK IN RESPONSE TO A BRIEF	50			
CUVDES03A	APPLY THE DESIGN PROCESS TO 3-DIMENSIONAL WORK IN RESPONSE TO A BRIEF	50			
FPICOT2219A	USE HAND-HELD TOOLS	20			
HLTFA402B	APPLY ADVANCED FIRST AID	30			
ICAU1133A	SEND AND RETRIEVE INFORMATION USING WEB BROWSERS AND EMAIL	25			
ICPSU81BA	USE COMPUTER SYSTEMS	30			
PSPGOV201A	WORK IN A PUBLIC SECTOR ENVIRONMENT	30			
RTC1801A	PREPARE FOR WORK	10			
SRXCAI001B	ASSIST IN PREPARING SPORT AND RECREATION SESSIONS FOR PARTICIPANTS	6			
TDTE597A	CARRY OUT WORKPLACE CALCULATIONS	20			
TDTL197B	COMPLETE WORKPLACE ORIENTATION/INDUCTION PROCEDURES	30			
VBK139	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			
VPAU104	EXPLORE YOUR STORY	20			
VPAU106	PARTICIPATE IN ACTIVITIES RELATED TO CURRENT INDIGENOUS EVENTS OF SIGNIFICANCE	20			

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

**Course Code:**21861VIC

**Campus:**St Albans.

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

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

**Careers:**Mumgu-dhal tyama-tiyt will provide the Indigenous community in Melbourne's west with culturally specific foundation courses that will pathway them into further education and employment. Students may pathway from Certificate III into the Bachelor of Arts, Kyinandoo 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:- reading and writing skills to locate information of interest and note key points - reading skills to read a newspaper article/novel/set of instructions/factual description and give an opinion of the content - writing skills to write a brief report - number skills to make comparisons of time, money, distances, quantities.

**Selection Processes:**Interview

#### COURSE STRUCTURE

Certificate III in Mumgu-dhal tyama-tiyt contains seven core units (225 hours) with nine electives. To complete the requirements for the award, students are required to complete all core units plus nine elective units.

Core Units			PSPGOV312A	USE WORKPLACE COMMUNICATION STRATEGIES	30
VBQU155	EVALUATE PATHWAY OPTIONS, DESIGN A LEARNING PLAN AND COMPILE A PORTFOLIO	60	CUVPRP02B	DEVELOP UNDERSTANDING OF OWN ABORIGINAL OR TORRES STRAIT ISLANDER IDENTITY	150
VPAU130	DEVELOP LEADERSHIP CAPACITIES AS A MEMBER OF AN INDIGENOUS COMMUNITY	25	Work Skills		
TAADEL403B	FACILITATE INDIVIDUAL LEARNING	15	BSBWOR301A	ORGANISE PERSONAL WORK PRIORITIES AND DEVELOPMENT	30
SITGDE008A	RESEARCH AND SHARE GENERAL INFORMATION ON AUSTRALIAN INDIGENOUS CULTURES	80	BSBWOR203A	WORK EFFECTIVELY WITH OTHERS	15
VPAU131	INVESTIGATE AND REPORT ON GOVERNMENT STRUCTURES AND DECISION MAKING PROCESSES	15	BSBCMN214A	CREATE AND USE SIMPLE SPREADSHEETS	20
VPAU103	DEVELOP STUDY SKILLS	10	AURC251677A	USE NUMBERS IN THE WORKPLACE	10
BSBOHS201A	PARTICIPATE IN OHS PROCESSES	20	BSBINM201A	PROCESS AND MAINTAIN WORKPLACE INFORMATION	30
Elective Units			BSBFLM304A	PARTICIPATE IN WORK TEAMS	40
Project Orientation			Additional Electives		
VPAU132	RESPOND TO AN ADVERTISED JOB	20	CHCEDS318A	WORK EFFECTIVELY AS AN ABORIGINAL AND/OR TORRES STRAIT ISLANDER EDUCATION WORKER	40
AHCBUS402A	COST A PROJECT	50	CHCEDS404A	LIAISE WITH ABORIGINAL AND/OR TORRES STRAIT ISLANDER EDUCATION WORKER	55
Health worker orientation			FPPNUM210A	ESTIMATE AND CALCULATE BASIC DATA	15
HLTAHW201A	WORK WITH ABORIGINAL AND/OR TORRES STRAIT ISLANDER CLIENTS	30	<b>CERTIFICATE II IN ESL (ACCESS)</b>		
HLTFA301B	APPLY FIRST AID	18	<b>Course Code:</b> 21932VIC		
HLTFA402B	APPLY ADVANCED FIRST AID	30	<b>Campus:</b> Werribee, Footscray Nicholson, Melton, Sunshine, Off-shore, St Albans, International Students at Shendong-Jianzhu University, Jinan, China.		
HLTOHS200A	PARTICIPATE IN OHS PROCESSES	20	<b>About this course:</b> 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.		
Computer/IT skills			<b>Course Objectives:</b> '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:		
ICAITU006B	OPERATE COMPUTING PACKAGES	60	<ul style="list-style-type: none"> <li>develop and document a learning plan and portfolio with guidance which involves collecting information from a range of sources</li> <li>use Listening, Speaking, Reading and Writing skills to:</li> <li>participate in simple conversations and transactions which require some problem solving</li> <li>give and respond to simple verbal information and directions</li> </ul>		
Generic skill building: numeracy					
AURC251677A	USE NUMBERS IN THE WORKPLACE	10			
Generic skill building: communication / presentation skills					
SFICOMP205B	COMMUNICATE EFFECTIVELY IN CROSS-CULTURAL ENVIRONMENTS	20			
BSBFLM303A	CONTRIBUTE TO EFFECTIVE WORKPLACE RELATIONSHIPS	40			
BSBCMM401A	MAKE A PRESENTATION	30			
Government - work orientation					
PSPGOV310A	WORK IN AND WITH SMALL, REGIONAL AND REMOTE ORGANISATIONS	30			

- read and write simple everyday personal letters and formatted texts
- read and write simple routine informational and instructional texts.

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

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

**Course Duration:** 1 year

**Admission Requirements Other:** 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, Other 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
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#### Speaking and Listening

VPAU497	PARTICIPATE IN SIMPLE CONVERSATIONS AND TRANSACTIONS	80
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#### Reading and Writing

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

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

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

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

from:

BSBITU201A	PRODUCE SIMPLE WORD PROCESSED DOCUMENTS	60
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:** Werribee, Footscray Nicholson, Melton, Sunshine, St Albans.

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

**Course Objectives:** 'There are no specific vocational outcomes from the Certificates in ESL as they are 'bridging' courses designed to provide the range of learners with language skills for a variety of work or study pathways.' (p. 13 ESL Framework) 'Learner needs will be influenced by amount of prior education and work experience in Australia and in their country of origin.' (p. 14 ESL Framework) On successful completion of 21933VIC Certificate III in ESL (Access) a participant will be able to:

- develop and document a learning plan and portfolio
- use Listening, Speaking, Reading and Writing skills to:
- engage in casual conversation and straightforward spoken transaction
- give and respond in detail to a range of straightforward instructions and verbal description
- read and write a range of straightforward formal and informal letters or emails and formatted texts
- read and write a range of straight forward informational instructional and other texts.

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

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

**Course Duration:** 1 year

**Admission Requirements Other:** 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, Other 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
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### Speaking and Listening

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

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

The following Language Skills units have been selected. Note: alternatives may be

chosen to meet the needs of particular groups of students.

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

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

FNSFLT201A	DEVELOP AND USE A PERSONAL BUDGET	20
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FNSFLT202A	DEVELOP AND USE A SAVINGS PLAN	20
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VBQU143	IMPLEMENT AND REVIEW A PROJECT	30
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VBQU147	ENGAGE WITH A RANGE OF TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY	25
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VBQU151	CREATE A RANGE OF TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY	25
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VBQU153	INVESTIGATE, INTERPRET AND PRODUCE NUMERICAL AND STATISTICAL INFORMATION	50
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VBQU168	ACCESS THE INTERNET FOR LANGUAGE LEARNING	20
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VPAM547	AUSTRALIAN ART AND CULTURE	50
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VPAM549	AUSTRALIAN HISTORY	50
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On occasions, alternative electives may be selected from a range of accredited curricula and Training Packages. Units and modules selected from curricula or Training Packages will be at a level suited to the AQF level of this qualification.

## CERTIFICATE IV IN ESL (ACCESS)

**Course Code:** 21934VIC

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

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

**Course Objectives:** There are no specific vocational outcomes from the Certificates in ESL as they are 'bridging' courses designed to provide the range of learners with language skills for a variety of work or study pathways.' (p. 13 ESL Framework) 'Learner needs will be influenced by amount of prior education and work experience

in Australia and in their country of origin.’ (p. 14 ESL Framework) On successful completion of 21934VIC Certificate IV in ESL (Access) a participant will be able to:

- research pathways and produce a learning plan and portfolio
- use Listening, Speaking, Reading and Writing skills to:
- analyse and participate in complex conversations
- give and respond to a wide range of oral presentations and instructions
- read and write complex texts for a range of purposes
- read and write instructions, advisory texts and other complex extended texts.

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

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

**Course Duration:** 1 year

**Admission Requirements Other:** 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, Other 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
SISSCOP205A	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
VPAM548	INDIGENOUS AUSTRALIA	50

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

#### CERTIFICATE I IN ESL (ACCESS)

**Course Code:** 21936VIC

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

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

**Course Objectives:** There are no specific vocational outcomes from the Certificates in ESL as they are ‘bridging’ courses designed to provide the range of learners with language skills for a variety of work or study pathways.’ (p. 13 ESL Framework) ‘Learner needs will be influenced by amount of prior education and work experience

in Australia and in their country of origin.’ (p. 14 ESL Framework) On successful completion of 21936VIC Certificate I in ESL (Access) a participant will be able to:

- develop a learning plan and portfolio with support
- use Listening, Speaking, Reading and Writing skills with support to:
- participate in short simple exchanges
- give and respond to short simple instructions and descriptions
- read and write short simple messages and formatted texts
- read and write short simple informational and formatted texts.

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

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

**Course Duration:** 1 year

**Admission Requirements Other:** 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, Other 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

Speaking and Listening

VPAU493 PARTICIPATE IN SHORT SIMPLE EXCHANGES 80

Reading and Writing

VPAU496 READ AND WRITE SHORT SIMPLE INFORMATIONAL AND INSTRUCTIONAL TEXTS 80

#### LANGUAGE SKILLS ELECTIVES

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

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

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

#### GENERAL ELECTIVES

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

ARYS USING THE INTERNET 20

VBQU118 CONDUCT A PROJECT WITH GUIDANCE 20

VBQU122 ENGAGE WITH SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY 20

VBQU126 CREATE SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY 20

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

VBQU128 WORK WITH SIMPLE MEASUREMENT AND DESIGN 60

VBQU129 WORK WITH SIMPLE NUMERICAL AND STATISTICAL INFORMATION 60

VPAU554 USE BASIC COMPUTING LANGUAGE AND SKILLS 50

VPAU557 USE SERVICES IN THE LOCAL COMMUNITY 50

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

#### CERTIFICATE I IN VOCATIONAL PREPARATION

**Course Code:** 22012VIC

**Campus:** Werribee, Footscray Nicholson, Newport, Industry, City King St, Melton, Sunshine, St Albans, This course is also delivered at Harvester Technical College in Sunshine as part of the Youth Strategy to all youth students. Also delivered on-site in Community Organisations and at Industry locations within Victoria. Flexible Delivery for selected units are specifically used as an orientation/retention program for all commencing VE students at VU..

**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 resumé
- be able to locate information about work and study options
- be able to operate computers to access the internet and use word processing for tasks related to work and study options
- through a range of electives, have developed skills and knowledge to access work and study options for example, study skills, budgeting skills, work placement skills.

This course is aligned to AQF level 1 and is consistent with the Australian Qualifications Framework in that learning outcomes enable individuals with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas
- demonstrate basic practical skills such as the use of relevant tools
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

**Careers:** On successful completion of the 22012VIC Certificate I in Vocational Preparation a participant will have:

- knowledge and skills which will enhance their continued education and employment prospects
- experience in, and knowledge of, an industry or industries so that they can make a more informed choice of vocational and career paths
- developed social and personal skills relevant to participation in the workforce
- gained an understanding of the nature of work relevant to specific industries
- developed a range of career planning, communication and job seeking skills
- knowledge and skills related to occupational health and safety

**Course Duration:** 0.5 years

**Admission Requirements Other:** 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

#### COURSE STRUCTURE

The course is delivered to long term unemployed groups, youth groups, general access groups, re-entry to the workforce groups and women-only groups. Course structure and delivery is varied to suit the needs and interests of these particular groups.

Successful completion of the 22012VIC Certificate I in Vocational Preparation requires the successful completion of 7 units: - four core units - three elective units selected from: units from suggested electives in this qualification, or units first packaged in Certificate I or II qualifications in endorsed Training Packages or other accredited curricula.

#### Core units

BSBOHS201A	PARTICIPATE IN OHS PROCESSES	20
VU20006	INCREASE PERSONAL EFFECTIVENESS	30
VU20007	PREPARE FOR EMPLOYMENT	30
VU20008	DEVELOP AN ACTION PLAN FOR CAREER PLANNING	30

#### Elective units

VPAU103	DEVELOP STUDY SKILLS	10
VU20009	PARTICIPATE IN JOB SEEKING ACTIVITIES	50
VPAU112	PARTICIPATE IN A PRACTICAL PLACEMENT WITH SUPPORT	40
BSBWOR202A	ORGANISE AND COMPLETE DAILY WORK ACTIVITIES	20
HLTFA201A	PROVIDE BASIC EMERGENCY LIFE SUPPORT	8
TLIE1003A	PARTICIPATE IN BASIC WORKPLACE COMMUNICATION	50
BSBITU101A	OPERATE A PERSONAL COMPUTER	20
CHCVOL201B	BE AN EFFECTIVE VOLUNTEER	25
VBQM725	PAINTING AND DECORATING HAND TOOLS	40
CPCCM2005A	USE CONSTRUCTION TOOLS AND EQUIPMENT	96
VBQU130	DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO	20
FNSFLT201A	DEVELOP AND USE A PERSONAL BUDGET	20
TLIE2001A	PRESENT ROUTINE WORKPLACE INFORMATION	40

#### CERTIFICATE I IN SPOKEN AND WRITTEN ENGLISH

**Course Code:** 91421NSW

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

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

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

**Course Duration:** 1 year

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

**Selection Processes:** Direct Entry, Written Test, OtherWritten 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
CSWE I B	BEGINNER SPEAKING AND WRITING SKILLS FOR GIVING PERSONAL INFORMATION	50
CSWE I C	BEGINNER LISTENING AND SPEAKING SKILLS FOR TRANSACTIONS	90
Note: Students must complete 3 electives from the list below. Elective choice will be dependent on the needs of the particular cohort as this course is currently delivered to a range of distinct groups including women only students, longer term migrants, new arrivals, students with high levels of formal study overseas and those with limited prior formal study. Electives:		
CSWE I D	BEGINNER LISTENING AND READING SKILLS FOR INFORMATION TEXTS	90
CSWE I E	BEGINNER LISTENING AND SPEAKING SKILLS FOR SHORT INFORMAL SPOKEN EXCHANGES	90
CSWE I F	BEGINNER LISTENING AND SPEAKING SKILLS FOR DESCRIPTIONS	90
CSWE I G	BEGINNER READING AND WRITING SKILLS FOR DESCRIPTIONS	90
CSWE I H	BEGINNER LISTENING, WRITING AND SPEAKING SKILLS FOR TELEPHONE EXCHANGES	90
CSWE I I	BEGINNER LISTENING AND READING SKILLS FOR INSTRUCTIONS	90
CSWE I J	BEGINNER LISTENING AND SPEAKING SKILLS FOR RECOUNTS	90
CSWE I K	BEGINNER READING AND WRITING SKILLS FOR RECOUNTS	90
CSWE I L	BEGINNER NUMERACY SKILLS FOR USING NUMBERS IN HIGHLY FAMILIAR CONTEXTS	90

CSWE I M	BEGINNER NUMERACY SKILLS FOR WORKING WITH SPACE AND SHAPES IN HIGHLY FAMILIAR CONTEXTS	90
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#### CERTIFICATE II IN SPOKEN AND WRITTEN ENGLISH

**Course Code:** 91422NSW

**Campus:** Werribee, Footscray Nicholson, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**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 Mature Age:** ISLPR 1

**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, Interview, Written Test, OtherWritten 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
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Elective Units of Study

Listening and Speaking Skills Electives

CSWE II B	POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR CASUAL CONVERSATIONS	60
CSWE II C	POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR TRANSACTIONAL EXCHANGES	60
CSWE II D	POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR INFORMATION TEXTS	60
CSWE II E	POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR TELEPHONE EXCHANGES	60
CSWE II	POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR	60



F	INSTRUCTIONS	
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

### CERTIFICATE III IN SPOKEN AND WRITTEN ENGLISH

**Course Code:** 91423NSW

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

**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, OtherWritten 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 III A	INTERMEDIATE LEARNING STRATEGIES	40
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#### 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
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Numeracy Skills Electives

CSWE III R	INTERMEDIATE NUMERACY SKILLS FOR MULTIPLE-STEP CALCULATIONS AND MEASUREMENTS IN EVERYDAY CONTEXTS	60
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CSWE III S	INTERMEDIATE NUMERACY SKILLS FOR WORKING WITH SPACE AND SHAPES IN EVERYDAY CONTEXTS	60
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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.

# UNITS

## AHCBUS402A COST A PROJECT

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**This unit covers costing a project and defines the standard required to: identify resources for a project; investigate options for material supplies, services, contractors and consultants; research prices for required resources; calculate costs for the project; document a summary of project costs.

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

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

## AHCLSC101A SUPPORT LANDSCAPE WORK

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

**Prerequisites:**Nil.

**Description:**This unit covers supporting landscape work and defines the standard required to: prepare tools and equipment; apply safe work practices in landscape construction and maintenance; support repair activities and clean up work area.

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

**Assessment:**Demonstrate - student undertaking the required task Observation - teacher supervises and observes the student undertaking the required tasks. Short Answer - either written or verbal (recorded) responses from student.

## AHCNAR101A SUPPORT NATURAL AREA CONSERVATION

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

**Prerequisites:**Nil.

**Description:**This unit covers supporting natural area conservation and defines the standard required to: prepare tools and equipment; assist others with conservation works; remove and stockpile waste materials and clean up site, tools and equipment.

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

**Assessment:**Demonstrate - student undertaking the required task Observation - teacher supervises and observes the student undertaking the required tasks. Short Answer - either written or verbal (recorded) responses from student.

## AHCNSY101A SUPPORT NURSERY WORK

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

**Prerequisites:**Nil.

**Description:**This unit covers supporting nursery work and defines the standard required to: apply safe work practices; apply correct plant handling techniques; plant, maintain and pack plants; and prepare, use and clean tools and equipment.

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

**Assessment:**Demonstrate - student undertaking the required task Observation - teacher supervises and observes the student undertaking the required tasks. Short Answer - either written or verbal (recorded) responses from student.

## AHCOHS101A WORK SAFELY

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

**Prerequisites:**Nil.

**Description:**This unit covers working safely and defines the standard required to: work safely; communicate effectively; contribute to a productive workplace and observe good environmental work practice.

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

**Assessment:**Demonstrate - student undertaking the required task Observation - teacher supervises and observes the student undertaking the required tasks. Short Answer - either written or verbal (recorded) responses from student.

## AHCPTH101A SUPPORT HORTICULTURAL PRODUCTION

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

**Prerequisites:**Nil.

**Description:**This unit covers supporting horticultural production and defines the standard required to: prepare materials, tools and equipment for work; complete routine horticulture production assistance work, including the safe use and operation of farm tools and equipment; clean up and dispose of waste consistent with environmental and enterprise requirements.

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

**Assessment:**Demonstrate - student undertaking the required task Observation - teacher supervises and observes the student undertaking the required tasks. Short Answer - either written or verbal (recorded) responses from student.

## AHCWRK101A MAINTAIN THE WORKPLACE

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

**Prerequisites:**Nil.

**Description:**This unit covers maintaining the workplace and defines the standard required to: prepare and use maintenance tools and equipment; clean and maintain the workplace; identify and report problems; record maintenance activities.

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

**Assessment:**Demonstrate - student undertaking the required task Observation - teacher supervises and observes the student undertaking the required tasks. Short Answer - either written or verbal (recorded) responses from student.

## ARYC APPLIED NUMERACY

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

**Prerequisites:**Nil.

**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).

**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.

## ARYL MEDIA AND SOCIETY

**Locations:**Footscray Nicholson, Werribee, St Albans, 40512SA Certificate I in Introductory Vocational Education - Footscray Nicholson, St Albans and Werribee only..

**Prerequisites:**Nil.

**Description:**In this module learners will further develop the language, literacy and numeracy of public communication. In particular, they will focus on the skills needed to access the media (print-based, audio-visual and electronic) as a means of understanding and participating in discussions about social life and issues.

**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, Werribee, St Albans.

**Prerequisites:**There are no formal pre-requisites 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.

**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, Werribee, St Albans.

**Prerequisites:**Nil.

**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.

**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, Werribee, St Albans.

**Prerequisites:**Nil.

**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.

**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.

**Prerequisites:**Nil.

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

**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.

## BSBADM302B PRODUCE TEXTS FROM NOTES

**Locations:**Footscray Nicholson, Werribee, Industry, Sunshine, St Albans, 21773VIC Certificate II in General Education for Adults:Footscray Nicholson, Sunshine and Visy Cares Hub. 21939VIC Certificate III in ESL (Further Study): - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee..

**Prerequisites:**Nil.

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

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

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

## BSBCMM201A COMMUNICATE IN THE WORKPLACE

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

**Prerequisites:**Nil.

**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.

**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. 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.

## BSBCMN101A PREPARE FOR WORK IN BUSINESS

**Locations:**Industry, Footscray Park, St Albans, 21860VIC Certificate II in Mumgu-dhal

tyama-tiyt - St Albans..

**Prerequisites:**Nil.

**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.

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

**Assessment:**Certificate II in Mumgu-dhal tyama-tiyt: Students develop a portfolio of evidence for assessment. This will include teacher observation, student logbooks, written tasks, oral presentations and work/community placements. Certificate IV in Sport (Development) SRS40506: 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.

### BSBCMN107A OPERATE A PERSONAL COMPUTER

**Locations:**St Albans, Certificate I in Mumgu-dhal tyama-tiyt - St Albans only.

**Prerequisites:**Nil.

**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.

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

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

### BSBCMN108A DEVELOP KEYBOARD SKILLS

**Locations:**St Albans, Certificate I in Mumgu-dhal tyama-tiyt - St Albans only.

**Prerequisites:**Nil.

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

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

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

### BSBCMN213A PRODUCE SIMPLE WORD PROCESSED DOCUMENTS

**Locations:**Footscray Nicholson, Sunshine, St Albans, 21860VIC Certificate II in Mumgu-dhal tyama-tiyt: St Albans only. 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Sunshine and Visy Cares Hub.

**Prerequisites:**Nil.

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

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

**Assessment:**Tests, assignments, presentations 21860VIC Certificate II in Mumgu-dhal tyama-tiyt Students will develop a portfolio of evidence for assessment. This will include direct observation recorded by the teacher, verbal questioning, online

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

### BSBCMN214A CREATE AND USE SIMPLE SPREADSHEETS

**Locations:**St Albans, Certificate II and III in Mumgu-dhal tyama-tiyt - St Albans only.

**Prerequisites:**Nil.

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

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

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

### BSBCMN302A ORGANISE PERSONAL WORK PRIORITIES AND DEVELOPMENT

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

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

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

### BSBFLM303C CONTRIBUTE TO EFFECTIVE WORKPLACE RELATIONSHIPS

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

**Prerequisites:**Nil.

**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.

**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.

**Prerequisites:**Nil.

**Description:**Participate in work teams.

**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.

## BSBITU101A OPERATE A PERSONAL COMPUTER

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Sunshine, St Albans, 22012VIC Cert I Vocational Preparation - City King, Footscray Nicholson, Industry, Melton, Newport, St Albans, Sunshine, Harvester TC, Werribee and Other. Also delivered on-site in Community Organisations and at Industry locations within Victoria. This unit is also delivered at off-site work placement locations. 21771VIC - Footscray Nicholson only. 21772VIC - Footscray Nicholson and Sunshine only. 21773VIC - Footscray Nicholson, Sunshine and Visy Cares Hub. 22128VIC - Footscray Nicholson, St Albans and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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.

**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, projects, case studies, presentations, demonstration and observation. 22012VIC Certificate I in Vocational Preparation Students are assessed through classwork, tests, demonstration and observation. 22128VIC Certificate I in Work Education: Assessment strategies may include written assignments, participation in class activities, related class-work, observation and demonstration, experience-based and work-based learning activities.

## BSBITU102A DEVELOP KEYBOARD SKILLS

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

**Prerequisites:**Nil.

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

**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, Werribee, Industry, Melton, Off-shore, St Albans, 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only. 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:**Nil.

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

**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.

## BSBWOR202A ORGANISE AND COMPLETE DAILY WORK ACTIVITIES

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Sunshine, St Albans, 22012VIC Cert I Vocational Preparation - City King, Footscray Nicholson, Industry, Melton, Newport, St Albans, Sunshine, Harvester TC, Werribee and Other. Also delivered on-site in Community Organisations and at Industry locations within Victoria. This unit is also delivered at off-site work placement locations. Secondary Schools in VETiS program. VUCIP - Footscray Nicholson, Sunshine and off-campus work placement locations..

**Prerequisites:**Nil.

**Description:**This unit describes the performance outcomes, skills and knowledge required to organise and complete work activities, and to obtain feedback on work performance.

**Required Reading:**No required text. 22012VIC Certificate I in Vocational Preparation The teacher will provide teaching and learning materials as required.

**Assessment:**Direct questioning, portfolios of evidence and third party workplace reports, case studies and scenarios, demonstration of techniques. 21956VIC Cert II in Small Bus (Ops/Innovation): Graded Assessment. Assessments required include assignments, classwork, presentation. 22012VIC Certificate I in Vocational Preparation: Direct questioning, third party workplace reports, analysis of responses to case studies and scenarios, demonstration of techniques.

## BTBK FAMILY AND SOCIETY

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

**Prerequisites:**Nil.

**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.

**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, Certificate II in Mumgu-dhal tyama-tyt - St Albans only.

**Prerequisites:**Nil.

**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.

**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-tyt 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. Massage: Graded

## CHCAOD2C ORIENTATION TO ALCOHOL AND OTHER DRUGS WORK

**Locations:**St Albans, Certificate II in Mumgu-dhal tyama-tyt - St Albans only.

**Prerequisites:**Nil.

**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.

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

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

### CHCCH25A INTRODUCTION TO WORK IN SOCIAL HOUSING

**Locations:**St Albans.

**Prerequisites:**Nil.

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

**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.

### CHCCOM302C COMMUNICATE APPROPRIATELY WITH CLIENTS AND COLLEAGUES

**Locations:**Footscray Nicholson, Werribee, Industry, St Albans, 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only..

**Prerequisites:**Nil.

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

**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

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

**Locations:**St Albans.

**Prerequisites:**Nil.

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

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

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

### CHCDIS20A INTRODUCTION TO DISABILITY WORK

**Locations:**St Albans.

**Prerequisites:**Nil.

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

**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.

### CHCEDS318A WORK EFFECTIVELY AS AN ABORIGINAL AND/OR TORRES STRAIT ISLANDER EDUCATION WORKER

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**This unit deals with the skills and knowledge required for an Aboriginal or

Torres Strait Islander education worker to manage their work performance in a range of education environments An Aboriginal or Torres Strait Islander education worker is generally drawn from local communities because of their fluency in a specific language, kinship relationships within the community, a level of knowledge of and respect for, traditional culture and capacity to interact in the wider community  
**Required Reading:**Certificate III in Mumgu-dhal tyama-tiyt Teacher will provide teaching and learning materials where required.

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

### CHCEDS404A LIAISE WITH ABORIGINAL AND/OR TORRES STRAIT ISLANDER EDUCATION WORKER

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**This unit deals with the skills and knowledge required for an education worker, under direction of teacher, to liaise effectively between the school/centre and parents and community about development of an education program that is relevant to both educational and cultural needs. The education worker assists Aboriginal and Torres Strait Islander students, particularly those at risk, through mentoring and pastoral care to support their participation and achievement in the school/centre environment. It requires sensitivity and an understanding of diverse cultural protocols and practices, including appropriate interpersonal and networking skills.

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

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

### CHCIC201B COMMUNICATE WITH CHILDREN

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

**Prerequisites:**Nil.

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

**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, Werribee, Industry, Melton, Footscray Park, Sunshine, City Flinders, Off-shore, St Albans, Liaoning University, China 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only..

**Prerequisites:**Nil.

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

**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. 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.

### CHCVOL201A BE AN EFFECTIVE VOLUNTEER

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Sunshine, St Albans, 22012VIC Cert I Vocational Preparation - City King, Footscray Nicholson, Industry, Melton, Newport, St Albans, Sunshine, Harvester TC, Werribee and Other. Also delivered on-site in Community Organisations and at Industry locations within Victoria. This unit is also delivered at off-site work placement locations. 22129VIC Certificate I in Transition Education: Footscray Nicholson, St Albans and other Industry locations. 22128VIC Certificate I in Work Education: Footscray Nicholson, St Albans and industry locations within the Western suburbs..

**Prerequisites:**Nil.

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

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

**Assessment:**22012VIC Certificate I in Vocational Preparation: Assessment strategies will include written assignments, participation in class activities and other related classwork. 22129VIC Certificate I in Transition Education: Assessment strategies will include written assignments, participation in class activities, related classwork and experience-based learning activities. 22128VIC Certificate I in Work Education: Assessment strategies may include written assignments, participation in class activities, related class-work, observation and demonstration, experience-based and work-based learning activities.

### CHCVOL201B BE AN EFFECTIVE VOLUNTEER

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Sunshine, St Albans, Also delivered on-site in Community Organisations and at Industry locations within Victoria..

**Prerequisites:**Nil.

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

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

**Assessment:**22012VIC Certificate I in Vocational Preparation: Assessment strategies will include written assignments, participation in class activities and other related classwork. 22129VIC Certificate I in Transition Education: Assessment strategies will include written assignments, participation in class activities, related classwork and experience-based learning activities. 22128VIC Certificate I in Work Education: Assessment strategies may include written assignments, participation in class activities, related class-work, observation and demonstration, experience-based and work-based learning activities.

### CSWE I A BEGINNER LEARNING STRATEGIES

**Prerequisites:**Nil.

**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 supportA2 Participate in the formal learning environment

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

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

**Prerequisites:**Nil.

**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 languageB2 Complete a short form

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

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

**Prerequisites:**Nil.

**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 transactionC2 Participate in a short spoken transaction.

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

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

**Prerequisites:**Nil.

**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 textD2 Demonstrate understanding of a written information text

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



demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

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

**Prerequisites:** Nil.

**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

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

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

**Prerequisites:** Nil.

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

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

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

**Prerequisites:** Nil.

**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.

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

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

**Prerequisites:** Nil.

**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.

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

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

**Prerequisites:** Nil.

**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.

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

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

**Prerequisites:** Nil.

**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.

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

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

**Prerequisites:** Nil.

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

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

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

**Prerequisites:** Nil.

**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.

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

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

**Prerequisites:** Nil.

**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.

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

## CSWE II A POST-BEGINNER LEARNING STRATEGIES

**Locations:** Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**Prerequisites:** Nil.

**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.

**Required Reading:** Reading texts are not required 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 personal learning/training plan, a collection of learner documents or work samples, organisation of a folder of learning materials, verbal and/or written questioning used with checklists of learner performance, evidence of development of learning strategies, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

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

**Locations:** Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**Prerequisites:** Nil.

**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 and understanding of a casual conversation B2 Participate in a short casual conversation.

**Required Reading:** Reading texts are not required 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 used with checklists of learner performance, observed role plays, audio/video recording, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

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

**Locations:** Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**Prerequisites:** Nil.

**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.

**Required Reading:** Reading texts are not required 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 used with checklists of learner performance, audio/video recordings, observed role plays, other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be

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

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

**Locations:**Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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

**Required Reading:**Reading texts are not required 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 used with checklists of learner performance, presentations, projects, audio/video recordings, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

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

**Locations:**Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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

**Required Reading:**Reading texts are not required 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, observed role plays, other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

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

**Locations:**Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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

**Required Reading:**Reading texts are not required 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, checklists of learner performance, audio or video recordings to assess performance, simulated workplace/community based tasks plus

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

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

**Locations:**Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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

**Required Reading:**Reading texts are not required 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, 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

**Locations:**Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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.

**Required Reading:**Reading texts are not required 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, 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

**Locations:**Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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:11 Demonstrate understanding of a short written information text12 Demonstrate understanding of written instructions.

**Required Reading:**Reading texts are not required 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 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

**Locations:**Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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 textJ2 Write an informal text.

**Required Reading:**Reading texts are not required 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, 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

**Locations:**Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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 storyK2 Write a recount.

**Required Reading:**Reading texts are not required 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 portfolio of work samples and readings, verbal and/or written questioning used with checklists of learner performance, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

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

**Locations:**Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, 21945VIC Certificate II in ESL (Employment) - Footscray Nicholson and St Albans only. Including Industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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 reportL2 Write a short information report.

**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, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. RPL: Granted on ability to demonstrate fulfilling the assessment criteria for a learning outcome or module. 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 and observed role plays.

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

**Locations:**Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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 textM2 Write a short opinion text.

**Required Reading:**Reading texts are not required 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 portfolio of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

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

**Locations:**Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**This module covers the skills to carry out calculations with time and money, and to read, measure and describe weight/volume/capacity and temperatures in familiar contexts such as work, transport, shopping, cooking and

health matters. It includes the skills to understand the value of larger numbers and everyday decimals, percentages and fractions, and to multiply, add and subtract. It also includes the skills to use measuring instruments and recognise units of metric measurement. Summary of learning outcomes: N1 Carry out calculations with time N2 Carry out calculations with money N3 Read, measure and describe weight/volume/capacity N4 Read, measure and describe temperatures

**Required Reading:** Reading texts are not required 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 and simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

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

**Locations:** Footscray Nicholson, Werribee, Industry, Melton, Sunshine, St Albans, Including Industry locations within the Western suburbs..

**Prerequisites:** Nil.

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

**Required Reading:** Reading texts are not required 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 and simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

### CSWE III A INTERMEDIATE LEARNING STRATEGIES

**Prerequisites:** Nil.

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

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

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

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

**Prerequisites:** Nil.

**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.

**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

**Prerequisites:** Nil.

**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

**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

**Prerequisites:** Nil.

**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.

**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

**Prerequisites:** Nil.

**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 adapted/modified from authentic texts. It also covers the skill of presenting spoken information to an audience. The text is essentially monologic, although the learners would be able to respond appropriately to questions from the audience. These skills enable learners to function in community, work and further-studies contexts. Summary of learning outcomes: E1 Demonstrate understanding of a spoken information text / oral presentation / media interview E2 Deliver a short spoken presentation

**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

**Prerequisites:** Nil.

**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.

**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

**Prerequisites:** Nil.

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

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

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

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

**Prerequisites:** Nil.

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

**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

**Prerequisites:** Nil.

**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

**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

**Prerequisites:** Nil.

**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.

**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

**Prerequisites:** Nil.

**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.

**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

**Prerequisites:** Nil.

**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.

**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

**Prerequisites:** Nil.

**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.

**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

**Prerequisites:** Nil.

**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 and evaluative language to describe events, people, places and things. The purpose of these narratives is to entertain or engage the reader. The module also includes the development of skills in planning to write narratives. Summary of learning outcomes: N1 Prepare to write a narrative N2 Write a narrative.

**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

**Prerequisites:** Nil.

**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.

**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

**Prerequisites:** Nil.

**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.

**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

**Prerequisites:** Nil.

**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.

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

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

**Locations:**Footscray Nicholson, Werribee, Melton, Sunshine, Off-shore, St Albans, 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:**Nil.

**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.

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

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

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

**Prerequisites:**Nil.

**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 dataS2 Interpret complex maps/plansS3 Carry out calculations with two-dimensional and three-dimensional shapes.

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

## CUFCOR02B WORK WITH OTHERS

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

**Prerequisites:**Nil.

**Description:**This unit describes the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work environment.

**Required Reading:**Library Studies. (2008). Workbook in Work with Others. Melbourne: Victoria University. 21773VIC Certificate II in General Education for Adults - The teacher will provide teaching and learning material as required.

**Assessment:**Assignment, Workbook, Yes/No. Report, Review of book and case study, Yes/No. 21773VIC Certificate II in General Education for Adults. 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.

## CUVADM1 TA WORK WITHIN AN ARTS ORGANISATION CONTEXT

**Locations:**Industry, City Flinders, St Albans, Certificate II in Mumgu-dhal tyama-tiyt - St Albans only.

**Prerequisites:**Nil.

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

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

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

## CUVCOR01B SOURCE CONCEPT FOR OWN WORK

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**This unit describes the skills and knowledge required to source and organise information to assist in the development of the concept for work. The concept encompasses ideas, form and context for the work. This unit describes the articulation of the creative process. In practice, this unit is always integrated with the actual production of work, as described in various specialisation units. This work would usually be carried out under supervision.

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

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

## CUVCOR02B DEVELOP AND ARTICULATE CONCEPT FOR OWN WORK

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**This unit describes the skills and knowledge required to develop and articulate the concept for own work. The concept encompasses ideas, form and context for the work This unit describes the articulation of the creative process and includes the need to review information to inform concept development and have some communication with others about the development process. In practice, this unit is always integrated with the actual production of work, as described in various specialisation units.

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

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

## CUVCOR11B SOURCE INFORMATION ON HISTORY AND THEORY AND APPLY TO OWN AREA OF WORK

**Locations:**St Albans.

**Prerequisites:**Nil.



**Description:**This unit describes the skills and knowledge required to develop and articulate the concept for own work. The concept encompasses ideas, form and context for the work This unit describes the articulation of the creative process and includes the need to review information to inform concept development and have some communication with others about the development process. In practice, this unit is always integrated with the actual production of work, as described in various specialisation units.

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

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

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

**Locations:**St Albans, Certificate II in Mumgu-dhal tyama-tyt - St Albans only.

**Prerequisites:**Nil.

**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.

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

**Assessment:**As per accredited curriculum Certificate II in Mumgu-dhal tyama-tyt 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, Certificate II in Mumgu-dhal tyama-tyt - St Albans only.

**Prerequisites:**Nil.

**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 in this unit, and the unit is written to allow for contextualisation to a particular industry context.

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

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

### CUVPR02B DEVELOP UNDERSTANDING OF OWN ABORIGINAL OR TORRES STRAIT ISLANDER IDENTITY

**Locations:**St Albans.

**Prerequisites:**Nil.

**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.

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

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

### FDFCORBM2A USE BASIC MATHEMATICAL CONCEPTS

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**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.

**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.

### FDFCORWCM2A PRESENT AND APPLY WORKPLACE INFORMATION

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

**Prerequisites:**Nil.

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

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

**Assessment:**As per accredited curriculum

### FDFOP2061A USE NUMERICAL APPLICATIONS IN THE WORKPLACE

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21771VIC Certificate I in General Education for Adults (Introductory) - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**This is unit of competency covers the skills and knowledge required to apply basic mathematical functions of addition, subtraction, multiplication and division to undertake workplace calculations or to estimate approximate answers when exact calculations are not required.

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

**Assessment:**Critical aspects for assessment and evidence required to demonstrate competency in this unit are as follows: - identify calculation or estimation requirements - carry out calculations involving basic addition, subtraction, division and multiplication - where estimations are used, estimated amounts must be consistent

with process or product specification and demonstrate knowledge of measurement units used in the workplace - use estimation techniques to check calculated results and workplace data.

### **FDFOP2064A PROVIDE AND APPLY WORKPLACE INFORMATION**

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21773VIC Certificate II in General Education for Adults - All Campuses including Visy Care Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**This unit of competency covers the skills and knowledge required to identify, collect and provide information to convey meaning to others.

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

**Assessment:**Critical aspects for assessment and evidence required to demonstrate competency in this unit: - use, interpret and apply work-related information presented in a variety of forms - select and apply communication methods to present information to others - respond to information requests - record and maintain information in required work formats.

### **FDFPPL2001A PARTICIPATE IN WORK TEAMS AND GROUPS**

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21772VIC Certificate I in General Education for Adults - All Campuses including Visy Care Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**This unit covers the skills and knowledge required to work effectively with others to complete work activities.

**Required Reading:**No 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: - identify team goals and expectations and personal role within the team - plan work to maximise outcomes for team - apply communication skills to engage with other participants - participate in and support the achievement of team goals.

### **FNCUS401A PARTICIPATE IN NEGOTIATIONS**

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21774VIC Certificate III in General Education for Adults - All Campuses including Visy Care Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**This unit describes the performance outcomes, skills and knowledge required to take part in negotiations either as an individual or as a member of a team, plan and prepare, and apply effective negotiating techniques to finalise an agreement.

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

### **FNSFLT201A DEVELOP AND USE A PERSONAL BUDGET**

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21773VIC Cert II in General Education for Adults - All Campuses including Visy Care Hub, Distance Education and industry locations within the Western suburbs. 22012VIC Cert I Vocational Preparation - City King, Footscray Nicholson, Industry, Melton, Newport, St Albans, Sunshine, Harvester TC, Werribee and Other. Also delivered on-site in Community Organisations and at Industry locations within Victoria..

**Prerequisites:**Nil.

**Description:**This unit describes the performance outcomes, skills and knowledge required to develop, implement and monitor a personal savings budget.

**Required Reading:**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.

### **FNSFLT202A DEVELOP AND USE A SAVINGS PLAN**

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21933VIC Certificate III in ESL (Access): Footscray Nicholson, St Albans and Werribee. 21773VIC Certificate II in General Education for Adults - All Campuses including Visy Care Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**This unit describes the performance outcomes, skills and knowledge required to develop and implement a savings plan to achieve identified goals, including identifying savings goals, understanding the role of the savings plan, the risk/return relationship and how to determine appropriate savings vehicles to maximise savings.

**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, Certificate I-II in Mumgu-dhal tyama-tiyt - St Albans only.

**Prerequisites:**Nil.

**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.

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

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

### **FPPNUM210A ESTIMATE AND CALCULATE BASIC DATA**

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**This unit describes the outcomes required to estimate and calculate basic data.

**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.

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

**Locations:**St Albans.

**Prerequisites:**Nil.

**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.

**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.

### HLTAMB301B TRANSPORT NON-EMERGENCY CLIENTS UNDER OPERATIONAL CONDITIONS

**Locations:**Industry, St Albans.

**Prerequisites:**Nil.

**Description:**This unit describes the skills and knowledge required to prepare and drive vehicles safely to transport non-emergency clients, including checking the ambulance vehicle and equipment, remedying faults, communicating using associated equipment and techniques and loading and unloading clients safely.

**Required Reading:**Nil

**Assessment:**This unit will be assessed by Practical driving component, Workbook and written test

### ICAICT103A USE, COMMUNICATE AND SEARCH SECURELY ON THE INTERNET

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21772VIC Certificate I in General Education for Adults, 21773VIC Certificate II in General Education for Adults and 21774VIC Certificate III in General Education for Adults - All Campuses including Visy Care Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**This unit describes the performance outcomes, skills and knowledge required to connect to the internet, securely send and receive emails, search the internet using web browsers and interact securely and in a socially responsible manner with a range of different internet sites.

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

**Assessment:**Critical aspects for assessment and evidence required to demonstrate competency in this unit: - connect to and access the internet - send and receive emails - secure internet access and email communications - use search tools to locate information - research and select appropriate website - undertake online interactions - make an informed assessment of the accuracy, currency, authority and reliability of the site and information located.

### ICPSU362C COMMUNICATE AS PART OF A WORK TEAM

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21774VIC Certificate III in General Education for Adults - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**This unit describes the performance outcomes, skills and knowledge required to communicate as part of a work team.

**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.

**Prerequisites:**Nil.

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

**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.

### NPBP HEALTHY NUTRITION

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

**Prerequisites:**Nil.

**Description:**The purpose of this module is to introduce participants to the relationship between health and nutrition and the role played by diet and exercise in holistic ways of attaining and/or maintaining health.

**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, Werribee, St Albans.

**Prerequisites:**Nil.

**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.

**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

**Prerequisites:**Nil.

**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.

**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.

### NRCX USING MEASUREMENT 1

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

**Prerequisites:** Nil.

**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.

**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.

## **NRCY USING MEASUREMENT 2**

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

**Prerequisites:** Basic Number Skills 1 (NYHM), Basic Number Skills 2 (NYHN) 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.

**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.

## **NRDA SHAPE AND SPACE**

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

**Prerequisites:** There are no prerequisites for this module, but learners should have basic spoken English.

**Description:** This module introduces learners to vocabulary, concepts and representational skills needed to understand and describe points and shapes on a plane surface. These skills are essential for reading, describing and drawing maps, diagrams, and geometric shapes and figures. On completion, learners will be able to use and explain maps, diagrams and drawings, and to recognise and name common two and three dimensional figures.

**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.

## **NYKS USING COMPUTERS FOR LEARNING**

**Locations:** Footscray Nicholson, Werribee, Melton, Off-shore, St Albans, 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:** Nil.

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

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

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

## **NYLC DECIMALS, FRACTIONS AND PERCENT 1**

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

**Prerequisites:** Nil.

**Description:** An understanding of the concepts of decimals, fractions and percent is essential for any further development of maths skills related to further vocational training. In addition the application to everyday life should be clear to anyone who cooks, drives, spends money or uses the banking system. This module focuses on the concept level, and is a prerequisite for studying the next module, Decimals, Fractions and Percent 2 (NYLC) which focuses on the manipulation of fractional numbers.

**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, Werribee, St Albans.

**Prerequisites:** Nil.

**Description:** On completion of this module the learner will be able to explain the general concepts of physical, emotion, social and economic wellbeing, and outline how these contribute to a or persons 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.

**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.

## **PHGN FOOD AND NUTRITION**

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

**Prerequisites:** Nil.

**Description:** To be able to explain the importance of good nutrition and method of achieving it. The module focuses on the meaning of nutrition, the naming of food grouped, nutritional differences between fresh and processed foods, as well as appropriate handling, storage and preparation methods. The module acknowledges the nutritional value of traditional foods. Aboriginal perspectives of nutrition are not explained (incorporated) in this module however they should be acknowledged and encouraged in discussion.

**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, Werribee, St Albans.

**Prerequisites:**Nil.

**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.

**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, Werribee, St Albans.

**Prerequisites:**Nil.

**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 procedures tell the learner how to perform a vocational task as a sequence of commands. 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.

**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.

**Prerequisites:**Nil.

**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.

**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.

### PSPGOV201A WORK IN A PUBLIC SECTOR ENVIRONMENT

**Locations:**St Albans.

**Prerequisites:**Nil.

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

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

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

### PUATEA001B WORK IN A TEAM

**Locations:**Footscray Nicholson, Werribee, Melton, Sunshine, St Albans, 21772VIC Certificate I in General Education for Adults: Footscray Nicholson, Melton, St Albans, Sunshine and Werribee Campuses. 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Melton, St Albans, Sunshine, Werribee Campuses, as well as Visy Cares Hub..

**Prerequisites:**Nil.

**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.

**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

**Prerequisites:**Nil.

**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.

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

### RTC1201A MAINTAIN THE WORKPLACE

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**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.

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

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

### RTC1202A SUPPORT LANDSCAPE WORK

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

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

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

**Assessment:**Students develop a portfolio of evidence used for assessment. This will include teacher observation, student logbooks, written tasks, oral presentations and structured work placements. The unit will co-assessed with RTC2702A Observe Environmental Work Practices.

### RTC1801A PREPARE FOR WORK

**Locations:**Footscray Nicholson, St Albans, 21860VIC Certificate II in Mumgu-dhal tyama-tyt - St Albans.

**Prerequisites:**Nil.

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

**Required Reading:**2186OVIC Certificate II in Mumgu-dhal tyama-tyt: Teacher will provide teaching and learning materials where required.

**Assessment:**2186OVIC Certificate II in Mumgu-dhal tyama-tyt: Students develop a portfolio of evidence used for assessment. This may include student self-assessment, teacher observation, student logbooks, written tasks, oral presentations and structured work placements. The unit will be co-assessed with RTC2701A Follow OH&S Procedures.

## RTC2012A PLANT TREES AND SHRUBS

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**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.

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

**Assessment:**Students develop a portfolio of evidence used for assessment. This will include student demonstration and oral presentations.

## RTC2016A RECOGNISE PLANTS

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**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.

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

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

## RTC2026A UNDERTAKE PROPAGATION ACTIVITIES

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**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.

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

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

## RTC2701A FOLLOW OHS PROCEDURES

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**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.

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

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

## RTC2702A OBSERVE ENVIRONMENTAL WORK PRACTICES

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

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

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

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

## RTC2704A PROVIDE BASIC FIRST AID

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

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

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

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

## RTC2705A WORK EFFECTIVELY IN THE INDUSTRY

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**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.

**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, RTF10103 Certificate I in Horticulture - Footscray Nicholson campus only..

**Prerequisites:**Nil.

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

**Required Reading:**VU VU produced workbooks RTF10103 Certificate I in Horticulture

- Reading material provided by Friends of Stony Creek.

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

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

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**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.

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

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

## **RTE1005A SUPPORT HORTICULTURAL PRODUCTION**

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**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.

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

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

## **RTE2010A ESTABLISH HORTICULTURE CROPS**

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**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.

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

**Assessment:** Students develop a portfolio of evidence used for assessment. This will include teacher observation, student logbooks, written tasks and oral presentations. This module will be co-assessed with RTF 1004A Support Gardening Work.

## **RTF1004A SUPPORT GARDENING WORK**

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**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.

**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.

**Prerequisites:** Nil.

**Description:** This competency standard covers the process of production of containerised nursery plants after propagation in production nurseries.

**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.

**Prerequisites:** Nil.

**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.

**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.

**Prerequisites:** Nil.

**Description:** This competency standard covers the process of determining the basic properties of soil or soil-less growing media. It requires the ability to collect samples and perform basic tests. It requires knowledge of sample collection techniques, basic soil/growing media properties, and basic understanding of soil/plant relationships. Determining the basic properties of soil or soil-less growing media is likely to be under supervision from others, with checking related to overall progress. The work is usually done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment and materials, organisation of work, and the achievement of outcomes within time and budgetary constraints.

**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.

## **SFICOMP205B COMMUNICATE EFFECTIVELY IN CROSS-CULTURAL ENVIRONMENTS**

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**This unit of competency involves interacting with confidence with those from cultures different to one's own using culturally appropriate verbal and non-verbal communications.

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

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

### SISSCOP205A DEVELOP A PERSONAL FINANCIAL PLAN

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21934VIC Certificate IV in ESL (Access): Footscray Nicholson, Melton, St Albans, Sunshine and Werribee Campuses. 21774VIC Certificate III in General Education for Adults - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**This unit describes the performance outcomes, skills and knowledge required to identify and access sources of independent professional advice and major investment alternatives in order to develop a personal financial plan.

**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.

### SITTGDE008A RESEARCH AND SHARE GENERAL INFORMATION ON AUSTRALIAN INDIGENOUS CULTURES

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**This unit describes the performance outcomes, skills and knowledge required to research and share information about Australian Indigenous societies in a culturally appropriate way. It focuses on information that is widely available to the general community. The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of culturally appropriate behaviour and local community consultation.

**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.

### SRSCOP004B DEVELOP NEGOTIATION SKILLS

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

**Prerequisites:**Nil.

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

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

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

### SRXCIA001B ASSIST IN PREPARING SPORT AND RECREATION SESSIONS FOR PARTICIPANTS

**Locations:**Footscray Park, St Albans, Certificate II in Mumgu-dhal tyama-tyi - St Albans only.

**Prerequisites:**Nil.

**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-tyiThis unit covers the knowledge and skills to assist in the planning and preparation of sessions within the sport and recreation industry.

**Required Reading:**Certificate II in Mumgu-dhal tyama-tyi 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-tyi Students develop a portfolio of evidence for assessment. This may include direct observation, written assignments, case study and scenario analysis, questioning and third-party feedback from participants, support workers, elders and peers.

### TDTE597A CARRY OUT WORKPLACE CALCULATIONS

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**Calculations for routine industry related tasks by manual and electronic processes.

**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.

### TLIE307C PARTICIPATE IN BASIC WORKPLACE COMMUNICATIONS

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Sunshine, St Albans, 22012VIC Certificate I in Vocational Education - includes Industry, City King, St Albans, Footscray Nicholson, Melton, Newport, Sunshine, Werribee, Harvester TC and Other. This unit is also delivered at off-site work placement locations. 22128VIC Certificate I in Work Education - Footscray Nicholson, St Albans and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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.

**Required Reading:**22012VIC Certificate I in Vocational Preparation: The teacher will provide teaching and learning materials as required. 22128VIC Certificate I in Work Education: There is no required reading for this unit. The teacher will provide teaching and learning materials as required.

**Assessment:**The following methods may be used in assessing units: written objective tests, written responses, short and extended answers, oral test / technical interview, on job or workplace assessment, practical / exercises, practical projects, assignments, personal appraisal, verbal assessment, profiling, RPL. 22012VIC Certificate I in Vocational Preparation The following methods may be used in assessing the unit: written responses, practical exercises, personal appraisal, third party feedback. 22128VIC Certificate I in Work Education: Assessment strategies may include written assignments, participation in class activities, related class-work, observation and demonstration, experience-based and work-based learning activities.



## VBK139 ORIENTATION TO WORK

**Locations:**St Albans, Certificate I-II in Mumgu-dhal tyama-tiyt - St Albans only.

**Prerequisites:**Nil.

**Description:**To provide general information and experience of the work environment through investigation of a variety of work situations.

**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.

## VBQM474 AUSTRALIAN ENVIRONMENTAL ISSUES

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

**Prerequisites:**Nil.

**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.

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

**Prerequisites:**Nil.

**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.

**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, 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..

**Prerequisites:**Nil.

**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.

**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 education information; and source and interpret information about cultural expectations and practices in education. Assessment of knowledge may include: questioning; observation; and actual demonstration.

## VBQM477 HEALTHCARE

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

**Prerequisites:**Nil.

**Description:**This module aims to familiarise students with the health system in Australia and provides skills to access health care. This module is based on VBN507 Health and Medicine from the ESL Framework.

**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 health information; interpret health information; respond appropriately to a range of health related events.

## VBQM478 ARTS IN AUSTRALIA

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

**Prerequisites:**Nil.

**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.

**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, 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..

**Prerequisites:**Nil.

**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.

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

**Prerequisites:**Nil.

**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.

**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.

## VBQM481 THE LEGAL SYSTEM

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

**Prerequisites:**Nil.

**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.

**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, Werribee, Sunshine, St Albans, Certificate I in Mumgu-dhal tyama-tyt: St Albans 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. 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only..

**Prerequisites:**Nil.

**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.

**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 requirements for driving in Australia; use information from maps and Directories; and interpret information about purchasing cars. Certificate I in Mumgu-dhal tyama-tyt Students will develop a portfolio of evidence for assessment. This will include direct observation recorded by the teacher collection of samples completed by the learner verbal questioning, online responses and third party reports from support workers, elders and peers.

## VBQM483 EVENTS IN AUSTRALIAN HISTORY

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

**Prerequisites:**Nil.

**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.

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

**Prerequisites:**Nil.

**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.

**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.

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

**Locations:**Footscray Nicholson, Werribee, Melton, Off-shore, St Albans, 21945VIC Certificate II in ESL (Employment) - Footscray Nicholson and St Albans only.21932VIC Certificate II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee.21771VIC Certificate I in General Education for Adults (Introductory) - Footscray Nicholson only..

**Prerequisites:**Nil.

**Description:**The focus of this unit is to identify and document current skills and plan future skills development with the guidance of an appropriate support person, and to develop and maintain a portfolio. This unit is designed to meet the needs of learners with personal, learning, employment and community participation goals. Learners' needs and expectations require a focus on individual learner objectives such as: improved language, literacy and numeracy skills; new skills and knowledge.

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

**Assessment:**Assessment may include: questioning, for example: interviews, self-assessment, verbal questioning; direct observation, for example, real time activities; portfolios, for example, collections of samples compiled by the learner, product with supporting documentation, diary; third party feedback, for example, testimonials/reports from other teachers or support workers. 21932VIC Certificate II in ESL (Access) & 21945VIC Certificate II in ESL (Employment) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays;

other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBQU118 CONDUCT A PROJECT WITH GUIDANCE**

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

**Prerequisites:**Nil.

**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.

**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.

**Prerequisites:**Nil.

**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).

**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.

**Prerequisites:**Nil.

**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).

**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, Industry, St Albans, 22128VIC Certificate I in Work Education: Footscray Nicholson, St Albans and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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).

**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. 22128VIC Certificate I in Work Education: Assessment strategies may include written assignments, participation in class activities, related class-work, observation and demonstration, experience-based and work-based learning activities.

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

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

**Prerequisites:**Nil.

**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).

**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.

**Prerequisites:**Nil.

**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).

**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; 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.

**Prerequisites:**Nil.

**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).

**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.

### **VBQU125 CREATE SIMPLE TEXTS FOR EMPLOYMENT PURPOSES**

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**Description:**The focus of the unit is on writing skills to create simple texts relevant to participation in the workplace. This unit is suitable for those in employment and those who aspire to employment. The required outcomes described in this unit 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).

**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.

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

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

**Prerequisites:**Nil.

**Description:**The focus of the unit is on writing skills to create simple texts relevant to participation in the community. The required outcomes described in this unit 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).

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

**Assessment:**Assessment may include: portfolios, for example, collections of samples

compiled by the learner; product with supporting documentation; journal/log book; direct observation, for example, real time activities; activities in a simulated environment; third party feedback, for example, reports from other teachers or support workers, peer feedback; self-assessment. 21936VIC Certificate I in ESL (Access) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

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

**Locations:**Footscray Nicholson, Werribee, Industry, St Albans, 21936VIC Certificate I in ESL (Access): Footscray Nicholson, St Albans and Werribee. 21771VIC Certificate I in General Education for Adults (Introductory): Footscray Nicholson only. 22128VIC Certificate I in Work Education: Footscray Nicholson, St Albans and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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.

**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. 22128VIC Certificate I in Work Education: Assessment strategies may include written assignments, participation in class activities, related class-work, observation and demonstration, experience-based and work-based learning activities.

### **VBQU128 WORK WITH SIMPLE MEASUREMENT AND DESIGN**

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

**Prerequisites:**Nil.

**Description:**The focus of this unit is on using and making decisions about everyday measurements, and using simple everyday language of design to recognise and describe shapes. The required outcomes described in this unit 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.

**Required Reading:**There is no required reading for this unit. The teacher will provide

teaching and learning material as required.

**Assessment:**Assessment may include: records of teacher observations of students' activities, discussions and practical tasks; questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; portfolios, for example, samples of the learner's written work; pictures, diagrams, models etc. created by the learner; records of teacher observations of learner's activities, discussions and practical tasks; third party feedback such as testimonials/reports from other teachers or support workers. 21936VIC Certificate I in ESL (Access) Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

## **VBQU129 WORK WITH SIMPLE NUMERICAL AND STATISTICAL INFORMATION**

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

**Prerequisites:**Nil.

**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.

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

**Assessment:**Assessment may include: records of teacher observations of students' activities, discussions and practical tasks; questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; portfolios, for example, samples of the learner's written work; pictures, diagrams, models etc. created by the learner; records of teacher observations of learner's activities, discussions and practical tasks; third party feedback such as testimonials/reports from other teachers or support workers. 21936VIC Certificate I in ESL (Access) Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

## **VBQU130 DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO**

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Sunshine, City Flinders, Off-shore, St Albans, 22012VIC Cert I Vocational Preparation - City King, Footscray Nicholson, Industry, Melton, Newport, St Albans, Sunshine, Harvester TC, Werribee and Other. Also delivered on-site in Community Organisations and at Industry locations within Victoria. 21859VIC - Cert I in Mumgu-dhal tyama-tyit 21772VIC - Cert I in General Education for Adults. 21939VIC Cert III in ESL (Further Study) - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee..

**Prerequisites:**Nil.

**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.

**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. 22012VIC Certificate I in Vocational Preparation Assessment is via direct observation recorded by the teacher and questioning via written and verbal interviews and reviews. 21859VIC Certificate I in Mumgu-dhal tyama-tyit: This unit will be co-assessed with VPAU100 Identify learning plan and pathway and VBQU101 Work with Indigenous Community Members. 21933VIC Certificate III in ESL (Access), 21935VIC Certificate III in ESL (Employment), 21939VIC Certificate III in ESL (Further Study) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

## **VBQU131 PLAN AND UNDERTAKE A PROJECT**

**Locations:**Footscray Nicholson, Werribee, Melton, Sunshine, Off-shore, St Albans, 21932VIC Certificate II in ESL (Access) - Footscray Nicholson, St Albans and Werribee. 21772VIC Certificate I in General Education for Adults - Footscray Nicholson and Sunshine. 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:**Nil.

**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.

**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**

**Locations:**Footscray Nicholson, Sunshine.

**Prerequisites:**Nil.

**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).

**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**

**Locations:**Footscray Nicholson, Sunshine.

**Prerequisites:**Nil.

**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).

**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, Werribee, Melton, Off-shore, St Albans, 21932VIC Certificate II in ESL (Access): Footscray Nicholson, St Albans and Werribee. 21772VIC Certificate I in General Education for Adults: Footscray Nicholson and Sunshine. 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:**Nil.

**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).

**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**

**Locations:**Footscray Nicholson, Sunshine.

**Prerequisites:**Nil.

**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 of competency 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).

**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**

**Locations:**Footscray Nicholson, Sunshine.

**Prerequisites:**Nil.

**Description:**The focus of the unit is on writing skills to create everyday texts of limited complexity which may include some unfamiliar aspects and which are relevant to the learning environment. The required outcomes described in this unit 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).

**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, Werribee, Melton, Sunshine, Off-shore, St Albans, 21932VIC Certificate II in ESL (Access): Footscray Nicholson, St Albans and Werribee. 21772VIC Certificate I in General Education for Adults: Footscray Nicholson and Sunshine. 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:**Nil.

**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).

**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, Werribee, Melton, Off-shore, St Albans, 21932VIC Certificate II in ESL (Access): Footscray Nicholson, St Albans and Werribee. 21772VIC Certificate I in General Education for Adults: Footscray Nicholson and Sunshine. 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:** Nil.

**Description:** The focus of this unit is on interpreting, using and calculating with money and time in familiar situations. It also focuses on interpreting and using position, location and maps to give and follow oral and written directions. The required outcomes described in this unit 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.

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

**Assessment:** Assessment may include: Records of teacher observations of students' activities, discussions and practical tasks; Questioning, for example: online responses, interviews, self-assessment, verbal questioning, written questioning; Portfolios, for example, samples of the learner's written work; pictures, diagrams, models etc. created by the learner; records of teacher observations of learner's activities, discussions and practical tasks; Third party feedback such as testimonials/reports from other teachers or support workers. 21932VIC Certificate II in ESL (Access) Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

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

**Locations:** Footscray Nicholson, Werribee, Melton, Off-shore, St Albans, 21932VIC Certificate II in ESL (Access): Footscray Nicholson, St Albans and Werribee. 21772VIC Certificate I in General Education for Adults: Footscray Nicholson and Sunshine. 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:** Nil.

**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.

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

**Assessment:** Assessment may include: Records of teacher observations of students' activities, discussions and practical tasks; Questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; Portfolios, for example, samples of the learner's written work; pictures, diagrams, models etc. created by the learner; records of teacher observations of learner's activities, discussions and practical tasks; Third party feedback such as testimonials/reports from other teachers or support workers. 21932VIC Certificate II in ESL (Access) Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

### **VBQU142 RESEARCH PATHWAYS AND PRODUCE A LEARNING PLAN AND PORTFOLIO**

**Locations:** Footscray Nicholson, Werribee, City Flinders, Off-shore, St Albans, Distance education 21940VIC Cert IV in ESL (Further Study) - Liaoning University, China, City Flinders, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:** Nil.

**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.

**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, Werribee, St Albans, 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..

**Prerequisites:** Nil.

**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.

**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, Visy Cares Hub and Distance Education..

**Prerequisites:** Nil.

**Description:** This unit describes the outcomes to engage with texts for personal purposes at Certificate II. The focus of the unit is on interpreting a range of structurally intricate texts which are relevant to personal purposes 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).

**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.

#### **VBQU147 ENGAGE WITH A RANGE OF TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY**

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

**Prerequisites:** Nil.

**Description:** The focus of this unit is on engaging with a range of structurally intricate texts which are relevant to participation in the community 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).

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

**Assessment:** Appropriate assessment strategies include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of

samples compiled by the learner; journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback. 21933VIC Certificate III in ESL (Access) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VBQU148 CREATE A RANGE OF TEXTS OF SOME COMPLEXITY FOR PERSONAL PURPOSES**

**Locations:** Footscray Nicholson, Sunshine, Visy Cares Hub and Distance Education..

**Prerequisites:** Nil.

**Description:** The focus of the unit is on writing skills to create a range of texts of some complexity for personal purposes and for communication with others. The 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).

**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.

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

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

**Prerequisites:** Nil.

**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).

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

**Assessment:** Assessment may include: Portfolios, for example, collections of samples compiled by the learner, product with supporting documentation, journal/log book; Direct observation, for example, real time activities; Third party feedback, for example, reports from other teachers or support workers, peer feedback; Self-assessment. 21933VIC Certificate III in ESL (Access) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.



## **VBQU153 INVESTIGATE, INTERPRET AND PRODUCE NUMERICAL AND STATISTICAL INFORMATION**

**Locations:**Footscray Nicholson, Werribee, Sunshine, St Albans, 21933VIC Certificate I in ESL (Access) & 21937VIC Certificate IV in ESL (Employment/Professional): Footscray Nicholson, St Albans and Werribee. 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Sunshine and Visy Cares Hub..

**Prerequisites:**Nil.

**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.

**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) & 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.

## **VBQU155 EVALUATE PATHWAY OPTIONS, DESIGN A LEARNING PLAN AND COMPILE A PORTFOLIO**

**Locations:**St Albans.

**Prerequisites:**Nil.

**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 needs and expectations require a focus on individual learner objectives such as: improved language, literacy and numeracy skills; new skills and knowledge; specific competencies; target qualifications; new career and career advancement. Learner objectives may also include: information and advice on courses, learning programs, qualifications, assessment and individualised learning support systems.

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

**Assessment:**Assessment may include: Direct observation, for example: real time activities; Questioning, for example, interviews, self-assessment, verbal questioning; Portfolios, for example, collections of samples compiled by the learner, product with supporting documentation, journal/log book; Third party feedback, for example, testimonials/reports from other teachers or support workers, interview with peer. 21861VIC Certificate III in Mumgu-dhal tyama-tiyt Students develop a portfolio of evidence for assessment. This will include teacher observation, reports from significant Indigenous community members supporting participant, student logbooks, questioning and third-party feedback.

## **VBQU156 ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR PERSONAL PURPOSES**

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**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).

**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, Werribee, St Albans, 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only..

**Prerequisites:**Nil.

**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).

**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.

**Prerequisites:**Nil.

**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).

**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.

### **VBQU162 CREATE A RANGE OF COMPLEX TEXTS TO PARTICIPATE IN THE COMMUNITY**

**Locations:**Footscray Nicholson, Werribee, St Albans, 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only..

**Prerequisites:**Nil.

**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).

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

**Assessment:**Assessment may include: Portfolios, for example, collections of samples compiled by the learner, product with supporting documentation, journal/log book; Third party feedback, for example, reports from other teachers or support workers or community members, peer feedback; Self-assessment. 21934VIC Certificate IV in ESL (Access) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBQU167 USE COMPUTER LANGUAGE AND PERFORM SIMPLE COMPUTING TASKS**

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**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.

**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.

### **VBQU168 ACCESS THE INTERNET FOR LANGUAGE LEARNING**

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

**Prerequisites:**Nil.

**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.

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

**Assessment:**Assessment may include: Direct observation, for example, real time activities; Third party feedback, for example, reports from other teachers or support workers, peer feedback; Self-assessment. 21933VIC Certificate III in ESL (Access) Assessment may include: records of teacher's observations of students' activities;

observation checklists; verbal questioning; a portfolio of work and other documents; interview or written test; self-assessment; practical tasks; samples of work and third-party feedback.

### **VBQU170 COMMUNICATE WITH OTHERS IN FAMILIAR AND PREDICTABLE CONTEXTS**

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**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).

**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.

### **VBQU171 PARTICIPATE IN A PRACTICAL PLACEMENT**

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

**Prerequisites:**Nil.

**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.

**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.

### **VBQU172 UNDERTAKE A SIMPLE INVESTIGATION OF SCIENCE IN THE COMMUNITY**

**Locations:**Footscray Nicholson, Sunshine.

**Prerequisites:**Nil.

**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.

**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.

### **VBQU173 UNDERTAKE A SIMPLE INVESTIGATION OF HEALTH AND WELL BEING**

**Locations:**Footscray Nicholson, Werribee, Sunshine, St Albans, 21937VIC Certificate IV in ESL (Employment/Professional).

**Prerequisites:**Nil.

**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.

**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 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. 21937VIC Certificate IV in ESL (Employment/Professional) Student assessment is based on 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 and observed role plays.

### **VBQU174 UNDERTAKE A SIMPLE INVESTIGATION OF AN ENVIRONMENTAL ISSUE**

**Locations:**Footscray Nicholson, Sunshine.

**Prerequisites:**Nil.

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

**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**

**Locations:**Footscray Nicholson, Sunshine.

**Prerequisites:**Nil.

**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.

**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**

**Locations:**Footscray Nicholson, Sunshine.

**Prerequisites:**Nil.

**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.

**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**

**Locations:**Footscray Nicholson, Sunshine.

**Prerequisites:**Nil.

**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.

**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**

**Locations:**Footscray Nicholson, Sunshine.

**Prerequisites:**Nil.

**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.

**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, Visy Cares Hub..

**Prerequisites:**Nil.

**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.

**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, Visy Cares Hub.

**Prerequisites:**Nil.

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

**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, Visy Cares Hub..

**Prerequisites:**Nil.

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

**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, Visy Cares Hub..

**Prerequisites:**Nil.

**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.

**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, Visy Cares Hub..

**Prerequisites:**Nil.

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

**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 and written questioning; Portfolios, for example, collections of samples compiled by the candidate, product with supporting documentation, self-assessment sheets, journal/log book, diagrams, models and pictures created by the learner; Written reports of investigations or problem-solving activities; Third party feedback, for example, reports from other teachers or support workers.

### **VBQU184 INVESTIGATE ENERGY, FORCE AND MATTER**

**Locations:**Footscray Nicholson, Sunshine, Visy Cares Hub..

**Prerequisites:**Nil.

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

**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.

### **VBQU185 ANALYSE SCIENCE IN THE COMMUNITY**

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

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

**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.

### **VBQU186 DESIGN AND REVIEW A PROJECT**

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

**Prerequisites:**Nil.

**Description:**The focus of this unit is to develop skills and knowledge to design, conduct and critically examine a project's processes and outcomes.

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

**Assessment:**Assessment may include: Examination of: project action plan, journal/log book recording project-related activities, project evaluation, budgeting plan, evidence of communications; Project products, for example, book, film, video, digital slide show, exhibition, supporting statements from community members and project team; Direct observation, for example, real time activities; Questioning, for example, interviews, self-assessment, verbal questioning; Third party feedback, for example, testimonials/reports from others, interview with peer, reviews in local newspapers. 21934VIC Certificate IV in ESL (Access) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAM544 AUSTRALIAN GOVERNMENT**

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

**Prerequisites:**Nil.

**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.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAM545 AUSTRALIAN LAW**

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

**Prerequisites:**Nil.

**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.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAM546 EDUCATION IN AUSTRALIA**

**Locations:**Footscray Nicholson, Werribee, Melton, Sunshine, City Flinders, Off-shore, St Albans, 21939VIC Certificate III in ESL (Further Study) - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee..

**Prerequisites:**Nil.

**Description:**This module aims to familiarise learners who are speakers of languages other than English with the structure of the education system in their state as well as the cultural features of education in Australia. The module is included as an elective for use at different levels of the Certificates in ESL Framework. It may be contextualised to suit the needs and skills of learners in courses from Certificate I to Certificate IV.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAM547 AUSTRALIAN ART AND CULTURE**

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

**Prerequisites:**Nil.

**Description:**This module aims to familiarise learners who are speakers of languages other than English with aspects of Australian Art and Culture from both the past and present and the language required to describe aspects of Australian Art and Culture.

**Required Reading:**There is no required reading for this unit. The teacher will provide

teaching and learning material as required.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### VPAM549 AUSTRALIAN HISTORY

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

**Prerequisites:** Nil.

**Description:** This module aims to familiarise learners who are speakers of languages other than English with aspects of the political and social history of Australia from pre-history to the present day. The module is included as an elective for use at different levels of the Certificates in ESL Framework. It may be contextualised to suit the needs and skills of learners in courses from Certificate I to Certificate IV.

**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.

**Prerequisites:** Nil.

**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.

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

**Assessment:** Students develop a portfolio of evidence for assessment. This will include student reflection, teacher observation, checklists and third-party feedback, for example testimonials/reports from other teachers or support workers, interviews with peers. This unit will be co-assessed with VBQU130 Develop and document a learning plan and portfolio and VBQU101 Work with Indigenous Community Members.

### VPAU101 WORK WITH INDIGENOUS COMMUNITY MEMBERS

**Locations:** St Albans.

**Prerequisites:** Nil.

**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.

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

**Assessment:** Assessment should be culturally appropriate. Students develop a portfolio of evidence for assessment. This will include direct observation, records such as meeting minutes, student self assessment, questioning and third-party feedback. This unit will be co-assessed with VPUA 100 Identify learning pathway and VBQU130 Develop and document a learning plan and portfolio.

### VPAU102 APPLY PERSONAL HEALTH AND WELLBEING STRATEGIES

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** This unit covers the skills and knowledge to contribute to developing healthy and well balanced lifestyles.

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

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

### VPAU103 DEVELOP STUDY SKILLS

**Locations:** Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Sunshine, St Albans, 22012VIC Cert I Vocational Preparation - City King, Footscray Nicholson, Industry, Melton, Newport, St Albans, Sunshine, Harvester TC, Werribee and Other. Also delivered on-site in Community Organisations and at Industry locations within Victoria. This unit is also delivered at off-site work placement locations..

**Prerequisites:** Nil.

**Description:** This unit covers the knowledge and skills required to establish a range of study strategies and develop specific study skills.

**Required Reading:** The teacher will provide teaching and learning material as required. Orientation and Study Skills Program (single unit): All reading materials are provided online.

**Assessment:** Certificates I - III in Mumgu-dhal tyama-tyit 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. Orientation and Study Skills Program (single unit) Assessment is embedded into this purpose designed program.

### VPAU104 EXPLORE YOUR STORY

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** This unit covers the skills and knowledge necessary to investigate, collate and document the history or a relevant Indigenous clan/mob.

**Required Reading:** 21860VIC Certificate II in Mumgu-dhal tyama-tyit: The teacher will provide teaching and learning materials as required.

**Assessment:** 21860VIC Certificate II in Mumgu-dhal tyama-tyit: 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.

**Prerequisites:** Nil.

**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.

**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 VPAU107 Use presentation skills.

### **VPAU106 PARTICIPATE IN ACTIVITIES RELATED TO CURRENT INDIGENOUS EVENTS OF SIGNIFICANCE**

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**This unit covers the demonstration of skills and knowledge to participate in activities relating to Indigenous events of significance.

**Required Reading:**21860VIC Certificate II in Mumgu-dhal tyama-tiyt: The teacher will provide teaching and learning material as required.

**Assessment:**21860VIC Certificate II in Mumgu-dhal tyama-tiyt: 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 VPAU107 Use presentation skills.

### **VPAU107 USE PRESENTATION SKILLS**

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

**Prerequisites:**Nil.

**Description:**This unit covers the skills and knowledge to present simple information to a small group in a familiar context.

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

**Assessment:**21859VIC Certificate I in Mumgu-dhal tyama-tiyt 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 VPAU106 Participate in activities related to current Indigenous events of significance, VPAU105 Profile an indigenous person or community organisation and VPAU104 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, Sunshine, St Albans, 21859VIC Certificate I in Mumgu-dhal tyama-tiyt: St Albans only. 21772VIC Certificate I in General Education for Adults: Footscray Nicholson and Sunshine..

**Prerequisites:**Nil.

**Description:**This unit covers the skills and knowledge to produce simple written messages.

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

**Assessment:**21859VIC Certificate I in Mumgu-dhal tyama-tiyt 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.

**Prerequisites:**Nil.

**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.

**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.

**Prerequisites:**Nil.

**Description:**This unit covers the skills and knowledge necessary to measure quantities in standard units and carry out basic calculations involving these quantities.

**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.

**Prerequisites:**Nil.

**Description:**This unit covers the skills and knowledge to plan, undertake, monitor and review a basic community project with the support of others.

**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.

### **VPAU112 PARTICIPATE IN A PRACTICAL PLACEMENT WITH SUPPORT**

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Sunshine, St Albans, 21859VIC Certificate I in Mumgu-dhal tyama-tiyt - St Albans Campus only. 22012VIC Cert I Vocational Preparation - City King, Footscray Nicholson, Industry, Melton, Newport, St Albans, Sunshine, Harvester TC, Werribee and Other. Also delivered on-site in Community Organisations and at Industry locations within Victoria. This unit is also delivered at off-site work placement locations..

**Prerequisites:**Nil.

**Description:**The focus of this unit is on selecting, negotiating and participating in a practical work or community placement.

**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.

### **VPAU113 PREPARE SIMPLE BUDGETS**

**Locations:**St Albans.

**Prerequisites:**Nil.

**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.

**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.

### VPAU14 USE EVERYDAY DATA IN THE NEWS

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**This unit covers the skills and knowledge needed to work with arithmetical and statistical data from newspapers and magazines.

**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.

### VPAU15 USE RECIPES TO PREPARE FOOD

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**This unit covers the skills and knowledge necessary to read and follow simple recipes correctly.

**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.

### VPAU16 CALCULATE AND COMMUNICATE SPORTS SCORES

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

**Prerequisites:**Nil.

**Description:**This unit covers the skills and knowledge necessary to develop numeracy skills related to recording scores and communicating those scores to team officials, and making simple calculations related to sports and recreational pursuits.

**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.

### VPAU17 READ AND COMMUNICATE INFORMATION FROM NEWSPAPERS

**Locations:**St Albans.

**Prerequisites:**Nil.

**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.

**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.

### VPAU18 COMPLETE FORMS

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**This unit covers the skills and knowledge needed to complete a range of everyday routine forms.

**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.

### VPAU19 DEVELOP LEARNING PATHWAY

**Locations:**St Albans.

**Prerequisites:**Nil.

**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.

**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.

### VPAU20 WORK WITH INDIGENOUS COMMUNITY MEMBERS AND DEVELOP MENTORING SKILLS

**Locations:**St Albans.

**Prerequisites:**Nil.

**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.

**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.

### VPAU21 SUPPORT OTHERS TO COMPLETE A SMALL-SCALE COMMUNITY PROJECT

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**The unit covers the skills and knowledge to support others to plan, undertake, monitor and review a small scale community project.

**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.

### VPAU22 INVESTIGATE AND PRESENT ON FEATURES OF INDIGENOUS CULTURE

**Locations:**St Albans.

**Prerequisites:**Nil.

**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.

**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.

**Prerequisites:**Nil.

**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.

**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.

**Prerequisites:**Nil.

**Description:**This unit covers the skills and knowledge necessary to investigate and make presentations on key events in contemporary Australian history.

**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.

**Prerequisites:**Nil.

**Description:**This unit covers the skills and knowledge necessary to investigate and make presentations on key events in contemporary Australian history.

**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.

**Prerequisites:**Nil.

**Description:**The focus of this unit is on selecting, negotiating and participating in a practical work or community placement.

**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.

**Prerequisites:**Nil.

**Description:**The unit covers the knowledge and skills required to participate in an interview for a job.

**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.

**Prerequisites:**Nil.

**Description:**The unit covers the knowledge and skills to produce a written job application for the purposes of attaining a job.

**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.

**Prerequisites:**Nil.

**Description:**The unit covers the knowledge and skills required to participate in a representative organisation.

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

**Assessment:**Students will develop a portfolio of evidence for assessment. This will include direct observation, questioning, written reports meeting agenda/minutes and third-party feedback.

## VPAU130 DEVELOP LEADERSHIP CAPACITIES AS A MEMBER OF AN INDIGENOUS COMMUNITY

**Locations:**St Albans.

**Prerequisites:**Nil.

**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.

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

**Assessment:**Students will develop a portfolio of evidence for assessment. This will include samples collected by the student, direct observation, questioning, written reports, online responses, verbal questioning and third-party feedback from teachers and support workers.

## VPAU131 INVESTIGATE AND REPORT ON GOVERNMENT STRUCTURES AND DECISION MAKING PROCESSES

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**This unit covers the skills and knowledge to investigate and report on government structures and decision-making processes.

**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.

**Prerequisites:**Nil.

**Description:**To provide participants with the skills and knowledge to produce letters of application and supporting information in response to advertised jobs.

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

**Assessment:**Students will develop a portfolio of evidence for assessment. This will include samples collected by the student, direct observation, questioning, written reports, online responses, verbal questioning and third-party feedback from teachers and support workers.

## VPAU493 PARTICIPATE IN SHORT SIMPLE EXCHANGES

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

**Prerequisites:**Nil.

**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 developing listening and speaking skills to participate in short, simple conversations in English which involve the exchange of personal information and making and responding to simple requests and inquiries directly related to immediate personal and social needs.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

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

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

**Prerequisites:**Nil.

**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.

**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, Werribee, St Albans.

**Prerequisites:**Nil.

**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.

**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, Werribee, St Albans.

**Prerequisites:**Nil.

**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.

**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, Werribee, Melton, Off-shore, St Albans, 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:**Nil.

**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.

**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, Werribee, Melton, Off-shore, St Albans, 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:**Nil.

**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.

**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, Werribee, Melton, Off-shore, St Albans, 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:** Nil.

**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.

**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, Werribee, Melton, Off-shore, St Albans, 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:** Nil.

**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.

**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, Werribee, St Albans.

**Prerequisites:** Nil.

**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

**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, Werribee, St Albans.

**Prerequisites:** Nil.

**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.

**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, Werribee, St Albans.

**Prerequisites:** Nil.

**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.

**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, Werribee, St Albans.

**Prerequisites:**Nil.

**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 straight forward formal and informal written communication, in social and transactional contexts.

**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, Werribee, St Albans.

**Prerequisites:**Nil.

**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.

**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, Werribee, St Albans, 21937VIC Certificate IV in ESL (Employment/Professional) - On-line only.

**Prerequisites:**Nil.

**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.

**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, Werribee, St Albans.

**Prerequisites:**Nil.

**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.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU508 READ AND WRITE A RANGE OF COMPLEX OR EXTENDED TEXTS**

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

**Prerequisites:**Nil.

**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.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VPAU509 READ AND WRITE INSTRUCTIONS AND ADVISORY TEXTS**

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

**Prerequisites:**Nil.

**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.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based

tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### VPAU510 READ AND WRITE EXTENDED CREATIVE TEXTS

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

**Prerequisites:**Nil.

**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.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### VPAU554 USE BASIC COMPUTING LANGUAGE AND SKILLS

**Locations:**Footscray Nicholson, Werribee, Melton, Sunshine, City Flinders, Off-shore, St Albans, 21939VIC Certificate III in ESL (Further Study) - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee..

**Prerequisites:**Nil.

**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.

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

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

### VPAU555 USE THE INTERNET AND EMAIL TO DEVELOP LANGUAGE

**Locations:**Footscray Nicholson, Werribee, Melton, Sunshine, City Flinders, Off-shore, St Albans, 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee. 21939VIC Cert III in ESL (Further Study) - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee..

**Prerequisites:**Nil.

**Description:**This unit aims to develop computer skills of learners who are speakers of languages other than English to develop language skills. The unit aims to provide an introduction to language learning through computers. It provides the knowledge and skills to access a range of language learning options online and to compose and respond to simple email messages.

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

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

### VPAU557 USE SERVICES IN THE LOCAL COMMUNITY

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

**Prerequisites:**Nil.

**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.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### VPAU558 LOCATE INFORMATION ON DRIVING AND BUYING A CAR

**Locations:**Footscray Nicholson, Werribee, Melton, Off-shore, St Albans, 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:**Nil.

**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.

**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, Werribee, Melton, Off-shore, St Albans, 21932VIC Cert II in ESL (Access) - Shandong Jianzhu University, China, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:**Nil.

**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.

**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.

### VU20006 INCREASE PERSONAL EFFECTIVENESS

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Sunshine, St Albans, 22012VIC Cert I Vocational Preparation - City King, Footscray Nicholson, Industry, Melton, Newport, St Albans, Sunshine, Harvester TC, Werribee and Other. Also delivered on-site in Community Organisations and at Industry locations within Victoria. This unit is also delivered at off-site work placement locations..

**Prerequisites:**Nil.

**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.

**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

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Sunshine, St Albans, 22012VIC Cert I Vocational Preparation - City King, Footscray Nicholson, Industry, Melton, Newport, St Albans, Sunshine, Harvester TC, Werribee and Other. Also delivered on-site in Community Organisations and at Industry locations within Victoria. This unit is also delivered at off-site workplacement locations. 22128VIC Certificate I in Work Education: Footscray Nicholson, St Albans and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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.

**Required Reading:**The teacher will provide teaching and learning materials as required. 22128VIC Certificate I in Work Education: There is no required reading for this unit. 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. 22128VIC Certificate I in Work Education: Assessment strategies may include written assignments, participation in class activities, related class-work, observation and demonstration, experience-based and work-based learning activities.

### VU20008 DEVELOP AN ACTION PLAN FOR CAREER PLANNING

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 22012VIC Cert I Vocational Preparation - City King, Footscray Nicholson, Industry, Melton, Newport, St Albans, Sunshine, Harvester TC, Werribee and Other. Also delivered on-site in Community Organisations and at Industry locations within Victoria. This unit is also delivered at off-site work placement locations..

**Prerequisites:**Nil.

**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.

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

**Assessment:**VUCIP A range of assessment methods are used to assess learners skills and knowledge including; oral and/or written questioning to assess knowledge of selected industries and the employment opportunities they offer, participation in group discussions and/or group work, review of the learner's Employment Pathway Plan, industry profile and self assessment activities. Women's Programs Assessment strategies will include written assignments, participation in class activities and other related classwork.

### VU20009 PARTICIPATE IN JOB SEEKING ACTIVITIES

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Sunshine, St Albans, 22012VIC Cert I Vocational Preparation - City King, Footscray Nicholson, Industry, Melton, Newport, St Albans, Sunshine, Harvester TC, Werribee and Other. Also delivered on-site in Community Organisations and at Industry locations within Victoria. This unit is also delivered at off-site work placement locations. 22128VIC Cert I Work Education - Footscray Nicholson, St Albans and industry locations within the Western suburbs. 21771VIC Cert I CGEA (Intro) - Footscray Nicholson only 21772VIC Cert I CGEA - Footscray Nicholson and Sunshine..

**Prerequisites:**Nil.

**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.

**Required Reading:**There is no required reading for this unit. 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 and Work Education Assessment strategies will include written assignments, participation in class activities and other related class work. 22128VIC Certificate I in Work Education Assessment strategies may include written assignments, participation in class activities, related class-work, observation and demonstration, experience-based and work-based learning activities.

### VU20769 WORK WITH NUMBERS AND MONEY IN SIMPLE FAMILIAR SITUATIONS

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21771VIC Certificate I in General Education for Adults (Introductory) - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**The focus of this unit is on enabling learners to develop the basic skills

and confidence to perform simple and familiar numeracy tasks involving the recognition, comparison and simple one-step calculations with money, whole numbers and simple everyday fractions, decimals and percentages which are part of the learners' normal routines and activities such as shopping, recreational activities and routine work related calculations or purchases. Their communication about these mathematical ideas will mainly be spoken but with some written responses.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams, models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### VU20770 WORK WITH AND INTERPRET DIRECTIONS IN SIMPLE, FAMILIAR SITUATIONS

**Locations:** Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21771VIC Certificate I in General Education for Adults (Introductory) - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:** Nil.

**Description:** The focus of this unit is on enabling learners to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving the interpretation of simple everyday maps or street directories, and giving and following of simple and familiar directions which are part of the learners' normal routines to do with directions and locations in familiar contexts such as near their homes, shopping centres, in workplace buildings or education institutions. Their communication about these mathematical ideas will mainly be spoken but with some written communications.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams, models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### VU20771 WORK WITH MEASUREMENTS IN SIMPLE, FAMILIAR SITUATIONS

**Locations:** Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21771VIC Certificate I in General Education for Adults (Introductory) - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:** Nil.

**Description:** The focus of this unit is on enabling learners to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving measurement estimations and measurements which are part of the learners' normal routines and activities such as shopping, cooking, work related measures and reading and telling the time. Their communication about these mathematical ideas will mainly be spoken but with some written communications.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams,

models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### VU20772 WORK WITH SIMPLE DESIGN AND SHAPE IN FAMILIAR SITUATIONS

**Locations:** Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21771VIC Certificate I in General Education for Adults (Introductory) - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:** Nil.

**Description:** The focus of this unit is on enabling learners to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving the identification, comparison and sketching of simple and familiar two-dimensional and three-dimensional shapes and designs which are part of the learners' normal routines to do with familiar buildings, furniture, signs, or common household or workplace objects. Their communication about these mathematical ideas will mainly be spoken but with some written communications.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams, models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### VU20773 WORK WITH AND INTERPRET SIMPLE NUMERICAL INFORMATION IN FAMILIAR TEXTS

**Locations:** Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21771VIC Certificate I in General Education for Adults (Introductory) - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:** Nil.

**Description:** The focus of this unit is on enabling learners to develop the basic skills and confidence to locate and recognise whole numbers and simple everyday fractions, decimals and percentages which are part of numerical information partially embedded in simple familiar texts. Learners can then use those numbers to perform simple one-step calculations when reading documents such as newspaper articles, sports results, prices in advertisements, utility bills etc. Their communication about these mathematical ideas will mainly be spoken but with some written communications.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams, models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### VU20774 WORK WITH AND INTERPRET STATISTICAL INFORMATION IN SIMPLE, FAMILIAR TEXTS

**Locations:** Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21771VIC Certificate I in General Education for Adults (Introductory) - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:** Nil.

**Description:**The focus of this unit is on enabling learners to develop the basic skills and confidence to work with, construct and interpret simple, familiar statistical tables and graphs related to learners' routine reading of information and documents that include data in tables and graphs such as simple newspaper articles, sports results, pricelists, utility bills etc. Their communication about these mathematical ideas will mainly be spoken but with some written communications.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams, models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### **VU20791 WORK WITH A RANGE OF NUMBERS AND MONEY IN FAMILIAR AND ROUTINE SITUATIONS**

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21772VIC Certificate I in General Education for Adults - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**The focus of this unit is on enabling learners to develop numeracy skills related to interpreting, using and calculating with a range of whole numbers, decimals, routine fractions and percentages and money in familiar and routine situations in their personal, public, work or education and training lives. Their communication about these mathematical ideas will be a combination of spoken and written responses.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams, models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### **VU20792 WORK WITH AND INTERPRET DIRECTIONS IN FAMILIAR AND ROUTINE SITUATIONS**

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21772VIC Certificate I in General Education for Adults - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**The focus of this unit is on enabling learners to develop numeracy skills related to interpreting, using and calculating with a range of whole numbers, decimals, routine fractions and percentages and money in familiar and routine situations in their personal, public, work or education and training lives. Their communication about these mathematical ideas will be a combination of spoken and written responses.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams,

models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### **VU20793 WORK WITH MEASUREMENT IN FAMILIAR AND ROUTINE SITUATIONS**

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21772VIC Certificate I in General Education for Adults - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**The focus of this unit is on enabling learners to develop numeracy skills related to estimating, measuring and calculating everyday quantities including with time and dates, which are part of the learners' familiar and routine situations in their personal, public, work or education and training lives. Their communication about these mathematical ideas will be a combination of spoken and written responses.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams, models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### **VU20794 WORK WITH DESIGN AND SHAPE IN FAMILIAR AND ROUTINE SITUATIONS**

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21772VIC Certificate I in General Education for Adults - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**The focus of this unit is on enabling learners to develop numeracy skills related to identification, comparison, construction and drawing of familiar two-dimensional and three-dimensional shapes and designs which are part of the learners' familiar and routine situations in their personal, public, work or education and training lives. Their communication about these mathematical ideas will be a combination of spoken and written responses.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams, models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### **VU20795 WORK WITH AND INTERPRET NUMERICAL INFORMATION IN FAMILIAR AND ROUTINE TEXTS**

**Locations:**Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21772VIC Certificate I in General Education for Adults - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**Description:**The focus of this unit is on enabling learners to develop numeracy skills related to locating and recognising a range of whole numbers, decimals, routine fractions and percentages which are part of numerical information partly embedded in routine texts. Learners can then use those numbers to perform simple multi-step



calculations which are part of the learners' familiar and routine situations in their personal, public, work or education and training lives. Their communication about these mathematical ideas will be a combination of spoken and written responses.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams, models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### VU20796 WORK WITH AND INTERPRET STATISTICAL INFORMATION IN FAMILIAR AND ROUTINE TEXTS

**Locations:** Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21772VIC Certificate I in General Education for Adults - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:** Nil.

**Description:** The focus of this unit is on enabling learners to develop numeracy skills related to locating and recognising a range of whole numbers, decimals, routine fractions and percentages which are part of numerical information partly embedded in routine texts. Learners can then use those numbers to perform simple multi-step calculations which are part of the learners' familiar and routine situations in their personal, public, work or education and training lives. Their communication about these mathematical ideas will be a combination of spoken and written responses.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams, models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### VU20812 INVESTIGATE AND INTERPRET SHAPES AND MEASUREMENTS AND RELATED FORMULAE IN A RANGE OF CONTEXTS

**Locations:** Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21773VIC Certificate II in General Education for Adults - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:** Nil.

**Description:** The focus of this unit is on enabling learners to develop numeracy and mathematical skills involving investigating two-dimensional and three-dimensional shapes and their representation, and on estimating, measuring and calculating quantities, including using formulae, related to their personal, public, work or education and training lives.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams, models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### VU20813 INVESTIGATE NUMERICAL AND STATISTICAL INFORMATION IN A RANGE OF CONTEXTS

**Locations:** Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21773VIC Certificate II in General Education for Adults - All Campuses including Visy Care Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:** Nil.

**Description:** The focus of this unit is on enabling learners to develop numeracy and mathematical skills involving investigating and interpreting numerical information embedded in a range of texts and creating, investigating and interpreting statistical data, tables and graphs related to their personal, public, work or education and training lives.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams, models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### VU20814 INVESTIGATE AND USE SIMPLE MATHEMATICAL FORMULAE AND PROBLEM SOLVING TECHNIQUES IN A RANGE OF CONTEXTS

**Locations:** Footscray Nicholson, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21773VIC Certificate II in General Education for Adults - All Campuses including Visy Care Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:** Nil.

**Description:** The focus of this unit is on enabling learners to develop numeracy and mathematical skills involving developing and using simple formulae to describe and represent relationships between variables in range of real life contexts, and on using simple mathematical problem solving techniques to interpret and solve straight forward mathematical problems related to their personal, public, work or education and training lives.

**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, discussions and practical tasks, online activities, interviews, self-assessment, verbal and written questioning, portfolios, samples of the learner's written work, pictures, diagrams, models created by the learner; third party feedback such as testimonials/reports from other teachers or support workers.

### WRRER1B WORK EFFECTIVELY IN A RETAIL ENVIRONMENT

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

**Prerequisites:** Nil.

**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.

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

**Assessment:** Assessment is a combination of practical and theory assessments and participation in Learning in the Workplace Certificate II in Mumgu-dhal tyama-tiyt Students develop a portfolio of evidence for assessment. This may include direct observation, role-plays, third-party reports and customer feedback.

# SCHOOL OF PATHWAYS AND TRANSITION

Below are details of courses offered by the School of Pathways and Transition in 2013.

This information is also available online on the University's searchable courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

## CERTIFICATE IV IN ESL (EMPLOYMENT/PROFESSIONAL)

**Course Code:** 21937VIC

**Campus:** Werribee, Footscray Nicholson, Melton, Sunshine, St Albans, Only selected units from this course are delivered online as part of the Preparation for the Occupational English Test (OET).

**About this course:** This course provides participants from non English speaking backgrounds with knowledge and English language skills. Certificate IV in ESL (Employment/Professional) is designed for students of International Second Language Proficiency Rating (ISLPR) 2+/3, Australian Core Skills Framework (ACSF) 4, known as Social Proficiency. Some students will have reached Basic Vocational Proficiency. Students at this level have considerable English language skills and are starting to be able to perform effectively in a wide range of formal and informal situations pertinent to social and community life and in situations which are not linguistically demanding in their own vocational fields. **Employment Specialisation** This course is designed for both skilled workers who wish to return to skilled jobs held prior to migration (such as various technical and computing trades), and for those seeking to develop high level communication skills for the workplace. **Professional Specialisation** This course is designed to enable qualified professionals to return to professions. These may include teachers, engineers, health professionals, accounting, computing.

**Course Objectives:** 'There are no specific vocational outcomes from the Certificates in ESL as they are 'bridging' courses designed to provide the range of learners with language skills for a variety of work or study pathways.' (p. 13 ESL Framework) 'Learner needs will be influenced by amount of prior education and work experience in Australia and in their country of origin.' (p. 14 ESL Framework). On successful completion of 21937VIC Certificate IV in ESL (Employment/Professional) a participant will be able to:

- evaluate pathway options, design a learning plan and compile a portfolio
- use Listening, Speaking, Reading and Writing skills to:
- analyse and participate in complex conversations
- present and listen to complex oral presentations in an employment or professional context
- give and follow a range of complex instructions in an employment context
- read and write complex texts for employment
- critically read and write formal letters and complex prose texts for professional purposes

- critically read, write and edit complex descriptive texts in a professional context

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:** **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 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, Other 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	80

## DESCRIPTIVE TEXTS IN A PROFESSIONAL CONTEXT

### ELECTIVES - Employment Specialisation

TLIE4006A	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
CHCCOM302C	COMMUNICATE APPROPRIATELY WITH CLIENTS AND COLLEAGUES	20
PSPGOV312A	USE WORKPLACE COMMUNICATION STRATEGIES	30
PSPGOV313A	COMPOSE WORKPLACE DOCUMENTS	30
VBQU158	ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR EMPLOYMENT PURPOSES	25
VBQU165	USE FORMAL MATHEMATICAL CONCEPTS AND TECHNIQUES TO ANALYSE AND SOLVE PROBLEMS	50
VPAU556	ORGANISE AND PARTICIPATE IN A PRACTICAL PLACEMENT	50
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:** Werribee, Footscray Nicholson, Melton, Sunshine, City Flinders, Off-shore, St Albans, 21939VIC Certificate III in ESL (Further Study) - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee..

**About this course:** This course develops general English language and literacy skills and knowledge to aid the transition into mainstream study at an Australian educational institution. Certificate III in ESL (Further Study) is designed for students of International Second Language Proficiency Rating (ISLPR) 2, Australian Core Skills Framework (ACSF) 2, known as Basic Social Proficiency. Students at this level generally have an intermediate level of English which enables them to meet their basic social needs and the requirements of routine situations as well as 'linguistically undemanding' vocational fields.

**Course Objectives:** 'There are no specific vocational outcomes from the Certificates in ESL as they are 'bridging' courses designed to provide the range of learners with language skills for a variety of work or study pathways.' (p. 13 ESL Framework) 'Learner needs will be influenced by amount of prior education and work experience in Australia and in their country of origin.' (p. 14 ESL Framework) On successful completion of 21939VIC Certificate III in ESL (Further Study) a participant will be able to:

- develop and document a learning plan and portfolio
- use Listening, Speaking, Reading and Writing skills to:
- give oral presentations for further study
- read and write straight forward texts for research purposes
- participate in a range of interactions and group activities for further study
- analyse and produce a range of straightforward texts relevant to further study
- listen and take notes for research
- read and analyse instructional and / or advisory texts.

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

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

**Course Duration:** 1 year

**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, Other 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
<b>ELECTIVES</b>		
Two more units will be selected from the following, appropriate for the particular group of students:		
BSBADM302B	PRODUCE TEXTS FROM NOTES	60
BSBITU305A	CONDUCT ONLINE TRANSACTIONS	40
ICAU1129B	OPERATE A WORD PROCESSING APPLICATION	30
VBQU145	ENGAGE WITH A RANGE OF TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES	25
VBQU149	CREATE A RANGE OF TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES	25
VBQU154	INVESTIGATE AND USE SIMPLE MATHEMATICAL FORMULAE FOR EVERYDAY PURPOSES	50
VPAU554	USE BASIC COMPUTING LANGUAGE AND SKILLS	50
VPAU555	USE THE INTERNET AND EMAIL TO DEVELOP LANGUAGE	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 IV IN ESL (FURTHER STUDY)

**Course Code:**21940VIC

**Campus:**Werribee, Footscray Nicholson, Melton, Sunshine, City Flinders, Off-shore, St Albans, International Students at Liaoning University, Shenyang, China.

**About this course:**This course develops general English language and literacy skills and knowledge to aid the transition into mainstream study at an Australian educational institution. Certificate IV in ESL (Further Study) is designed for students of International Second Language Proficiency Rating (ISLPR) 2+/3, Australian Core Skills Framework (ACSF) 4, known as Social Proficiency. Some students will have reached Basic 'Vocational' Proficiency. Students at this level have considerable English language skills and are starting to be able to perform effectively in a wide range of formal and informal situations pertinent to social and community life, and in situations which are not linguistically demanding in their own vocational fields.

**Course Objectives:**There are no specific vocational outcomes from the Certificates in ESL as they are 'bridging' courses designed to provide the range of learners with

language skills for a variety of work or study pathways.' (p. 13 ESL Framework) 'Learner needs will be influenced by amount of prior education and work experience in Australia and in their country of origin.' (p. 14 ESL Framework)On successful completion of 21940VIC Certificate IV in ESL (Further Study) a participant will be able to:

- research pathways and produce a learning plan and portfolio
- use Listening, Speaking, Reading and Writing skills to:
- give complex presentations for further study
- read and write complex texts for research purposes
- analyse and participate in complex spoken discourse for further study
- read and write a range of complex texts for further study
- use a range of critical reading and writing skills for further study
- use language analysis skills to review own texts
- take notes from complex aural texts for further study.

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

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

**Course Duration:**1 year

**Admission Requirements 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, OtherApplicants 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
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
<b>ELECTIVES</b>		
One more unit will be selected from the following, appropriate for the particular group of students:		
CHCPOL403B	UNDERTAKE RESEARCH ACTIVITIES	50
ICAU1132B	OPERATE A PRESENTATION PACKAGE	25
VBQU157	ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR LEARNING PURPOSES	25
VBQU161	CREATE A RANGE OF COMPLEX TEXTS FOR LEARNING PURPOSES	25
VBQU164	USE ALGEBRAIC TECHNIQUES TO ANALYSE MATHEMATICAL PROBLEMS	50
VPAM543	AUSTRALIAN ENVIRONMENT	50
BSBITU303A	DESIGN AND PRODUCE TEXT DOCUMENTS	90
VPAU560	INVESTIGATE CURRENT ISSUES	50

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

## CERTIFICATE IV IN TERTIARY PREPARATION

**Course Code:**22182VIC

**Campus:**Melton, City Flinders.

**About this course:**This course provides students with the general knowledge, skills and confidence needed to undertake university study in arts and social sciences. The knowledge and skills acquired in this course will also help students to gain positions in the workforce where academic literacy, communication skills and broad general knowledge are assets.

**Course Objectives:**This is a preparatory course which provides the skills and knowledge to develop study and academic skills to access tertiary education and training pathways. The primary purpose for delivering this course within VU College will be to provide adult learners returning to study with a scaffolded pathway into higher education qualifications in the Social Sciences, Humanities, Education and a range of Arts-related undergraduate programs. Students who successfully complete this course will be eligible to enrol in a wide range of degree or diploma courses. The course aims to provide knowledge and skills in areas such as: complex and discipline-specific academic writing; problem solving skills; collection, analysis and organisation

of information; planning and organising activities; collaborative learning and team work; and use of technology for academic and collaborative learning purposes.

**Careers:**This course provides access for students from the community who wish to return to study. For existing students in literacy and language courses it provides a pathway into further education. Other outcomes include a career in the education and social science areas, teacher aides, community work or liaison work. Students completing this course will develop knowledge and skills that will advance their careers across a wide range of vocations, including strong skills in communication, collaborative research and teamwork, problem-solving, initiative and enterprise, planning and organisation, self-management, learning skills and applications of technology for academic purposes.

**Course Duration:**0.5 years

**Admission Requirements Other:**Admission is by Direct Entry application or VTAC application. Participants seeking to enter the 22182VIC Certificate IV in Tertiary Preparation are expected to have the ability to: - Select and apply a range of reading strategies to research and critically analyse information for academic study purposes (ACSF 3); - Produce a range of familiar text types communicating relationships between ideas and information in a style appropriate to an academic setting (ACSF 3); - Select and use appropriate strategies to establish and maintain spoken communication in formal and informal contexts in an academic setting such as tutorials, giving presentations and conducting research (ACSF 3); - Select and interpret mathematical information that may be partly embedded in research texts and academic writing tasks requiring analysis of data (ACSF 3).

**Selection Processes:**Direct Entry, Interview, Written Test, VTAC, OtherApplicants should demonstrate skills in literacy and numeracy equivalent to Australian Core Skills Framework (ACSF) Level 3.

## COURSE STRUCTURE

The intended purpose of the qualification has been to provide a range of study skills and knowledge to access further study pathways, and subject specific skills and knowledge. Completion of 22182VIC Certificate IV in Tertiary Preparation requires the successful completion of 5 Core Units and 5 Elective Units of Study, including up to 2 units from Group A (Accredited Curriculum Units) and at least 3 units from Group B (Nationally Endorsed Training Package Units). These units must be related to one or more specific Industries, such as Visual Art, Design, Photography, Multimedia/Performance Arts, Information Technology, Business Services, Engineering or other relevant fields.

### Core Units of Study

VU20760	SET STUDY GOALS AND PLAN EDUCATION PATHWAY	40
VU20761	PREPARE FOR TERTIARY READING AND WRITING	80
VU20762	COMMUNICATE VERBALLY IN A FURTHER STUDY CONTEXT	40
VU20763	PARTICIPATE IN COLLABORATIVE LEARNING	30
VU20764	CONDUCT ONLINE RESEARCH FOR FURTHER STUDY	40

Elective Units - Group A (Accredited Curriculum Units)

Up to 2 units may be selected from this category:

VU20765	PREPARE A PORTFOLIO AND APPLICATION	40
VU20766	PARTICIPATE IN ONLINE COLLABORATIVE LEARNING	30
VPAU073	USE A RANGE OF TECHNIQUES TO SOLVE MATHEMATICAL PROBLEMS	110
VPAU533	USE A RANGE OF CRITICAL READING AND WRITING SKILLS FOR FURTHER STUDY	40
VU20746	APPLY ESSENTIAL FURTHER STUDY SKILLS	90
VU20748	EXAMINE APPROACHES TO CITIZENSHIP AND PUBLIC LIFE	90

Elective Units - Group B (Nationally Endorsed Training Package Units)

A minimum of 3 units may be selected from this category:

TLIE4013A	APPLY WORKPLACE STATISTICS	20
PSPGOV406B	GATHER AND ANALYSE INFORMATION	30
BSBMM401A	MAKE A PRESENTATION	30
CHCCD413D	WORK WITHIN SPECIFIC COMMUNITIES	70

## CERTIFICATE IV IN LIBERAL ARTS

**Course Code:**22187VIC

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

**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 also prepares students to gain positions in the workforce where advanced communication skills and a broad general knowledge are assets. Successful completion of the Certificate IV in Liberal Arts provides automatic entry into the Diploma of Liberal Arts. Successful completion of the Diploma offers guaranteed entry into the Bachelor of Arts at VU 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, either directly or via the Diploma of Education Studies (ADES).

**Course Objectives:**The primary aim and outcome of this course is to provide participants with a scaffolded pathway into higher education qualifications in the Social Sciences, Humanities, Education and a range of Arts-related undergraduate programs. Whilst students who successfully complete this course will be eligible to transition directly into degree courses, graduates who go on to complete the Diploma of Liberal Arts (22188VIC) will receive up to a year of credit into a range of degree courses. 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, and use of technology for academic purposes. The course also enable adults, including young adults, to develop a confident sense of identity in an academic setting; extend the range of possibilities learners can imagine for themselves; and provide alternative and additional pathways to further study in Arts, Education and a range of Arts-related degree courses.

**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:**Applicants will be best equipped to achieve the outcomes of the course if they have literacy and numeracy skills at least equivalent to Level 3 of the Australian Core Skills Framework. 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, Written Test, VTAC, OtherInternal and Direct Applicants to the course will be interviewed and may be required to undertake a literacy and academic skills 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 580 nominal hours or part time equivalent.

Core Units of Study

VU20746	APPLY ESSENTIAL FURTHER STUDY SKILLS	90
VU20747	RESEARCH FIELDS OF STUDY AND ENQUIRY	40

Elective Units

Students complete five elective units. A minimum of three units must be selected from the list below. The range of elective units may be increased by the addition of units from national training packages or modules/units from accredited courses providing they are packaged no lower than AQF level 4 or 5 and are consistent with the Liberal Arts outcome of the qualification.

VU20748	EXAMINE APPROACHES TO CITIZENSHIP AND PUBLIC LIFE	90
VU20749	ANALYSE STORIES/NARRATIVES WITHIN CULTURES	90
VU20750	ANALYSE HUMAN TRANSFORMATIONS OF NATURE	90
VU20751	EXAMINE APPROACHES TO ECONOMY AND SOCIETY	90
VU20752	ANALYSE TEXTS IN THEIR CULTURAL CONTEXT	90

## DIPLOMA OF LIBERAL ARTS

**Course Code:**22188VIC

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

**About this course:**This course provides students with the general knowledge and skills needed to undertake successful university study in arts and social sciences. The courses also assist students to gain positions in the workforce where advanced communication skills, and a broad general knowledge, are assets. Students can gain entry into the Diploma on the basis of ATAR, provided they have also reached a

minimum standard of attainment in English and have demonstrated an aptitude for studies in the Humanities and Social Sciences. Successful completion of the Certificate IV in Liberal Arts also provides automatic entry into the Diploma of Liberal Arts. Students can also apply for mature-age entry. Successful completion of the Diploma offers guaranteed entry into the Bachelor of Arts with 8 credits (equivalent to one year) as well as formalised pathways (with 8 credit points) into the following degrees: - Bachelor of Psychological Studies - Bachelor of International Studies The Diploma also offers informal pathways (with up to 8 credits) into a range of degree courses, including: Communication, Community Development, Education, Human Movement, Arts (Criminal Justice), and Social Work.

**Course Objectives:**The primary aim and outcome of this course is to provide participants with a scaffolded pathway into higher education qualifications in the Social Sciences, Humanities, Education and a range of Arts-related undergraduate programs. Students who complete the Diploma of Liberal Arts (22188VIC) will receive up to a year of credit into a range of degree courses. 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, and use of technology for academic purposes. The course also enable adults, including young adults, to develop a confident sense of identity in an academic setting; extend the range of possibilities learners can imagine for themselves; and provide alternative and additional pathways to further study in Arts, Education and a range of Arts-related degree courses.

**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, 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:**1 year

**Admission Requirements Year 12:**Satisfactory completion of Year 12 VCE (or equivalent) at agreed ATAR level; agreed minimum English score; and demonstrated aptitude for study in the Arts and Humanities.

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

**Admission Requirements Other:**Applicants for places in 22188VIC Diploma of Liberal Arts will be best equipped to achieve the outcomes of the course if they have literacy and numeracy skills at least equivalent to Level 4 of the Australian Core Skills Framework. 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. 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, Written Test, VTAC, OtherInternal and Direct Applicants to the course will be interviewed and may be required to undertake a literacy and academic skills assessment in order to demonstrate competency at the above level.

## COURSE STRUCTURE

1 year 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

VU20753	ANALYSE TRADITION AND MODERNITY	180
VU20754	PARTICIPATE IN ACADEMIC RESEARCH	80

### Elective Units

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

VU20755	ANALYSE SOCIOLOGICAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS	90
VU20756	ANALYSE URBAN FORM AND CULTURE	90
VU20757	ANALYSE THEORIES OF THE SELF	90
VU20758	ANALYSE LITERARY TEXTS AND GENRES	90

## CERTIFICATE IV IN HEALTH SCIENCE FOUNDATIONS

**Course Code:**52401WA

**Campus:**City Flinders, St Albans.

**About this course:**The course prepares students from less traditional study backgrounds (i.e., CALD (Culturally and Linguistically Diverse) students, students without formal study and students without the ATAR scores needed to enter directly into nursing or health science courses) with the foundation knowledge and skills to have the confidence and competence to enter a course in the field of nursing or health sciences.

**Course Objectives:**The course is designed to address the needs of low SES (Socio-Economic Status), NESB (Non-English Speaking Background) and CALD (Culturally and Linguistically Diverse) students with a supported and scaffolded pathway into the Diploma and Bachelor of Nursing. It integrates field specific knowledge in basic anatomy, chemistry, physics, mathematics and microbiological concepts with academic skills and LLN/ESL development.

**Careers:**Successful completion of the course will prepare students for entry into the Diploma and the Bachelor of Nursing and so enhances the prospects of students pursuing a career as a Division 1 or Division 2 Nurse. This course also prepares students for entry into a range of other science courses and enhances their career prospects in a range of areas such as Paramedics, Physiotherapy and/or Biomedical Science.

**Course Duration:**0.5 years

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

**Admission Requirements Other:**Students will need to pass a literacy and numeracy test that indicates the following: ≥ competency in reading and writing, equivalent to ACSF Level 3; ≥ numeracy skills equivalent to ACSF Level 2; ≥ general English language proficiency of at least the Australian Second Language Proficiency Rating 3.

**Selection Processes:**Interview, Written Test, VTAC, OtherEntry RequirementsVTAC:Applicants may be contacted to attend an interview and complete

a numeracy and literacy assessment. Interview: An interview may be required by some applicants only and the relevant School will notify applicants by phone or mail. Written Test: Course applicants are assessed and ranked against course selection criteria and may be contacted to attend a numeracy and literacy assessment.

#### COURSE STRUCTURE

Students must complete all six core units below to be eligible for the award of the qualification.

Core units/modules - All 6 must be completed

50033	DEVELOP AND DEMONSTRATE ADVANCED COMMUNICATION SKILLS	60
50034	DEVELOP AND APPLY KNOWLEDGE OF HUMAN BIOLOGY	80
50035	PERFORM CALCULATIONS IN HEALTH MATHEMATICS	36
50036	APPLY CONCEPTS FROM CHEMISTRY AND PHYSICS TO HEALTH	63
50037	APPLY BASIC MICROBIOLOGICAL AND INFECTION CONTROL	20
50038	IDENTIFY AND DOCUMENT SOCIOLOGICAL PROCESSES THAT INFLUENCE HEALTH	34

#### CERTIFICATE IV IN SPOKEN AND WRITTEN ENGLISH - FURTHER STUDIES

**Course Code:** 91419NSW

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

**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, Other 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.

Core module

CSWE IV (FS) A	LEARNING STRATEGIES FOR FURTHER STUDIES	25
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Elective modules

CSWE IV (FS) B	READING SKILLS FOR FURTHER STUDIES	75
CSWE IV (FS) C	WRITTEN SKILLS FOR PRESENTING POINT OF VIEW IN ESSAYS	75
CSWE IV (FS) D	WRITTEN SKILLS FOR ANALYTICAL OR SCIENTIFIC REPORTS	75
CSWE IV (FS) E	LISTENING AND TAKING NOTES IN LECTURES/PRESENTATIONS	75
CSWE IV (FS) F	SPOKEN AND WRITTEN SKILLS FOR PRESENTATIONS	75
CSWE IV (FS) G	SPOKEN SKILLS FOR TUTORIALS AND GROUP-WORK DISCUSSIONS	75

#### CERTIFICATE IV IN SPOKEN AND WRITTEN ENGLISH - EMPLOYMENT

**Course Code:** 91420NSW

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

**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 pronunciation 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, Other 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
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Jobseeking specialisation elective modules

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

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

**Course Code:**ADES

**Campus:**Footscray Nicholson.

**About this course:**The Diploma of Education Studies is a VU Diploma level pathway into the Bachelor of Education. Those students who have successfully completed all aspects of the Diploma of Education Studies program, at the agreed achievement level, will be able to transfer into the VU Bachelor of Education (P-12) program via the internal course transfer process. A significant feature of this one year program is that it will provide intensive support for the development of capacity in literacy and numeracy suitable for a career in education. While the program is not a teacher education program it is designed to be equivalent to one year of study in the Bachelor of Education (P-12) program at Victoria University.

**Course Objectives:**The aims of the course are to:

- Offer an opportunity to engage in academic study that enhances knowledge and agency
- Offer a pathway into the Bachelor of Education (BEd)
- Build capacity in literacy and numeracy to enable successful completion of the BEd
- Give students multiple exit points in the education and transition cluster of courses
- Provide a course which has multiple pathways
- Provide an opportunity to embark on an Education pathway for those who do not meet the VTAC B Ed selection criteria.
- Those students who have successfully completed all aspects of the Diploma of Education Studies program, at the agreed achievement level, will be able to transfer into the VU Bachelor of Education (P-12) program via the internal course transfer process.
- Graduates from the Diploma of Education Studies will also be eligible to apply for other Bachelor level programs.
- Graduates from the Diploma could seek work as teacher aides / integration aides because there is no qualifications / employment nexus in this sector of the Victorian education industry.

**Careers:**

**Course Duration:**1 year

**Admission Requirements Year 12:**Satisfactory completion of Year 12 VCE (or equivalent).

**Admission Requirements International:**IELTS of 5.5 with no band less than 5.

**Admission Requirements Mature Age:**Direct application with personal information and possible interview

**Admission Requirements VET:**Certificate IV in Liberal Arts or equivalent

### COURSE STRUCTURE

Students enrolled in the Diploma of Education Studies will complete ten units of study over one year of full time study. The units will include:

- 2 units from the first year of the Bachelor of Education Program, AEB1301 - Inquiry for Mathematical Understanding and AEB1101- Learning in a Changing World
- a year long study in Mathematics for Education including ADE1000 and ADE1001
- a year long study in Researching Literacy and Learning including AED1002 and AED1003
- a year long study in Tradition and Modernity including 2 units ADE1004 and ADE1005
- 2 elective units from ADE1006, ADE1007, ADE1008 and ADE1009.

#### Year 1, Semester 1

In semester 1 students will complete five units of study: 3 x 12 credit point units and 2 x 6 credit point units as listed below.

ADE1000	MATHEMATICS FOR EDUCATION A	6
ADE1002	RESEARCHING LITERACIES AND LEARNING A	6
ADE1004	TRADITION AND MODERNITY A	12
AEB1101	LEARNING IN A CHANGING WORLD	12

Plus one elective from the list of electives below

#### Year 1, Semester 2

In semester 2 students complete five units of study: 3 x 12 credit point units and 2 x 6 credit point units as listed below.

ADE1001	MATHEMATICS FOR EDUCATION B	6
ADE1003	RESEARCHING LITERACIES AND LEARNING B	6
ADE1005	TRADITION AND MODERNITY B	12
AEB1301	INQUIRY FOR MATHEMATICAL UNDERSTANDING	12

Plus one elective from the list of electives below

#### List of Electives

ADE1006	ANALYSE SOCIOLOGICAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS	12
ADE1007	ANALYSE URBAN FORM AND CULTURE	12
ADE1008	ANALYSE THEORIES OF SELF	12
ADE1009	ANALYSE LITERARY TEXTS AND GENRES	12

# UNITS

## 48420 DEVELOP AND DEMONSTRATE ADVANCED COMMUNICATION SKILLS

**Locations:**St Albans.

**Prerequisites:**Nil.

**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

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

**Assessment:**Explanatory essay: How do diet and lifestyle affect health? Library Research Report Annotated Bibliography Oral Presentation

## 48421 DEVELOP AND APPLY KNOWLEDGE OF HUMAN BIOLOGY

**Locations:**St Albans.

**Prerequisites:**Nil.

**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.

**Required Reading:**Marieb B Essential Human Anatomy and Human Physiology 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.

**Prerequisites:**Nil.

**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.

**Required Reading:**Gatford, J.D 7th Edition Nursing Calculations Melbourne, Churchill Livingstone

**Assessment:**Mid Semester test covering basic numeracy skills End of Semester test covering dosage calculations. statistics and representation and interpretation of data Statistics poster presentation (Small group task)

## 48423 APPLY CONCEPTS FROM CHEMISTRY AND PHYSICS TO HEALTH

**Locations:**St Albans.

**Prerequisites:**Nil.

**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.

**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.

**Prerequisites:**Nil.

**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.

**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.

**Prerequisites:**Nil.

**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.

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

**Assessment:**Essay - Sociology of Health

## 50033 DEVELOP AND DEMONSTRATE ADVANCED COMMUNICATION SKILLS

**Locations:**City Flinders, St Albans.

**Prerequisites:**Nil.

**Description:**This unit provides the knowledge and skills 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.

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

**Assessment:**Explanatory essay: How does diet and lifestyle affect health? Library Research Report Annotated Bibliography Oral Presentation

## 50034 DEVELOP AND APPLY KNOWLEDGE OF HUMAN BIOLOGY

**Locations:**City Flinders, St Albans.

**Prerequisites:**Nil.

**Description:**This unit provides the knowledge and skills of fundamental concepts in anatomy and physiology required to support health programs and prepare learners for entry into higher level education and training programs in the health industry.

**Required Reading:**Marieb B. Essential Human Anatomy and Human Physiology. California: Benjamin Cummings

**Assessment:**Weekly homework questions Practical reports Topic tests Oral Presentation End of semester test

## 50035 PERFORM CALCULATIONS IN HEALTH MATHEMATICS

**Locations:**City Flinders, St Albans.

**Prerequisites:**Nil.

**Description:**This unit provides the knowledge and skills in mathematics required to support health programs and prepare learners for entry into higher level education and training programs in the health industry. 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.

**Required Reading:**Gatford, J.D Nursing Calculations, 7th Edition Melbourne, Churchill Livingstone.

**Assessment:**Mid Semester test covering basic numeracy skills End of Semester test

covering dosage calculations, statistics and representation and interpretation of data  
Statistics poster presentation (Small group task)

### 50036 APPLY CONCEPTS FROM CHEMISTRY AND PHYSICS TO HEALTH

**Locations:**City Flinders, St Albans.

**Prerequisites:**Nil.

**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.

**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

### 50037 APPLY BASIC MICROBIOLOGICAL AND INFECTION CONTROL

**Locations:**City Flinders, St Albans.

**Prerequisites:**Nil.

**Description:**This unit provides the knowledge and skills of basic microbiological and infection control required to support health programs and prepare learners for entry into higher level education and training programs in the health industry.

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

**Assessment:**Disease report Practical reports Topic tests Assignment

### 50038 IDENTIFY AND DOCUMENT SOCIOLOGICAL PROCESSES THAT INFLUENCE HEALTH

**Locations:**City Flinders, St Albans.

**Prerequisites:**Nil.

**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.

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

**Assessment:**Essay - Sociology of Health

### ADE1000 MATHEMATICS FOR EDUCATION A

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

**Prerequisites:**Nil.

**Description:**In this unit student are involved in investigating, interpreting and producing numerical and statistical information. The unit focuses on making meaning of mathematics where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The unit supports students' mathematics learning for numeracy focused on skills and knowledge required to develop resources to reinforce mathematics skills for numeracy across the curriculum and to support students during various phases in the acquisition of numeracy competence. In particular this unit focuses on: Area 1: Whole numbers including structure Area 2: Fractions Area 3: Decimals

**Credit Points:**6

**Learning Outcomes:**At the end of this unit students will have focused on : whole numbers, fractions and decimals and will be able to:

- Investigate and interpret numerical information in texts;
- Facilitate application of mathematics skills for numeracy and for teaching mathematics in primary schools;
- Support others to develop mathematics skills for numerate understanding;
- Enhance others' and their own mathematics knowledge and skills through structured activities.

**Class Contact:**One hour lecture and four hour workshop.

**Required Reading:**There is one required text and students are encouraged to purchase a mathematics dictionary that will support learning in this unit. Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P 2010, 4th edn, Teaching primary mathematics, Frenchs Forest NSW: Pearson de Klerk, J 2000, 3rd edn, Illustrated maths dictionary for Australian schools, Melbourne: Longman Cheshire

**Assessment:**A Mathematics Learning File is the only assessment task for this unit.

At the end of this unit the mathematics learning file will consist of records of all completed activities with annotations that demonstrate the development of personal numeracy skills and knowledge relevant to a career in education. The mathematics learning file will be assessed as a whole according to criteria listed in the unit guide. Portfolio, Mathematics learning file, 100%. During this unit students will have an opportunity to attempt the Mathematics Skills and Knowledge Test. The Mathematics Skills and Knowledge Test is a hurdle task in ADE1001. It is a three hour test paper to be completed in class time under test conditions. To pass the test students are required to demonstrate their understanding in each of the seven areas and achieve a score of 5/7 or better for each area tested. The areas of study are: Area 1: Whole numbers including operations; Area 2: Fractions; Area 3: Decimals; Area 4: Ratio and proportion; Area 5: Shape and spatial visualisation; Area 6: Area and volume; and Area 7: Measurement and chance and data. Total effective word limit 1500 words.

### ADE1001 MATHEMATICS FOR EDUCATION B

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

**Prerequisites:**ADE1000 - MATHEMATICS FOR EDUCATION A

**Description:**This unit follows on from ADE1001 - Mathematics for Education A. Students continue to investigate, interpret and produce numerical and statistical information. The unit focuses on making meaning of mathematics where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The unit support students' mathematics learning for numeracy focused on skills and knowledge required to develop resources to reinforce mathematics skills for numeracy across the curriculum and to support students during various phases in the acquisition of numeracy competence. In particular this unit focuses on: Area 1: Ratio and proportion Area 2: Shape and spatial visualisation Area 3: Area and volume Area 4: Measurement and chance and data

**Credit Points:**6

**Learning Outcomes:**On completion of this unit, students are expected to be able to:

- Demonstrate understanding of ratio and proportion; shape and visualisation; measurement, chance and data;
- Investigate and interpret numerical information in texts;
- Investigate and interpret data represented in tables and a variety of graphical forms;
- Facilitate application of mathematics skills for numeracy;

- Support others to develop mathematics skills for numerate understanding;
- Enhance others' and their own mathematics knowledge and skills through structured activities.

**Class Contact:**One hour lecture and four hour workshop.

**Required Reading:**There is one required text and students are encouraged to purchase a mathematics dictionary that will support learning in this unit and be a very useful reference for a career in teaching. The dictionary listed below is recommended for use by primary teachers in primary schools. Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P 2010, 4th edn, Teaching primary mathematics, Frenchs Forest NSW: Pearson. de Klerk, J 2000, 3rd edn, Illustrated maths dictionary for Australian schools, Melbourne: Longman Cheshire.

**Assessment:**A completed mathematics learning file is the only assessment task for this unit. The mathematics learning file consists of records of all completed activities from ADE1002 with annotations which are critical reflections on their own development of mathematical knowledge for teaching with reference to research and their own investigations. The mathematics learning file will be assessed as a whole according to criteria in the unit guide. Portfolio, Mathematics learning file, 100%. In addition to the Mathematics learning file students complete a hurdle test: the Mathematics Skills and Knowledge Test. The Mathematics Skills and Knowledge Test is a three hour test paper to be completed in class time under test conditions. To pass this unit students are required to demonstrate their understanding in each of the seven areas in this unit. Students are required to have a score of 5/7 or better for each area tested. The areas of study are: Area 1: Whole numbers including operations; Area 2: Fractions; Area 3: Decimals; Area 4: Ratio and proportion; Area 5: Shape and spatial visualisation; Area 6: Area and volume; and Area 7: Measurement and chance and data. Total effective word limit 1500 words.

## ADE1002 RESEARCHING LITERACIES AND LEARNING A

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

**Prerequisites:**Nil.

**Description:**This unit is the first unit designed to develop undergraduate qualities that specifically focus on praxis or theoretical inquiry, reflective practice in academic literacy, working autonomously and collaboratively, and understanding research methodologies. The skills / attitudes focus is evidenced in activities and assignments that involve academic literacy, learner self awareness and collaborative learning and which assesses the students' understanding of oral and written language and learning theories.

**Credit Points:**6

**Learning Outcomes:**On successful completion of this unit, students are expected to be able to:

- Demonstrate social learning through participation in an academic research community;
- Demonstrate effective discourse in written modes through participation in the chosen academic context;
- Critically read and understand key texts in the field, which includes an understanding of research methodologies and approaches;
- Demonstrate reflective language awareness and development in an academic context.

**Class Contact:**One hour lecture and four hour workshop.

**Required Reading:**Anstey, M & Bull, G 2004, 2nd edn, The literacy labyrinth, New

York: Prentice Hall Creswell, JW 2005, 2nd Educational research: planning, conducting, and evaluating quantitative and qualitative research, New Jersey: Pearson Denzin, NK 1997, 1st Interpretative ethnography: ethnographic practices for the 21st century, USA: Sage Publications

**Assessment:**Assignment, Reflective writing task, 45%. Review, Literature review, 45%. Journal, Reflective journal entries on peer collaboration, 10%. Total effective word limit 1500 words.

## ADE1003 RESEARCHING LITERACIES AND LEARNING B

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

**Prerequisites:**Nil.

**Description:**This unit is the second unit designed to develop undergraduate qualities that specifically focus on praxis or theoretical inquiry, reflective practice in academic literacy, working autonomously and collaboratively, and understanding research methodologies. The skills / attitudes focus is evidenced in activities and assignments that involve academic literacy, learner self awareness and collaborative learning, and which assesses the students' understanding of oral and written language and learning theories.

**Credit Points:**6

**Learning Outcomes:**On successful completion of this unit, students are expected to be able to:

- Demonstrate ethical and social learning through research in the wider community;
- Demonstrate effective discourse in oral modes through participation in presentations in the academic context;
- Critically analyse research data in the field, which may include a case study or a narrative;
- Demonstrate knowledge of the learner and learning through inquiry;
- Demonstrate critical language development and awareness in a variety of contexts.

**Class Contact:**One hour lecture and four hour workshop.

**Required Reading:**Anstey, M & Bull, G 2004, 1st edn, The literacy labyrinth, New York: Prentice Hall Clandinin, DJ & Connelly, FM 2000, 1st edn, Narrative inquiry, San Francisco: Jossee Fink, A 2006, 1st edn, How to conduct surveys: a step-by-step guide, Thousand Oaks, CA: Sage Publications Yin, RK 2003, 3rd edn, Case study research design and methods, London: Sage

**Assessment:**Presentation, Research proposal, 10%. Case Study, Case study or narrative analysis, 30%. Research Paper, Research essay, 40%. Presentation, Presentation of research with discussion, 10%. Journal, Participation journal strategy, 10%. Total effective word limit 1500 words.

## ADE1004 TRADITION AND MODERNITY A

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

**Prerequisites:**Nil.

**Description:**This unit introduces students to the concepts of tradition, modernity and postmodernity, and prepares them to engage with historical and contemporary debates in the social sciences and humanities. For some theorists the 'project of modernity' promises greater freedom and happiness. For other theorists, modernity leads to increased domination and the loss of our humanity. How should we respond to the challenges and problems thrown up by modernity? Students are introduced to the 'Discourse of Modernity' and its historical sources in the intellectual and social revolutions of the seventeenth and eighteenth centuries. Tradition and Modernity A

introduces students to the core concepts, familiarises them with a range of positions in contemporary debates and examines the historical sources of these concepts and debates, with particular emphasis on the eighteenth century enlightenment.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Examine concepts of tradition, modernity and postmodernity;
- Introduce contemporary debates in the social sciences relating to critiques of modernity
- Examine the historical sources of modernity
- Examine tensions/conflicts arising from the rise of modernity in western cultures in historical context.

**Class Contact:** Two hour lecture and three hour workshop.

**Required Reading:** A unit reader will be provided for this unit.

**Assessment:** Portfolio, A folio of short writing tasks, 40%. Other, Inquiry and presentation, 60%. Total effective word limit 3500 words.

### ADE1005 TRADITION AND MODERNITY B

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

**Prerequisites:** Nil.

**Description:** Tradition and Modernity B focuses on tensions and conflicts arising from the rise of modernity and processes of modernisation (with an emphasis on comparative analysis of Western and non-Western experiences of modernity); introduces critiques of modernity; and critically examines the various ways in which the champions of modernity have constructed its 'Others' in time and space. This question is examined both from 'subaltern', postcolonial perspectives and from perspectives opened up by debates over competing interpretations of the relationship between modernity and pre-modernity, focusing on medieval and early modern transformations.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Examine the rise of modernity and critical encounters with modernity in a non-western society;
- Compare and contrast Western and non-Western experiences of modernity;
- Examine competing interpretations of the relationship between modernity and pre-modernity;
- Examine competing interpretations of relationships between Western and non-Western societies.

**Class Contact:** Two hour lecture and three hour workshop.

**Required Reading:** A unit reader will be compiled for this unit.

**Assessment:** Portfolio, A folio of short writing tasks, 40%. Presentation, Inquiry and presentation, 60%. Total effective word limit 3500 words.

### ADE1006 ANALYSE SOCIOLOGICAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS

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

**Prerequisites:** Nil.

**Description:** This unit covers the knowledge and skills required to examine and explore basic sociological concepts and to apply them to the study of family relationships and relations between different cultures and historical contexts.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Describe forms of human relationship within a variety of cultures at different periods in history;
- Demonstrate understanding of a range of sociological concepts used to examine human relationships;
- Discuss representations of human relationships within a variety of cultures and at different periods in history;
- Identify problems with transferring sociological concepts across cultures;
- Identify forms of relationships considered illegitimate in a culture;
- Describe processes by which a relationships may acquire legitimacy;
- Identify changes in the nature and forms of human relationships in different times and places and compare different interpretations of these changes;
- Discuss issues involved in historical interpretations of relationships;
- Use a range of theories to analyse human relationships.

**Class Contact:** Two hour lecture and three hour workshop.

**Required Reading:** A unit reader will be provided for this unit.

**Assessment:** Other, Class papers, 40%. Report, Interview and report, 20%. Case Study, Community and case study, 40%. Total effective word limit 3000 words.

### ADE1007 ANALYSE URBAN FORM AND CULTURE

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

**Prerequisites:** Nil.

**Description:** This unit examines urban form and culture, the processes of urbanisation and patterns of urban development across a range of historical contexts and from a range of disciplinary perspectives. Students examine a variety of ways in which the urban experience has been defined and represented, the history of cities, and the varying schools of urban sociology. Students are also introduced to literary and cinematic responses to the city and urban experience.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, all students are expected to be able to:

- Examine urbanisation in a range of contexts and from a range of disciplinary perspectives;
- Evaluate factors which influence the development of urban forms;
- Examine a range of aspects of urban culture;
- Analyse the impact of urban form and culture on urban dwellers;
- Compare and contrast alternative theories concerning the development of urban centres and the relationships between urban form and culture.

**Class Contact:** Two hour lecture and three hour workshop.

**Required Reading:** A unit reader will be provided to students.

**Assessment:** Journal, A collection of journal entries, 40%. Other, Local area study, 30%. Essay, Major essay, 30%. Total effective word limit 3000 words.

## ADE1008 ANALYSE THEORIES OF SELF

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

**Prerequisites:**Nil.

**Description:**This unit examines the concept of the self in different times and different cultures, from a range of disciplinary perspectives. Students are introduced to the major theories of human personality; the writing of the self in biographical texts; and the application of theories in a range of contexts.

**Credit Points:**12

**Learning Outcomes:**On successful completion of this unit, students are expected to be able to:

- Analyse the major theories of human personality;
- Analyse the application of theories in a range of contexts including biographical texts;
- Evaluate the application of different theories.

**Class Contact:**Two hour lecture and three hour workshop.

**Required Reading:**A unit reader will be provided to students.

**Assessment:**Portfolio, A folio of short writing tasks, 30%. Report, Report on biographical analysis, 30%. Test, Written examination, 40%. Total effective word limit 3000 words.

## ADE1009 ANALYSE LITERARY TEXTS AND GENRES

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

**Prerequisites:**Nil.

**Description:**In this unit, students learn to position themselves as both critical readers and producers of cultural texts. Students consider the ways both texts and contexts shape social and cultural meanings, approaching texts as sites of meaning construction and contestation in a complex field of competing interpretations. This unit is designed to foster students' ability to read and analyse texts through a range of discourses and theoretical interpretations, such as Marxism, feminism and postcolonialism. Students examine texts from a range of mediums, some of which fall outside a traditional definition of literature, including pulp novels, films, advertisements, comics, paintings and animation. Genres and modes are examined in historical and cultural context and in their internal and intertextual systems of meaning.

**Credit Points:**12

**Learning Outcomes:**On successful completion of this unit, students are expected to be able to:

- Analyse the relationship between a text and the cultures within which the text is produced and read;
- Analyse a range of texts from different genres in relation to the cultures in which they are produced and read;
- Demonstrate ways different discourses, including feminism and postcolonialism, shape the interpretations of a range of texts;
- Examine the role that different interpretations of texts play within a culture.

**Class Contact:**Two hour lecture and three hour workshop.

**Required Reading:**A unit reader will be provided to students.

**Assessment:**Portfolio, A folio of short writing tasks, 30%. Other, Critical reading of a

text, 30%. Essay, Major essay chosen from a selection of topics, 40%. Total effective word limit 3000 words.

## AURC251677A USE NUMBERS IN THE WORKPLACE

**Locations:**Footscray Nicholson, Werribee, St Albans, 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. 21861VIC Certificate III in Mumgu-dhal tyama-tyyt - St Albans.

**Prerequisites:**Nil.

**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.

**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. 21861VIC Certificate III in Mumgu-dhal tyama-tyyt: Annual moderation of the unit is conducted at program level of both task and performance. Moderation will be arranged with the VE faculty delivering the unit.

## BSBADM306A CREATE ELECTRONIC PRESENTATIONS

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

**Prerequisites:**Nil.

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

**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.

## BSBCMN318A WRITE SIMPLE DOCUMENTS

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

**Prerequisites:**Nil.

**Description:**This unit specifies the outcomes required to plan, draft and review a basic document before writing the final version.

**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, Melton, City Flinders.

**Prerequisites:**Nil.

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

**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.

### **BSBEBUS309A UNDERTAKE E-LEARNING**

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

**Prerequisites:** Nil.

**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.

**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.

### **BSBEBUS401A CONDUCT ONLINE RESEARCH**

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

**Prerequisites:** Nil.

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

**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.

### **BSBMKG407A MAKE A PRESENTATION**

**Prerequisites:** Nil.

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

### **CHCEDS307A SUPPORT THE DEVELOPMENT OF NUMERACY SKILLS**

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**Description:** This unit focuses on the role of the education support worker in implementing numeracy programs as identified by the teacher to assist students requiring additional numeracy support.

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

**Assessment:** Assessment for this unit will include problem-solving tasks, demonstrations, simulations and a test.

### **CHCEDS408A SUPPORT STUDENTS' MATHEMATICS LEARNING FOR NUMERACY**

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

**Prerequisites:** Nil.

**Description:** This unit describes the skills and knowledge required by education support workers to work with teachers to support students developing their mathematics skills for numeracy, including using number, measurement, estimation and problem solving. The unit provides skills and knowledge to enable education support workers to work with the teacher to develop resources to reinforce

mathematics skills for numeracy across the curriculum and to support students during various phases in the acquisition of numeracy competence.

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

**Assessment:** Assessment for this unit will include problem-solving tasks, demonstrations, simulations and a test.

### **CHCEDS409A SUPPORT STUDENTS' LITERACY LEARNING**

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

**Prerequisites:** Nil.

**Description:** This unit describes the skills and knowledge required by education support workers to work with teachers to support students developing their literacy skills, including oral language, reading and writing skills. The unit provides skills and knowledge to enable education support workers to work with the teacher to develop resources to reinforce literacy skills across the curriculum and to support students during various phases in the acquisition of literacy competence.

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

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

### **CHCEDS410A ASSIST IN FACILITATION OF STUDENT LEARNING**

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

**Prerequisites:** Nil.

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

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

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

### **CSWE IV (E) A LEARNING STRATEGIES FOR WORKPLACE TRAINING**

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

**Prerequisites:** Nil.

**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.

**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.

**Prerequisites:** Nil.

**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.

**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, Werribee, Melton, Sunshine, St Albans.

**Prerequisites:**Nil.

**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.

**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, Werribee, Melton, Sunshine, St Albans.

**Prerequisites:**Nil.

**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 résumé or covering letter for private sector applications. These skills are covered in: CSWE IV (E) E: Written language skills for jobseeking documents.

**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, Werribee, Melton, Sunshine, St Albans.

**Prerequisites:**Nil.

**Description:**This module covers the written language skills required to write résumés 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.

**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. Learning outcomes 1, 2 and 3 may be assessed together using the same task. 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, Werribee, Melton, Sunshine, St Albans.

**Prerequisites:**Nil.

**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.

**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 SPOKEN SKILLS FOR THE WORKPLACE**

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

**Prerequisites:**Nil.

**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.

**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, Werribee, Melton, Sunshine, St Albans.

**Prerequisites:**Nil.

**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.

**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 annotated work samples; 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) I SPOKEN COMMUNICATION WITH CUSTOMERS**

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

**Prerequisites:**Nil.

**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.

**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, Werribee, Melton, Sunshine, St Albans.

**Prerequisites:** Nil.

**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.

**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, Werribee, Melton, Sunshine, St Albans.

**Prerequisites:** Nil.

**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.

**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, Werribee, Melton, Sunshine, St Albans.

**Prerequisites:** Nil.

**Description:** This module covers both written and spoken language skills required to prepare and participate in meetings. 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.

**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, Werribee, Melton, Sunshine, St Albans.

**Prerequisites:** Nil.

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

**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, Werribee, Melton, Sunshine, St Albans.

**Prerequisites:** Nil.

**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.

**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, Werribee, Melton, Sunshine, St Albans.

**Prerequisites:** Nil.

**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.

**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.

#### **CUVPR02A DEVELOP UNDERSTANDING OF OWN ABORIGINAL OR TORRES STRAIT ISLANDER IDENTITY**

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

**Prerequisites:** Nil.

**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.

**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.

### FDFOP1010A COMMUNICATE WORKPLACE INFORMATION

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

**Prerequisites:** Nil.

**Description:** This unit of competency covers the skills and knowledge required to gather, convey and receive workplace information and to interact with others at work.

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

**Assessment:** 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.

### MNCG1026A OPERATE A COMPUTER TO PRODUCE DOCUMENTS

**Locations:** Footscray Nicholson, Werribee, Sunshine, St Albans, 21935VIC Certificate II in ESL (Employment): Footscray Nicholson, St Albans and Werribee. 21772VIC Certificate I in General Education for Adults: Footscray Nicholson and Sunshine..

**Prerequisites:** Nil.

**Description:** This unit covers the input, editing and printing of simple computer word processing documents and formatted reports.

**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.

### PSPGOV312A USE WORKPLACE COMMUNICATION STRATEGIES

**Locations:** Footscray Nicholson, Werribee, St Albans, 21937VIC Certificate IV in ESL (Employment/Professional): On-line also. 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only. 21861VIC Certificate III in Mumgu-dhal tyama-tyyt - St Albans.

**Prerequisites:** Nil.

**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 workgroup. Though the prime focus of the unit is on speaking, listening and reading non-verbal cues, if reading, writing and visual literacy are intrinsic to the workplace communication these are included.

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

**Assessment:** 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. 21861VIC Certificate III in Mumgu-dhal tyama-tyyt: Students develop a portfolio of evidence for assessment. This will include teacher observation, student logbooks, written tasks, oral presentations and work/community placements.

### PSPGOV313A COMPOSE WORKPLACE DOCUMENTS

**Locations:** Footscray Nicholson, Werribee, St Albans, 21937VIC Certificate IV in ESL (Employment/Professional) - On-line also.

**Prerequisites:** Nil.

**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.

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

**Assessment:** Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: case studies, portfolios, questioning, scenarios and authenticated evidence from the workplace and/or training courses. 21937VIC Certificate IV in ESL (Employment/Professional) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. .

### PSPGOV524AI INTERPRET DATA AND RELATED STATISTICS

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

**Prerequisites:** Nil.

**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.

**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, Industry, Melton, City Flinders.

**Prerequisites:** Nil.

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

**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

### **VBP715 PREPARE PORTFOLIOS AND APPLICATIONS**

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

**Prerequisites:** Nil.

**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.

**Required Reading:** No required text.

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

### **VBQU134 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR EMPLOYMENT PURPOSES**

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

**Prerequisites:** Nil.

**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).

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

**Assessment:** Assessment may include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of samples compiled by the learner; journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback. 21945VIC Certificate II in ESL (Employment) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community

based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBQU140 WORK WITH MEASUREMENT AND DESIGN IN FAMILIAR SITUATIONS**

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

**Prerequisites:** Nil.

**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.

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

**Assessment:** Assessment may include: Records of teacher observations of students' activities, discussions and practical tasks; Questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; Portfolios, for example, samples of the learner's written work; pictures, diagrams, models etc. created by the learner; records of teacher observations of learner's activities, discussions and practical tasks; Third party feedback such as testimonials/reports from other teachers or support workers. 21945VIC Certificate II in ESL (Employment) Assessment methods may include: oral presentations; student self-assessment; ongoing teacher assessment; interview records / checklists; projects; worksheets; samples of learners' written work; diagrams; verbal questioning; practical tasks and third-party feedback from other teachers or support workers.

### **VBQU145 ENGAGE WITH A RANGE OF TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES**

**Locations:** Footscray Nicholson, Werribee, Melton, Sunshine, City Flinders, Off-shore, St Albans, 21939VIC Certificate III in ESL (Further Study) - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee. 21773VIC Certificate II in General Education for Adults - Footscray Nicholson, Sunshine, Visy Cares Hub and Distance Education..

**Prerequisites:** Nil.

**Description:** The focus of this unit is on interpreting a range of structurally intricate texts which are relevant to learning 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).

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

**Assessment:** Assessment may include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of samples compiled by the learner or journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback. 21939VIC Certificate III in ESL (Further Study) Student assessment is based on teacher evaluation of the

following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

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

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

**Prerequisites:**Nil.

**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).

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

**Assessment:**Assessment may include: Direct observation, recorded in teacher observation schedule; Questioning, for example, verbal questioning, interviews, self-assessment, online responses; Portfolios, for example, collections of samples compiled by the learner; journal/log book; Third party feedback, for example, reports from other teachers or support workers, peer feedback. 21935VIC Certificate III in ESL (Employment) Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### **VBQU149 CREATE A RANGE OF TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES**

**Locations:**Footscray Nicholson, Werribee, Melton, Sunshine, City Flinders, Off-shore, St Albans, 21939VIC Certificate III in ESL (Further Study) - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee.21773VIC Certificate II in General Education for Adults - Footscray Nicholson, Sunshine, Visy Cares Hub and Distance Education..

**Prerequisites:**Nil.

**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).

**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, Werribee, Newport, City King St, Industry, Melton, Footscray Park, Sunshine, City Flinders, St Albans, 21935VIC Certificate III in ESL (Employment) - Footscray Nicholson and St Albans campuses only 21773VIC Certificate II in General Education for Adults - All Campuses including Visy Cares Hub, Distance Education and industry locations within the Western suburbs..

**Prerequisites:**Nil.

**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 work activities such as using communication techniques, delivering client service, handling information, using technology, etc.

**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, Werribee, Melton, Sunshine, City Flinders, Off-shore, St Albans, 21773VIC Certificate II in General Education for Adults: Footscray Nicholson, Sunshine and Visy Cares Hub. 21939VIC Certificate III in ESL (Further Study) - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee..

**Prerequisites:**Nil.

**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.

**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, Werribee, City Flinders, Off-shore, St Albans, 21940VIC Cert IV in ESL (Further Study) - Liaoning University, China, City Flinders, Footscray Nicholson, St Albans and Werribee. 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only..

**Prerequisites:** Nil.

**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).

**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, Werribee, St Albans, 21937VIC Certificate IV in ESL (Employment/Professional): On-line also. 21774VIC Certificate III in General

Education for Adults: Footscray Nicholson only..

**Prerequisites:** Nil.

**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).

**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, Werribee, City Flinders, Off-shore, St Albans, 21940VIC Cert IV in ESL (Further Study) - Liaoning University, China, City Flinders, Footscray Nicholson, St Albans and Werribee. 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only..

**Prerequisites:** Nil.

**Description:** The focus of the unit is on writing skills to create complex texts which are relevant to the further study context. Its emphasis is on structured reflective and opinion texts used in a range of study environments. The required outcomes described in this unit 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).

**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, Werribee, Melton, City Flinders, St Albans, 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..

**Prerequisites:**Nil.

**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.

**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, Werribee, Melton, City Flinders, Off-shore, St Albans, 21940VIC Cert IV in ESL (Further Study) - Liaoning University, China, City Flinders, Footscray Nicholson, St Albans and Werribee. 21774VIC Certificate III in General Education for Adults: Footscray Nicholson only..

**Prerequisites:**Nil.

**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.

**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, Werribee, Melton, City Flinders, St Albans, 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..

**Prerequisites:**Nil.

**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: 5.10, 5.11, 5.12 & 5.13.

**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, Melton, City Flinders.

**Prerequisites:**Nil.

**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

**Required Reading:**Students are required to purchase Subject Reader Apply Essential Further Study Skills for this unit from the Victoria University Bookshop.

## **VBQU227 RESEARCH FIELDS OF STUDY AND ENQUIRY**

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

**Prerequisites:**Nil.

**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

**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, Melton, City Flinders.

**Prerequisites:**Nil.

**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.

**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.Andrew Heywood 2007 4th Edition Political Ideologies 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, Melton, City Flinders.

**Prerequisites:**Nil.

**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.

**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, Melton, City Flinders.

**Prerequisites:**Nil.

**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.

**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, Melton, City Flinders.

**Prerequisites:**Nil.

**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.

**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.

### **VBQU232 ANALYSE A RANGE OF TEXTS**

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

**Prerequisites:**Nil.

**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.

**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.

### **VBQU233 ANALYSE TRADITION AND MODERNITY**

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

**Prerequisites:**Nil.

**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.

**Required Reading:**Students are required to purchase Subject Reader Analyse Tradition and Modernity for this unit from the Victoria University Bookshop.Aldous Huxley 1993 1st edn Brave New World Pearson Education, London

### **VBQU234 UNDERTAKE ACADEMIC RESEARCH**

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

**Prerequisites:**Nil.

**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.

**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.

### **VBQU235 ANALYSE SOCIOLOGICAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS**

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

**Prerequisites:**Nil.

**Description:**This unit covers the knowledge and skills required to examine and explore basic sociological concepts and to apply them to the study of family relationships and relations between different cultures and historically. These skills and knowledge can be extended to and underpin other areas of liberal arts study.

**Required Reading:**Students are required to purchase a Subject Reader for this unit from the Victoria University Bookshop.

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

### **VBQU236 ANALYSE URBAN FORM OF CULTURE**

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

**Prerequisites:**Nil.

**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.

**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.

### **VBQU237 ANALYSE THEORIES OF SELF**

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

**Prerequisites:**Nil.

**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.

**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.

### VBQU238 ANALYSE LITERARY TEXTS AND GENRES

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

**Prerequisites:**Nil.

**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.

**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, Werribee, City Flinders, Off-shore, St Albans, 21940VIC Cert IV in ESL (Further Study) - Liaoning University, China, City Flinders, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:**Nil.

**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.

**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, Werribee, City Flinders, St Albans, 21934VIC Certificate IV in ESL (Access).

**Prerequisites:**Nil.

**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.

**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. 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.

### VPAU511 SPEAK AND LISTEN TO SIMPLE TEXTS FOR EMPLOYMENT

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

**Prerequisites:**Nil.

**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.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### VPAU512 READ AND WRITE SIMPLE TEXTS FOR EMPLOYMENT

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

**Prerequisites:**Nil.

**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.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### VPAU513 OBSERVE AND REPORT ON ACTIVITIES IN A WORKPLACE

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

**Prerequisites:**Nil.

**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.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self

assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VPAU514 SPEAK AND LISTEN TO A RANGE OF STRAIGHTFORWARD TEXTS FOR EMPLOYMENT**

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

**Prerequisites:**Nil.

**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 straight forward texts, relevant to employment.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VPAU515 READ AND WRITE A RANGE OF STRAIGHTFORWARD TEXTS FOR EMPLOYMENT**

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

**Prerequisites:**Nil.

**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 straight forward texts relevant to employment.

**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.

**Prerequisites:**Nil.

**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.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based

tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VPAU517 TAKE NOTES FROM COMPLEX AURAL TEXTS FOR FURTHER STUDY**

**Locations:**Footscray Nicholson, Werribee, City Flinders, Off-shore, St Albans, 21940VIC Cert IV in ESL (Further Study) - Liaoning University, China, City Flinders, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:**Nil.

**Description:**This unit of competency describes listening and notetaking performance outcomes, skills and knowledge required by adult learners with language background other than English. The focus of this unit is on advanced listening skills in English to participate in further study contexts, focusing on taking notes from complex and extended aural texts.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VPAU518 PRESENT AND LISTEN TO COMPLEX ORAL PRESENTATIONS IN AN EMPLOYMENT OR PROFESSIONAL CONTEXT**

**Prerequisites:**Nil.

**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.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

#### **VPAU519 GIVE AND FOLLOW A RANGE OF COMPLEX INSTRUCTIONS IN AN EMPLOYMENT CONTEXT**

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

**Prerequisites:**Nil.

**Description:**This unit covers the skills and knowledge necessary to give and follow complex instructions in an employment context.

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

**Assessment:**Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based

tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### VPAU520 READ AND WRITE COMPLEX TEXTS FOR EMPLOYMENT

**Prerequisites:** Nil.

**Description:** This unit covers the skills and knowledge necessary to read and write complex texts relevant to employment.

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

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### VPAU521 CRITICALLY READ AND WRITE FORMAL LETTERS AND COMPLEX PROSE TEXTS FOR PROFESSIONAL PURPOSES

**Prerequisites:** Nil.

**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.

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

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### VPAU522 CRITICALLY READ, WRITE AND EDIT COMPLEX DESCRIPTIVE TEXTS IN A PROFESSIONAL CONTEXT

**Prerequisites:** Nil.

**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.

**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, Werribee, Melton, Sunshine, City Flinders, Off-shore, St Albans, 21939VIC Certificate III in ESL (Further Study) - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan

College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee..

**Prerequisites:** Nil.

**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 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.

**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, Werribee, Melton, Sunshine, City Flinders, Off-shore, St Albans, 21939VIC Certificate III in ESL (Further Study) - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee..

**Prerequisites:** Nil.

**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 listening and speaking skills in English to participate in further study contexts which involve formal, informal and instructional interactions.

**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, Werribee, Melton, Sunshine, City Flinders, Off-shore, St Albans, 21939VIC Certificate III in ESL (Further Study) - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee..

**Prerequisites:** Nil.

**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 research purposes. The focus of this unit is on

developing reading, notetaking and research writing skills in English to produce straightforward research based texts relevant to study needs.

**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, Werribee, Melton, Sunshine, City Flinders, Off-shore, St Albans, 21939VIC Certificate III in ESL (Further Study) - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee..

**Prerequisites:** Nil.

**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 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.

**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, Werribee, Melton, Sunshine, City Flinders, Off-shore, St Albans, 21939VIC Certificate III in ESL (Further Study) - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee..

**Prerequisites:** Nil.

**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.

**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, Werribee, Melton, Sunshine, City Flinders, Off-shore, St Albans, 21939VIC Certificate III in ESL (Further Study) - Liaoning University in Shenyang, Shandong-Jianzhu University in Jinan, Henan University in Keifeng, Henan College of Finance & Taxation in Zhengzhou, Central University of Finance and Economics in Beijing, China, City Flinders, Footscray Nicholson, Melton, St Albans, Sunshine and Werribee..

**Prerequisites:** Nil.

**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 the completion of study tasks.

**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, Werribee, City Flinders, Off-shore, St Albans, 21940VIC Cert IV in ESL (Further Study) - Liaoning University, China, City Flinders, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:** Nil.

**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 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.

**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, Werribee, City Flinders, Off-shore, St Albans, 21940VIC Cert IV in ESL (Further Study) - Liaoning University, China, City Flinders, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:** Nil.

**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 listening and speaking skills in English to participate in further study contexts, focusing on responding to a wide range of complex verbal instructions, interpreting and discussing ideas and opinions with others in informal contexts and negotiating a complex exchange.

**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, Werribee, City Flinders, Off-shore, St Albans, 21940VIC Cert IV in ESL (Further Study) - Liaoning University, China, City Flinders, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:** Nil.

**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 reading, notetaking and research writing skills in English and producing a wide range of complex research-based texts relevant to study needs and the field of study.

**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, Werribee, City Flinders, Off-shore, St Albans, 21940VIC Cert IV in ESL (Further Study) - Liaoning University, China, City Flinders, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:** Nil.

**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 analysing a wide range of complex texts as models for own writing and creating a wide range of texts for further study purposes.

**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, Werribee, City Flinders, Off-shore, St Albans, 21940VIC Cert IV in ESL (Further Study) - Liaoning University, China, City Flinders, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:** Nil.

**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.

**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, Werribee, City Flinders, Off-shore, St Albans, 21940VIC Cert IV in ESL (Further Study) - Liaoning University, China, City Flinders, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:** Nil.

**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.

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

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### VPAU556 ORGANISE AND PARTICIPATE IN A PRACTICAL PLACEMENT

**Prerequisites:** Nil.

**Description:** This unit aims to familiarise learners who are speakers of languages other than English with the Australian workplace, relevant terminology and work tasks. It covers negotiation of a placement, communication in the workplace, occupational health and safety, evaluation and record keeping. The unit is included as an elective for use at different levels of the Certificates in ESL Framework. It may be contextualised to suit the needs and skills of learners in courses from Certificate I to Certificate IV. The focus of this unit is on developing the skills and knowledge to select, negotiate and participate in a practical work placement.

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

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning and teacher observation used with checklists of learner performance; verbal presentations; multi-media presentations; student self assessment; ongoing teacher assessment; audio/video recordings to assess

performance; observed role plays; other simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

### VPAU560 INVESTIGATE CURRENT ISSUES

**Locations:**Footscray Nicholson, Werribee, City Flinders, Off-shore, St Albans, 21940VIC Cert IV in ESL (Further Study) - Liaoning University, China, City Flinders, Footscray Nicholson, St Albans and Werribee..

**Prerequisites:**Nil.

**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.

**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.

### VU20746 APPLY ESSENTIAL FURTHER STUDY SKILLS

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

**Prerequisites:**Nil.

**Description:**This unit covers the knowledge and skills required to study and participate effectively in a tertiary learning environment within an art or arts related discipline.

**Required Reading:**Students are required to purchase Subject Reader Apply Essential Further Study Skills for this unit from the Victoria University Bookshop.

**Assessment:**Writing Portfolio, Essay and Test

### VU20747 RESEARCH FIELDS OF STUDY AND ENQUIRY

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

**Prerequisites:**Nil.

**Description:**This unit develops the knowledge and the skills required to research a tertiary field of study in a tertiary learning environment.

**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, community-based learning, collaborative project work, and test.

### VU20748 EXAMINE APPROACHES TO CITIZENSHIP AND PUBLIC LIFE

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

**Prerequisites:**Nil.

**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 arts and arts related disciplines.

**Required Reading:**Students are required to purchase a Subject Reader Examine Approaches To Citizenship and Public Life for this unit from the Victoria University Bookshop.Andrew Heywood 2007 4th Edition Political Ideologies MacMillan

**Assessment:**Assessment for this unit comprises a Short Essay, a Test and a Major Essay.

### VU20749 ANALYSE STORIES/NARRATIVES WITHIN CULTURES

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

**Prerequisites:**Nil.

**Description:**This unit covers the knowledge and skills required to analyse and explore the significance of stories told within and across cultures and the ways personal, cultural and cross-cultural identities are shaped and mediated by stories. These skills and knowledge can be extended to and underpin other areas of arts and arts related study.

**Required Reading:**Subject Reader where appropriate. The teacher will provide teaching and learning material as required.

**Assessment:**Assessment for this unit comprises oral and/or digital presentations, essays and portfolio of writing.

### VU20750 ANALYSE HUMAN TRANSFORMATIONS OF NATURE

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

**Prerequisites:**Nil.

**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 responses to contemporary environment issues. These skills and knowledge can be extended to and underpin other areas of arts and arts related studies.

**Required Reading:**Students are required to purchase a Subject Reader from the VU campus bookshop.

**Assessment:**Assessment for this unit comprises a journal, essay and research report.

### VU20751 EXAMINE APPROACHES TO ECONOMY AND SOCIETY

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

**Prerequisites:**Nil.

**Description:**This unit covers the knowledge and skills required to examine and explore modern economic issues and to relate these to larger contemporary local, national and global social concerns. The skills and knowledge covered in this unit can be extended to and underpin other areas of arts and arts related study.

**Required Reading:**Students are required to purchase a Reader for this unit. The teacher will also provide teaching and learning materials as required via handouts and online (PBWorks or Blackboard).

**Assessment:**Assessment for this unit comprises a portfolio of short written responses, a test and a major argumentative essay.

### VU20752 ANALYSE TEXTS IN THEIR CULTURAL CONTEXT

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

**Prerequisites:**Nil.

**Description:**This unit develops the knowledge and skills required to examine and explore meaning in texts and to relate texts to their cultural contexts. These skills and knowledge can be extended to and underpin other areas of arts and arts related study.

**Required Reading:**Students may be required to purchase a Subject Reader. The teacher will also provide teaching and learning material as required via PBWorks, Ning or Blackboard.

**Assessment:**Assessment for this unit comprises a folio of written responses, a major essay and an analytical response.

### VU20753 ANALYSE TRADITION AND MODERNITY

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

**Prerequisites:**Nil.

**Description:**This unit covers the knowledge and skills required to participate in

debates about the development of contemporary culture and society. 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 and underpin other areas of arts and arts related study.

**Required Reading:** Students are required to purchase Subject Readers for this unit from the Victoria University Bookshop. Aldous Huxley 1993 1st edn Brave New World Pearson Education, London

**Assessment:** Writing Portfolios, Essays, Tests, Presentations.

### VU20754 PARTICIPATE IN ACADEMIC RESEARCH

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

**Prerequisites:** Nil.

**Description:** This unit covers the knowledge and skills required to participate in academic research activities. These skills and knowledge can be extended to and underpin other areas of arts and arts related study.

**Required Reading:** Subject Reader and online materials provided by the teacher (PBWorks or Blackboard).

**Assessment:** Assessment for this unit comprises digital portfolio, presentations and collaborative project work.

### VU20755 ANALYSE SOCIOLOGICAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS

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

**Prerequisites:** Nil.

**Description:** This unit covers the knowledge and skills required to examine and explore basic sociological concepts and to apply them to the study of family relationships, personal or intimate relationships and relations across different cultures and across history. These skills and knowledge can be extended to and underpin other areas of arts and arts related study.

**Required Reading:** Students are required to purchase a Subject Reader for this unit from the Victoria University Bookshop.

**Assessment:** Assessment for this unit comprises class papers, interview report and case study.

### VU20756 ANALYSE URBAN FORM AND CULTURE

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

**Prerequisites:** Nil.

**Description:** This unit covers the knowledge and skills required to examine and explore urbanisation, urban forms and culture and the impact of these on society. These skills and knowledge can be extended to and underpin other areas of arts or arts related study.

**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 presentation, essay, and e-journal entries.

### VU20757 ANALYSE THEORIES OF THE SELF

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

**Prerequisites:** Nil.

**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 arts and arts related study.

**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 folio, test, biographical analysis report.

### VU20758 ANALYSE LITERARY TEXTS AND GENRES

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

**Prerequisites:** Nil.

**Description:** This unit develops the knowledge and skills required to analyse texts from a range of genres and use a range of critical tools. These skills and knowledge can be extended to and underpin other areas of arts and arts related disciplines.

**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 a portfolio of writing and journal entries, essay and presentation.

### VU20760 SET STUDY GOALS AND PLAN EDUCATION PATHWAY

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

**Prerequisites:** Nil.

**Description:** This unit describes the performance outcomes, skills and knowledge required to research, plan and review a study pathway and application for tertiary study.

**Required Reading:** Course Reader. Teachers will provide additional teaching and learning materials where required.

**Assessment:** Study Pathway Plan and oral presentation.

### VU20761 PREPARE FOR TERTIARY READING AND WRITING

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

**Prerequisites:** Nil.

**Description:** This unit describes the performance outcomes, skills and knowledge required to prepare to undertake entry level study at a tertiary level.

**Required Reading:** Subject Reader. Teachers will provide additional teaching and learning materials where required.

**Assessment:** Portfolio of written responses.

### VU20762 COMMUNICATE VERBALLY IN A FURTHER STUDY CONTEXT

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

**Prerequisites:** Nil.

**Description:** This unit describes the verbal communication skills required to participate in tertiary study.

**Required Reading:** Subject Reader. Teachers will provide additional teaching and learning materials where required.

**Assessment:** Class-based exercises; presentation.

### VU20763 PARTICIPATE IN COLLABORATIVE LEARNING

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

**Prerequisites:** Nil.

**Description:** This unit describes the performance outcomes, skills and knowledge required to participate in collaborative learning environments.

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

**Assessment:** Class-based exercises; Peer-evaluation Summary Report.

### VU20764 CONDUCT ONLINE RESEARCH FOR FURTHER STUDY

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

**Prerequisites:** Nil.

**Description:** This unit describes the performance outcomes, skills and knowledge

required to gather, critically analyse, organise and present information in online research.

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

**Assessment:** Class-based activities and Portfolio of evidence.

### **VU20765 PREPARE A PORTFOLIO AND APPLICATION**

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

**Prerequisites:** Nil.

**Description:** This unit describes the performance outcomes, skills and knowledge required to prepare, produce and present a portfolio to assist in application for entry to a course of tertiary study.

**Required Reading:** Subject Reader. Teachers will provide additional teaching and learning materials where required.

**Assessment:** Portfolio and interview.

### **VU20766 PARTICIPATE IN ONLINE COLLABORATIVE LEARNING**

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

**Prerequisites:** Nil.

**Description:** This unit describes the performance outcomes, skills and knowledge required to participate effectively in an online collaborative learning environment.

**Required Reading:** Subject Reader. Teachers will provide additional teaching and learning materials where required.

**Assessment:** Portfolio of evidence; Journal.



