ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Elders, families and forebears of the Wurundjeri tribe of the Kulin Nation who were the custodians of University land for many centuries. We acknowledge that this land on which we meet is the place of age-old ceremonies of celebration, initiation and renewal, and that the Kulin Nation people’s living culture has and has a unique role in the life of this region.
DISCLAIMER

The information contained in the 2009 Victoria University College Handbook was current at 31 August 2008.

In today’s university environment, changes to courses occur far more frequently than in the past. For current information on Victoria University’s courses, readers are advised to access the University’s online courses database at www.vu.edu.au/courses. If you have difficulty in accessing this material electronically, please phone (03) 9919 6100 for assistance.

IMPORTANT INFORMATION

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

This handbook can be downloaded as a pdf file from the Victoria University website at www.vu.edu.au/courses/handbooks.
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.

HOW TO USE THIS HANDBOOK
The 2009 Victoria University College Handbook is designed to provide students with detailed information on course structures and subject details for undergraduate and postgraduate courses offered by the faculty in 2009.

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

PLEASE NOTE
This handbook provides a guide to courses available at Victoria University College in 2009. Although all attempts have been made to make the information as accurate as possible, students should check with the faculty that the information is accurate when planning their courses.

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

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

OTHER INFORMATION
Information about course fees, articulation and credit transfer, recognition of prior learning, admission and enrolment procedures, examinations, and services available to students can be accessed on the University’s website or by contacting the University directly.
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SCHOOL OF ENGLISH LANGUAGE AND PREPARATORY PROGRAMS AND SERVICES

Below are details of courses offered by the School of English Language and Preparatory Programs and Services in 2009. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses

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

CERTIFICATE III IN ESL (FURTHER STUDY)
Course Code: 21501VIC

Campus
Footscray Nicholson and St Albans.

Career Opportunities
Further study opportunities in other TAFE and Higher Education Courses.

Scope of Delivery
The course may be offered on a full-time or part-time basis.

Course Objective
The course aims to develop the student’s general English language and literacy skills and knowledge to make the transition into mainstream study at an Australian educational institution.

Entry Requirements
To qualify for admission to the course, applicants must demonstrate to the satisfaction of the Head of Department that they are capable of successfully completing the course. Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience.

Selection Procedures/Selection Criteria
Applicants undergo a pre-course English Language Assessment to determine appropriate course placement.

Course Duration
The course may be offered on a full-time basis over a minimum of 500 nominal hours or part-time equivalent.

Course Structure

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Core Units of Study</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
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<td>LISTENING (FURTHER STUDY III)</td>
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<th>Elective Units of Study</th>
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<tr>
<td>VBN498</td>
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<tr>
<td>VBN512</td>
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</table>

CERTIFICATE IV IN ESL (FURTHER STUDY)
Course Code: 21502VIC

Campus
Footscray Nicholson, Werribee and St Albans. The Health stream is delivered at St Albans campus only.

Career Opportunities
Further study opportunities in other TAFE and Higher Education Courses. The Health stream provides a pathway into health sciences courses.

Scope of Delivery
The course may be offered on a full-time or part-time basis.

Course Objective
The course aims to develop the student’s general English language and literacy skills and knowledge to make the transition into mainstream study at an Australian educational institution. The Health stream is targeted at overseas-qualified professionals such as doctors, nurses and engineers, seeking entry into their professions in Australia.

Entry Requirements
To qualify for admission to the course, applicants must demonstrate to the satisfaction of the Head of Department that they are capable of successfully completing the course. Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience.
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Selection Procedures/Selection Criteria
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 Duration
The course may be offered on a full-time basis over a minimum of 500 nominal hours or part-time equivalent.

Course Structure
Certificate IV

Unit Code      Hours
Core Units of Study
VBN486 LISTENING (FURTHER STUDY IV) 100
VBN487 SPEAKING (FURTHER STUDY IV) 100
VBN488 READING (FURTHER STUDY IV) 100
VBN489 WRITING (FURTHER STUDY IV) 100

Elective Units of Study
Units of study, together totalling a minimum of 100 nominal hours, selected by the student with the approval of the Department, from the following list of units, or any other nationally endorsed training package or accredited curriculum:

VBN498 LANGUAGE OF COMPUTERS 50
VBN499 ONLINE LANGUAGE LEARNING 50
VBN500 PRACTICAL PLACEMENT 75
VBN501 LOCAL ORIENTATION 50
VBN502 AUSTRALIAN ENVIRONMENT 50
VBN503 AUSTRALIAN GOVERNMENT 50
VBN504 AUSTRALIAN LAW 50
VBN505 DRIVING IN AUSTRALIA 50
VBN506 EDUCATION IN AUSTRALIA 50
VBN507 HEALTH AND MEDICINE 50
VBN508 AUSTRALIAN ART AND CULTURE 50
VBN509 INDIGENOUS AUSTRALIA 50
VBN510 AUSTRALIAN HISTORY 50
VBN511 CURRENT AFFAIRS 50
VBN512 VOCATIONAL ELECTIVE 75

Certificate III in ESL (Employment)
Course Code: 21503VIC

Certificate III in ESL (Employment) [Aged Care Work]
Certificate III in ESL (Employment) [Business]
Certificate III in ESL (Employment) [Children’s Services]

Course Location
Certificate III in ESL (Employment) [Aged Care Work]: Footscray Nicholson.
Certificate III in ESL (Employment) [Business]: St Albans.
Certificate III in ESL (Employment) [Children’s Services]: Footscray Nicholson.

Career Opportunities
The course aims to develop the student’s general English language and literacy skills and knowledge to gain entry and participate effectively in the Australian workplace and employment. Its focus includes skilled and experienced workers, those wishing to set up their own business, as well as new job seekers and the unemployed.

Scope of Delivery
The course may be offered on a full-time or part-time basis.

Course Objective
The course provides participants from non-English speaking backgrounds with:

- the knowledge and English language skills needed to obtain employment within their occupational fields;
- the knowledge and skills to function effectively in a work environment in Australia;
- an understanding of the Australian workplace and culture;
- a pathway for students with low levels of English language skills to enter the workforce.

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

Selection Procedures/Selection Criteria
Applicants undergo a pre-course English Language Assessment to determine appropriate course placement.

Course Duration
The course may be offered on a full-time basis over a minimum of 500 nominal hours or part-time equivalent.

Course Structure

Unit Code      Hours
Core Units of Study
VBN478 LISTENING (EMPLOYMENT III) 80
VBN479 SPEAKING (EMPLOYMENT III) 80
VBN480 READING (EMPLOYMENT III) 80
VBN481 WRITING (EMPLOYMENT III) 80
### Elective Units of Study

Units of study, together totalling a minimum of 180 nominal hours, selected by the student with the approval of the Department, from the following list of units, or any other nationally endorsed training package or accredited curriculum:

- **VBN498 LANGUAGE OF COMPUTERS** 50 hours
- **VBN499 ONLINE LANGUAGE LEARNING** 50 hours
- **VBN500 PRACTICAL PLACEMENT** 75 hours
- **VBN501 LOCAL ORIENTATION** 50 hours
- **VBN502 AUSTRALIAN ENVIRONMENT** 50 hours
- **VBN503 AUSTRALIAN GOVERNMENT** 50 hours
- **VBN504 AUSTRALIAN LAW** 50 hours
- **VBN505 DRIVING IN AUSTRALIA** 50 hours
- **VBN506 EDUCATION IN AUSTRALIA** 50 hours
- **VBN507 HEALTH AND MEDICINE** 50 hours
- **VBN508 AUSTRALIAN ART AND CULTURE** 50 hours
- **VBN509 INDIGENOUS AUSTRALIA** 50 hours
- **VBN510 AUSTRALIAN HISTORY** 50 hours
- **VBN511 CURRENT AFFAIRS** 50 hours
- **VBN512 VOCATIONAL ELECTIVE** 75 hours

The three streams are offered as dual ESL and vocational certificates. The vocational component is taught and assessed by the relevant vocational department (refer to relevant departmental entries for vocational training packages).

### Certificate IV in ESL (Employment)

**Course Code:** 21504VIC

**Campus**

To be advised.

**Career Opportunities**

Further study opportunities or employment.

**Scope of Delivery**

The course may be offered on a full-time or part-time basis.

**Course Objective**

The course aims to develop the student’s general English language and literacy skills and knowledge to gain entry and participate effectively in the Australian workplace and employment. Its focus includes skilled and experienced workers, those wishing to set up their own business, as well as new job seekers and the unemployed.

**Entry Requirements**

To qualify for admission to the course, applicants must demonstrate to the satisfaction of the Head of Department that they are capable of successfully completing the course. Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience.

**Selection Procedures/Selection Criteria**

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 Duration**

The course may be offered on a full-time basis over a minimum of 500 nominal hours or part-time equivalent.

**Course Structure**

- **Core Units of Study**
  - **VBN490 LISTENING (EMPLOYMENT IV)** 80 hours
  - **VBN491 SPEAKING (EMPLOYMENT IV)** 80 hours
  - **VBN492 READING (EMPLOYMENT IV)** 80 hours
  - **VBN493 WRITING (EMPLOYMENT IV)** 80 hours

- **Elective Units of Study**

Units, together totalling a minimum of 100 nominal hours, are selected by the student with the approval of the Head of Department, from the following list of units, or any other nationally endorsed training package or accredited curriculum:

- **VBN498 LANGUAGE OF COMPUTERS** 50 hours
- **VBN499 ONLINE LANGUAGE LEARNING** 50 hours
- **VBN500 PRACTICAL PLACEMENT** 75 hours
- **VBN501 LOCAL ORIENTATION** 50 hours
- **VBN502 AUSTRALIAN ENVIRONMENT** 50 hours
- **VBN503 AUSTRALIAN GOVERNMENT** 50 hours
- **VBN504 AUSTRALIAN LAW** 50 hours
- **VBN505 DRIVING IN AUSTRALIA** 50 hours
- **VBN506 EDUCATION IN AUSTRALIA** 50 hours
- **VBN507 HEALTH AND MEDICINE** 50 hours
- **VBN508 AUSTRALIAN ART AND CULTURE** 50 hours
- **VBN509 INDIGENOUS AUSTRALIA** 50 hours
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Unit Code   Hours  
VBN510   AUSTRALIAN HISTORY   50  
VBN511   CURRENT AFFAIRS   50  
VBN512   VOCATIONAL ELECTIVE   75  

CERTIFICATE IV IN ESL (PROFESSIONAL)  
Course Code: 21505VIC  
Campus  
To be advised.  
Career Opportunities  
Further study opportunities in other TAFE and Higher Education courses and entry to professions.  
Scope of Delivery  
This course may be offered on a full-time or part-time basis.  
Course Objective  
The course is designed specifically for overseas-qualified professionals such as doctors, nurses and engineers, seeking entry into their professions in Australia.  
Entry Requirements  
To qualify for admission to the course, applicants must demonstrate to the satisfaction of the Head of Department that they are capable of successfully completing the course. Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience.  
Selection Procedures/Selection Criteria  
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 Duration  
The course may be offered on a full-time basis over a minimum of 500 nominal hours or part-time equivalent.  
Course Structure  

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Core Units of Study</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LISTENING (PROFESSIONAL IV)</td>
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<td>VBN494</td>
<td>SPEAKING (PROFESSIONAL IV)</td>
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</tr>
<tr>
<td>VBN495</td>
<td>READING (PROFESSIONAL IV)</td>
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<tr>
<td>VBN496</td>
<td>WRITING (PROFESSIONAL IV)</td>
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<tr>
<td></td>
<td>ELECTIVE UNITS OF STUDY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LANGUAGE OF COMPUTERS</td>
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<tr>
<td>VBN498</td>
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<td>VBN500</td>
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<td>VBN501</td>
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<td>VBN503</td>
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<td>AUSTRALIAN HISTORY</td>
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</tr>
<tr>
<td>VBN512</td>
<td>VOCATIONAL ELECTIVE</td>
<td>75</td>
</tr>
</tbody>
</table>

Other streams:  
a) Preparation for the Occupational English Test (OET)  
Campus  
Online delivery only. Offered as either a TAFE Full Fee or government funded non award course.  
Career Opportunities  
The course will prepare overseas qualified health professionals — doctors, nurses, dentists, pharmacists, veterinarians, physiotherapists, radiographers, occupational therapists, optometrists, speech pathologists, paediatricians and dieticians — to sit the Occupational English Test.  
Scope of Delivery  
The OET course is delivered online. Only selected learning outcomes from modules within the Certificate IV in ESL (Professional) are offered within the OET course.  
Course Objective  
Passing the Occupational English Test is a prerequisite for registration for the health professions listed above and the OET course prepares students for the test.  
Entry Requirements  
To qualify for admission to the course, the applicant must have a recognised overseas qualification in their relevant profession, must demonstrate that they have a minimum English level of ISLPR 2+/3 or NRS 3/4 (Domestic students) or IELTS 5.5 (International students), and be able to work independently by accessing computer-based materials.  
Course Duration  
The 80 hour OET course is delivered over a number of weeks.
CERTIFICATE IV IN FURTHER EDUCATION
Course Code: 21695VIC

Campus
Footscray Nicholson and Werribee.

Career Opportunities
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.

Scope of Delivery
The course is offered on a full-time or part-time basis.

Course Objectives
This course provides an alternative pathway into tertiary education programs for those whose personal, geographical, family, educational history and other circumstances mean that they are disadvantaged and/or unable to gain entry to courses via existing entry mechanisms. Through its core units of study, the Certificate IV in Further Education provides a mechanism for learners to explore their own learning needs and to map a learning program using modules from accredited vocational education and training and higher education programs and courses. The learning program will be negotiated with staff to ensure that it meets adult entry requirements and selection process criteria.

Entry Requirements
Students need to be over 16 years with VCE Year 11 English or equivalent literacy standard (Certificate II of the General Education for Adults). A literacy assessment will be administered in the selection process to determine the latter.

Selection Procedures/Selection Criteria
Applicants should demonstrate skills in literacy and numeracy equivalent to Certificate II in General Education for Adults. However, skills equivalent to Certificate III in General Education for Adults are preferable.

Course Duration
This course is one year full-time or part time equivalent.

Course Structure
Unit Code   Hours
Core Units of Study
VBP712    PREPARE FOR FURTHER STUDY 50
BSBCMNX318A WRITE SIMPLE DOCUMENTS 30
BSBEBUS401A CONDUCT ONLINE RESEARCH 35
Elective Units of Study
A minimum of two electives to a maximum of 145 nominal hours or electives may be selected from any other training package qualification or modules from a current accredited course.
BSBMKG407A MAKE A PRESENTATION 30
ICAU1130A MIGRATE TO NEW TECHNOLOGY 20
ICAU1132A OPERATE A PRESENTATION PACKAGE 25
ICAU1133A SEND AND RETRIEVE INFORMATION USING WEB BROWSER AND EMAIL 25
ICAU4205A SELECT AND EMPLOY SOFTWARE AND HARDWARE MULTIMEDIA TOOLS 40
CIFS407A FOLLOW OCCUPATIONAL HEALTH AND SAFETY PROCEDURES 15
BSBCMNX405A ANALYSE AND PRESENT RESEARCH INFORMATION 40
BSBEBUS401A CONDUCT ONLINE RESEARCH 35
VBN486 LISTENING (FURTHER STUDY IV) 100
VBN487 SPEAKING (FURTHER STUDY IV) 100
VBN488 READING (FURTHER STUDY IV) 100
VBN489 WRITING (FURTHER STUDY IV) 100
Elective Units of Study (Stream specific)
A minimum of two units up to a maximum of 120 hours to be selected from any training package qualification relevant to a student’s chosen direction of further study. Units selected must be mainly drawn from qualifications packaged at Certificate IV level. One unit may be drawn from Certificate III level.

DIPLOMA OF FURTHER EDUCATION
Course Code: 21696VIC

Campus
Footscray Nicholson.

Career Opportunities
Preparation for further studies in TAFE and Higher Education degree courses.

Scope of Delivery
Full-time or part-time.

Course Objectives
This course provides an alternative pathway into tertiary education programs for those whose personal, geographical, family, educational history and other circumstances mean that they are disadvantaged and/or unable to gain entry to courses via existing entry mechanisms. Through its core units of study, the Diploma provides a mechanism for learners to explore their own learning needs and to map a learning program using modules from accredited vocational education and training and higher education programs and courses. The learning program will be negotiated with staff to ensure that it meets adult entry requirements and selection process criteria.

Entry Requirements
Successful completion of units of study in VCE; Certificate IV in Further Education, Arts, Business, Health Community Services or IT. English of language level NRS level 4.

Selection Procedures/Selection Criteria
Applicants should demonstrate skills in literacy and numeracy equivalent to Certificate II in General Education for Adults 21251VIC. However, skills equivalent to Certificate III in General Education for Adults 21252VIC are preferable.

Course Duration
This course is approximately 2 years full-time or part-time equivalent.
## Course Structure

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
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</tbody>
</table>

### Core Units of Study

A minimum of 4 units with a maximum of total 200 nominal hours from below. Additional units may be incorporated from a training package providing that the units are selected from a Certificate IV or Diploma level course. A majority of units must be taken from Diploma level.

### Elective Units of Study

A minimum of 4 units with a maximum of total 200 nominal hours from below. Additional units may be incorporated from a training package providing that the units are selected from a Certificate IV or Diploma level course. A majority of units must be taken from Diploma level.

<table>
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<th>Hours</th>
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<td>VBN487</td>
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<tr>
<td>VBN488</td>
<td>100</td>
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<tr>
<td>VBN489</td>
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</tbody>
</table>

### Elective Units of Study (Stream specific)

A minimum of 7 units up to 350 nominal hours. These units may be drawn from any training package qualification relevant to a student’s chosen direction of further study. Units selected must be drawn from qualifications at Certificate IV or Diploma level. A minimum of 5 units must be drawn from Diploma level qualifications.

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**CERTIFICATE IV IN LIBERAL ARTS**

**Course Code:** 21793VIC

### Campus

Footscray Nicholson.

### Career Opportunities

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.

### Scope of Delivery

This course is offered on a full-time and part-time basis.

### Course Objectives

The course aims to provide knowledge and skills in areas such as: complex writing, problem solving skills, collection, analysis and organisation of information, planning and organising activities, team work, use of technology. The course also enable adults, including young adults, to develop a confident sense of identity; extend the range of possibilities learners can imagine for themselves; and provide alternative and additional pathways to further study.

### Entry Requirements

To qualify for admission, applicants should have literacy and numeracy skills at least equivalent to NRS Level 5, Reading and Writing, and/or Certificate III in General Education for Adults at entry. Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning, or from work and/or life experience.

### Selection Procedures/Selection Criteria

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

### Course Duration

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

### Course Structure

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBQU226</td>
<td>90</td>
</tr>
<tr>
<td>VBQU227</td>
<td>40</td>
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</tbody>
</table>

### Elective Units

Computer units – choose from the following units to a total between 45-60 hours.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBEBUS401A</td>
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</tr>
<tr>
<td>BSBEBUS509A</td>
<td>35</td>
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<tr>
<td>BSCBMN318A</td>
<td>30</td>
</tr>
<tr>
<td>BSCBMN420A</td>
<td>50</td>
</tr>
<tr>
<td>BSADMS06A</td>
<td>20</td>
</tr>
</tbody>
</table>

### Elective Units

Send and Retrieve Information Over the Internet using Browsers and Email

Interpret Data and Related Statistics

Critique Approaches to Citizenship and the Public Sphere

Analyse Stories/Narrative Within Cultures

Analyse the Human Transformations of Nature

Research Approaches to Economy and Society

Analyse a Range of Texts
DIPLOMA OF LIBERAL ARTS
Course Code: 21794VIC

Campus
Footscray Nicholson.

Career Opportunities
The Diploma of Liberal Arts provides pathways into a range of Higher Education courses including: Community Development, Education, Human Movement, Humanities and Social Sciences, Law, Professional and Creative Writing, Psychology (Bachelor of Arts), Public Relations or Social Work.

Skills development areas include complex writing, cultural analysis, research, communication and presentation, social inquiry, information technology and inter-cultural communication.

Scope of Delivery
This course is offered on a full-time or part-time basis. Some units of study may be offered via flexible delivery.

Course Objectives
This course develops skills in areas such as: complex writing; cultural analysis; research; communication and presentation; social inquiry; information technology; and inter-cultural communication. The course enables adults, including young adults, to develop a confident sense of identity, extends the range of possibilities learners can imagine for themselves and provides alternative and additional pathways into further study.

Entry Requirements
Participants in 21794VIC Diploma of Liberal Arts should have literacy and numeracy skills at least equivalent to NRS Level 5, Reading and Writing / Certificate of General Education for Adults Level III at entry. Entry to the Diploma is normally at Certificate IV level although exceptions may occur through the RPL process. Students may enter the Diploma of Liberal Arts from an extensive range of educational, vocational and cultural backgrounds. Amongst these may be: Australian secondary education, overseas secondary education, overseas tertiary education, vocational training within Australia or overseas, further education through Adult and Community Education or similar.

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

Course Duration
2 years full-time or part-time equivalent.

Course Structure
Unit Code   Hours
Core Units of Study
VBQU226 APPLY ESSENTIAL FURTHER STUDY SKILLS 90
VBQU227 RESEARCH FIELDS OF STUDY AND ENQUIRY 40
VBQU232 ANALYSE A RANGE OF TEXTS 70
VBQU233 ANALYSE TRADITION AND MODERNITY 180
VBQU234 UNDERTAKE ACADEMIC RESEARCH 80

Elective Units
Computer units – choose from the following units to a total between 45-60 hours.
BSBEBUS401A CONDUCT ONLINE RESEARCH 35
BSBEBUS309A UNDERTAKE E-LEARNING 35
BSCMNM318A WRITE SIMPLE DOCUMENTS 30
BSCMNM420A WRITE COMPLEX DOCUMENTS 50
BSBADM306A CREATE ELECTRONIC PRESENTATIONS 20
ICAITU133A SEND AND RETRIEVE INFORMATION OVER THE INTERNET USING BROWSERS AND EMAIL 25
PSPGOV524AI INTERPRET DATA AND RELATED STATISTICS 50

Elective Units of Study
Complete up to four units from the following to a maximum of 350 hours.
VBQU225 ANALYSE SOCIOLOGICAL UNDERSTANDING OF HUMAN RELATIONSHIPS 90
VBQU226 ANALYSE URBAN FORM AND CULTURE 90
VBQU227 ANALYSE THEORIES OF THE SELF 90
VBQU228 ANALYSE LITERARY TEXTS AND GENRES 70
CUVPRP02A DEVELOP UNDERSTANDING OF OWN ABORIGINAL OR TORRES STRAIT ISLANDER IDENTITY 150

Elective Units of Study
Stream units – Complete five units (stream units may be customised by the addition of endorsed units from specified qualifications)
VBQU228 CRITIQUE APPROACHES TO CITIZENSHIP AND THE PUBLIC SPHERE 90
VBQU229 ANALYSE STORIES/NARRATIVE WITHIN CULTURES 90
VBQU230 ANALYSE THE HUMAN TRANSFORMATIONS OF NATURE 90
VBQU231 RESEARCH APPROACHES TO ECONOMY AND SOCIETY 90

DIPLOMA OF ARTS
Course Code: 3113GA0208

Campus
Footscray Nicholson. Although the majority of units are delivered at Footscray Nicholson campus, some units in the streams of study are delivered at Footscray Park and/or St Albans campuses.

Career Opportunities
Whilst the course is primarily designed to provide a pathway to higher level studies, students who exit with the Diploma of Arts will have acquired a range of critical and analytical skills relevant to working or studying in the field of Arts and Social Sciences.

Scope of Delivery
This course is offered on a full-time basis.

Course Objectives
The Diploma of Arts provides international students with the opportunity to undertake a structured introduction to tertiary studies (Higher Education and Further Education) in Arts and Social Science disciplines in an Australian educational context. The course develops a broad range of analytical and other academic skills such as academic reading and
writing to enable international students to successfully undertake further study at undergraduate level in an Arts stream including chosen specialist disciplines. The course provides students with a broad Arts knowledge base incorporating theoretical concepts and the skills required to analyse the concepts of tradition and modernity with reference to a range of contemporary cultures. The course will also provide English language and literacy development, and computer skills development. Consequently students will acquire academic knowledge, vocational competencies, improved English language and literacy skills and enhanced academic study skills. In regards to English language proficiency, it is anticipated that students will have reached a level equivalent to IELTS 6 and as a result they will be better prepared to successfully complete their subsequent tertiary studies.

**Entry Requirements**

Successful completion of VCE/VCAL or equivalent IELTS level

Applicants should have successfully completed a course of study at year 12 level or equivalent. In addition to satisfying the entry requirements students must provide evidence of proficiency in English language before entry to the course will be granted. English language proficiency may be demonstrated by the completion of an approved English language assessment, such as the International English Language Test System (IELTS), or equivalent. An overall band score of 5.5 in the IELTS test is preferred.

**Selection Procedures/Selection Criteria**

Direct Entry

Written Test

**Course Duration**

One year full-time.

**Course Structure**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Core Units of Study</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBUQ233</td>
<td>ANALYSE TRADITION AND MODERNITY</td>
<td>180</td>
</tr>
<tr>
<td>VBUQ226</td>
<td>APPLY ESSENTIAL FURTHER STUDY SKILLS</td>
<td>90</td>
</tr>
<tr>
<td>VBUQ227</td>
<td>RESEARCH FIELDS OF STUDY AND ENQUIRY</td>
<td>40</td>
</tr>
<tr>
<td>3113AC1005</td>
<td>COMMUNICATION FOR ACADEMIC PURPOSES A</td>
<td>96</td>
</tr>
<tr>
<td>3113AC1006</td>
<td>COMMUNICATION FOR ACADEMIC PURPOSES B</td>
<td>96</td>
</tr>
<tr>
<td>VBUQ245</td>
<td>ADOPT RECOMMENDED STUDY PRACTICES</td>
<td>45</td>
</tr>
<tr>
<td>VBUQ46</td>
<td>MAINTAIN AN EFFECTIVE PERSONAL STUDY APPROACH</td>
<td>50</td>
</tr>
</tbody>
</table>

Select one area from the following:

**Languages other than English**

Chinese

- 3113ACZ1001 CHINESE 1A
- 3113ACZ1002 CHINESE 1B

Japanese

- 3113ACJ1001 INTRODUCTION JAPANESE 1A
- 3113ACJ1002 INTRODUCTION JAPANESE 1B

Spanish

- 3113ACS1081 BEGINNERS SPANISH 1A
- 3113ACS1082 BEGINNERS SPANISH 1B

Vietnamese

- 3113ACV1001 BASIC VIETNAMESE 1A
- 3113ACV1002 BASIC VIETNAMESE 1B

Note: Students with any amount of prior knowledge of the language should consult with the relevant LOTE co-ordinator about their proficiency level before enrolling into an appropriate LOTE unit of study, as the programs offer various units of study at different levels, catering for beginners to advanced speakers.

Psychology

Choose both units.

- 3113APP1012 PSYCHOLOGY 1A
- 3113APP1013 PSYCHOLOGY 1B

Other Arts and Social Science

Select two units from:

- VBUQ235 ANALYSE SOCIOLOGICAL UNDERSTANDING OF HUMAN RELATIONSHIPS
- VBUQ236 ANALYSE URBAN FORM AND CULTURE
- VBUQ237 ANALYSE THEORIES OF THE SELF
- VBUQ238 ANALYSE LITERARY TEXTS AND GENRES
- VBUQ228 CRITIQUE APPROACHES TO CITIZENSHIP AND THE PUBLIC SPHERE

Note: Nominal Hours for the modules 3113AC1005, 3113AC1006, 3113ACZ1001, 3113ACZ1002, 3113ACJ1001, 3113ACJ1002, 3113ACS1081, 3113ACS1082, 3113ACV1001, 3113ACV1002, 3113APP1012, 3113APP1013 refers to the number of learning hours.

**CERTIFICATE IV IN HEALTH SCIENCE FOUNDATIONS**

Course Code: 51936

**Campus**

St Albans

**Career Opportunities**

Successful completion of the course will prepare students for entry into the Certificate IV in Health (Nursing) and Bachelor of Nursing and so enhance the prospects of students pursing a career as a Division 1 or Division 2 nurse. This course also prepares students for entry into a range of other science courses and enhances their career prospects in a range of areas such as Paramedics, Physiotherapy, Biomedical Science.

**Scope of Delivery**

The course is offered on a full-time basis or part-time basis.

**Course Objectives**

The course prepares students from less traditional study backgrounds (i.e., CALD students, students without formal study and students without the ENTER scores needed to enter
directly into nursing or health science courses) with the foundation knowledge and skills to have the confidence and competence to enter a course in the field of nursing or health sciences.

**Entry Requirements**
Competency in reading and writing, equivalent to the NRS level 4. Numeracy skills equivalent to NRS level 2. English Language proficiency of at least ISLPR 3. An interest in working in the health sciences field.

**Selection Procedures/Selection Criteria**
- Interview
- Written Application
- Written Test

Applicants must submit a TAFE Direct Entry form, and will be contacted by mail to attend an interview at St Albans campus. Candidates for the course will be interviewed and required to undertake a numeracy and literacy assessment in order to demonstrate competency at the above level. Interviews will be conducted in January for semester 1 and in June for semester 2.

**Course Duration**
This course is conducted over 18 weeks, or one semester, or part-time equivalent.

**Course Structure**

**Core Units of Study**
Learners to complete all units listed below.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48420</td>
<td>DEVELOP AND DEMONSTRATE ADVANCED COMMUNICATION SKILLS</td>
<td>60</td>
</tr>
<tr>
<td>48421</td>
<td>DEVELOP AND APPLY KNOWLEDGE OF HUMAN BIOLOGY</td>
<td>80</td>
</tr>
<tr>
<td>48422</td>
<td>PERFORM CALCULATIONS IN HEALTH MATHEMATICS</td>
<td>36</td>
</tr>
<tr>
<td>48423</td>
<td>APPLY CONCEPTS FROM CHEMISTRY AND PHYSICS TO HEALTH</td>
<td>63</td>
</tr>
<tr>
<td>48424</td>
<td>APPLY BASIC MICROBIOLOGICAL AND INFECTION CONTROL CONCEPTS</td>
<td>20</td>
</tr>
<tr>
<td>48425</td>
<td>IDENTIFY AND DOCUMENT SOCIOLOGICAL PROCESSES THAT INFLUENCE HEALTH</td>
<td>34</td>
</tr>
</tbody>
</table>
SUBJECTS

Below are subject details for courses offered by the School of English Language and Preparatory Programs and Services in 2009.

IMPORTANT NOTE: Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

3113ACA1005 COMMUNICATION FOR ACADEMIC PURPOSES A

Content Students will be introduced to the conventions of academic writing such as paragraph writing, unity and outlining, coherence, patterns of essay organisation and referencing. Skills of summary, analysis, reviewing and sequencing of material will be taught within oral and written contexts. The unit focuses on the systematic study of English structures and their communicative functions within a range of text types. English phonetics and phonology are included. The unit of study is built around specific themes focusing an society and culture in Australia: it employs a topic approach incorporating a variety of skills together with language proficiency.

Nominal Hours 96 Hours
Assessment Assessment will be based on a series of practical tasks. Class and homework exercises 40%; Oral presentation 20%; Aural test 10%; Written examination 30%.

3113ACA1006 COMMUNICATION FOR ACADEMIC PURPOSES B

Content Interpretation of information from a variety of forms – newspapers, documents, tables, diagrams and graphs will be presented. The audience and purpose of writing will be examined, and information, persuasive and argumentative styles applied. Oral competence and pronunciation will be emphasised. The unit of study employs a topic approach incorporating a variety of skills together with language proficiency.

Nominal Hours 96 Hours
Assessment Assessment will be based on a series of practical tasks. Interview assignment 20%; Synthesis 15%; Analytical essay 20%; Oral presentation 15%; Final exam 30%.

3113ACJ1001 INTRODUCTION JAPANESE 1A

Content This unit of study teaches students without any background in Japanese how to use basic Japanese in many common everyday situations. Topics include: greetings and self-introduction; university life; families and hobbies. The unit emphasises developing actual communication skills and incorporates conversation practices in small group settings with native Japanese speakers. Students will also learn the basics of Japanese reading and writing, hiragana and katakana.

Nominal Hours 96 Hours
Assessment Conversation tests 20%; Written assignments 20%; Comprehensive written test 40%; Kanji test 10%; Listening test 10%.

3113ACJ1002 INTRODUCTION JAPANESE 1B

Content This unit of study aims to provide students with the knowledge, strategies and skills to cope with situations a traveller is likely to encounter in Japan. Students will learn not only how to use the Japanese language, but also communication rules and sociocultural behaviour appropriate in interaction with Japanese people. Students are able to practise and develop conversation skills with native Japanese speakers in small group settings. This unit also introduces ‘kanji’ (Chinese character writing).

Nominal Hours 96 Hours
Assessment Conversation tests 20%; Written assignments 20%; Comprehensive written test 40%; Kanji tests 10%; Listening test 10%.

3113ACS1081 BEGINNERS SPANISH 1A

Content The content of this unit of study aims to develop the correct use by students of basic structures and vocabulary in contextual settings. The thematic approach integrates grammar, vocabulary and syntax in such a manner that will enable students to gain an understanding of language use, starting with simple functions and progressing the students’ learning through increasingly complex situations and settings. Students will learn how to describe themselves and others, their clothing, likes and dislikes, and their immediate environment, as well as to talk about their family and people in other societies and cultures, within the constraints of the content appropriate to a beginners’ unit.

Nominal Hours 96 Hours
Assessment Weekly written assignments 25%; End-of-semester written assignments 10%; Writing and presentation of group dialogue 15%; Final aural comprehension exam 15%; Final written exam 35%.

3113ACV1082 BEGINNERS SPANISH 1B

Content This unit of study aims to develop the correct use by students of increasingly complex structures and vocabulary in a variety of contextual settings. The thematic approach integrates grammar, vocabulary and syntax in such a manner that will enable students to gain an understanding of language use appropriate to the topics of study. Students will learn how to use vocabulary and grammar according to the different situational contexts introduced in the unit, and gain an understanding of the importance of register and appropriate idiomatic use.

Nominal Hours 96 Hours
Assessment Weekly written assignments 20%; End of unit tests (aural comprehension and written) 20%; Group dialogue (class presentation) 10%; Aural comprehension exam 10%; Final written exam 30%; Individual oral exam 10%.

3113ACV1001 BASIC VIETNAMESE 1A

Content As an introduction to the Vietnamese language and culture, Basic Vietnamese A is designed for students with no (or very little) previous knowledge of Vietnamese. It provides students with a foundation in pronunciation and grammar, a range of vocabulary, and a basic conversational ability through an interactive and communication-oriented approach. Students will use all skills but emphasis is on the development of listening and speaking skills. In addition, students are introduced to basic information regarding the society of Vietnam. The cultural aspects of the language are an integral part of the unit.

Nominal Hours 96 Hours
Assessment Weekly assignments 40%; Mid-semester test 20%; End-of-semester examination (oral and written) 40%.

3113ACV1002 BASIC VIETNAMESE 1B

Content This unit of study, which is the continuation of ACV1001 Basic Vietnamese A, is designed to improve students’ oral and written communicative skills in Vietnamese through the study of vocabulary, grammar, and culture. Emphasis is placed on developing beginning-level competence in the four basic skills: listening, speaking, reading, and writing. Topics will centre on Vietnamese society and people so that students can acquire knowledge of the culture in which Vietnamese is spoken. Video material is used where appropriate to augment the topics discussed in class.

Nominal Hours 96 Hours
Assessment Weekly assignments 40%; Mid-semester test 20%; End-of-semester examination (oral and written) 40%.

3113ACZ1001 CHINESE 1A

Content This unit of study gives students a general introduction to the Chinese language and helps them lay a basic foundation in Chinese pronunciation, vocabulary and grammar. Students in this unit will learn pinyin (the Romanised Chinese phonetic system) with four tones and tonal changes in different combinations, and the most basic spoken and written Chinese on a limited number of everyday topics. They will also learn how to use a bilingual dictionary.

Nominal Hours 96 Hours
Assessment Assignments 40%; Written exam 30%; Oral examination 30%.

3113ACZ1002 CHINESE 1B

Content This unit of study aims to improve students’ pronunciation, to further develop their skills in listening and speaking on a wider range of practical topics, and to expand their vocabulary and knowledge in Chinese grammar. Students will also be equipped with some Chinese wordprocessing skills.

Nominal Hours 96 Hours
Assessment Assignments 40%; Written exam 30%; Oral examination 30%.
3113APP1012 PSYCHOLOGY 1A
Content: The aim of this unit of study is to provide students with an introduction to several key discipline areas in the field of psychology, as well as topics in applied psychology. This unit covers topics including neuropsychology; perception; motivation and emotion; intelligence and learning; wellness and critical issues; the psychology of addiction; risk-taking behaviour and gambling; and interpersonal relationships. Weekly seminar classes involving activities and discussion of research papers complement the lecture series by focusing on specific topics and special applications of research and knowledge in psychology.
Nominal Hours: 96 Hours
Assessment: Semester examination 50%; bibliographic exercise (10%); essay (30%); journal relating to seminar (10%). There is a hurdle requirement that students attend at least 80% of the seminar classes.

3113APP1013 PSYCHOLOGY 1B
Content: The aim of this unit of study is to build upon Psychology 1A by introducing students to further key discipline areas within the field of psychology, as well as topics in applied psychology. This unit covers topics including neuropsychology; perception; motivation and emotion; intelligence and learning; wellness and critical issues; the psychology of addiction; risk-taking behaviour and gambling; and interpersonal relationships. Weekly seminar classes involving activities and discussion of research papers complement the lecture series by focusing on specific topics and special applications of research and knowledge in psychology.
Nominal Hours: 96 Hours
Assessment: Semester examination 50%; Laboratory reports (30%); work relating to seminars (20%). There is a hurdle requirement that students attend at least 80% of the seminar classes.

48409 DEVELOP AND DEMONSTRATE ADVANCED COMMUNICATION SKILLS
Content: This unit provides the skills and knowledge required to prepare the learner for entry into higher level education and training by equipping them with the necessary study, research, note taking, writing and presentation skills that are required to successfully organise and manage learning experiences.
Nominal Hours: 60 Hours
Assessment: Assessment is based on attendance, completion of essays, assignments, reports and tests.

48410 DEVELOP AND APPLY KNOWLEDGE OF HUMAN BIOLOGY
Content: This unit provides the knowledge and skills anatomy and physiology required for a study of human biology units in higher levels of education and training nursing courses.
Nominal Hours: 80 Hours
Assessment: Assessment is based on attendance, completion of essays, assignments, reports and tests.

48411 PERFORM CALCULATIONS IN HEALTH MATHEMATICS
Content: This unit provides the knowledge and skills in mathematics required to undertake higher levels of education and training studies in nursing. The focus is upon both fundamental skills in mathematics and the application of these skills in a health setting, including the importance of accuracy of calculations.
Nominal Hours: 36 Hours
Assessment: Assessment is based on attendance, completion of essays, assignments, reports and tests.

48412 APPLY CONCEPTS FROM CHEMISTRY AND PHYSICS TO HEALTH
Content: This unit provides the knowledge and skills required to gain an understanding of fundamental relevant concepts in chemistry and physics and appreciate their application in nursing situations. It addresses these concepts in sufficient detail to equip a person to enter education and training as a nurse.
Nominal Hours: 63 Hours
Assessment: Assessment is based on attendance, completion of essays, assignments, reports and tests.

48413 APPLY BASIC MICROBIOLOGICAL AND INFECTION CONTROL CONCEPTS
Content: This unit provides the knowledge and skills of basic microbiological and infection control required to support health programs and for entry into higher level education and training health courses.
Nominal Hours: 20 Hours
Assessment: Assessment is based on attendance, completion of essays, assignments, reports and tests.

48414 IDENTIFY AND DOCUMENT SOCIOLOGICAL PROCESSES THAT INFLUENCE HEALTH
Content: This unit provides the knowledge and skills required to understand the main health problems in Australia today, and to document and discuss issues which will form part of the daily work of a future health professional. It also introduces some aspects of epidemiology and biostatistics as well as a study of current changes in attitude towards community health.
Nominal Hours: 20 Hours
Assessment: Assessment is based on attendance, completion of essays, assignments, reports and tests.

48420 DEVELOP AND DEMONSTRATE ADVANCED COMMUNICATION SKILLS
Content: This unit provides the skills and knowledge required to prepare the learner for entry into higher level education and training by equipping them with the necessary study, research, note taking, writing and presentation skills that are required to successfully organise and manage learning experiences.
Nominal Hours: 60 Hours
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
Content: This unit provides the knowledge and skills in anatomy and physiology required for a study of human biology units in higher levels of education and training nursing courses.
Nominal Hours: 80 Hours
Assessment:
• Weekly homework questions
• Practical reports
• Topic tests
• Oral Presentation
• End of semester test

48422 PERFORM CALCULATIONS IN HEALTH MATHEMATICS
Content: This unit provides the knowledge and skills in mathematics required to undertake higher levels of education and training studies in nursing. The focus is upon both fundamental skills in mathematics and the application of these skills in a health setting, including the importance of accuracy of calculations.
Nominal Hours: 36 Hours
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
Content: This unit provides the knowledge and skills required to gain an understanding of fundamental relevant concepts in chemistry and physics and appreciate their application in nursing situations. It addresses these concepts in sufficient detail to equip a person to enter education and training as a nurse.
Nominal Hours: 63 Hours
48424 APPLY BASIC MICROBIOLOGICAL AND INFECTION CONTROL CONCEPTS
Content: This unit provides the knowledge and skills of basic microbiological and infection control required to support health programs and for entry into higher level education and training health courses.
Nominal Hours 20 Hours
Assessment:
• Disease report
• Practical reports
• Topic tests
• Assignment

48425 IDENTIFY AND DOCUMENT SOCIOLOGICAL PROCESSES THAT INFLUENCE HEALTH
Content: This unit provides the knowledge and skills required to understand the main health problems in Australia today, and to document and discuss issues which will form part of the daily work of a future health professional. It also introduces some aspects of epidemiology and biostatistics as well as a study of current changes in attitude towards community health.
Nominal Hours 34 Hours
Assessment Essay — Sociology of Health

BSADM306A CREATE ELECTRONIC PRESENTATIONS
Content: This unit covers the design of electronic presentations for speakers, self-access and on-line access.
Nominal Hours 20 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

BSBEBUS309A UNDERTAKE E-LEARNING
Content: This unit covers self-directed, self-managed e-learning. It relates to the identification of learning needs and opportunities and to the development of an e-learning plan.
Nominal Hours 35 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

BSBEBUS513A PLAN E-LEARNING
Content: This unit covers identification of learning and development needs, evaluation of online learning opportunities and materials, development of individual learning plans and evaluation of organisational requirements to support e-learning.
Nominal Hours 30 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

BSBEBUS514A IMPLEMENT E-LEARNING
Content: This unit covers preparation for the organisation of e-learning and development in a business, implementation, monitoring and evaluation in line with an e-learning strategy. It involves putting the systems into place to allow for the organisation of e-learning processes.
Nominal Hours 30 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

CHCCOM18 COMMUNICATE WITH PEOPLE ACCESSING THE SERVICES OF THE ORGANISATION
Content: This unit applies to community services workers who may have limited contact with clients in terms of content and timing and operate under direct supervision.

Nominal Hours 15 Hours
Assessment As per accredited curriculum

CHCSS201A PREPARE FOR WORK IN THE COMMUNITY SERVICES INDUSTRY
Content: This unit is relevant to those people who may be undertaking preliminary training to enter the community services industry.
Nominal Hours 50 Hours
Assessment As per accredited curriculum

CHCOHS201A FOLLOW OHS PROCEDURES
Content: On completion of this unit, the worker will be able to recognise hazards at the workplace as well as follow workplace health and safety instructions and procedures. These instructions and procedures relate to the work being undertaken by the worker and is not related to supervision of other workers. The worker will be aware of the importance of maintaining their health and safety as well as the health and safety of others in the workplace. The worker will also be capable of dealing with emergencies within the worker’s scope of responsibility and under the direction/support of the supervisor.
Nominal Hours 30 Hours
Assessment As per accredited curriculum

CHCORG1B FOLLOW THE ORGANISATION’S POLICIES, PROCEDURES AND PROGRAMS
Content: Work is carried out according to organisation policies, procedures and programs.
Nominal Hours 15 Hours
Assessment As per accredited curriculum

CULLBO05A SEARCH DATABASES
Content: Learn to utilise data bases for research in the Humanities and Social Sciences.
Nominal Hours 30 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

CUVPRP02A DEVELOP UNDERSTANDING OF OWN ABORIGINAL OR TORRES STRAIT ISLANDER IDENTITY
Content: This unit describes the skills and knowledge required to develop an understanding of one’s own cultural identity. The local cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture. This unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures which are the cultural and intellectual properties of specific communities. These may only be interpreted by appropriate persons, e.g., those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge. Any organisation or individual planning to train or assess this unit would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.
Nominal Hours 150 Hours
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.

PSGGOV524AI INTERPRET DATA AND RELATED STATISTICS
Content: This unit covers the interpretation of data and related statistics. It includes interpreting graphs or tables, interpreting data and its summarised highlights, interpreting a range of official statistics in a policy environment, presenting statistical results and guiding others in the interpretation of data.
Nominal Hours 50 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VU COLLEGE
**VBN474 LISTENING (FURTHER STUDY III)**

Content: Demonstrate understanding of spoken discourse in a study context; Follow verbal instructions or questions for study tasks; Demonstrate understanding of a formal verbal interaction in a study context; Demonstrate understanding of short oral presentations in a study context; Demonstrate comprehension of informational audio-visual texts; Demonstrate understanding of key language terminology in spoken discourse.

Nominal Hours: 80 Hours

Assessment: Assessment of this unit comprises reading comprehension tasks:

- Read a note or message in a workplace context;
- Read a formal letter in a workplace context;
- Follow written instructions for a workplace task;
- Read a range of workplace documents.

Nominal Hours: 80 Hours

Assessment: Assessment of this unit comprises role plays and listening comprehension exercises.

**VBN481 WRITING (EMPLOYMENT III)**

Content: Write a note or message in a workplace context; Write a formal letter in a workplace context; Write instructions for a workplace task; Write a text to present information.

Nominal Hours: 80 Hours

Assessment: Assessment of this unit comprises written assignments: messages, reports, letters and instructions.

**VBN486 LISTENING (FURTHER STUDY IV)**

Content: Demonstrate critical understanding of persuasive or advisory oral texts; Follow complex verbal instructions or questions for study tasks; Demonstrate critical understanding of sustained formal interactions in study contexts; Demonstrate critical understanding of extended oral presentations in a study context; Demonstrate critical comprehension of complex audio visual texts; Participate in discussions about metalanguage.

Nominal Hours: 100 Hours

Assessment: Assessment of this unit comprises reading comprehension tasks:

- Read a range of texts related to study tasks;
- Critically evaluate reflective written texts;
- Conduct a literature search.

Nominal Hours: 100 Hours

Assessment: Assessment of this unit comprises reading comprehension tasks:

- Read a range of formatted texts found in the study environment;
- Read a range of informational texts;
- Evaluate creative texts;
- Use language reference texts for study purposes.

Nominal Hours: 100 Hours

Assessment: Assessment of this unit comprises reading comprehension tasks:

- Read messages or letters in a study context;
- Read instructional or advisory texts;
- Read a range of formatted texts found in the study environment;
- Read a range of informational texts;
- Evaluate creative texts;
- Use language reference texts for study purposes.

Nominal Hours: 100 Hours

Assessment: Assessment of this unit comprises reading comprehension tasks:

- Read a note or message in a workplace context;
- Read a formal letter in a workplace context;
- Follow written instructions for a workplace task;
- Read a range of workplace documents.

Nominal Hours: 80 Hours

Assessment: Assessment of this unit comprises role plays and oral presentations.

**VBN487 SPEAKING (FURTHER STUDY IV)**

Content: Present a proposal or argue a case in a study context; Give complex instructions or description of a complex process or procedure; Participate in a sustained formal group interaction in a study context; Give an extended oral presentation on a researched topic; Participate in a sustained informal interaction on topics of general interest.

Nominal Hours: 100 Hours

Assessment: Assessment of this unit comprises oral presentations:

- Demonstrate understanding of short verbal instructions or questions for study tasks;
- Relate instructions or steps in a study related process; Participate in a formal verbal interaction in a study context; Give an oral presentation on a researched topic; Participate in an informal class discussion; Describe orally some features of language structure.

Nominal Hours: 100 Hours

Assessment: Assessment of this unit comprises oral presentations:

- Participate in a formal verbal interaction in a study context; Give an oral presentation on a researched topic; Participate in an informal class discussion; Describe orally some features of language structure.

Nominal Hours: 100 Hours

Assessment: Assessment of this unit comprises oral presentations:

- Read a range of formatted texts found in the study environment;
- Read a range of informational texts;
- Evaluate creative texts;
- Use language reference texts for study purposes.

Nominal Hours: 100 Hours

Assessment: Assessment of this unit comprises oral presentations:

- Read messages or letters in a study context;
- Read instructional or advisory texts;
- Read a range of formatted texts found in the study environment;
- Read a range of informational texts;
- Evaluate creative texts;
- Use language reference texts for study purposes.

Nominal Hours: 100 Hours

Assessment: Assessment of this unit comprises oral presentations:

- Read a note or message in a workplace context;
- Read a formal letter in a workplace context;
- Follow written instructions for a workplace task;
- Read a range of workplace documents.

Nominal Hours: 80 Hours

Assessment: Assessment of this unit comprises role plays and oral presentations.

**VBN488 READING (FURTHER STUDY IV)**

Content: Critically read messages or letters in a study context; Critically follow formal instructions and explanations in instructional or advisory written texts; Analyse information from complex formatted texts commonly found in study contexts; Compare a range of texts related to study tasks; Critically evaluate reflective written texts; Conduct a literature search.

Nominal Hours: 100 Hours

Assessment: Assessment of this unit comprises reading comprehension tasks:

- Read a range of texts related to study tasks;
- Critically evaluate reflective written texts;
- Conduct a literature search.

Nominal Hours: 100 Hours

Assessment: Assessment of this unit comprises reading comprehension tasks:

- Read a range of texts related to study tasks;
- Critically evaluate reflective written texts;
- Conduct a literature search.

Nominal Hours: 100 Hours

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- Read a range of texts related to study tasks;
- Critically evaluate reflective written texts;
- Conduct a literature search.

Nominal Hours: 100 Hours

Assessment: Assessment of this unit comprises reading comprehension tasks:

- Read a range of texts related to study tasks;
- Critically evaluate reflective written texts;
- Conduct a literature search.
VBN491 SPEAKING (EMPLOYMENT IV)
Content Participate in an informal discussion in a group; Participate in a formal discussion with one person; Give complex spoken instructions in a workplace; Give an oral report or demonstration
Nominal Hours 80 Hours
Assessment Assessment of unit is undertaken using a variety of methods and can include the following: observation, oral questioning, role play, presentation, project work, multiple choice exercises, self-assessment, written exercises.

VBN492 READING (EMPLOYMENT IV)
Content Critically read an informal message in a workplace context; Critically read formal written workplace communications; Critically read complex written workplace instructions or procedures; Analyse and evaluate a range of complex workplace documents.
Nominal Hours 80 Hours
Assessment Assessment of unit is undertaken using a variety of methods and can include the following: observation, oral questioning, role play, presentation, project work, multiple choice exercises, self-assessment, written exercises.

VBN493 WRITING (EMPLOYMENT IV)
Content Write an informal message in a workplace context; Write a formal workplace text; Write instructions for a range of workplace purposes; Write a report or a brief.
Nominal Hours 80 Hours
Assessment Assessment of unit is undertaken using a variety of methods and can include the following: observation, oral questioning, role play, presentation, project work, multiple choice exercises, self-assessment, written exercises.

VBN494 LISTENING (PROFESSIONAL IV)
Content Demonstrate critical understanding in formal and informal discussions with another person in a work context; Demonstrate critical understanding of an oral presentation on a topic related to the profession; Demonstrate critical understanding of verbal accounts related to the profession; Respond to instructions and questions relating to grammatical structure and features.
Nominal Hours 100 Hours
Assessment Assessment of unit is undertaken using a variety of methods and can include the following: observation, oral questioning, role play, presentation, project work, multiple choice exercises, self-assessment, written exercises.

VBN495 SPEAKING (PROFESSIONAL IV)
Content Participate in formal and informal discussions with another person in a work context; Give an oral report in a professional context; Describe a range of conditions related to the profession; Apply knowledge of discourse and language use in relation to written and oral texts.
Nominal Hours 100 Hours
Assessment Assessment of unit is undertaken using a variety of methods and can include the following: observation, oral questioning, role play, presentation, project work, multiple choice exercises, self-assessment, written exercises.

VBN496 READING (PROFESSIONAL IV)
Content Critically read formal letters in a professional context; Critically read complex documents related to the profession; Critically read descriptive texts related to the profession; Critically read language and discourse analysis of written and spoken texts.
Nominal Hours 100 Hours
Assessment Assessment of unit is undertaken using a variety of methods and can include the following: observation, oral questioning, role play, presentation, project work, multiple choice exercises, self-assessment, written exercises.

VBN497 WRITING (PROFESSIONAL IV)
Content Write formal letters for professional purposes; Write complex prose based on a detailed text; Write descriptive texts in a professional context; Edit a written text.
Nominal Hours 100 Hours
Assessment Assessment of unit is undertaken using a variety of methods and can include the following: observation, oral questioning, role play, presentation, project work, multiple choice exercises, self-assessment, written exercises.

VBP712 PREPARE FOR FURTHER STUDY
Content This unit describes the outcomes required to prepare for Further Study at Diploma level. The unit addresses research and learning skills and the skills necessary to prepare a learning portfolio. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Nominal Hours 50 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBP713 SET GOALS AND PLAN STUDY PATHWAYS
Content This unit describes the outcomes required to set goals and plan pathways for study at tertiary level.
Nominal Hours 20 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBP714 PREPARE FOR TERTIARY RESEARCH AND STUDY
Content This unit describes the outcomes necessary to undertake studies at tertiary level.
Nominal Hours 40 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBP715 PREPARE PORTFOLIOS AND APPLICATIONS.
Content This unit describes the outcomes required to prepare, produce and present a portfolio in application for entry to a course of tertiary study. The unit may apply to the presentation of a folio in such fields as visual art, design, photography and multimedia. It may also refer to more general portfolios of learning including creative written expression.
Nominal Hours 40 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBOU226 APPLY ESSENTIAL FURTHER STUDY SKILLS
Content This unit covers the knowledge and skills required to study and participate effectively in a tertiary learning environment within liberal arts field of study
Nominal Hours 90 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBOU227 RESEARCH FIELDS OF STUDY AND ENQUIRY
Content This unit covers the knowledge and skills necessary to research a tertiary field of study and to present oneself for entry to that field of study
Nominal Hours 40 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBOU228 CRITIQUE APPROACHES TO CITIZENSHIP AND THE PUBLIC SPHERE
Content This unit covers the knowledge and skills required to participate effectively in debates about public issues and in debates about the role and value of democracy in contemporary society. These skills and knowledge can be extended to and underpin other areas of liberal arts study.
Nominal Hours 90 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBOU229 ANALYSE STORIES/NARRATIVE WITHIN CULTURES
Content This unit covers the knowledge and skills required to analyse and explore the significance of stories told within and across cultures. These skills and knowledge can be extended to and underpin other areas of liberal arts study.
Nominal Hours 90 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.
VBUQU230 ANALYSE THE HUMAN TRANSFORMATIONS OF NATURE
Content This unit covers the knowledge and skills required to examine the way in which nature is viewed and represented within different cultures over time and how these views impact upon contemporary environment issues. These skills and knowledge can be extended to and underpin other areas of liberal arts study.
Nominal Hours 90 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBUQU231 RESEARCH APPROACHES TO ECONOMY AND SOCIETY
Content The unit covers the knowledge and skills required to examine and explore modern economic issues and to relate these to larger contemporary social concerns. These skills and knowledge can be extended to and underpin other areas of liberal arts study.
Nominal Hours 90 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBUQU232 ANALYSE A RANGE OF TEXTS
Content This unit covers the knowledge and skills required to examine and explore the meanings in a range of texts and to relate these texts to their cultural contexts. These skills and knowledge can be extended to and underpin other areas of liberal arts study.
Nominal Hours 70 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBUQU233 ANALYSE TRADITION AND MODERNITY
Content 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 and underpin other areas of liberal arts study.
Nominal Hours 180 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBUQU234 UNDERTAKE ACADEMIC RESEARCH
Content This unit covers the knowledge and skills required to undertake independent research. These skills and knowledge can be extended to and underpin other areas of liberal arts study.
Nominal Hours 80 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBUQU235 ANALYSE SOCIOLOGICAL UNDERSTANDING OF HUMAN RELATIONSHIPS
Content This unit covers the knowledge and skills required to examine and explore basic sociological concepts and to apply them to the study of family relationships and relations between different cultures and historically. These skills and knowledge can be extended to and underpin other areas of liberal arts study.
Nominal Hours 90 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBUQU236 ANALYSE URBAN FORM AND CULTURE
Content This unit covers the knowledge and skills required to examine and explore urbanisation, urban forms and culture and the impact of these on human life. These skills and knowledge can be extended to and underpin other areas of liberal arts study.
Nominal Hours 90 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBUQU237 ANALYSE THEORIES OF THE SELF
Content This unit covers the knowledge and skills required to apply and critique theories of human personality in a range of contexts. These skills and knowledge can be extended to and underpin other areas of liberal arts study.
Nominal Hours 90 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.

VBUQU238 ANALYSE LITERARY TEXTS AND GENRES
Content This unit covers the knowledge and skills required to analyse a range of texts from different genres and to use a range of critical skills. These skills and knowledge can be extended to and underpin other areas of liberal arts study.
Nominal Hours 70 Hours
Assessment Assessment for this unit comprises oral presentations, essays, tests and computer based requirements.
SCHOOL OF GENERAL EDUCATION PROGRAMS AND SERVICES

Below are details of courses offered by the School of General Education Programs and Services in 2009. This information is also available online on the University's searchable courses database at www.vu.edu.au/courses

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

COURSES CERTIFICATE I IN ESL (ENTRY)
Course Code: 21496VIC

Campus
Footscray Nicholson campus.

Career Opportunities
This is entry level course is designed to provide additional time for students with low level English skills to reach competency in Certificate I in ESL.

Scope of Delivery
Full-time and flexible delivery.

Course Objectives
This course provides better outcomes for students by improving their English language skills.

Course Duration
This course is delivered on a full-time basis for 36 weeks.

Selection Procedures/Selection Criteria
No academic entry requirements, students are selected according to their English level.

Course Structure

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>VBN458</td>
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<td>VBN459</td>
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<tr>
<td>VBN460</td>
<td>125</td>
</tr>
<tr>
<td>VBN461</td>
<td>125</td>
</tr>
</tbody>
</table>

Other streams:

a) Women's Programs
This course is delivered by Women's Education programs at Footscray Nicholson campus. 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.

Assessment
As stipulated in the curriculum document assessment will be conducted through meaningful activities and, wherever possible, integrated into and spread throughout the course. Assessment may be through: teacher observation, oral or written assignment, role play, discussion, demonstration, presentation, oral or written test, or questioning.

CERTIFICATE IV IN ESL (ACCESS)
Course Code: 21500VIC

Campus
Footscray Nicholson, St Albans and Werribee.

Career Opportunities
Various further study.

Scope of Delivery
Full-time or part-time.

Course Objective
The ESL Access courses provide participants from non-English speaking backgrounds with:

- an opportunity to improve their English language skills in the four macro skills for reading, writing, speaking and listening;
- employment and living skills;
- a knowledge of Australian society;
- strategies for successful transition into work or further study in Australia.

Entry Requirements
To qualify for admission to the course, applicants must demonstrate to the satisfaction of the Head of Department that they are capable of successfully completing the course.

Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience.

Selection Procedures/Selection Criteria
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 Duration
This course is delivered over 500 nominal hours on a full-time basis or part-time equivalent. Average duration of the course delivered on a full-time basis is one year.

Course Structure

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBN482</td>
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<td>VBN483</td>
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<td>VBN484</td>
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<tr>
<td>VBN485</td>
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</tr>
</tbody>
</table>
Unit Code   Hours
Elective Units of Study
Units, together totalling a minimum of 100 nominal hours, selected by the student with the approval of the Head of Department, from the following list of units, or any other nationally endorsed training package or accredited curriculum:

- VBN498 LANGUAGE OF COMPUTERS 50
- VBN499 ONLINE LANGUAGE LEARNING 50
- VBN500 PRACTICAL PLACEMENT 75
- VBN501 LOCAL ORIENTATION 50
- VBN502 AUSTRALIAN ENVIRONMENT 50
- VBN503 AUSTRALIAN GOVERNMENT 50
- VBN504 AUSTRALIAN LAW 50
- VBN505 DRIVING IN AUSTRALIA 50
- VBN506 EDUCATION IN AUSTRALIA 50
- VBN507 HEALTH AND MEDICINE 50
- VBN508 AUSTRALIAN ART AND CULTURE 50
- VBN509 INDIGENOUS AUSTRALIA 50
- VBN510 AUSTRALIAN HISTORY 50
- VBN511 CURRENT AFFAIRS 50
- VBN512 VOCATIONAL ELECTIVE 75

CERTIFICATE I IN GENERAL EDUCATION FOR ADULTS (INTRODUCTORY)
Course Code: 21771VIC

Campus
Footscray Nicholson.

Career Opportunities
Further education and training.

Scope of Delivery
Full-time or part-time.

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

On successful completion of this course a participant will be able to:

- clarify project goals with an appropriate support person, plan, carry out and evaluate a project
- develop and document a personal study plan and gather a portfolio of evidence with support
- read and interpret short, explicit and personally relevant texts
- create simple, personally relevant texts
- apply simple mathematical knowledge in familiar and everyday situations

Entry Requirements
Selection of participants for General Education for Adults courses would normally be based on their need to develop literacy, numeracy and general education skills.

Participants in the 21771VIC Certificate I (Introductory) in General Education for Adults should have literacy and numeracy skills at least equivalent to 21770VIC Course in Initial General Education for Adults which is equivalent to the National Reporting System (NRS) Level 1 for Reading and Writing and partially equivalent to Level 1 for Numeracy.

Level 1 on the NRS use of language, literacy, and numeracy requires:
- comprehending and or producing simple texts which are typically short and explicit
- recognising, using, checking on, and communicating straightforward mathematical procedures and representations
- relate to immediate contexts
- with extensive and structured support required.

Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning, or from work and/or life experience.

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

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

Course Structure
Unit Code   Hours
Core Units of Study

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<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBQU117</td>
<td>DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO WITH GUIDANCE</td>
<td>10</td>
</tr>
<tr>
<td>VBQU118</td>
<td>CONDUCT A PROJECT WITH GUIDANCE</td>
<td>20</td>
</tr>
</tbody>
</table>
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Core Units of Study – Reading

Choose three from the following:

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<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBQU119</td>
<td>ENGAGE WITH SIMPLE TEXTS FOR PERSONAL PURPOSES</td>
<td>20</td>
</tr>
<tr>
<td>VBQU120</td>
<td>ENGAGE WITH SIMPLE TEXTS FOR LEARNING PURPOSES</td>
<td>20</td>
</tr>
<tr>
<td>VBQU121</td>
<td>ENGAGE WITH SIMPLE TEXTS FOR EMPLOYMENT PURPOSES</td>
<td>20</td>
</tr>
<tr>
<td>VBQU122</td>
<td>ENGAGE WITH SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY</td>
<td>20</td>
</tr>
</tbody>
</table>
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Core Units of Study – Writing

Choose three from the following:

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<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBQU123</td>
<td>CREATE SIMPLE TEXTS FOR PERSONAL PURPOSES</td>
<td>20</td>
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<tr>
<td>VBQU124</td>
<td>CREATE SIMPLE TEXTS FOR LEARNING PURPOSES</td>
<td>20</td>
</tr>
<tr>
<td>VBQU125</td>
<td>CREATE SIMPLE TEXTS FOR EMPLOYMENT PURPOSES</td>
<td>20</td>
</tr>
</tbody>
</table>
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Unit Code | Core Units of Study — Numeracy and Mathematics
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VBQU126 | CREATE SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY 20

Core Units of Study — Numeracy and Mathematics:
Choose two from the following:

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

Elective Units of Study — Special Interest Electives — choose units to a total of 80 — 100 hrs
(a) Numeracy and Mathematics
- FDFCORBM2A USE BASIC MATHEMATICAL CONCEPTS 20
(b) Verbal Communication
- VBQU170 COMMUNICATE WITH OTHERS IN FAMILIAR AND PREDICTABLE CONTEXTS 20
(c) Computing Skills
- BSBCM107A OPERATE A PERSONAL COMPUTER 20
- BSBCM108A 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
- THHGHS01B FOLLOW WORKPLACE HYGIENE PROCEDURES 15
- THHFBF09B PROVIDE RESPONSIBLE SERVICE OF ALCOHOL 10
- RTC2704A PROVIDE BASIC FIRST AID 10
- BSBCM106A FOLLOW WORKPLACE SAFETY PROCEDURES 10
- VBQU171 PARTICIPATE IN A PRACTICAL PLACEMENT 40
- VBO47 JOB SEEKING 30
(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
Footscray Nicholson and Sunshine.

Career Opportunities
Further education and training.

Scope of Delivery
Full time or part-time

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

On successful completion of this course a participant will be able to:
- clarify project goals with an appropriate support person, plan, carry out, document and evaluate a project
- design, monitor and document an individual learning plan, and maintain a portfolio of evidence
- read, interpret and evaluate familiar texts
- create simple texts
- interpret, use, estimate and calculate a range of simple numerical information for immediate personal purposes and some less familiar contexts.

Entry Requirements
Selection of participants for General Education for Adults courses would normally be based on their need to develop literacy, numeracy and general education skills.
Participants in the 21772VIC Certificate I in General Education for Adults should have literacy and language skills at least equivalent to 21771VIC Certificate I (Introductory) in General Education for Adults which is equivalent to National Reporting System (NRS) Level 2. Participants in the 21772VIC Certificate I in General Education for Adults should have numeracy skills at least equivalent to NRS Level 1.

Level 2 on the NRS use of language and literacy requires:
- comprehending and/or producing structurally simple and cohesive texts which are typically short and explicit in familiar and predictable contexts, with access to structured support as required.

Level 1 on the NRS use of numeracy requires:
- recognising, using, checking on, and communicating straightforward mathematical procedures and representations
Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning, or from work and/or life experience.
Selection Procedures/Selection Criteria
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 Duration
The course may be offered on a full-time basis over 350-370 nominal hours or part-time equivalent. Average duration of the course delivered on a full-time basis is one year.

Course Structure

Unit Code | Hours
--- | ---
VBUQ130 | DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO 10
VBUQ131 | PLAN AND UNDERTAKE A PROJECT 30

Core Units of Study

Course Structure

Unit Code | Hours
--- | ---
VBUQ132 | ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR PERSONAL PURPOSES 20
VBUQ133 | ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR LEARNING PURPOSES 20
VBUQ134 | ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR EMPLOYMENT PURPOSES 20
VBUQ135 | ENGAGE WITH TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY 20

Core Units of Study – Reading

Choose three from the following:

VBUQ136 | CREATE TEXTS OF LIMITED COMPLEXITY FOR PERSONAL PURPOSES 20
VBUQ137 | CREATE TEXTS OF LIMITED COMPLEXITY FOR LEARNING PURPOSES 20
TDE497B | PREPARE WORKPLACE DOCUMENTS 20
VBUQ138 | CREATE TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY 20

Core Units of Study – Writing

Choose three from the following:

VBUQ136 | CREATE TEXTS OF LIMITED COMPLEXITY FOR PERSONAL PURPOSES 20
VBUQ137 | CREATE TEXTS OF LIMITED COMPLEXITY FOR LEARNING PURPOSES 20
TDTE497B | PREPARE WORKPLACE DOCUMENTS 20
VBUQ138 | CREATE TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY 20

Core Units of Study – Numeracy and Mathematics

Choose two from the following:

VBUQ139 | WORK WITH TIME, MONEY AND DIRECTIONS IN FAMILIAR SITUATIONS 60
VBUQ140 | WORK WITH MEASUREMENT AND DESIGN IN FAMILIAR SITUATIONS 60
VBUQ141 | WORK WITH NUMERICAL AND STATISTICAL INFORMATION IN FAMILIAR SITUATIONS 60

Elective Units of Study

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

(a) Writing

VBM301 | BASIC PERSONAL LETTER WRITING 12

(b) Numeracy and Mathematics

AURC251677A | USE NUMBERS IN THE WORKPLACE 10
VBM298 | SPORTS NUMBERS 10

(c) Science

VBUQ172 | UNDERTAKE A SIMPLE INVESTIGATION OF SCIENCE IN THE COMMUNITY 10
VBUQ173 | UNDERTAKE A SIMPLE INVESTIGATION OF HEALTH AND WELL BEING 20
VBUQ174 | UNDERTAKE A SIMPLE INVESTIGATION OF AN ENVIRONMENT ISSUE 20
VBUQ175 | UNDERTAKE A SIMPLE INVESTIGATION OF PHYSICAL BEHAVIOUR OF ENERGY AND MATTER 20
VBUQ176 | UNDERTAKE A SIMPLE INVESTIGATION OF CHEMICAL BEHAVIOUR OF MATTER 20
VBUQ177 | UNDERTAKE A SIMPLE INVESTIGATION OF HOW THE EARTH, MOON AND SUN INTERACT 20
VBUQ178 | UNDERTAKE A SIMPLE INVESTIGATION OF FACTORS FOR CONTINUITY OF LIFE 20

(d) Verbal Communication Skills

VBM300 | BASIC PRESENTATION SKILLS 12
FDFOPTTG2A | PARTICIPATE IN WORK TEAMS AND GROUPS 20
FDCORWCM1A | COMMUNICATE WORKPLACE INFORMATION 20
THHG601A | COMMUNICATE ON THE TELEPHONE 10

(e) Computing Skills

BSBCCM107A | OPERATE A PERSONAL COMPUTER 20
BSBCCM108A | DEVELOP KEYBOARD SKILLS 40
ICAU133A | SEND AND RETRIEVE INFORMATION USING WEB BROWSERS AND EMAIL 25
MNGS1026A | OPERATE A COMPUTER TO PRODUCE DOCUMENTS 20

(f) Work-related units

THHRBP90B | PROVIDE RESPONSIBLE SERVICE OF ALCOHOL 10
THHG301B | FOLLOW WORKPLACE HYGIENE PROCEDURES 15
BSBCMN106A | FOLLOW WORKPLACE SAFETY PROCEDURES 10
RTC2704A | PROVIDE BASIC FIRST AID 10
VBN047 | JOB SEEKING 30
VBUQ171 | PARTICIPATE IN A PRACTICAL PLACEMENT 40
PUATEA001A | WORK IN A TEAM 20

(g) General

VBP805 | INVESTIGATE A SOCIAL ISSUE 40
VBQM475 | COMMUNITY OPTIONS 20
VBQM474 | AUSTRALIAN ENVIRONMENTAL ISSUES 20
VBQM480 | ELECTIONS AND GOVERNMENT 30
VBQM481 | THE LEGAL SYSTEM 20
VBQM482 | DRIVING AND OWNING A CAR 20
VBQM476 | THE EDUCATION SYSTEM 20
VBQM477 | HEALTHCARE 20
VBQM478 | ARTS IN AUSTRALIA 30
VBQM479 | INDIGENOUS HISTORY 30
Successful completion of the 21772VIC Certificate I in General Education for Adults requires the successful completion of:

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

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

CERTIFICATE II IN GENERAL EDUCATION FOR ADULTS

Course Code: 21773VIC

Campus
Footscray Nicholson and Sunshine.

Career Opportunities
Further education and training

Scope of Delivery
Full-time or part-time

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

On successful completion of this course a participant will be able to:

- clarify project goals with appropriate person(s), plan, carry out and evaluate a project
- identify a range of pathway options, develop a learning plan in relation to identified goals, assemble a portfolio, and evaluate progress in relation to goals
- read, interpret and evaluate texts
- create a range of texts
- investigate, interpret and apply knowledge of everyday and formal mathematics in a range of contexts.

Entry Requirements
Selection of participants for General Education for Adults courses would normally be based on their need to develop literacy, numeracy and general education skills.

Participants in the 21773VIC Certificate II in General Education for Adults should have literacy and numeracy skills at least equivalent to 21772VIC Certificate I in General Education for Adults which is equivalent to National Reporting System (NRS) Level 3.

Level 3 on the NRS use of language, literacy, and numeracy requires:

• require identifying, applying, reflecting on, and communicating mathematical procedures and representations

Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning, or from work and/or life experience.

Selection Procedures/Selection Criteria
All applicants will be asked to attend an initial assessment and placement interview.

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

Course Structure

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Core Units of Study</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBQU142</td>
<td>RESEARCH PATHWAYS AND PRODUCE A LEARNING PLAN AND PORTFOLIO</td>
<td>10</td>
</tr>
<tr>
<td>VBQU143</td>
<td>IMPLEMENT AND REVIEW A PROJECT</td>
<td>30</td>
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</table>

Core Units of Study — Reading

Choose three from the following:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Core Units of Study</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
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<td>VBQU144</td>
<td>ENGAGE WITH TEXTS OF SOME COMPLEXITY FOR PERSONAL PURPOSES</td>
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<tr>
<td>VBQU145</td>
<td>ENGAGE WITH TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES</td>
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<td>VBQU146</td>
<td>ENGAGE WITH TEXTS OF SOME COMPLEXITY FOR PERSONAL PURPOSES</td>
<td>25</td>
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<td>VBQU147</td>
<td>ENGAGE WITH TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY</td>
<td>25</td>
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</table>

Core Units of Study — Writing

Choose three from the following:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Core Units of Study</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
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<td>VBQU148</td>
<td>CREATE TEXTS OF SOME COMPLEXITY FOR PERSONAL PURPOSES</td>
<td>25</td>
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<tr>
<td>VBQU149</td>
<td>CREATE TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES</td>
<td>25</td>
</tr>
<tr>
<td>VBQU150</td>
<td>CREATE ROUTINE WORKPLACE DOCUMENTS</td>
<td>25</td>
</tr>
<tr>
<td>VBQU151</td>
<td>CREATE TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY</td>
<td>25</td>
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</table>

Core Units of Study — Numeracy and Mathematics

Choose two from the following:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Core Units of Study</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBQU152</td>
<td>INVESTIGATE AND INTERPRET MEASUREMENTS AND RELATED FORMULAE FOR EVERYDAY PURPOSES</td>
<td>50</td>
</tr>
<tr>
<td>VBQU153</td>
<td>INVESTIGATE, INTERPRET AND PRODUCE NUMERICAL AND STATISTICAL INFORMATION</td>
<td>50</td>
</tr>
<tr>
<td>VBQU154</td>
<td>INVESTIGATE AND USE SIMPLE MATHEMATICAL FORMULAE FOR EVERYDAY PURPOSES</td>
<td>50</td>
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</table>

Elective Units of Study

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

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Elective Units of Study</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBADM302A</td>
<td>PRODUCE TEXTS FROM NOTES</td>
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### Unit Code and Hours

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<thead>
<tr>
<th>Unit Code</th>
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<tr>
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<td>FNSFLIT202A</td>
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<tr>
<td>SRSPOP048B</td>
<td>10</td>
</tr>
<tr>
<td>BSBCAN202A</td>
<td>40</td>
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<tr>
<td>CUECOR02B</td>
<td>15</td>
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<tr>
<td>FDFCORWCM2A</td>
<td>30</td>
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</table>

#### (a) Numeracy and Mathematics

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNSFLIT201A</td>
<td>20</td>
</tr>
<tr>
<td>FNSFLIT202A</td>
<td>20</td>
</tr>
</tbody>
</table>

#### (b) Verbal Communication

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SRSPOP048B</td>
<td>10</td>
</tr>
<tr>
<td>BSBCAN202A</td>
<td>40</td>
</tr>
<tr>
<td>CUECOR02B</td>
<td>15</td>
</tr>
<tr>
<td>FDFCORWCM2A</td>
<td>30</td>
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#### (c) Work related units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BSBCAN211A</td>
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<tr>
<td>THHGHS01B</td>
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<tr>
<td>THHRFB098B</td>
<td>10</td>
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<tr>
<td>VBQU171</td>
<td>40</td>
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<tr>
<td>PUATEA001A</td>
<td>20</td>
</tr>
<tr>
<td>THHCR01B</td>
<td>20</td>
</tr>
<tr>
<td>THHCR02B</td>
<td>20</td>
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<td>THHGHS03B</td>
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#### (d) Science

<table>
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<th>Hours</th>
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<tbody>
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<td>VBQU179</td>
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<td>VBQU180</td>
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<td>VBQU181</td>
<td>20</td>
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<tr>
<td>VBQU182</td>
<td>20</td>
</tr>
<tr>
<td>VBQU183</td>
<td>20</td>
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<tr>
<td>VBQU184</td>
<td>20</td>
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</table>

#### (e) Computing skills

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BSBCMN107A</td>
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<tr>
<td>BSBCMN213A</td>
<td>60</td>
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<td>ICAU1133A</td>
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#### (f) General

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CHCICAB</td>
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<tr>
<td>VBQA474</td>
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<td>VBQA480</td>
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<td>VBQA481</td>
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<td>VBQA479</td>
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<tr>
<td>VBQA484</td>
<td>20</td>
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</table>

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

- 2 Core units
- 3 Core Skills — Reading
- 3 Core Skills — Writing
- 2 Core Skills — Numeracy & Mathematics
- 60 — 80 hours Special Interest Electives.

**Women’s Programs**

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

**CERTIFICATE III IN GENERAL EDUCATION FOR ADULTS**

**Course Code:** 21774VIC

**Campus**

Footscray Nicholson and Sunshine.

**Career Opportunities**

Further education and training.

**Scope of Delivery**

Full-time or part-time.

**Course Objective**

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

On successful completion of this course a participant will be able to:

- design, complete, document and evaluate a project
- research a range of pathway options, develop a learning plan in relation to identified goals, assemble a portfolio, and evaluate progress in relation to goals
- read, interpret and critically analyse complex texts
- plan and produce a folio of complex texts
- perform a range of complex mathematical tasks and use a variety of formal and informal mathematical language in a range of contexts.
## Entry Requirements

Selection of participants for General Education for Adults courses would normally be based on their need to develop literacy, numeracy and general education skills. Participants in the 21774VIC Certificate III in General Education for Adults should have literacy and numeracy skills at least equivalent to 21773VIC Certificate II in General Education for Adults which is equivalent to National Reporting System (NRS) Level 4.

Level 4 on the NRS use of language, literacy, and numeracy requires:

- comprehending and/or producing structurally intricate texts which may involve complex relations between pieces of information
- require selecting, applying, reflecting on, and communicating a range of mathematical procedures and representations

Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning, or from work and/or life experience.

## Selection Procedures/Selection Criteria

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

## Course Duration

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

## Course Structure

### Core Units of Study

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
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</thead>
<tbody>
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<td>VBQU155</td>
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### Core Skills — Reading

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
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<tbody>
<tr>
<td>VBQU156</td>
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<td>VBQU158</td>
<td>25</td>
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<tr>
<td>VBQU159</td>
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### Core Skills — Writing

<table>
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<th>Unit Code</th>
<th>Hours</th>
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<tbody>
<tr>
<td>VBQU160</td>
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<td>VBQU161</td>
<td>25</td>
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<td>PSPGOV313A</td>
<td>30</td>
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<tr>
<td>VBQU162</td>
<td>25</td>
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### Core Skills — Numeracy and Mathematics

<table>
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<tr>
<th>Unit Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBQU163</td>
<td>50</td>
</tr>
<tr>
<td>VBQU164</td>
<td>50</td>
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<tr>
<td>VBQU165</td>
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</tbody>
</table>

## Elective Units of Study

### Special Interest Electives

(a) Financial Literacy

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

(b) Computing Skills

- BSBITU401A: CONDUCT ONLINE RESEARCH 35
- BSBITM113A: PRODUCE SIMPLE WORDPROCESSED DOCUMENTS 60
- ICAU1133A: SEND AND RETRIEVE INFORMATION USING WEB BROWSERS AND EMAIL 25

(c) Work related units

- BSBWOF211A: PARTICIPATE IN WORKPLACE SAFETY PROCEDURES 20
- CPSSL862: COMMUNICATE AS PART OF A WORK TEAM 30
- BSBFP1038: CONTRIBUTE TO EFFECTIVE WORKPLACE RELATIONSHIPS 40
- PSPGOV312A: USE WORKPLACE COMMUNICATION STRATEGIES 30
- VBQU171: PARTICIPATE IN A PRACTICAL PLACEMENT 40

(d) Verbal communication skills

- FNSINC402A: PARTICIPATE IN NEGOTIATIONS 20
- SRSCOP015B: PREPARE A PUBLIC SPEAKING PRESENTATION FOR INFORMATIVE, MOTIVATIONAL AND PERSUASIVE TALKS 5
- SRSCOP055B: DEMONSTRATE BASIC ASSERTIVE COMMUNICATION SKILLS 10
- CHCICAB: COMMUNICATE WITH CHILDREN 30
- CHCCOM2B: COMMUNICATE APPROPRIATELY WITH CLIENTS AND COLLEAGUES 20

(e) General

- CHCPOL3A: UNDERTAKE RESEARCH ACTIVITIES 50
- VBQU105: ANALYSE SCIENCE IN THE COMMUNITY 40
- VBQU186: DESIGN AND REVIEW A PROJECT 40
- VBQM474: AUSTRALIAN ENVIRONMENTAL ISSUES 20
- VBQM480: ELECTIONS AND GOVERNMENT 30
- VBQM476: THE EDUCATION SYSTEM 20
- VBQM478: THE LEGAL SYSTEM 20
- VBQM479: ARTS IN AUSTRALIA 30
- VBQM482: DRIVING AND OWNING A CAR 20
- VBQM473: THE LEGAL SYSTEM 20
- VBQM483: EVENTS IN AUSTRALIAN HISTORY 30
- VBQM484: INVESTIGATING CURRENT ISSUES 20
Successful completion of the 21774VIC Certificate III in General Education for Adults requires the successful completion of:
1 Core unit
230 – 250 hours – 4 Core Skills and Special Interest Electives

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

CERTIFICATE I IN MUMGU-DHAL TYAMA-TIYT
Course Code: 21859VIC

Course Location
Footscray Nicholson

Career Opportunities
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 Moodani Balluk, Bachelor of Arts, Kynandoo.

Scope of Delivery
The course is offered on a full-time basis.

Course Objective
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.

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.

Entry Requirements
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 Procedures/Selection Criteria
Interview

Course Duration
This course is one year. 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.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Core Units of Study</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPAU100</td>
<td>DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO</td>
<td>10</td>
</tr>
<tr>
<td>VPAU101</td>
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<td>VPAU102</td>
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<tr>
<td>VPAU108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPAU109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPAU110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSCMN106A</td>
<td>FOLLOW WORKPLACE SAFETY PROCEDURES</td>
<td>10</td>
</tr>
</tbody>
</table>

Elective Units of Study
Students need to complete 8 units from the following list:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Elective Units</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPAU111</td>
<td>ORIENTATION TO WORK</td>
<td>25</td>
</tr>
<tr>
<td>VPAU112</td>
<td>FPRicot2219A</td>
<td></td>
</tr>
<tr>
<td>PMASUP110A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPAU113</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPAU114</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TDTE597A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPAU115</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPAU116</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPAU117</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPAU118</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VBQ4482</td>
<td>DRIVING AND OWNING A CAR</td>
<td>20</td>
</tr>
<tr>
<td>BSCMN107A</td>
<td>OPERATE A PERSONAL COMPUTER</td>
<td>20</td>
</tr>
<tr>
<td>BSCMN108A</td>
<td>DEVELOP KEYBOARD SKILLS</td>
<td>40</td>
</tr>
<tr>
<td>HLTFAS020B</td>
<td>APPLY FIRST AID</td>
<td>18</td>
</tr>
</tbody>
</table>
## Certificate II in Mumgu-Dhal Tyamati

### Course Code: 21860VIC

### Course Location
Footscray Nicholson

### Career Opportunities

### Scope of Delivery

### Course Objective

### Entry Requirements

### Selection Procedures/Selection Criteria

### Course Duration

### Course Structure

To successfully complete this course, students must complete 16 units of study comprising 7 core units and 9 elective units.

### Unit Code | Hours
---|---
Core Units of Study
VPAU119 | 10
VPAU120 | 10
PMCSUP181A | 10
VPAU103 | 10
VPAU121 | 10
VPAU122 | 10
VPAU123 | 10
VPAU124 | 10
VPAU125 | 10
BSBCM106A | 10

**Elective Units of Study**

Students need to complete 9 units from the following list:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL2CUVDES03A/SL2</td>
<td>Prepare for Work in the Community Services Industry</td>
</tr>
<tr>
<td>CHCCS201A</td>
<td>Prepare for Work in the Community Services Industry</td>
</tr>
<tr>
<td>RTC1801A</td>
<td>Prepare for Work</td>
</tr>
<tr>
<td>CHCDIS20A</td>
<td>Prepare for Work</td>
</tr>
<tr>
<td>CHCC25A</td>
<td>Prepare for Work</td>
</tr>
<tr>
<td>CHCAC3C</td>
<td>Orientation to Aged Care Work</td>
</tr>
<tr>
<td>CHCAD02C</td>
<td>Orientation to Alcohol and Other Drugs Work</td>
</tr>
<tr>
<td>PSISOV201A</td>
<td>Complete Workplace Orientation/Induction Procedures</td>
</tr>
<tr>
<td>CUVADM11A</td>
<td>Work Within an Arts Organisation Context</td>
</tr>
<tr>
<td>TTDLT197B</td>
<td>Complete Workplace Orientation/Induction Procedures</td>
</tr>
<tr>
<td>SRXCA1001B</td>
<td>Assist in Preparing Sport and Recreation Sessions for Participants</td>
</tr>
<tr>
<td>BSBCM101A</td>
<td>Assist in Preparing Sport and Recreation Sessions for Participants</td>
</tr>
<tr>
<td>RUV1101A</td>
<td>Assist in Preparing Sport and Recreation Sessions for Participants</td>
</tr>
<tr>
<td>AUR1100308A</td>
<td>Assist in Preparing Sport and Recreation Sessions for Participants</td>
</tr>
<tr>
<td>WRRER1B</td>
<td>Work Effectively in a Retail Environment</td>
</tr>
<tr>
<td>AGFHCN101A</td>
<td>Apply Advanced First Aid</td>
</tr>
<tr>
<td>MSACP1101A</td>
<td>Apply Advanced First Aid</td>
</tr>
<tr>
<td>HLTFA402B</td>
<td>Apply Advanced First Aid</td>
</tr>
<tr>
<td>VBRK139</td>
<td>Orientation to Work</td>
</tr>
<tr>
<td>VPAU126</td>
<td>Orientation to Work</td>
</tr>
<tr>
<td>FPIPCIT2219A</td>
<td>Orientation to Work</td>
</tr>
<tr>
<td>VPAU127</td>
<td>Orientation to Work</td>
</tr>
<tr>
<td>VPAU128</td>
<td>Orientation to Work</td>
</tr>
<tr>
<td>VPAU129</td>
<td>Orientation to Work</td>
</tr>
<tr>
<td>ICAU1133A</td>
<td>Send and Retrieve Information Using Web Browsers and Email</td>
</tr>
<tr>
<td>BSBCM213B</td>
<td>Produce Simple Wordprocessed Documents</td>
</tr>
<tr>
<td>BSBCM214A</td>
<td>Produce Simple Wordprocessed Documents</td>
</tr>
<tr>
<td>ICPSU818A</td>
<td>Create and Use Simple Spreadsheets</td>
</tr>
<tr>
<td>TDEL0397A</td>
<td>Create and Use Simple Spreadsheets</td>
</tr>
<tr>
<td>PMBCALCO2A</td>
<td>Create and Use Simple Spreadsheets</td>
</tr>
<tr>
<td>CUVDES02A</td>
<td>Apply the Design Process to 2-Dimensional Work in Response to a Brief</td>
</tr>
</tbody>
</table>
**CERTIFICATE III IN MUMGU-DHAL TYAMA-TIYT**

Course Code: 21861VIC

**Course Location**
Footscray Nicholson

**Career Opportunities**

**Scope of Delivery**

**Course Objective**

**Entry Requirements**

**Selection Procedures/Selection Criteria**

**Course Duration**

**Course Structure**
To successfully complete this course, students must complete 16 units of study comprising 7 core units and 9 elective units.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBQUT15</td>
<td>45</td>
</tr>
<tr>
<td>VPAU130</td>
<td></td>
</tr>
<tr>
<td>TAADE1403B</td>
<td>15</td>
</tr>
<tr>
<td>THF1607A</td>
<td></td>
</tr>
<tr>
<td>VPAU130</td>
<td></td>
</tr>
<tr>
<td>VPAU103</td>
<td></td>
</tr>
<tr>
<td>BSCCAN106A</td>
<td>10</td>
</tr>
</tbody>
</table>

**Elective Units of Study**
Students need to complete 9 units from the following list:

**Project Orientation**
VPAU132
CUSGEN03A
RTC4905A
BSBFML303A
BSBFML302A

**Health Worker Orientation**
HLTAW201A
CHCCOM1B
HLTHIR301A
BSBCMN206A
HLTOSZ200A
BSMEDI201A
HLTIN301A
APPLY FIRST AID
HLTFA402B

**Community Services Orientation**
CHCcs405A
CHCDO1M1
CHCCO13C

**Cultural Arts**
CUVPR044A
CUVEHS01B
CUVEPR01A

**Hospitality**
THHBC11B
THHGS01B
THHBF09B

**Training/Teachers Aids Orientation/School Support**
TADE1301B
TAENV402B
CHCPK2C
CHCFK2C

**Retail/Beauty Orientation**
WRBF5202B
WRBF5201B
WRBCS203B

**Government/Work Orientation**
PSPGOV310A
PSPGOV312A

**Generic Skill Building: Numeracy**
AUR5167A
FPNUM01A
PMB00002A

**Generic Skill Building: Communication / Presentation Skills**
SFICOMP205A
CERTIFICATE 1 IN INTRODUCTORY VOCATIONAL EDUCATION

Course Code: 40512SA

Campus
Footscray Nicholson, St Albans and Werribee.

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

Scope of Delivery
Part-time or flexible delivery.

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

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

Course Duration
Nominal hours are 280-370, however only selected modules from this course are delivered, in conjunction with other general education courses.

Course Structure

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Core Units of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRBB</td>
<td>ESSENTIAL CALCULATIONS 1</td>
</tr>
<tr>
<td>NRBC</td>
<td>ESSENTIAL CALCULATIONS 2</td>
</tr>
<tr>
<td>NYHZ</td>
<td>EVERYDAY WRITING 1</td>
</tr>
<tr>
<td>ARYA</td>
<td>INDEPENDENT LEARNING STRATEGIES</td>
</tr>
<tr>
<td>NYHT</td>
<td>INTERPERSONAL COMMUNICATION</td>
</tr>
<tr>
<td>NYKA</td>
<td>MEASUREMENT SYSTEMS</td>
</tr>
<tr>
<td>NYGT</td>
<td>READING FOR EVERYDAY USE</td>
</tr>
<tr>
<td>NYHW</td>
<td>SAFETY SIGNS AND INFORMATION</td>
</tr>
<tr>
<td>NYKB</td>
<td>THE NUMBER SYSTEM</td>
</tr>
<tr>
<td>NYKS</td>
<td>USING COMPUTERS FOR LEARNING</td>
</tr>
</tbody>
</table>

Elective Units of Study
The electives offered will vary according to the level and ranges being delivered
Level 1 – up to 280 hours
Level 2 – up to 360 hours
Level 3 – minimum of 370 hours (including 230 hours core modules)

CERTIFICATED 1 IN SPOKEN AND WRITTEN ENGLISH

Course Code: 91421NSW

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

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

Scope of Delivery
Offered on a full-time or part-time basis.

Course Objective
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.

Entry Requirements
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 Procedures/Selection Criteria
Written Test, Interview.
Course Duration
AMEP: 4-5 days 20 wks 0.5 yr
Non-AMEP: 4-5 days 36 wks 1.0 yr

Course Structure
Unit Code   Hours
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
Elective Units of Study
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 LISTENING AND READING SKILLS FOR INFORMATION TEXTS 90
CSWE I M BEGINNER NUMERACY SKILLS FOR USING NUMBERS IN HIGHLY FAMILIAR CONTEXTS 90
Note: Students must complete 3 electives from the above list. 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.

CERTIFICATED II IN SPOKEN AND WRITTEN ENGLISH
Course Code: 91422NSW

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

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

Scope of Delivery
Offered on a full-time or part-time basis.

Course Objective
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.

Entry Requirements
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 Procedures/Selection Criteria
Written Test, Interview.

Course Duration
AMEP: 4-5 days 20 wks 0.5 yr
Non-AMEP: 4-5 days 36 wks 1.0 yr

Course Structure
Unit Code   Hours
Core Units of Study
CSWE II A POST-BEGINNER LEARNING STRATEGIES 40
Elective Units of Study
Listening and Speaking Skills Electives
CSWE II B POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR CASUAL CONVERSATIONS 60
CSWE II C POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR TRANSACTIONAL EXCHANGES 60
CSWE II D POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR INFORMATION TEXTS 60
CSWE II E POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR TELEPHONE EXCHANGES 60
CSWE II F POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR INSTRUCTIONS 60
CSWE II G POST-BEGINNER LISTENING AND SPEAKING SKILLS FOR INTERVIEWS 60
Reading and Writing Skills Electives
CSWE II H POST-BEGINNER WRITING SKILLS FOR FORMATTED TEXTS 60
CSWE II I POST-BEGINNER READING AND WRITING SKILLS FOR INFORMATION TEXTS AND INSTRUCTIONS 60
CSWE II J POST-BEGINNER READING AND WRITING SKILLS FOR INFORMAL TEXTS 60
CSWE II K POST-BEGINNER READING AND WRITING SKILLS FOR STORY TEXTS 60
CSWE II L POST-BEGINNER READING AND WRITING SKILLS FOR INFORMATION REPORTS 60
CSWE II M POST-BEGINNER READING AND WRITING SKILLS FOR OPINION TEXTS 60
Numeracy Skills Electives
CSWE II N POST-BEGINNER NUMERACY SKILLS FOR DEALING WITH BASIC CALCULATIONS AND MEASUREMENTS IN FAMILIAR CONTEXTS 60
CSWE II O POST-BEGINNER NUMERACY SKILLS FOR WORKING WITH SPACE AND SHAPES IN FAMILIAR CONTEXTS 60
Note: Elective choice will be dependent on the needs of the particular cohort as this course is currently delivered to a range of distinct groups including women only students, longer term migrants, new arrivals, students with high levels of formal study overseas and those with limited prior formal study.
CERTIFICATED III IN SPOKEN AND WRITTEN ENGLISH
Course Code: 91423NSW

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

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

Scope of Delivery
Offered on a full-time or part-time basis.

Course Objective
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.

Entry Requirements
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 Procedures/Selection Criteria
Written Test, Interview.

Course Duration
AMEP: 4-5 days 20 wks 0.5 yr
Non-AMEP: 4-5 days 36 wks 1.0 yr

Course Structure

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Units of Study</td>
<td></td>
</tr>
<tr>
<td>CSWE III A INTERMEDIATE LEARNING STRATEGIES</td>
<td>40</td>
</tr>
<tr>
<td>Elective Units of Study</td>
<td></td>
</tr>
<tr>
<td>CSWE III B INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR CASUAL CONVERSATIONS</td>
<td>60</td>
</tr>
<tr>
<td>CSWE III C INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR NEGOTIATING COMPLEX EXCHANGES</td>
<td>60</td>
</tr>
<tr>
<td>CSWE III D INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR INTERVIEWS</td>
<td>60</td>
</tr>
<tr>
<td>CSWE III E INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR PRESENTING INFORMATION</td>
<td>60</td>
</tr>
<tr>
<td>CSWE III F INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR DISCUSSIONS</td>
<td>60</td>
</tr>
<tr>
<td>CSWE III G INTERMEDIATE LISTENING AND SPEAKING SKILLS FOR COMPLEX INSTRUCTIONS</td>
<td>60</td>
</tr>
<tr>
<td>Reading Skills Electives</td>
<td></td>
</tr>
<tr>
<td>CSWE III H INTERMEDIATE READING SKILLS FOR INFORMATION TEXTS</td>
<td>60</td>
</tr>
<tr>
<td>CSWE III I INTERMEDIATE READING SKILLS FOR NEWS AND CURRENT AFFAIRS</td>
<td>60</td>
</tr>
<tr>
<td>CSWE III J INTERMEDIATE READING SKILLS FOR PERSUASIVE TEXTS</td>
<td>60</td>
</tr>
<tr>
<td>CSWE III K INTERMEDIATE READING SKILLS FOR PERSUASIVE TEXTS</td>
<td>60</td>
</tr>
<tr>
<td>Writing Skills Electives</td>
<td></td>
</tr>
<tr>
<td>CSWE III L INTERMEDIATE WRITING SKILLS FOR COMPLEX DOCUMENTS</td>
<td>60</td>
</tr>
<tr>
<td>CSWE III M INTERMEDIATE WRITING SKILLS FOR REPORTS</td>
<td>60</td>
</tr>
<tr>
<td>CSWE III N INTERMEDIATE WRITING SKILLS FOR NARRATIVES</td>
<td>60</td>
</tr>
<tr>
<td>CSWE III O INTERMEDIATE WRITING SKILLS FOR EXPOSITIONS</td>
<td>60</td>
</tr>
<tr>
<td>CSWE III P INTERMEDIATE WRITING SKILLS FOR DISCUSSIONS</td>
<td>60</td>
</tr>
<tr>
<td>CSWE III Q INTERMEDIATE WRITING SKILLS FOR JOBSEEKING DOCUMENTS</td>
<td>60</td>
</tr>
<tr>
<td>Numeracy Skills Electives</td>
<td></td>
</tr>
<tr>
<td>CSWE III R INTERMEDIATE NUMERACY SKILLS FOR MULTIPLE-STEP CALCULATIONS AND MEASUREMENTS IN EVERYDAY CONTEXTS</td>
<td>60</td>
</tr>
<tr>
<td>CSWE III S INTERMEDIATE NUMERACY SKILLS FOR WORKING WITH SPACE AND SHAPES IN EVERYDAY CONTEXTS</td>
<td>60</td>
</tr>
</tbody>
</table>

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

CERTIFICATE I IN INFORMATION TECHNOLOGY
Course Code: ICA101OSA

Campus
Footscray Nicholson, Werribee, Sunshine and Sunbury.

Career Opportunities
Office administration, running small businesses, IT industry.

Scope of Delivery
15 weeks full-time or part-time equivalent.

Course Objectives – Women’s Programs
This course is delivered by Women’s Education programs, which provide training and education for mature age women. The course provides entry-level training for women wanting to return to study or the workforce, or who want to improve their skills. Selected modules only offered from this course.

Entry Requirements
No specific requirements.

Selection Procedures/Selection Criteria
All applicants who wish to study will be asked to meet with a teacher for an initial assessment and placement interview.

Course Duration
The course may be offered over 15 weeks full-time or part-time equivalent.
Course Structure

Unit Code | Core units of Study Code | Hours
---|---|---
ICAITU128A | OPERATE A WORD PROCESSING APPLICATION | 30
ICAITU129A | SEND AND RETRIEVE INFORMATION OVER THE INTERNET USING BROWSERS AND EMAIL | 25

Elective Units of Study
Achieve three electives chosen from the list below. One of the electives may be chosen from elsewhere in ICA05 (at Certificate I or Certificate II); or any other Training Package (at Certificate I or Certificate II).

BSBCM106A | FOLLOW WORKPLACE SAFETY PROCEDURES | 10
CUVSP11A | APPLY TECHNIQUES TO PRODUCE DIGITAL IMAGES | 50
ICA1010A | INSTALL SOFTWARE APPLICATIONS | 20
ICAS193A | CONNECT WORKSTATION TO THE INTERNET | 30
ICAS208A | MAINTAIN INVENTORIES FOR EQUIPMENT, SOFTWARE AND DOCUMENTATION | 10
ICA2014A | MAINTAIN SYSTEM INTEGRITY | 20
ICAS224A | DETECT AND PROTECT FROM SPAM AND DESTRUCTIVE SOFTWARE | 10
ICAT1206A | FOLLOW WORKPLACE SAFETY PROCEDURES | 10
ICAU102A | OPERATE A SPREADSHEET APPLICATION | 30
ICAU103A | OPERATE A DATABASE APPLICATION | 40
ICAU105A | OPERATE A PRESENTATION PACKAGE | 25
ICAU106A | LOCATE AND USE RELEVANT ONLINE INFORMATION | 20
ICAU107A | OPERATE ACCOUNTING APPLICATIONS | 30
ICAU113A | CONDUCT ON-LINE TRANSACTIONS | 10
ICAU115A | USE PERSONAL PRODUCTIVITY TOOL | 20
ICAU120A | OPERATE COMPUTER HARDWARE | 20
ICAU200A | MAINTAIN EQUIPMENT AND CONSUMABLES | 20
ICAU201A | INTEGRATE COMMERCIAL COMPUTING PACKAGES | 30
ICAW200A | COMMUNICATE IN THE WORKPLACE | 20

Assessment
As stipulated in the curriculum document assessment will be conducted through meaningful activities and, wherever possible, integrated into and spread throughout the course. Assessment may be through: teacher observation, oral or written assignment, role play, discussion, demonstration, presentation, oral or written test, or questioning.

CERTIFICATE I IN HORTICULTURE

Course Code: RTF10103

Campus
Footscray Nicholson and off-campus locations.

Career Opportunities
This course aims to provide vocational training for people working under supervision in the horticulture industry.

Scope of Delivery
Full-time or part-time.

Course Objective
The course aims to provide training appropriate for a person who is beginning a career in horticulture working under direct supervision.

Entry Requirements
To qualify for admission to the course, applicants must demonstrate to the satisfaction of the Head of Department that they are capable of successfully completing the course.

Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience.

Selection Procedures/Selection Criteria
Selection is conducted via individual interviews.

Course Duration
The course is offered on a full-time or part-time basis over one year, in conjunction with other general education courses.

Course Structure
A total of six competency units must be completed.

Unit Code | Hours
---|---
RTC1801A | PREPARE FOR WORK | 10

Elective Units of Study
Five units, selected by the student with the approval of the Head of Department from the following:

RTC1006A | SUPPORT NURSERY WORK | 15
RTC1201A | MAINTAIN THE WORKPLACE | 10
RTC1301A | OPERATE BASIC MACHINERY AND EQUIPMENT | 20
RTC1701A | FOLLOW BASIC CHEMICAL SAFETY RULES | 10

or from
RTD2 Certificate I,
and/or RTO03 Certificate I,
and/or RTO03 Certificate II,
and/or other endorsed Training Package. Units selected must be aligned to Certificate I or II outcomes.
CERTIFICATE II IN HORTICULTURE
Course Code: RTF20103

Campus
Footscray Nicholson and off-campus locations.

Career Opportunities
This course aims to provide vocational training for people working under supervision in the horticulture industry.

Scope of Delivery
This course may be offered on a full-time or part-time basis.

Course Objectives
The course aims to provide training appropriate for a person involved in general horticultural tasks and working under some supervision.

Entry Requirements
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 Procedures/Selection Criteria
Selection is conducted via individual interviews.

Course Duration
The course is offered on a full-time or part-time basis over one year, in conjunction with other general education courses.

Course Structure
A total of seventeen competency units must be completed.

Core Units of Study

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<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
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<tr>
<td>RTC2701A</td>
<td>20</td>
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<tr>
<td>RTC2702A</td>
<td>20</td>
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<tr>
<td>RTC2705A</td>
<td>20</td>
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<tr>
<td>RTC2801A</td>
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</table>

Elective Units of Study
A minimum of thirteen units, selected by the student with the approval of the Head of Department from:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
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<tbody>
<tr>
<td>RTC2012A</td>
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<tr>
<td>RTC2016A</td>
<td>40</td>
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<tr>
<td>RTC2026A</td>
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<td>RTC2401A</td>
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<td>RTC2704A</td>
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<tr>
<td>RTE2308A</td>
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<tr>
<td>RTE2013A</td>
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<td>RTE2024A</td>
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</tr>
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<td>RTF2208A</td>
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or from

RTD02 Certificate I,
and/or RTE03 Certificate I,
and/or RTF03 Certificate II,
and/or other endorsed Training Packages. Units selected must be aligned to Certificate I, II or III outcomes.

CERTIFICATE II IN HORTICULTURE (LANDSCAPE)
Course Code: RTF20403

Campus
Footscray Nicholson

Career Opportunities
Amenity horticulture has been among Australia’s fastest growing industries employing 125,000 people due to its close ties with urban environment. The industry employs 30 per cent of all agriculture workers.

On completion of the Certificate II in Horticulture (Landscape), positions exist in production nurseries, landscape companies, garden maintenance, local government gardens and institutions. Students can pathway to other Registered Training Organisations within the metropolitan area for higher level certificates and diploma courses.

Scope of Delivery
This course is offered on a part-time basis.

Course Objective
This course is designed for people who want to enter the landscape sector of the horticulture industry as an assistant to a tradesperson landscaper. It is also suitable for people who may be intending to progress to a trade level qualification in horticulture.

The course develops sound underpinning knowledge and a broad range of practical skills required to assist in maintenance, construction and renovation of garden landscapes with a focus on developing soft landscape skills.

Students will learn to work effectively in the industry, determine basic properties of soil/growing media, undertake propagation activities, pot-on plants, plant trees and shrubs, prune shrubs and small trees, establish horticultural crops, observe environmental work practices, follow occupational health and safety procedures, communicate effectively in the workplace and basic first aid.

VU Community Garden at Footscray Nicholson campus operates as a simulated workplace environment for delivery of Certificate II in Horticulture (Landscape).

Entry Requirements
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 Procedures/Selection Criteria
Interview
**Course Duration**
This course is 2 years.

**Course Structure**
Certificate II in Horticulture (Landscape) contains 4 core units with 13 Elective Units

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<tr>
<th>Unit Code</th>
<th>Core Units of Study</th>
<th>Hours</th>
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<tr>
<td>RTC1202A</td>
<td>SUPPORT LANDSCAPE WORK</td>
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<tr>
<td>RTF1004A</td>
<td>SUPPORT GARDENING WORK</td>
<td>15</td>
</tr>
<tr>
<td>RTC1201A</td>
<td>MAINTAIN THE WORKPLACE</td>
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<tr>
<td>RTC1801A</td>
<td>PREPARE FOR WORK</td>
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<tr>
<th>Unit Code</th>
<th>Elective Units of Study</th>
<th>Hours</th>
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<tr>
<td>RTC2704A</td>
<td>PROVIDE BASIC FIRST AID</td>
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<tr>
<td>RTC2801A</td>
<td>PARTICIPATE IN WORKPLACE COMMUNICATIONS</td>
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</tr>
<tr>
<td>RTC2701A</td>
<td>FOLLOW OHS PROCEDURES</td>
<td>20</td>
</tr>
<tr>
<td>RTC2705A</td>
<td>WORK EFFECTIVELY IN THE INDUSTRY</td>
<td>20</td>
</tr>
<tr>
<td>RTD2022A</td>
<td>CARRY OUT NATURAL AREA RESTORATION WORKS</td>
<td>40</td>
</tr>
<tr>
<td>RTC2012A</td>
<td>PLANT TREES AND SHRUBS</td>
<td>20</td>
</tr>
<tr>
<td>RTF2017A</td>
<td>PRUNE SHRUBS AND SMALL TREES</td>
<td>30</td>
</tr>
<tr>
<td>RTC2702A</td>
<td>OBSERVE ENVIRONMENTAL WORK PRACTICES</td>
<td>20</td>
</tr>
<tr>
<td>RTF2504A</td>
<td>DETERMINE BASIC PROPERTIES OF SOIL/GROWING MEDIA</td>
<td>25</td>
</tr>
<tr>
<td>RTC2026A</td>
<td>UNDERTAKE PROPAGATION ACTIVITIES</td>
<td>30</td>
</tr>
<tr>
<td>RTF2013A</td>
<td>POT-ON PLANTS</td>
<td>20</td>
</tr>
<tr>
<td>RTC2016A</td>
<td>RECOGNISE PLANTS</td>
<td>40</td>
</tr>
<tr>
<td>RTE2010A</td>
<td>ESTABLISH HORTICULTURE CROPS</td>
<td>15</td>
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SUBJECTS
Below are subject details for courses offered by the School of General Education Programs and Services in 2009.
IMPORTANT NOTE: Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

ARYA INDEPENDENT LEARNING STRATEGIES
Content: This module will assist participants to recognise and acquire a range of study skills and learning strategies which will assist them achieve their short and medium term study/training goals.
Nominal Hours: 20 Hours
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.

AURC251677A USE NUMBERS IN THE WORKPLACE
Content: This unit covers the competence to collect, calculate and/or estimate numerical information and to prepare various numerical reports to ensure efficiency in the organisation.
Nominal Hours: 10 Hours
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.

BSBADM302A PRODUCE TEXTS FROM NOTES
Content: Take notes; Transcribe notes; Edit and revise text.
Nominal Hours: 30 Hours
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.

CPSU362A COMMUNICATE AS PART OF A WORK TEAM
Content: This unit covers communication skills used in work teams.
Nominal Hours: 30 Hours
Assessment: Critical aspects of evidence required to demonstrate competency in this unit: communication within the team is clear and logical and is understood by the group. Presentations achieve their aims.
Context of Assessment: Assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

CSWE 1 A BEGINNER LEARNING STRATEGIES
Content: This module covers some of the skills required to be an effective language learner. It includes completing a learning plan, identifying short-term learning goals, participating in the formal language-learning environment and using language learning resources effectively.
Summary of learning outcomes:
A1 Develop a learning/training plan with support
A2 Participate in the formal learning environment
Nominal Hours: 50 Hours.
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 1 B BEGINNER SPEAKING AND WRITING SKILLS FOR GIVING PERSONAL INFORMATION
Content: This module covers the skills required to give basic spoken and written personal information in highly familiar contexts clearly and accurately.
Summary of learning outcomes:
B1 Provide personal information using spoken language
B2 Complete a short form
Nominal Hours: 50 Hours.
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 1 C BEGINNER LISTENING AND SPEAKING SKILLS FOR TRANSACTIONS
Content: This module covers the skills required to understand and participate in short spoken transactional exchanges in highly familiar contexts.
Summary of learning outcomes:
C1 Demonstrate understanding of a short spoken transaction
C2 Participate in a short spoken transaction.
Nominal Hours: 90 Hours.
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/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 1 D BEGINNER LISTENING AND READING SKILLS FOR INFORMATION TEXTS
Content: This module covers the skills required to identify basic information in a spoken information text, and to read, identify and begin to interpret specific information within a highly familiar context using beginner decoding strategies.
Summary of learning outcomes: D1 Demonstrate understanding of a spoken information text D2 Demonstrate understanding of a written information text
Nominal Hours: 90 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/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 1 E BEGINNER LISTENING AND SPEAKING SKILLS FOR SHORT INFORMAL SPoken EXCHANGES
Content: This module covers the skills required to participate effectively in short informal spoken exchanges in highly familiar contexts. It focuses on the acquisition of relevant vocabulary and formulaic expressions, as well as the use of simple clause questions and statements, and pronunciation.
Summary of learning outcomes:
E1 Demonstrate understanding of a short informal spoken exchange
E2 Participate in a short informal spoken exchange
Nominal Hours: 90 Hours.
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.
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**

**Content:** This module covers the skills required to listen and identify the relevant elements in spoken descriptions and to orally describe highly familiar people, places or things using appropriate grammatical structures, vocabulary and pronunciation. It develops the learner’s ability to construct effective independent clauses using the present tense.

**Summary of learning outcomes:**
- F1 Demonstrate understanding of a short spoken description
- F2 Give a short spoken description.

**Nominal Hours:** 90 Hours.

**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**

**Content:** This module covers the skills required to read and write descriptions. It focuses on grammatical features such as simple independent clauses, present tense, pronouns and noun groups, as well as vocabulary acquisition, spelling and punctuation.

**Summary of learning outcomes:**
- G1 Demonstrate understanding of a short written description
- G2 Write a short description.

**Nominal Hours:** 90 Hours.

**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**

**Content:** This module covers the skills required to understand and answer machine messages, 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**

**Content:** This module covers the skills required to follow a sequence of short spoken or written instructions from highly familiar contexts.

**Summary of learning outcomes:**
- I1 Demonstrate understanding of short spoken instructions
- I2 Demonstrate understanding of short written instructions.

**Nominal Hours:** 90 Hours.

**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**

**Content:**

- This module covers the skills required to understand and give spoken recounts from a highly familiar context. It introduces the stages of recounts and focuses on grammatical structures as well as independent clauses, past tense and noun groups, as well as the acquisition of vocabulary and pronunciation skills.

**Summary of learning outcomes:**
- J1 Demonstrate understanding of a spoken recount
- J2 Tell a short recount.

**Nominal Hours:** 90 Hours.

**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**

**Content:**

- This module covers the skills required to read and write recounts on highly familiar topics. It includes the skills to recognise and produce a recount with the appropriate structure and grammatical features.

**Summary of learning outcomes:**
- K1 Demonstrate understanding of a written recount
- K2 Write a recount.

**Nominal Hours:** 90 Hours.

**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**

**Content:**

- 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 some simple arithmetic (addition and subtraction).

- This module does not cover an understanding of units used to describe volume, weight, length and distance (e.g., t, ml, gm, cm, km) or the skills to measure these amounts. Measurement is covered in Certificate II in Spoken and Written English.

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

**Nominal Hours:** 90 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, 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.
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**

**Content:** This module covers the skills required to interpret amounts and quantities represented in graphs and tables, to read maps/plans and to describe common shapes found in day-to-day situations. Summary of learning outcomes:

M1 Demonstrate understanding of simple graphs/tables/charts
M2 Demonstrate understanding of simple maps/plans
M3 Demonstrate understanding of simple shapes.

**Nominal Hours:** 90 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, 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**

**Content:** This module covers the strategies required to be an effective language learner. It includes preparing and documenting a learning plan, effective participation in formal learning environments and strategies for independent learning. Summary of learning outcomes:

A1 Develop a learning/training plan
A2 Participate in and contribute to the formal learning environment
A3 Develop independent learning skills.

**Nominal Hours:** 40 Hours.

**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**

**Content:** This module covers the skills required to understand and participate in short casual conversations on everyday topics. At this level learners are not expected to participate in conversations with more than one topic. Summary of learning outcomes:

B1 Demonstrate and understanding of a casual conversation
B2 Participate in a short casual conversation.

**Nominal Hours:** 60 Hours.

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

**Content:** This module covers the skills required to understand and participate in transactional exchanges to obtain information or goods and services in community and work contexts. Summary of learning outcomes:

C1 Demonstrate understanding of a spoken transaction for information/goods and services
C2 Participate in a spoken transaction for information/goods and services.

**Nominal Hours:** 60 Hours.

**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, 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**

**Content:** This module covers the skills required to understand spoken information texts and give a short oral presentation in community, work and study contexts. Summary of learning outcomes:

D1 Demonstrate understanding of a spoken information text
D2 Give information in a simple presentation.

**Nominal Hours:** 60 Hours.

**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**

**Content:** This module covers the skills required to understand and participate in telephone exchanges in community and work contexts. Summary of learning outcomes:

E1 Demonstrate understanding of a telephone message
E2 Participate in a telephone exchange to leave a message.

**Nominal Hours:** 60 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, observed 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**

**Content:** This module covers the skills required to understand and give spoken instructions in community and work contexts. Summary of learning outcomes:

F1 Demonstrate understanding of spoken instructions
F2 Give spoken instructions.

**Nominal Hours:** 60 Hours.

**Assessment:** Student assessment is based on teacher evaluation of the following: verbal and/or written questioning, checklists of learner performance, observed role plays, audio/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**

**Content:** This module develops the skills required to understand and participate in community and employment-related interviews. Summary of learning outcomes:

G1 Demonstrate understanding of a simple interview
G2 Participate in a simple interview.

**Nominal Hours:** 60 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, 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**

**Content** This module covers the skills required to complete simple formatted texts and to supply information regarding accidents/incidents in community and work contexts.

**Summary of learning outcomes:**
H1 Complete a formatted text
H2 Write an accident/incident recount in a formatted text.

**Nominal Hours** 60 hours.

**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**

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

**Summary of learning outcomes:**
I1 Demonstrate understanding of a short written information text
I2 Demonstrate understanding of written instructions.

**Nominal Hours** 60 hours.

**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**

**Content** This module covers the skills required to read and write informal texts in community and work contexts. It includes emails, messages and short letters. It covers features of informal written language such as abbreviations and shortened forms, and conventions to identify time, date, recipients, senders and subject reference.

**Summary of learning outcomes:**
J1 Demonstrate understanding of an informal written text
J2 Write an informal text.

**Nominal Hours** 60 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, observation of simulated workplace/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

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

**Content** This module covers the skills required to read stories, i.e., recounts and narratives. It includes understanding the events and identifying the writer’s intention in writing the story. The module also includes the skills required to write a recount. This recount should deal with familiar but not necessarily highly familiar day-to-day events. Recounts which deal with highly familiar events are addressed in Certificate I in Spoken and Written English.

**Summary of learning outcomes:**
K1 Demonstrate understanding of a written story
K2 Write a recount.

**Nominal Hours** 60 Hours.

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

**Content** This module covers the reading and writing skills required to deal with information reports. These reports identify and describe things in the social or physical world. The module includes reading and interpreting information reports, and then, with the use of these models, writing reports.

**Summary of learning outcomes:**
L1 Demonstrate understanding of a written information report
L2 Write a short information report.

**Nominal Hours** 60 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/community based tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

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

**Content** This module covers the skills required to read and write simple opinion texts on familiar topics for community and study contexts. The module includes reading and interpreting model opinion texts and using these models to write an opinion text.

**Summary of learning outcomes:**
M1 Demonstrate understanding of a written opinion text
M2 Write a short opinion text.

**Nominal Hours** 60 Hours.

**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**

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

**Summary of learning outcomes:**
N1 Carry out calculations with time
N2 Carry out calculations with money
N3 Read, measure and describe weight/volume/capacity
N4 Read, measure and describe temperatures
Nominal Hours 60 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, 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
Content 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:
01 Interpret and complete simple tables/graphs/charts
02 Interpret basic maps/plans
03 Calculate lengths and areas in common shapes
04 Recognise three-dimensional shapes.
Nominal Hours 60 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, 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
Content This module covers the strategies required to be an effective language learner. It includes negotiating and preparing a learning plan, contributing to the formal learning environment and demonstrating the capacity to work independently.
Summary of learning outcomes:
A1 Negotiate and develop a learning / training plan
A2 Contribute to the formal learning environment
A3 Demonstrate capacity for independent learning.
Nominal Hours 40 Hours.
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
Content This module covers the skills required to understand and participate in casual conversations in order to function in community, work and further studies contexts.
Casual conversation facilitates participation in work and social contexts, e.g., chatting with neighbours, work colleagues and other students, and is the main means whereby people learn about one another.
Summary of learning outcomes:
B1 Demonstrate understanding of a casual conversation with topic changes
B2 Participate in a casual conversation with topic changes.
Nominal Hours 60 Hours.
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
Content This module covers the skills required to understand and participate in complex spoken exchanges conversations in order to function in community, work and further-studies contexts. These exchanges may take place on the telephone or face to face. A complex exchange may be one in which a request is initially refused and the person making the request has to use strategies/arguments to negotiate an outcome with the interlocutor that is acceptable to both of them.
Summary of learning outcomes:
C1 Demonstrate understanding of a complex spoken exchange
C2 Negotiate a complex spoken exchange
Nominal Hours 60 hours.
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
Content This module covers the skills required to understand and participate in interviews in order to function in community, work and further-studies contexts. They may include interviews for employment or study options.
Summary of learning outcomes:
D1 Demonstrate understanding of an interview
D2 Participate in an interview.
Nominal Hours 60 hours.
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
Content 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 skills of presenting spoken information to an audience. The text is essentially monologic, although the learners would be able to respond appropriately to questions from the audience. These skills enable learners to function in community, work and further-studies contexts.
Summary of learning outcomes:
E1 Demonstrate understanding of a spoken information text / oral presentation / media interview
E2 Deliver a short spoken presentation
Nominal Hours 60 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 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
Content This module covers the skills required to understand and participate in spoken discussions in order to function in community, work and further-studies contexts. The discussion would be on one issue or topic of relevance to the learners. Participants
in the discussion would need to present their point of view on the issue/topic, substantiate their view/s with supporting arguments, and agree or disagree with the viewpoints expressed by other speakers.

Summary of learning outcomes:
F1 Demonstrate understanding of a spoken discussion
F2 Participate in a discussion.

Nominal Hours 60 Hours.

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

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

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

Nominal Hours 60 hours.

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

Content 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.

Summary of learning outcomes:
H1 Demonstrate understanding of complex written information text
H2 Demonstrate understanding of complex written instructions.

Nominal Hours 60 hours

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

Content This module covers the reading skills required to locate and interpret media texts. It includes reading newspaper stories and interpreting visual texts which support these stories. Newspaper opinion texts such as letters to the editor and editorials are covered in CSWE III J: Intermediate reading skills for persuasive texts.

Summary of learning outcomes:
I1 Locate news and current affairs articles in media publications
I2 Demonstrate understanding of a news article
I3 Interpret visual texts

Nominal Hours 60 hours.

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

Content 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 analyze and identify the language features and persuasive devices of these texts.

Summary of learning outcomes:
J1 Critically read an opinion text
J2 Interpret an advertisement.

Nominal Hours 60 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/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

Content This module covers the skills required to read simplified fictional and non-fictional texts. It includes the development of reading skills for narrative and biographical/autobiographical stories. It also encourages readers to look critically at the texts for the author’s intent and to identify vocabulary and grammar used to develop the stories.

Summary of learning outcomes:
K1 Demonstrate an understanding of a biography/autobiography
K2 Demonstrate an understanding of a narrative.

Nominal Hours 60 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, 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

Content This module covers the skills required to write formal letters and/or emails and to complete complex forms. It includes the objective, grammatically complex language required in formal written contexts and the reading skills to deal with complex instructions and questions in more demanding forms.

Summary of learning outcomes:
L1 Write a formal letter/email
L2 Complete a complex formatted text.

Nominal Hours 60 Hours.

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

Content This module covers the skills required to write workplace reports such as progress reports, simple problem/solution reports and descriptive reports. The important feature of these reports is to present information on a specific topic in a concise, impersonal, logically constructed way under headings for ease of reading and scanning. The module also includes the development of skills to research and plan reports.

Summary of learning outcomes:
M1 Prepare to write a report
M2 Write a report.
Nominal Hours 60 hours.
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

Content This module covers the skills required to write narratives. It includes the skills to write stories in which complications or problems occur, and to use descriptive and evaluative language to describe events, people, places and things. The purpose of these narratives is to entertain or engage the reader. The module also includes the development of skills in planning to write narratives.

Summary of learning outcomes:
N1 Prepare to write a narrative
N2 Write a narrative.
Nominal Hours 60 Hours.
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

Content This module covers the skills required to write expositions. That is, to put forward a single point of view on a topic. It includes the skills to research and prepare expositions. It does not cover texts that present more than one side of an argument. These are covered in module CSWE III P: Intermediate Writing skills for discussions.

Summary of learning outcomes:
O1 Prepare to write an exposition
O2 Write an exposition.
Nominal Hours 60 hours.
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

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

Summary of learning outcomes:
P1 Prepare to write a discussion
P2 Write a discussion.
Nominal Hours 60 Hours.
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 JOBSEEKER DOCUMENTS

Content This module covers the skills required to identify appropriate résumé formats, complete a simple résumé and write a covering letter in response to a job advertisement.

Summary of learning outcomes:
Q1 Write a résumé
Q2 Write a covering letter.
Nominal Hours 60 Hours.
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

Content This module covers multiple-step calculations in which learners use a number of calculations to address complex problems. Learners express information in terms of ratios, proportions and percentages. It also includes the skills to perform more complex measurement by converting between metric units.

Summary of learning outcomes:
R1 Carry out multiple-step calculations
R2 Apply measurement techniques to problem solving.
Nominal Hours 60 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, 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

Content This module covers the skills to represent data in graphical form, to interpret maps, and to describe and calculate volume of two-dimensional and three-dimensional shapes. Where possible, technology, such as computer software packages and online maps, should be used to enhance learning.

Summary of learning outcomes:
S1 Construct a graph, table or chart to represent data
S2 Interpret complex maps/plans
S3 Carry out calculations with two-dimensional and three-dimensional shapes.
Nominal Hours 60 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, 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.

FDFCORM2A USE BASIC MATHEMATICAL CONCEPTS

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

Nominal Hours 20 Hours
Assessment The assessment process must address all of the following items of evidence. Ability to: identify calculation or estimation requirements to meet workplace requirements; carry out calculations involving basic addition, subtraction, division and multiplication to support work role; use estimation techniques to check calculated results and workplace data. Knowledge of: mathematical processes including addition,
subtraction, multiplication and division; application of calculation and estimation techniques to meet work requirements; units of measurement used in the workplace; representation of numerical information relevant to work requirements.

**FDFOPTG2A PARTICIPATE IN WORK TEAMS AND GROUPS**

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

**Nominal Hours** 20 Hours

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

**Knowledge of:** procedures for establishing team goals and performance standards; methods used to measure achievement of personal and team goals.

**FNSFLIT201A DEVELOP AND USE A PERSONAL BUDGET**

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

**Nominal Hours** 20 Hours

**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.

**FNSFLIT202A DEVELOP AND USE A SAVINGS PLAN**

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

**Nominal Hours** 20 Hours

**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.

**FNSICGEN402A PARTICIPATE IN NEGOTIATIONS**

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

**Nominal Hours** 20 Hours

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

**NRB ESSENTIAL CALCULATIONS 1**

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

**Nominal Hours** 20 Hours

**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.

**NRB ESSENTIAL CALCULATIONS 2**

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

**Nominal Hours** 20 Hours

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

**NYGT READING FOR EVERYDAY USE**

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

**Nominal Hours** 50 Hours

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

**NYHT INTERPERSONAL COMMUNICATION**

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

**Nominal Hours** 20 Hours

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

**NYHT SAFETY SIGNS AND INFORMATION**

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

**Nominal Hours** 20 Hours

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

**NYHZ EVERYDAY WRITING 1**

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

**Nominal Hours** 40 Hours

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

**NYKA MEASUREMENT SYSTEMS**

**Content** This module builds on the skills developed in Basic Measurement (NYHP) in Stage 1. It moves from the learner’s personal environment to more abstract concepts.
**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.

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**NYKB THE NUMBER SYSTEM**

**Content**

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

**Nominal Hours**

20 Hours

**Assessment**

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

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**NYKS USING COMPUTERS FOR LEARNING**

**Content**

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 to use purpose built programs and word processors as tools to learn new skills or support writing outcomes.

**Nominal Hours**

20 Hours

**Assessment**

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

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**PSPGOV312A USE WORKPLACE COMMUNICATION STRATEGIES**

**Content**

This unit covers the use of workplace communication strategies for interacting with internal and external clients. It includes responding to enquiries, receiving and giving directions, participating in meetings and making presentations in the workplace. Though the prime focus of the unit is on speaking, listening and reading non-verbal cues, if reading, writing and visual literacy are intrinsic to the workplace communication these are included.

**Nominal Hours**

30 Hours

**Assessment**

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: case studies, demonstration, observation, questioning, scenarios, simulation or role plays and authenticated evidence from the workplace and/or training courses.

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**PSPGOV313A COMPOSE WORKPLACE DOCUMENTS**

**Content**

This unit covers interpreting and composing a range of workplace documents from a number of sources. It includes interpreting written information for workplace purposes and preparing written materials. The focus is on the content and structure of written materials and not on the use of computer technology, which is addressed by other competencies.

**Nominal Hours**

30 Hours

**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.

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**PUATEA001A WORK IN A TEAM**

**Content**

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

**Nominal Hours**

20 Hours

**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.

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**RFT1004A SUPPORT GARDENING WORK**

**Content**

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. Supporting gardening work requires knowledge of safe work practices, planting techniques, garden tools and equipment, maintenance practices for planted areas, and repair and maintenance of garden features.

**Nominal Hours**

15 Hours

**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.

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**RTC1006A SUPPORT NURSERY WORK**

**Content**

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 stackpile materials, and clean up on completion of work. Supporting nursery work requires knowledge of safe work practices, nursery hygiene and quality control, nursery plant maintenance activities, basic stock control procedures, and propagation techniques.

**Nominal Hours**

15 Hours

**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.

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**RTC1201A MAINTAIN THE WORKPLACE**

**Content**

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

**Nominal Hours**

10 hours

**Assessment**

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

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**RTC1202A SUPPORT LANDSCAPE WORK**

**Content**

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

**Nominal Hours**

15 Hours

**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.

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**RTC1301A OPERATE BASIC MACHINERY AND EQUIPMENT**

**Content**

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

**Nominal Hours**

20 hours

**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.

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**RTC1701A FOLLOW BASIC CHEMICAL SAFETY RULES**

**Content**

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

**Nominal Hours**

10 hours

**Assessment**

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

**RTC1801A PREPARE FOR WORK**
*Content* Observe safe work practices; Communicate with others; Contribute to a productive working environment; Follow good environmental practices.
*Nominal Hours* 10 hours
*Assessment* Students develop a portfolio of evidence used for assessment. This will include teacher observation, student logbooks, multiple choice/written tasks.

**RTC2012A PLANT TREES AND SHRUBS**
*Content* This competency standard covers the manual planting of trees, shrubs and other containerised and bare-rooted plants, and related tasks such as site preparation and pre-planting treatments. It applies to planting activities in parks and gardens, domestic and commercial landscapes, sporting facilities, planting of windbreaks and shelter belts, programmed environmental maintenance, rehabilitation of natural areas, and the reversal of environmental degradation.
*Nominal Hours* 20 hours
*Assessment* Students develop a portfolio of evidence used for assessment. This will include student demonstration and oral presentations.

**RTC2016A RECOGNISE PLANTS**
*Content* This competency standard covers the process of recognising plants that are commonly encountered in horticulture or land management situations. Recognising plants is likely to be under routine supervision with intermittent checking by supervisors, requires a knowledge of plant identification techniques, plant nomenclature, enterprise procedures for obtaining and supplying advice and information about plants, and enterprise expectations about the range and number of plants to be recognised.
*Nominal Hours* 40 hours
*Assessment* Students complete logbooks that will include illustration/photograph and written information about plant species.

**RTC2026A UNDERTAKE PROPAGATION ACTIVITIES**
*Content* This competency standard covers the process of plant propagation undertaken in enterprises involved in plant propagation and production. Competency is demonstrated by the application of knowledge and skills to a range of propagation tasks, such as preparing parent plant stock, collecting propagation materials, pre-planting treatments and basic plant propagation techniques. This unit does not include budding and grafting.
*Nominal Hours* 30 hours
*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.

**RTC2401A TREAT WEEDS**
*Content* This competency standard covers the process of treating weeds using cultural, biological and chemical methods. Treatment will follow strict work instructions and will be under supervision.
*Nominal Hours* 40 hours
*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.

**RTC2404A TREAT PLANT PESTS, DISEASES AND DISORDERS**
*Content* This competency standard covers the process of treating plant pests, diseases and disorders using cultural, biological and chemical methods. Treatment will follow strict work instructions and will be under supervision.
*Nominal Hours* 30 hours
*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.

**RTC2701A FOLLOW OHS PROCEDURES**
*Content* Follow workplace procedures for hazard identification and risk control; Observe safe practices during work operations; Participate in arrangements for maintaining health and safety of all people in the workplace.
*Nominal Hours* 20 hours
*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.

**RTC2702A OBSERVE ENVIRONMENTAL WORK PRACTICES**
*Content* Follow environmental workplace practices; Contribute to improved environmental workplace practices; Recognise and report on a potential environmental threat; Maintain environmental records.
*Nominal Hours* 20 hours
*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.

**RTC2705A WORK EFFECTIVELY IN THE INDUSTRY**
*Content* Obtain information about the industry; Observe employment requirements; Accept responsibility for quality of own work; Plan own work; Contribute to a productive work environment; Promote workplace co-operation; Undertake an activity to workplace requirements.
*Nominal Hours* 40 hours
*Assessment* Students develop a portfolio of evidence used for assessment. This may include student self-assessment, written tasks and oral presentations.

**RTD2022A CARRY OUT NATURAL AREA RESTORATION WORKS**
*Content* This competency standard covers the process of carrying out natural area restoration work as part of a team. Natural area restoration is likely to be under routine supervision with intermittent checking. Competency is demonstrated by the application of knowledge and skills to a range of natural area restoration tasks. The work is usually within established routines, methods and procedures.
*Nominal Hours* 40 hours
*Assessment* Students develop a portfolio of evidence used for assessment. This will include teacher observation, student logbooks and written tasks.

**RTE2010A ESTABLISH HORTICULTURE CROPS**
*Content* This competency standard covers the application of knowledge and skills to a range of planting tasks, including site clearance and preparation, the handling and planting of a range of planting materials, and the care of young plants. Crop establishment activities are usually undertaken within established routines, methods and procedures/process of preparing for landscape work, undertake landscape work and cleaning up on completion of landscape work.
*Nominal Hours* 15 hours
*Assessment* Students develop a portfolio of evidence used for assessment. This will include teacher observation, student logbooks, written tasks and oral presentations.

**RTE2308A OPERATE RIDE-ON VEHICLES**
*Content* This competency standard covers the process of maintaining and operating two and four wheel all terrain vehicles and ride-on machinery.
*Nominal Hours* 30 hours
*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.

**RTF1004A SUPPORT GARDENING WORK**
*Content* This competency standard covers the process of supporting gardening work under supervision. It requires the ability to prepare materials, tools and equipment for gardening work, undertake gardening activities, handle materials and equipment, and clean up on completion of work. Support Gardening Work requires knowledge of safe work practices, planting techniques, garden tools and equipment, maintenance practices for planted areas, and repair and maintenance of garden features.
*Nominal Hours* 15 hours
RTF2013A POT-ON PLANTS
Content This competency standard covers the process of production of containerised nursery plants after propagation in production nurseries.
Nominal Hours 20 hours
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.

RTF2017A PRUNE SHRUBS AND SMALL TREES
Content This competency standard covers the process of pruning shrubs and small trees. The work is likely to be undertaken from the ground. Aerial pruning from a ladder, an elevated work platform or from climbing ropes and rigging in a tree, are covered in separate units. Pruning work is likely to be carried out under routine supervision and intermittent checking. Competency is demonstrated by the application of knowledge and skills to a range of pruning tasks and roles usually within established enterprise routines.
Nominal Hours 30 Hours
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.

RTF2024A TEND NURSERY PLANTS
Content This competency standard covers the process of tending containerised nursery plants.
Nominal Hours 30 hours
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.

RTF2208A LAY PAVING
Content This competency standard covers the process of laying modular paving. Modular paving being pre-cut paving bricks that come in range of sizes and colours.
Nominal Hours 30 hours
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.

RTF2504A DETERMINE BASIC PROPERTIES OF SOIL/ GROWING MEDIA
Content This competency standard covers the process of determining the basic properties of soil or soil-less growing media. It requires the ability to collect samples and perform basic tests. It requires knowledge of sample collection techniques, basic soil/growing media properties, and basic understanding of soil/plant relationships. Determining the basic properties of soil or soil-less growing media is likely to be under supervision from others, with checking related to overall progress. The work is usually done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment and materials, organisation of work, and the achievement of outcomes within time and budgetary constraints.
Nominal Hours 25 Hours
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.

THHGB09B PROVIDE RESPONSIBLE SERVICE OF ALCOHOL
Content This unit deals with the skills and knowledge required to effectively communicate on the phone. It is an essential skill for large numbers of people working in all sectors of the tourism and hospitality industries.
Nominal Hours 10 Hours
Assessment This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge. Critical aspects of Assessment ability to correctly use telephone equipment; ability to provide courteous and friendly telephone service; clarity in oral communication.

THHGGA01A COMMUNICATE ON THE TELEPHONE
Content This unit deals with the skills and knowledge required to effectively communicate on the phone. It is an essential skill for large numbers of people working in all sectors of the tourism and hospitality industries.
Nominal Hours 10 Hours
Assessment This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge. Critical aspects of Assessment ability to correctly use telephone equipment; ability to provide courteous and friendly telephone service; clarity in oral communication.

VBH722 CAREER PLANNING
Content The purpose of this module is to provide participants with the skills, knowledge and attitudes required to undertake basic career planning activities.
Nominal Hours 16-40 Hours
Assessment A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, folios, student self-assessment and ongoing teacher assessment.

VBH723 INDUSTRY FAMILIARISATION
Content The purpose of this module is to provide participants with the skills, knowledge and attitudes required to describe the major legal and industrial elements common to all workplaces in Australia.
Nominal Hours 40 Hours
Assessment A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, folios, student self-assessment and ongoing teacher assessment.

VBH724 WORKPLACE SKILLS
Content The purpose of this module is to provide participants with the skills, knowledge and attitudes required to perform basic workplace functions.
Nominal Hours 40 Hours
Assessment A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, folios, student self-assessment and ongoing teacher assessment.

VBK137 PERSONAL EFFECTIVENESS
Content To enhance the interpersonal skills of participants by developing their self. Personal skills: personal strengths and limitations; unique characteristics of self; self esteem; assertiveness; negotiation; introduction to goal setting; problem solving; stress management; appropriate dress/language/behaviour. Group skills: being part of a group; body language; questioning; active listening; reflecting; giving and receiving feedback; conflict resolution; group goals.
Nominal Hours 30 Hours
Assessment A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, folios, student self-assessment and ongoing teacher assessment.

VBK138 ORIENTATION TO LEARNING
Content To identify pathways to future education and training through the preparation of an individual action plan. Study skills: preferred learning style; memory skills; strategies for writing; information gathering skills. Self-management skills: time management; personal organisation. Investigation of training programs.
Nominal Hours 25 Hours
Assessment A variety of assessment methods and evidence gathering techniques may be used.
be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment and ongoing teacher assessment.

**VBN046 MANAGING PERSONAL CHANGE**
Content This module aims to provide participants with the skills, knowledge and confidence in their own abilities to cope with the demands of preparing for employment, job seeking and the workplace.
Nominal Hours 40 Hours
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.

**VBN047 JOB SEEKING**
Content This module aims to provide participants with the skills, knowledge and attitudes to research and apply for suitable employment and evaluate their individual performance in the job seeking process.
Nominal Hours 30 Hours
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.

**VBN048 LISTENING (ENTRY)**
Content Recognise basic greetings and introductions, Follow basic, everyday verbal instructions or commands, Recognise a basic short request or inquiry, Identify familiar words in a short, simple oral text in a familiar context, Demonstrate understanding of a simple oral description of a creative visual work.
Nominal Hours 125 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

**VBN459 SPEAKING (ENTRY)**
Content Use basic greetings and make introductions, Give basic everyday verbal instructions or commands to one other person, Make and respond to a basic short request or inquiry with one other person known to the speaker, Give basic personal information in a familiar context and Describe a visual work.
Nominal Hours 125 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

**VBN460 READING (ENTRY)**
Content Read a simple, short written message, Follow short written everyday directions, Read a simple form requiring basic personal information, Read a short, simplified written text, Read short, simplified creative written text.
Nominal Hours 125 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

**VBN461 WRITING (ENTRY)**
Content Write a basic note or message for personal purposes, Copy simple information from written texts for personal use or to complete a task, Fill out a simple form requiring basic personal information, Complete a short guided text with personal information, and Complete a short guided text about a creative visual or written work.
Nominal Hours 125 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

**VBN462 LISTENING (ACCESS I)**
Content Recognise greetings and short requests for personal information; Follow short, simple everyday verbal instructions or directions; Respond to a simple request or inquiry; Demonstrate understanding of simple oral texts; Identify simple details in a short, simple creative oral text.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

**VBN463 SPEAKING (ACCESS I)**
Content Exchange greetings and personal information; Give short, simple everyday verbal instructions or directions; Make a simple request or inquiry; Give simple information; Describe a creative work and give a personal opinion.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.
VBN464 READING (ACCESS I)
Content Write short messages for immediate social purposes; Write short texts to record information for immediate personal and social purposes; Complete a simple form or a guided note for immediate personal and social purposes; Write a short, simple description on a personal or familiar topic; Write a short, simple imaginative or reflective text.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN465 WRITING (ACCESS I)
Content Write short messages for immediate social purposes; Write short texts to record information for immediate personal and social purposes; Complete a simple form or a guided note for immediate personal and social purposes; Write a short, simple description on a personal or familiar topic; Write a short, simple imaginative or reflective text.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN466 LISTENING (ACCESS II)
Content Demonstrate understanding in simple casual conversation; Follow a set of simple everyday verbal instructions or directions; Demonstrate understanding of a persuasive oral text; Demonstrate understanding of a simple informational oral text; Demonstrate comprehension of a simple creative oral text.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN467 SPEAKING (ACCESS II)
Content Participate in simple casual conversation; Give a set of simple everyday; Make requests and respond in short everyday transactions; Give a short talk on a familiar and personal topic; Respond orally to a creative work.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN468 READING (ACCESS II)
Content Read simple personal letters and emails; Follow simple everyday written directions or instructions; Read a range of forms and formatted advisory texts; Read an informational written text; Read a simple creative written text.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN469 WRITING (ACCESS II)
Content Write a simple personal letter or email message; Write information from written or oral texts for a range of purposes; Fill out forms for a range of personal and social purposes; Write a short text about a familiar situation, event or personal experience; Write a short imaginative or reflective text.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN470 LISTENING (ACCESS III)
Content Demonstrate understanding in casual conversation; Follow a set of verbal instructions for a familiar process or procedure; Demonstrate understanding of a range of everyday transactions; Demonstrate understanding of informational oral texts; Demonstrate understanding of a creative oral text.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN471 SPEAKING (ACCESS III)
Content Participate in casual conversation; Give a set of verbal instructions on a familiar process or procedure; Participate in a range of everyday transactions; Give detailed information in a talk; Give a detailed oral response to a creative work.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN472 READING (ACCESS III)
Content Read personal messages in a formal letter or email; Follow a set of written instructions on a familiar process or procedure; Analyze a range of a detailed formatted texts; Read a range of informational written texts; Read a creative written text.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN473 WRITING (ACCESS III)
Content Write a personal message in a formal communication; Take notes from oral or written texts for a range of purposes; Complete formatted texts which require some detailed information; Write a descriptive or narrative text; Write an imaginative or reflective text.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN482 LISTENING (ACCESS IV)
Content Demonstrate critical understanding in a sustained casual conversation; Follow multi step verbal instructions for a complex process or procedure; Demonstrate critical comprehension of complex proposals; Demonstrate critical understanding of extended oral presentations or reports; Demonstrate critical understanding of a sustained creative oral text.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.
VBN483 SPEAKING (ACCESS IV)
Content Participate in a sustained casual conversation; Give multi step verbal instructions for a complex process or procedure; Raise an issue and present a proposal; Give an extended oral presentation; Give a sustained critical oral response to a creative work or works.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN484 READING (ACCESS IV)
Content Critically read formal letters for a range of community purposes; Critically read multi step complex instructions or advisory texts; Analyse information from a range of complex formatted texts; Critically read a range of extended written presentations or reports; Critically read an extended creative written text.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN485 WRITING (ACCESS IV)
Content Write a formal communication for personal or social purposes; Reproduce information from complex oral or written texts for personal, social and community purposes; Produce formatted texts for personal, social an; Write an extended text to describe an event, a complex process, or complex ideas; Write detailed imaginative or reflective texts.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN498 LANGUAGE OF COMPUTERS
Content Use correct computer terminology; Describe items on the computer desktop; Perform a simple computer task; Complete computer-based language learning activities; Describe common computer related problems and seek assistance to solve them.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN499 ONLINE LANGUAGE LEARNING
Content Locate information for a range of purposes on the internet; Complete online language learning activities; Communicate using simple email messages.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN500 PRACTICAL PLACEMENT
Content Plan practical placement; Negotiate practical placement arrangements; Communicate in the workplace; Participate as a member of the workplace under supervision; Evaluate own performance in a work experience program.
Nominal Hours 25 Hours
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.

VBN501 LOCAL ORIENTATION
Content Locate self in the local area; Use the local transport system; Investigate community services in the local area; Investigate recreation options in the local area.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN502 AUSTRALIAN ENVIRONMENT
Content Describe the Australia’s physical features and climate; Compare Australia’s physical features and climate with those of another country; Describe an environmental issue of significance in Australia; Investigate an environmental issue of local importance.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN503 AUSTRALIAN GOVERNMENT
Content Describe the system of government in Australia; Describe the election process in Australia; Describe the rights and responsibilities of residents and citizens of Australia.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN504 AUSTRALIAN LAW
Content Describe the features of the Australian legal system; Describe the process of accessing legal representation.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN505 DRIVING IN AUSTRALIA
Content Describe the requirements for driving in Australia; Use a map or street directory for a range of purposes; Describe the process of buying a car.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN506 EDUCATION IN AUSTRALIA
Content Describe the organisational features of the education system in your state; Describe the cultural features of the Australian education system.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN507 HEALTH AND MEDICINE
Content Describe a range of factors in relation to personal health; Describe common household medicines and health equipment and their uses; Describe the purpose and use of a Medicare card; Describe appropriate action in the event of a medical emergency.

VU COLLEGE
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN508 AUSTRALIAN ART AND CULTURE
Content Describe the features of one of the visual arts in Australia; Investigate concepts of Australian identity and culture; Investigate a local example of Australian art or culture; Describe the features of an Australian film.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN509 INDIGENOUS AUSTRALIA
Content Describe Indigenous Australia prior to European invasion; Describe the role of European settlers and Indigenous Australians in the 18th and 19th centuries; Describe the key features of Indigenous Australian history during the 20th century; Investigate a key issue in present day Indigenous Australia.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN510 AUSTRALIAN HISTORY
Content Describe coastal exploration of Australia prior to 1788; Describe the role of convict settlement in the European settlement of Australia; Describe the key features of Australian history during the 18th century; Investigate the key issue of Australian history during the 19th century; Investigate a key issue in present day Australia.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN511 CURRENT AFFAIRS
Content Describe a current issue of significance in Australia; Describe a current issue of international significance.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used including: oral presentations, oral explanation of a text (spoken or written), role play, teacher observation, student self-assessment, written exercises, demonstration of understanding text (written or oral), discussion. Assessment tasks may be completed as individual or group activities, or pair work.

VBN512 VOCATIONAL ELECTIVE
Content Execute tasks in accordance with safe working practices and procedures; Demonstrate a range of vocational tasks.
Nominal Hours 50 Hours
Assessment A variety of assessment methods and evidence gathering techniques may be used. These may include verbal presentations, multimedia presentations, written tasks, folios, student self-assessment, and ongoing teacher assessment.

VBP805 INVESTIGATE A SOCIAL ISSUE
Content This unit develops basic research and presentation skills through examination of a current social issue.
Nominal Hours 40 Hours
Assessment Assessment should be based on: participation in group activities, collection of relevant information and contribution to discussion; presentation of a report, an oral presentation or a journal; group completion of assessment tasks.

VBM474 AUSTRALIAN ENVIRONMENTAL ISSUES
Content This module aims to familiarise learners with the Australian environment.
Nominal Hours 20 Hours
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.

VBM475 COMMUNITY OPTIONS
Content This module aims to familiarise students with their local area and its resources.
Nominal Hours 20 Hours
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.

VBM476 THE EDUCATION SYSTEM
Content This module aims to familiarise students with the structure of the education system in their state as well as the cultural features of education in Australia.
Nominal Hours 20 Hours
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.

VBM477 HEALTHCARE
Content This module aims to familiarise students with the health system in Australia and provides skills to access health care. This module is based on VBN507 Health and Medicine from the ESL Framework.
Nominal Hours 20 Hours
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.

VBM478 ARTS IN AUSTRALIA
Content This module aims to familiarise students with aspects of Australian art and culture from both the past and present.
Nominal Hours 30 Hours
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.

VBM479 INDIGENOUS HISTORY
Content This module aims to familiarise students with the political and social history of Indigenous Australia from pre-history to the present day.
Nominal Hours 30 Hours
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.

VBM480 ELECTIONS AND GOVERNMENT
Content This module aims to familiarise students with the Australian system of government and provides the knowledge and skills required by an Australian citizen to participate in the electoral process.
Nominal Hours 30 Hours
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.

**VBMQ481 THE LEGAL SYSTEM**
Content: This module aims to familiarise students with the Australian legal system and provides the knowledge and skills required to access various aspects of the Australian legal system.

Nominal Hours: 20 Hours
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.

**VBMQ482 DRIVING AND OWNING A CAR**
Content: This module aims to familiarise students with the requirements of driving in Australia and issues surrounding motor vehicle ownership. Students will gain the skills to find their way using maps and street directories.

Nominal Hours: 20 Hours
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.

**VBMQ483 EVENTS IN AUSTRALIAN HISTORY**
Content: This module aims to familiarise students with aspects of the political and social history of Australia from pre-history to the present day.

Nominal Hours: 30 Hours
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.

**VBMQ484 INVESTIGATING CURRENT ISSUES**
Content: This module is designed to enable students to develop knowledge of national and international current affairs.

Nominal Hours: 20 Hours
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.

**VBMQ485 DEVELOP A LEARNING PLAN AND PORTFOLIO WITH SUPPORT**
Content: The focus of this unit is to identify and document current skills and plan future skill development with 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 need and expectations require a focus on individual learner objectives such as improved language, literacy and numeracy skills and developing/identifying a purpose for learning.

Nominal Hours: 10 Hours
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; Third party feedback, for example, testimonials/reports from other teachers or support workers.

**VBMQ486 ENGAGE WITH SHORT SIMPLE TEXTS FOR PERSONAL PURPOSES**
Content: The focus of this unit is on engaging with short, simple texts for personal purposes. Texts would normally be from the learner’s immediate environment. The unit is suitable for those at the very beginning stages of learning to read and develops reading strategies. The required outcomes described in this unit relate directly to the National Reporting System, Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level One.

Nominal Hours: 15 Hours
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.

**VBMQ487 ENGAGE WITH SHORT SIMPLE TEXTS FOR LEARNING PURPOSES**
Content: The focus of this unit is on engaging with short, simple texts to participate in learning. The unit is suitable for those at the very beginning stages of learning to read and develops reading strategies. The required outcomes described in this unit relate directly to the National Reporting System, Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level One.

Nominal Hours: 15 Hours
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.

**VBMQ488 ENGAGE WITH SHORT SIMPLE TEXTS FOR EMPLOYMENT PURPOSES**
Content: The focus of this unit is on engaging with short, simple texts related to employment. The unit is suitable for those at the very beginning stages of learning to read and develops reading strategies. This unit is suitable for those in employment and those who aspire to employment. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level One.

Nominal Hours: 15 Hours
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.

**VBMQ489 ENGAGE WITH SHORT SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY**
Content: The focus of this unit is on engaging with short, simple texts to participate in the community. The unit is suitable for those at the very beginning stages of learning to read and develops initial reading strategies. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level One.

Nominal Hours: 15 Hours
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.

**VBMQ490 CREATE SHORT SIMPLE TEXTS FOR PERSONAL PURPOSES**
Content: The focus of this unit is on developing initial writing skills to create short simple texts for personal purposes and for communication with others in the immediate social environment. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence Level One.

Nominal Hours: 15 Hours
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.
SBG11 CREATE SHORT SIMPLE TEXTS FOR LEARNING PURPOSES
Content The focus of the unit is on developing initial writing skills to create short simple texts to participate in learning. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of NRS indicators of competence Level 1 (Writing).
Nominal Hours 15 Hours
Assessment Assessment may include: portfolios, for example: collections of samples compiled by the learner, product with supporting documentation, diary; direct observation, for example, real time activities; third party feedback, for example, reports from other teachers or support workers; peer feedback; self-assessment.

SBG12 CREATE SHORT SIMPLE TEXTS FOR EMPLOYMENT PURPOSES
Content The focus of the unit is on developing initial writing skills to create short simple 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 of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 1 (Writing).
Nominal Hours 15 Hours
Assessment Assessment may include: portfolios, for example: collections of samples compiled by the learner, 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 employers/supervisors, interview with peer; self-assessment.

SBG13 CREATE SHORT SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY
Content The focus of the unit is on developing initial writing skills to create short simple texts to participate in the community. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 1 (Writing).
Nominal Hours 15 Hours
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.

SBG14 RECOGNISE TIME, MONEY AND DIRECTIONS
Content The focus of this unit is on recognising time and money, and using simple everyday language of location to follow informal oral directions. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They partially contribute to the achievement of the NRS indicators of competence Level 1 Numeracy: 1.10, 1.11 & 1.13.
Nominal Hours 45 Hours
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.

SBG15 RECOGNISE NUMERICAL AND STATISTICAL INFORMATION
Content The focus of this unit is on recognising simple everyday numerical information in familiar texts and tables. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They partially contribute to the achievement of the NRS indicators of competence Level 1 Numeracy: 1.10 & 1.13.
Nominal Hours 45 Hours
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.

SBG16 DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO WITH GUIDANCE
Content The focus of this unit is to identify and document current skills and plan future skills development with the guidance of an appropriate support person, and to develop and maintain a portfolio. This unit is designed to meet the needs of learners with personal, learning, employment and community participation goals. Learners’ needs and expectations require a focus on individual learner objectives such as: improved language, literacy and numeracy skills; new skills and knowledge.
Nominal Hours 10 Hours
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.

SBG17 CONDUCT A PROJECT WITH GUIDANCE
Content The focus of this unit is to establish a proposal for a project, plan the project, carry out the project and review the outcome under the guidance of an appropriate adviser.
Nominal Hours 20 Hours
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.

SBG18 ENGAGE WITH SIMPLE TEXTS FOR PERSONAL PURPOSES
Content The focus of this unit is on engaging with simple texts for personal purposes. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Two (Reading).
Nominal Hours 20 Hours
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.
VBUQU120 ENGAGE WITH SIMPLE TEXTS FOR LEARNING PURPOSES
Content The focus of this unit is on engaging with simple texts for learning purposes. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Two (Reading).
Nominal Hours 20 Hours
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.

VBUQU121 ENGAGE WITH SIMPLE TEXTS FOR EMPLOYMENT PURPOSES
Content The focus of this unit is on engaging with simple and familiar texts for employment purposes. This unit is suitable for those in employment and those who aspire to employment. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Two (Reading).
Nominal Hours 20 Hours
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.

VBUQU122 ENGAGE WITH SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY
Content The focus of this unit is on engaging with simple and familiar texts to participate in the community. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Two (Reading).
Nominal Hours 20 Hours
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.

VBUQU123 CREATE SIMPLE TEXTS FOR PERSONAL PURPOSES
Content The focus of this unit is on developing writing skills to create simple texts for personal purposes and for communication with others. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 2 (Writing).
Nominal Hours 20 Hours
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.

VBUQU124 CREATE SIMPLE TEXTS FOR LEARNING PURPOSES
Content The focus of this unit is on developing writing skills to create simple texts for learning purposes. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 2 (Writing).
Nominal Hours 20 Hours
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.

VBUQU125 CREATE SIMPLE TEXTS FOR EMPLOYMENT PURPOSES
Content The focus of this unit is on writing skills to create simple texts relevant to participation in the workplace. This unit is suitable for those in employment and those who aspire to employment. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 2 (Writing).
Nominal Hours 20 Hours
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.

VBUQU126 CREATE SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY
Content The focus of this unit is on writing skills to create simple texts relevant to participation in the community. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 2 (Writing).
Nominal Hours 20 Hours
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.

VBUQU127 WORK WITH TIME, MONEY AND DIRECTIONS IN SIMPLE EVERYDAY SITUATIONS
Content The focus of this unit is on using and making decisions about time and money, and using simple everyday language of location to give and follow informal oral directions. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 1 Numeracy: 1.10, 1.11, 1.12 & 1.13.
Nominal Hours 60 Hours
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.

VBUQU128 WORK WITH SIMPLE MEASUREMENT AND DESIGN
Content The focus of this unit is on using and making decisions about everyday measurements, and using simple everyday language of design to recognise and describe shapes. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 1 Numeracy: 1.10, 1.11, 1.12 & 1.13.
Nominal Hours 60 Hours
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.

VBUQU129 WORK WITH SIMPLE NUMERICAL AND STATISTICAL INFORMATION
Content The focus of this unit is on locating and using simple everyday numerical information in familiar texts, tables and graphs. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 1 Numeracy: 1.10, 1.12
VBUQ130 DEVELOP AND DOCUMENT A LEARNING PLAN AND PORTFOLIO

Content The focus of this unit is to identify and document current skills and plan future skills development with the advice of an appropriate support person and to develop and maintain a portfolio. This unit is designed to meet the needs of learners with personal, learning, employment and community participation goals. Learners needs and expectations require a focus on individual learner objectives such as: improved language, literacy and numeracy skills; new skills and knowledge; specific competencies; employment requirements; career advancement. Learner objectives may also include: information and advice on courses, learning programs, qualifications and assessment.

Nominal Hours 10 Hours

Assessment Assessment may include: Portfolios, for example, 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, recorded in teacher observation schedule; 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.

VBUQ131 PLAN AND UNDERTAKE A PROJECT

Content The focus of this unit is to select an appropriate activity which is of interest and relevance to the learner, to plan and carry it out and review the final outcome.

Nominal Hours 30 Hours

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.

VBUQ132 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR PERSONAL PURPOSES

Content The focus of this unit is on engaging with everyday texts and less familiar text types, of limited complexity, for personal purposes. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Three (Reading).

Nominal Hours 20 Hours

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; 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.

VBUQ133 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR LEARNING PURPOSES

Content The focus of this unit is on engaging with everyday texts and less familiar text types, of limited complexity to participate in learning. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Three (Reading).

Nominal Hours 20 Hours

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.

VBUQ134 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY FOR EMPLOYMENT PURPOSES

Content The focus of this unit is on interpreting everyday texts and less familiar text types, of limited complexity, for employment purposes. This unit is suitable for those in employment and those who aspire to employment. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Three (Reading).

Nominal Hours 20 Hours

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.

VBUQ135 ENGAGE WITH TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY

Content The focus of this unit is on engaging with everyday texts and less familiar text types, of limited complexity, to participate in the community. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Three (Reading).

Nominal Hours 20 Hours

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.

VBUQ136 CREATE TEXTS OF LIMITED COMPLEXITY FOR PERSONAL PURPOSES

Content The focus of this unit is on writing skills to create everyday texts of limited complexity for personal purposes, which may include some unfamiliar aspects, and for communication with others. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 3 (Writing).

Nominal Hours 20 Hours

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.

VBUQ137 CREATE TEXTS OF LIMITED COMPLEXITY FOR LEARNING PURPOSES

Content The focus of the unit is on writing skills to create everyday texts of limited complexity which may include some unfamiliar aspects and which are relevant to the learning environment. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 3 (Writing).

Nominal Hours 20 Hours

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.

VBUQ138 CREATE TEXTS OF LIMITED COMPLEXITY TO PARTICIPATE IN THE COMMUNITY

Content The focus of the unit is on writing skills to create texts of limited complexity which deal with everyday subject matters but may include some less familiar aspects and which are relevant to participation in the community. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 3 (Writing).

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**VBU139 WORK WITH TIME, MONEY AND DIRECTIONS IN FAMILIAR SITUATIONS**

**Content** The focus of this unit is on interpreting, using and calculating money and time in familiar situations. It also focuses on interpreting and using position, location and maps to give and follow oral and written directions. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 2 Numeracy: 2.9, 2.10, 2.11, & 2.12 and partially contribute to indicators of competence Level 3 Numeracy: 3.10, 3.11, & 3.13.

**Nominal Hours** 60 Hours

**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.

**VBU140 WORK WITH MEASUREMENT AND DESIGN IN FAMILIAR SITUATIONS**

**Content** The focus of this units is on interpreting plans, drawing and assembling shapes, and estimating, measuring and calculating everyday quantities. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 2 Numeracy: 2.9, 2.10, 2.11, & 2.12 and partially contribute to indicators of competence Level 3 Numeracy: 3.10, & 3.11.

**Nominal Hours** 60 Hours

**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.

**VBU141 WORK WITH NUMERICAL AND STATISTICAL INFORMATION IN FAMILIAR SITUATIONS**

**Content** The focus of this unit is on interpreting, using and calculating numerical information in familiar texts, and to create and interpret simple tables and graphs. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 2 Numeracy: 2.9, 2.10, 2.11, & 2.12. 

**Nominal Hours** 60 Hours

**Assessment** Assessment may include: Records of teacher observations of students’ activities, discussions and practical tasks; Questioning, for example, online responses, interviews, self-assessment, verbal questioning, written questioning; Portfolios, for example, samples of the learner’s written work; pictures, diagrams, models etc. created by the learner; records of trainer observations of learner’s activities, discussions and practical tasks; Third party feedback such as testimonials/reports from other teachers or support workers.

**VBU142 RESEARCH PATHWAYS AND PRODUCE A LEARNING PLAN AND PORTFOLIO**

**Content** The focus of the unit is to investigate pathway options and plan skills development, in discussion with an appropriate support person. The learner will develop and maintain a portfolio of evidence. This unit is designed to meet the needs of learners with personal, learning, employment and community participation goals. Learners needs and expectations require a focus on individual learner objectives such as: improved language, literacy and numeracy skills; new skills and knowledge; specific competencies; target qualifications; new career; career advancement. Learner objectives may also include: information and advice on courses, learning programs, qualifications and assessment.

**Nominal Hours** 25 Hours

**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.
VBUQ147 ENGAGE WITH TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY

Content The focus of this unit is on engaging with a range of structurally intricate texts which are relevant to participation in the community. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Four (Reading).

Nominal Hours 25 Hours

Assessment Appropriate assessment strategies include: Direct observation, recorded in teacher observation schedule; Questioning, for example, real time activities; Third party feedback, for example, reports from other teachers or support workers, peer feedback.

VBUQ148 CREATE TEXTS OF SOME COMPLEXITY FOR PERSONAL PURPOSES

Content The focus of the unit is on writing skills to create a range of texts of some complexity for personal purposes and for communication with others. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 4 (Writing).

Nominal Hours 25 Hours

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.

VBUQ149 CREATE TEXTS OF SOME COMPLEXITY FOR LEARNING PURPOSES

Content The focus of the unit is on writing skills to create a range of texts of some complexity which are relevant to the learning environment. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 4 (Writing).

Nominal Hours 25 Hours

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.

VBUQ150 CREATE ROUTINE WORKPLACE DOCUMENTS

Content This unit covers routine written communication. It includes extracting meaning from routine written information for workplace purposes and preparing routine written materials. The focus is on the content and structure of written materials and not on the use of computer technology, which is addressed by other competencies. In practice, writing routine materials overlaps with other generalist work activities such as routine communication techniques, delivering client service, handling information, using technology, etc.

Nominal Hours 25 Hours

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.

VBUQ151 CREATE TEXTS OF SOME COMPLEXITY TO PARTICIPATE IN THE COMMUNITY

Content The focus of the unit is on writing skills to create a range of texts of some complexity which are relevant to the participation in the community. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 4 (Writing).

Nominal Hours 25 Hours

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.

VBUQ152 INVESTIGATE AND INTERPRET MEASUREMENTS AND RELATED FORMULAE FOR EVERYDAY PURPOSES

Content The focus of this unit is on investigating a range of everyday contexts, interpreting numerical and statistical data, and in representing numerical and statistical information in texts and creating and investigating statistical data, tables and graphs. They contribute directly to the achievement of the NRS indicators of competence Level 4 Numeracy: 4.10, 4.11, 4.12 & 4.13.

Nominal Hours 50 Hours

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 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.

VBUQ153 INVESTIGATE, INTERPRET AND PRODUCE NUMERICAL AND STATISTICAL INFORMATION

Content The focus of this unit is on investigating and interpreting numerical information in texts and creating and investigating statistical data, tables and graphs. They contribute directly to the achievement of the NRS indicators of competence Level 4 Numeracy: 4.10, 4.11, 4.12 & 4.13.

Nominal Hours 50 Hours

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.

VBUQ154 INVESTIGATE AND USE SIMPLE MATHEMATICAL FORMULAE FOR EVERYDAY PURPOSES

Content 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 straightforward mathematical problems. They contribute directly to the achievement of the NRS indicators of competence Level 4 Numeracy: 4.10, 4.11, 4.12 & 4.13.

Nominal Hours 50 Hours

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.

VBUQ155 EVALUATE PATHWAY OPTIONS, DESIGN A LEARNING PLAN AND COMPILe A PORTFOLIO

Content The focus of this unit is to evaluate pathway options and plan skills development; design, implement and monitor a learning plan; and compile a portfolio of evidence. This unit is designed to meet the needs of learners with personal, learning, employment and community participation goals. Learners need to: identify their learning needs and expectations; require a focus on individual learner objectives such as: improved language, literacy and numeracy skills; new skills and knowledge; specific competencies; target qualifications; new career and career advancement. Learner objectives may also include: information and advice on courses, learning programs,
qualifications, assessment and individualised learning support systems.

**Nominal Hours** 10 Hours

**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.

**VBUQI156 ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR PERSONAL PURPOSES**

**Content** The focus of this unit is on interpreting and critically analysing complex texts. These include intricate, dense and extended texts from a variety of print based and electronic texts. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Five (Reading).

**Nominal Hours** 25 Hours

**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.

**VBUQI157 ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR LEARNING PURPOSES**

**Content** The focus of this unit is on interpreting, and critically analysing complex texts. These include intricate, dense and extended texts from a variety of print based and electronic texts. This unit recognises the importance of lifelong learning, and is suitable for those wanting to improve their skills in order to access further study. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Five (Reading).

**Nominal Hours** 25 Hours

**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.

**VBUQI158 ENGAGE WITH A RANGE OF COMPLEX TEXTS FOR EMPLOYMENT PURPOSES**

**Content** The focus of this unit is on interpreting, and critically analysing complex texts. These include intricate, dense and extended texts from a variety of print based and electronic texts. This unit is suitable for those in employment and those who aspire to employment. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Five (Reading).

**Nominal Hours** 25 Hours

**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.

**VBUQI159 ENGAGE WITH A RANGE OF COMPLEX TEXTS TO PARTICIPATE IN THE COMMUNITY**

**Content** The focus of this unit is on interpreting and critically analysing complex texts to participate in the community. These include intricate, dense and extended texts from print based and electronic texts. The required outcomes described in this unit relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Five (Reading).

**Nominal Hours** 25 Hours

**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.

**VBUQI160 CREATE A RANGE OF COMPLEX TEXTS FOR PERSONAL PURPOSES**

**Content** The focus of the unit is on writing skills to create a range of complex texts for personal purposes. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 5 (Writing).

**Nominal Hours** 25 Hours

**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.

**VBUQI161 CREATE A RANGE OF COMPLEX TEXTS FOR LEARNING PURPOSES**

**Content** The focus of the unit is on writing skills to create complex texts which are relevant to the further study context. Its emphasis is on structured reflective and opinion texts used in a range of study environments. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 5 (Writing).

**Nominal Hours** 25 Hours

**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.

**VBUQI162 CREATE A RANGE OF COMPLEX TEXTS FOR TO PARTICIPATE IN THE COMMUNITY**

**Content** The focus of this unit is on writing skills to create complex texts which are relevant to participation in the community. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 5 (Writing).

**Nominal Hours** 25 Hours

**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.

**VBUQI163 ANALYSE AND EVALUATE NUMERICAL AND STATISTICAL INFORMATION**

**Content** The focus of this unit is on analysing and evaluating numerical information in texts and analysing and creating statistical data, tables and graphs. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 5 Numeracy: 5.10, 5.11, 5.12 & 5.13.

**Nominal Hours** 50 Hours

**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.
VBQU164 USE ALGEBRAIC TECHNIQUES TO ANALYSE MATHEMATICAL PROBLEMS

Content: The focus of this unit is on using algebraic techniques to investigate and solve mathematical problems and on developing and using formulae and their graphs to describe and represent relationships between variables. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 5 Numeracy: 5.10, 5.11, 5.12 & 5.13.

Nominal Hours 50 Hours
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.

VBQU165 USE FORMAL MATHEMATICAL CONCEPTS AND TECHNIQUES TO ANALYSE AND SOLVE PROBLEMS

Content: The focus of this unit is on identifying and using formal mathematical concepts and techniques and mathematical problem solving techniques to analyse and solve problems. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of the NRS indicators of competence Level 5 Numeracy: 5.10, 5.11, 5.12 & 5.13.

Nominal Hours 50 Hours
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.

VBQU166 DEVELOP VERBAL COMMUNICATION SKILLS

Content: The focus of the unit is to communicate verbally with others in the immediate environment. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-1995. They contribute directly to the achievement of NRS indicators of competence at level 1 (Oral Communication).

Nominal Hours 20 Hours
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.

VBQU167 USE COMPUTER LANGUAGE AND PERFORM SIMPLE COMPUTING TASKS

Content: 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 online. This unit is based on the module VBN498 Language of Computers from the ESL Framework.

Nominal Hours 20 Hours
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

Content: This unit aims to provide an introduction to language learning through computers. It provides the knowledge and skills to access a range of language learning options online. This unit is based on the module VBN499 Online Language Learning from the ESL Framework.

Nominal Hours 20 Hours
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.

VBQU169 COMPLETE A PROJECT WITH SUPPORT

Content: The focus of this unit is to identify a project area, plan the project, carry out the project and review the project with the support of an appropriate person.

Nominal Hours 20 Hours
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 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.

VBQU170 COMMUNICATE WITH OTHERS IN FAMILIAR AND PREDICTABLE CONTEXTS

Content: The focus of this unit is to communicate verbally with others in familiar and predictable contexts. The required outcomes described in this unit of competency relate directly to the National Reporting System (NRS), Commonwealth of Australia and ANTA 1994-5. They contribute directly to the achievement of NRS indicators of competence at level 2 (Oral Communication).

Nominal Hours 20 Hours
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

Content: The focus of this unit is on developing the skills and knowledge to select, negotiate and participate in a practical work placement. This unit is based on the module VBN500 Practical Placement from the ESL Framework. It has been customised for inclusion as an elective in the Certificates in General Education for Adults.

Nominal Hours 40 Hours
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

Content: The focus of this unit is on developing the skills and knowledge to investigate a current scientific issue, and an area where science research or development has impacted on the community and people’s personal lives.

Nominal Hours 10 Hours
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

Content: The focus of this unit is on developing the skills and knowledge to investigate and report on the functions of the human body and how these relate to health and well being. This includes developing the skills and knowledge to perform simple scientific investigations.

Nominal Hours 20 Hours
**VbQu174 Undertake a Simple Investigation of an Environment Issue**

**Content**
The focus of this unit is on developing the skills and knowledge to investigate factors that influence the environment. This includes developing the skills and knowledge to perform simple scientific investigations.

**Nominal Hours** 20 Hours

**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**

**Content**
The focus of this unit is on developing the skills and knowledge to investigate relationships and factors that affect the physical behaviour of solids, liquids and gases. This includes developing the skills and knowledge to perform simple scientific investigations.

**Nominal Hours** 20 Hours

**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**

**Content**
The focus of this unit is on developing the skills and knowledge to investigate relationships and factors that affect the chemical behaviour of matter. This includes developing the skills and knowledge to perform simple scientific investigations.

**Nominal Hours** 20 Hours

**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**

**Content**
The focus of this unit is on developing the skills and knowledge to investigate our place in the universe. This includes developing the skills and knowledge to perform simple scientific investigations.

**Nominal Hours** 20 Hours

**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**

**Content**
The focus of this unit is on developing the skills and knowledge to investigate the conditions and the processes required for life and its continuation. This includes developing the skills and knowledge to perform simple scientific investigations.

**Nominal Hours** 20 Hours

**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**

**Content**
The focus of this unit is on developing the scientific skills and knowledge to research and report on the impact of science and technology on our way of life and to examine scientific issues in the community.

**Nominal Hours** 40 Hours

**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**

**Content**
The focus of this unit is on developing the skills and knowledge to describe the main characteristics of living things and develop an overview of the classification system. This includes developing the skills and knowledge to use the scientific and evidence based approach to safely set up and perform investigations or experiments.

**Nominal Hours** 20 Hours

**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**

**Content**
The focus of this unit is on developing the skills and knowledge to describe the major factors that have contributed to the development of the Earth’s environment including climate and atmosphere. This includes developing the skills and knowledge.
to use the scientific and evidence-based approach to safely set up and perform investigations or experiments.

**Nominal Hours** 20 Hours

**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.

**VQOU182 INVESTIGATE THE SOLAR SYSTEM**

**Content** The focus of this unit is on developing the skills and knowledge to discuss current concepts of the universe and time. This includes developing the skills and knowledge to use the scientific and evidence-based approach to safely set up and perform investigations or experiments.

**Nominal Hours** 20 Hours

**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.

**VQOU183 INVESTIGATE CHEMICAL BEHAVIOUR OF COMMON SUBSTANCES**

**Content** The focus of this unit is on developing the skills and knowledge to describe the characteristics and behaviour of matter. This includes developing the skills and knowledge to use the scientific and evidence-based approach to safely set up and perform investigations or experiments.

**Nominal Hours** 20 Hours

**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.

**VQOU184 INVESTIGATE ENERGY, FORCE AND MATTER**

**Content** The focus of this unit is on developing the skills and knowledge to describe the interactions between energy and matter in our physical world. This includes developing the skills and knowledge to use the scientific and evidence-based approach to safely set up and perform investigations or experiments.

**Nominal Hours** 20 Hours

**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.

**VQOU185 ANALYSE SCIENCE IN THE COMMUNITY**

**Content** The focus of this unit is on developing the skills and knowledge to use and apply scientific and social knowledge to describe, analyse and report on the impact of science and technology on our way of life. This includes developing the skills and knowledge to critically evaluate scientific methodology and issues in the community.

**Nominal Hours** 40 Hours

**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.

**VQOU186 DESIGN AND REVIEW A PROJECT**

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

**Nominal Hours** 40 Hours

**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.
SCHOOL OF LEARNING SUPPORT SERVICES

SUBJECTS

Below are subject details for courses offered by the School of Learning Support Services in 2009.

IMPORTANT NOTE: Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

VBQU044 PREPARE TO STUDY

Content This unit covers the skills and knowledge required by a learner to access learning support. In particular, it directs learners who are continuing or returning to study as to the skills required in their main course of study.

Nominal Hours 5 Hours

Assessment Assessment may include: discussion, semi/formal interview, presentation and discussion of work completed in a vocational course, diaries documenting learning that has taken place, progress records and self-evaluation.

VBQU045 ADOPT RECOMMENDED STUDY PRACTICES

Content This unit covers the skills and knowledge required by a learner to put recommended study strategies into practices. In particular, it directs learners who are continuing or returning to study as to the skills required in organising, planning, communicating and accessing information relevant to their main course of study.

Nominal Hours 45 Hours

Assessment Assessment may include: discussion, semi/formal interview, presentation and discussion of work completed in a vocational course, diaries documenting learning that has taken place, progress records and self-evaluation.

VBQU046 MAINTAIN AN EFFECTIVE PERSONAL STUDY APPROACH

Content This unit covers the skills and knowledge required to maintain an effective personal study approach. In particular, it directs learners who are continuing or returning to study as to the skills required in establishing priorities, interpreting requirements and collaborating with others in a learning environment.

Nominal Hours 50 Hours

Assessment Assessment may include: discussion, semi/formal interview, presentation and discussion of work completed in a vocational course, diaries documenting learning that has taken place, progress records and self-evaluation.

VBQU047 EVALUATE AND ADOPT APPROPRIATE LEARNING STRATEGIES

Content This unit covers the skills and knowledge required to develop appropriate learning strategies. In particular, it directs learners who are continuing or returning to study as to the skills required for managing the different aspects of their learning, including accessing, interpreting, communicating and participating as a member of a group.

Nominal Hours 50 Hours

Assessment Assessment may include: discussion, semi/formal interview, presentation and discussion of work completed in a vocational course, diaries documenting learning that has taken place, progress records and self-evaluation.

VBQU048 DEVELOP AND IMPLEMENT AUTONOMOUS LEARNING

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

Nominal Hours 50 Hours

Assessment Assessment may include: discussion, semi/formal interview, presentation and discussion of work completed in a vocational course, diaries documenting learning that has taken place, progress records and self-evaluation.
### COURSES CERTIFICATE I IN TRANSITION EDUCATION

**Course Code:** 21671VIC

**Campus**
Footscray Nicholson. Western Futures stream only.

**Career Opportunities**
This a transition program that assists students with intellectual disabilities to move from school to further education, vocational training and/or employment. Through the program, students increase their work readiness, community access awareness, independence, understanding and knowledge of vocational options and possibilities.

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

Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience.

**Additional Information**
Certificate I in Transition Education participants may progress on to Certificate I in Work Education, Certificate I in General Education for Adults (Foundation), or Vocational Courses at AQF levels 1 & 2.

**Course Duration**
This course is offered on a full-time basis over 2 years (900 nominal hours) or part-time equivalent according to individual needs.

**Course Structure**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Units of Study</td>
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</tr>
<tr>
<td>VBP485</td>
<td>INDIVIDUAL LEARNING PLAN 100</td>
</tr>
<tr>
<td>VBP486</td>
<td>PERSONAL DEVELOPMENT 100</td>
</tr>
<tr>
<td>VBP487</td>
<td>TRAVEL, ORIENTATION AND MOBILITY 100</td>
</tr>
<tr>
<td>VBP488</td>
<td>EXPLORING ADULT OPTIONS 150</td>
</tr>
<tr>
<td>VBP489</td>
<td>COMMUNITY ACCESS 100</td>
</tr>
</tbody>
</table>

**Electives units**
Choose any combination of electives from any group/s to total 350 hours

**Group A Electives (Life Skills focus)**
- VBP490 FUNCTIONAL COMMUNICATION 50
- VBP491 EFFECTIVE PERSONAL COMMUNICATION 50
- VBP492 TECHNOLOGY FOR LIFE 50
- VBP493 SEX EDUCATION 50
- VBP494 DRIVER PERMITS 50
- VBP495 RECREATION AND LEISURE 50
- VBP496 CREATIVE OPTIONS 50
- VBP497 PERSONAL AND COMMUNITY HEALTH 50
- VBP498 VOLUNTARY WORK 100
- BSBCM106A FOLLOW WORKPLACE SAFETY PROCEDURES 10
- VBP499 FUNCTIONAL NUMERACY 50
- VP510 ENVIRONMENT 25
- THHG503B PROVIDE FIRST AID 24

**Group B Electives (Literacy and Numeracy focus)**
- VP500 GENERAL WRITING SKILLS 25
- VP501 SPELLING IMPROVEMENT TECHNIQUES 25
- VP502 LETTER WRITING 25
- VP503 RECREATIONAL READING 25
- VP504 CRITICAL READING 25
- VP505 TECHNICAL READING 25
- VP506 GUIDES, DIRECTORIES AND TIMETABLES 25
- VP507 THE MEDIA 50
- VP508 FRACTIONS, DECIMALS AND PERCENTS 25
- VP509 COMPUTERS FOR LEARNING 25
- ICAIITU133A SEND AND RETRIEVE INFORMATION OVER THE INTERNET USING BROWSERS AND EMAIL 25

**Group C Electives (Vocational focus)**
Any accredited modules from vocational courses or units of competency from training packages at AQF levels I or II. As a general rule, the nominal hours from existing modules or competencies from training packages should be doubled to meet the learning needs for this client group.
CERTIFICATE I IN WORK EDUCATION
Course Code: 21672VIC

Campus:
Footscray Nicholson, Melton, St Albans and Sunbury.

Career Opportunities
Employment or further education

Course Objective
The Certificate I in Work Education is a post secondary course designed to prepare people with a range of special learning needs for employment or further vocational training. The course introduces students to a full time adult learning in valued mainstream setting.

Course aims are:
• to develop confidence in a University and industry based valued learning environment
• to develop effective communication skills through a range of verbal and non verbal strategies
• to develop confidence, skills and strategies to competently manage pathways in future employment and /or education and training
• to develop personal organisational skills related to employment and vocational education and training

Entry Requirements
Participants must:
• have the potential and strong motivation for employment,
• be at least 16 years of age,
• have special learning needs (associated with intellectual and learning disability),
• have the support of his or her family or advocate, and
• be able to travel independently.

Course Duration
This course is two years full-time. Flexible learning arrangements may include off-campus study, workshops or workplace delivery.

Course Structure

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Core Units of Study</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBP511</td>
<td>INDUCTION</td>
<td>10</td>
</tr>
<tr>
<td>VBP512</td>
<td>INDIVIDUAL VOCATIONAL PLAN</td>
<td>80</td>
</tr>
<tr>
<td>VBP513</td>
<td>INTERPERSONAL COMMUNICATION SKILLS</td>
<td>30</td>
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<tr>
<td>ICAITTW011B</td>
<td>PARTICIPATE IN A TEAM AND INDIVIDUALLY TO ACHIEVE ORGANISATION GOALS</td>
<td>20</td>
</tr>
<tr>
<td>TDE397B</td>
<td>PARTICIPATE IN BASIC WORKPLACE COMMUNICATION</td>
<td>40</td>
</tr>
<tr>
<td>VBP514</td>
<td>PERSONAL MANAGEMENT SKILLS</td>
<td>50</td>
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<tr>
<td>VBP515</td>
<td>COMMUNITY SKILLS</td>
<td>70</td>
</tr>
<tr>
<td>VBP516</td>
<td>CAREER PLANNING</td>
<td>80</td>
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<tr>
<td>VBP517</td>
<td>WORKPLACE EDUCATION</td>
<td>300</td>
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<tr>
<td>VBP518</td>
<td>VOCATIONAL ELECTIVE</td>
<td>400</td>
</tr>
<tr>
<td>BSBC41106A</td>
<td>FOLLOW WORKPLACE SAFETY PROCEDIES</td>
<td>10</td>
</tr>
</tbody>
</table>

PRACTICAL PLACEMENT
Practical Placement is a central part of the course. All students undertake a minimum of ten (10) weeks of Practical Placement during the course.
SUBJECTS
Below are subject details for courses offered by the School of Youth, VCE and Community Education Programs and Services in 2009.

IMPORTANT NOTE: Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

LMFCR0001A FOLLOW SAFE WORKING POLICIES AND PRACTICES
Content Follow workplace procedures for hazard identification and risk control; maintain personal well-being for job; apply emergency response first aid; contribute to the workplace management of occupational health and safety.
Nominal Hours 40 hours
Assessment As per accredited curriculum

VBP485 INDIVIDUAL LEARNING PLAN
Content To provide learners with the skills, knowledge and confidence to design and implement an individual learning plan. The plan documents an agreed program that the learner will undertake during the course to enable transition to a selected adult option(s).
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners.
Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP486 PERSONAL DEVELOPMENT
Content To provide the learner with the skills and confidence to participate more effectively in the community.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners.
Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP487 TRAVEL, ORIENTATION AND MOBILITY
Content To provide learners with the skills to travel independently, and access the most appropriate modes of travel.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners.
Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP488 EXPLORING ADULT OPTIONS
Content To provide learners with the knowledge and skills to explore realistic options for future involvement in further training, work or community activities.
Nominal Hours 150 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners.
Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP489 COMMUNITY ACCESS
Content To provide the learner with the skills and knowledge to participate effectively in the community by accessing a range of services and facilities and systems to meet needs.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners.
Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP490 FUNCTIONAL COMMUNICATION
Content To provide the learner with the skills to operate more effectively and independently in the community by applying communication skills to meet everyday needs.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners.
Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP491 EFFECTIVE PERSONAL COMMUNICATION
Content To provide learners with the interpersonal skills necessary to participate effectively in a range of personal and vocational situations.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners.
Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP492 TECHNOLOGY FOR LIFE
Content To provide the learner with the knowledge and skills to use technology in everyday life.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners.
Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP493 SEX EDUCATION
Content To provide the learners with age — appropriate sexual information and knowledge about sexual responsibility.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners.
Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP494 DRIVER PERMITS
Content To provide the learner with the knowledge and skills to undertake the learner driver permit test associated with vehicle licenses (car, motorcycle, forklift etc).
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners.
Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP495 RECREATION AND LEISURE
Content To provide the learner with skills to plan and participate in one or more recreational and leisure options appropriate to budget, interests and needs.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners.
Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.
VBP496 CREATIVE OPTIONS
Content To provide the learner with the knowledge and skills to develop creative aspects to enhance quality of life.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP497 PERSONAL AND COMMUNITY HEALTH
Content To provide the learner with the knowledge and skills to develop preventative health awareness and to access a range of health and medical resources.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP498 VOLUNTARY WORK
Content To provide the learner with the knowledge and skills to undertake voluntary work.
Nominal Hours 100 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP499 FUNCTIONAL NUMERACY
Content To provide the learner with the skills to use functional numeracy in everyday situations.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP500 GENERAL WRITING SKILLS
Content This module aims to familiarise learners with the Australian environment.
Nominal Hours 25 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP501 SPELLING IMPROVEMENT TECHNIQUES
Content To provide the learner with a structured approach towards spelling improvements.
Nominal Hours 25 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP502 LETTER WRITING
Content This module is designed to develop learners’ communication skills in writing. It develops the skills to plan, write and edit informal and formal letters.
Nominal Hours 25 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP503 RECREATIONAL READING
Content To provide the learner with the knowledge and skills to read for recreation purposes.
Nominal Hours 25 Hours

Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP504 CRITICAL READING
Content To provide the learner with the necessary strategies to read and critically evaluate materials in relevant personal, work, and/or training contexts.
Nominal Hours 25 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP505 TECHNICAL READING
Content To provide the learner with the knowledge and skills to interpret and correctly follow technical instructions and information.
Nominal Hours 25 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP506 GUIDES, DIRECTORIES AND TIMETABLES
Content To provide the learner with the knowledge and skills to access and use a range of commonly used directories, guides and timetables.
Nominal Hours 25 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP507 THE MEDIA
Content To provide the learner with the knowledge and skills to make choices and offer opinions about the way the world is presented in the media.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP508 FRACTIONS, DECIMALS AND PERCENTS
Content To provide the learner with the knowledge and skills to use fractions, decimals and percents in everyday situations.
Nominal Hours 25 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP509 COMPUTERS FOR LEARNING
Content To provide the learner with skills and knowledge to use personal computers and software as a tool for learning.
Nominal Hours 25 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP510 ENVIRONMENT
Content This module aims to familiarise learners with the Australian environment.
Nominal Hours 25 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.
VBP511 INDUCTION
Content Learners participate in an induction to the training organisation. This includes the range of facilities and services available. This module also enables participants to examine the rules for participation in the program, and personal arrangements they will need to make in order to take part.
Nominal Hours 10 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP512 INDIVIDUAL VOCATIONAL PLAN
Content To provide learners with the skills to develop an individual vocational plan to maximise development throughout the course and to plan for exit.
Nominal Hours 80 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP513 INTERPERSONAL COMMUNICATION SKILLS
Content To provide learners with interpersonal and conversational skills.
Nominal Hours 30 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP514 PERSONAL MANAGEMENT SKILLS
Content To provide learners with the skills and tools for applying personal independence in everyday situations.
Nominal Hours 50 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP515 COMMUNITY SKILLS
Content To provide learners with the knowledge and skills to use community structures and activities in order to participate more fully in their communities.
Nominal Hours 70 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP516 CAREER PLANNING
Content To develop personal organisation and job search skills.
Nominal Hours 80 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP517 WORKPLACE EDUCATION
Content To provide learners with skills related to employment. Vocational skills may be demonstrated by learners working independently, working under close supervision on simple tasks/operations, or working as part of a work team. If learners complete the learning outcomes in one industry area, it would be expected that they would make significant progress to completing a qualification in the relevant industry. This should be recognised by a certificate or statement of attainment in addition to this module.
Nominal Hours 300 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.

VBP518 VOCATIONAL ELECTIVE
Content To provide learners with vocational skills related to employment. Students may achieve the learning outcomes in one of the following ways: complete the learning outcomes in 2-6 industry areas; or; complete the learning outcomes in one industry area, in which case it would be expected that students would make significant progress to completing a qualification in the relevant industry. This should be recognised by a certificate or statement of attainment in addition to this module.
Nominal Hours 400 Hours
Assessment A variety of assessment methods may be used, appropriate to the learning outcomes and the learning style, needs and preferences of the learners. Assessment may include: workplace education, self assessment, role play, practical demonstration, oral questioning, short answers and folio of tasks.
CERTIFICATE I IN ESL (ACCESS)
Course Code: 21497VIC

Campus
Footscray Nicholson, St Albans and Werribee.

Career Opportunities
Various further study.

Scope of Delivery
Offered on a full-time or part-time basis.

Course Objective
The ESL Access courses provides participants from non-English speaking backgrounds with:
• an opportunity to improve their English language skills in the four macro skills for reading, writing, speaking and listening;
• employment and living skills;
• a knowledge of Australian society;
• strategies for successful transition into work or further study in Australia.

Entry Requirements
To qualify for admission to the course, applicants must demonstrate to the satisfaction of the Head of Department that they are capable of successfully completing the course.
Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience.

Selection Procedures/Selection Criteria
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 Duration
600 nominal hours on a full-time basis or part-time equivalent. Average duration of the course delivered on a full-time basis is one year.

Course Structure
Certificate I — Access

Core Units of Study
Unit of Study Code Hours
Unit Code   Hours
VBN462   LISTENING (ACCESS I) 100
VBN463   SPEAKING (ACCESS I) 100
VBN464   READING (ACCESS I) 100
VBN465   WRITING (ACCESS I) 100

Elective Units of Study
Units, together totalling a minimum of 100 nominal hours, selected by the student with the approval of the Head of Department, from the following list of units, or any other nationally endorsed training package or accredited curriculum:

Unit of Study Code Hours
VBN498   LANGUAGE OF COMPUTERS 50
VBN499   ONLINE LANGUAGE LEARNING 50
VBN500   PRACTICAL PLACEMENT 75
VBN501   LOCAL ORIENTATION 50
VBN502   AUSTRALIAN ENVIRONMENT 50
VBN503   AUSTRALIAN GOVERNMENT 50
VBN504   AUSTRALIAN LAW 50
VBN505   DRIVING IN AUSTRALIA 50
VBN506   EDUCATION IN AUSTRALIA 50
VBN507   HEALTH AND MEDICINE 50
VBN508   AUSTRALIAN ART AND CULTURE 50
VBN509   INDIGENOUS AUSTRALIA 50
VBN510   AUSTRALIAN HISTORY 50
VBN511   CURRENT AFFAIRS 50
VBN512   VOCATIONAL ELECTIVE 75

b) Youth Transitions Programs
This course is delivered within the Youth Transitions programs at Footscray Nicholson campus. Youth Transitions’ ESL programs are offered to young people aged 16-24 years from countries where English is not the first language. The programs are designed to develop students’ English language skills in the areas of Reading, Writing, Speaking and Listening. Maths and Computer units are also offered to complement their learning. All students take part in a tailored Recreation and Healthy Living Program designed to assist their resettlement and community involvement, and work experience options are available.

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.
**CERTIFICATE II IN ESL (ACCESS)**

**Course Code:** 21498VIC

**Campus**
Footscray Nicholson and St Albans campuses.

**Career Opportunities**
Various further study.

**Scope of Delivery**
Full-time or part-time basis.

**Course Objective**
The ESL Access courses aim to provide participants from non-English speaking backgrounds with:
- an opportunity to improve their English language skills in the four macro skills for reading, writing, speaking and listening;
- employment and living skills;
- a knowledge of Australian society;
- strategies for successful transition into work or further study in Australia.

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

**Selection Procedures/Selection Criteria**
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 Duration**
450 nominal hours on a full-time basis or part-time equivalent. Average duration of the course delivered on a full-time basis is one year.

**Course Structure**

**Core Units of Study**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBN466</td>
<td>LISTENING</td>
<td>100</td>
</tr>
<tr>
<td>VBN467</td>
<td>SPEAKING</td>
<td>100</td>
</tr>
<tr>
<td>VBN468</td>
<td>READING</td>
<td>100</td>
</tr>
<tr>
<td>VBN469</td>
<td>WRITING</td>
<td>100</td>
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</tbody>
</table>

**Elective Units of Study**
Units, together totalling a minimum of 100 nominal hours, selected by the student with the approval of the Head of Department, from the following list of units, or any other nationally endorsed training package or accredited curriculum:

- VBN498 LANGUAGE OF COMPUTERS 50
- VBN499 ONLINE LANGUAGE LEARNING 50
- VBN500 PRACTICAL PLACEMENT 75
- VBN501 LOCAL ORIENTATION 50
- VBN502 AUSTRALIAN ENVIRONMENT 50
- VBN503 AUSTRALIAN GOVERNMENT 50
- VBN504 AUSTRALIAN LAW 50
- VBN505 DRIVING IN AUSTRALIA 50
- VBN506 EDUCATION IN AUSTRALIA 50
- VBN507 HEALTH AND MEDICINE 50
- VBN508 AUSTRALIAN ART AND CULTURE 50
- VBN509 INDIGENOUS AUSTRALIA 50
- VBN510 AUSTRALIAN HISTORY 50
- VBN511 CURRENT AFFAIRS 50
- VBN512 VOCATIONAL ELECTIVE 75

**Other streams:**
a) Youth Transitions Programs
This course is delivered within the Youth Transitions programs at Footscray Nicholson campus. Youth Transitions’ ESL programs are offered to young people aged 16-24 years from countries where English is not the first language. The programs are designed to develop students’ English language skills in the areas of Reading, Writing, Speaking and Listening. Maths and Computer units are also offered to complement their learning. All students take part in a tailored Recreation and Healthy Living Program designed to assist their resettlement and community involvement, and work experience options are available.

**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.

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**CERTIFICATE III IN ESL (ACCESS)**

**Course Code:**

**Campus**
Footscray Nicholson and St Albans campuses.

**Career Opportunities**
Various further study.

**Scope of Delivery**
Full-time or part-time basis.

**Course Objective**
The ESL Access courses provide participants from non-English speaking backgrounds with:
- an opportunity to improve their English language skills in the four macro skills for reading, writing, speaking and listening;
• employment and living skills;
• a knowledge of Australian society;
• strategies for successful transition into work or further study in Australia.

Entry Requirements
To qualify for admission to the course, applicants must demonstrate to the satisfaction of the Head of Department that they are capable of successfully completing the course. Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience.

Selection Procedures/Selection Criteria
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 Duration
500 nominal hours on a full-time basis or part-time equivalent. Average duration of the course delivered on a full-time basis is one year.

Course Structure
Core Units of Study
Unit of Study Code Hours

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBN470</td>
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<tr>
<td>VBN471</td>
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<tr>
<td>VBN472</td>
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<td>VBN473</td>
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</table>

Elective Units of Study
Units, together totalling a minimum of 100 nominal hours, selected by the student with the approval of the Head of Department, from the following list of units, or any other nationally endorsed training package or accredited curriculum:

Unit of Study Code Hours

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
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<tbody>
<tr>
<td>VBN498</td>
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<td>VBN511</td>
<td>50</td>
</tr>
<tr>
<td>VBN512</td>
<td>75</td>
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</table>

Other streams:
a) Youth Transitions Programs
This course is delivered within the Youth Transitions programs at Footscray Nicholson campus. Youth Transitions’ ESL programs are offered to young people aged 16-24 years from countries where English is not the first language. The programs are designed to develop students’ English language skills in the areas of Reading, Writing, Speaking and Listening. Maths and Computer units are also offered to complement their learning. All students take part in a tailored Recreation and Healthy Living Program designed to assist their resettlement and community involvement, and work experience options are available.

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.

CERTIFICATE I IN VOCATIONAL PREPARATION
Course Code: 21625VIC

Campus
Footscray Nicholson campus.

Career Opportunities
Further education and training.

Scope of Delivery
Full-time, part-time or flexible delivery.

Course Objective
Enables learners to develop skills and knowledge to improve their employability and work readiness and to assist them to re engage with learning.

Entry Requirements
You need to have the ability to read and interpret short, simple text, as well as write simple sentences.

Selection Procedures/Selection Criteria
Selection is via individual interviews.

Course Duration
Nominal hours are 125-255, however only selected modules from this course are delivered, in conjunction with other general education courses.
Course Structure

Core Units of Study

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
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<tr>
<td>BSBCM106A</td>
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<tr>
<td>VBKT137</td>
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<td>VBKT139</td>
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Elective Units of Study

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBN046</td>
<td>40</td>
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</tbody>
</table>

A minimum of three units with a minimum of 60 hours from the following:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>VBKT138</td>
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<td>VBKT722</td>
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<td>VBKT724</td>
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<table>
<thead>
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<th>Hours</th>
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<tbody>
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<tr>
<td>VBN500</td>
<td>75</td>
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<tr>
<td>VBN512</td>
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<tr>
<td>BSBCM102A</td>
<td>20</td>
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<tr>
<td>BSBCM107A</td>
<td>20</td>
</tr>
<tr>
<td>BSBCM108A</td>
<td>40</td>
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<tr>
<td>THHUS01B</td>
<td>24</td>
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<tr>
<td>FPPCOM2A</td>
<td>20</td>
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<tr>
<td>ICPSU62CA</td>
<td>50</td>
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<tr>
<td>TDE397B</td>
<td>40</td>
</tr>
</tbody>
</table>

Other streams:

a) Women's Programs

This course is delivered by Women's Education programs 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.

Assessment

As stipulated in the curriculum document assessment will be conducted through meaningful activities and, wherever possible, integrated into and spread throughout the course. Assessment may be through: teacher observation, oral or written assignment, role play, discussion, demonstration, presentation, oral or written test, or questioning.

b) Community Pathways Programs

This course is offered within the Community Pathways Program and is designed to develop vocational and employability skills that lead to employment outcomes and/or further education for course participants. It includes a practical placement component.

Diploma of Vocational Education and Training Practice

Course Code: 21697VIC

Course Location:
Newport Campus — Staff College

Career Opportunities
The 21697VIC Diploma of Vocational Education and Training Practice is designed for TAFE Teachers and provides for professional growth within a recognised career structure in Victoria.

Scope of Delivery
Part-time.

Course Objectives

The course aims to provide skills and knowledge necessary to:

- teach and assess effectively across a range of VET-related contexts
- facilitate new insights and problem solving when working with learners
- manage the learning process to facilitate change and action learners
- undertake effective self-assessment in the role as teacher/trainer in a VET environment
- research teaching methodologies and relevant theoretical knowledge to build teaching capabilities

Entry Requirements

This course is available to continuing students only. To qualify for admission to this course, applicants must have the TAA40104 Certificate IV Training and Assessment or BSZ40198 Certificate IV Assessment and Workplace Training or equivalent relevant competencies and employed in a teaching capacity or can demonstrate they can undertake the supervised teaching practicum.

Selection Procedures/Selection Criteria

Applicants must:

- have a TAA40104 Certificate IV Training and Assessment or a BSZ40198 Certificate IV in Assessment and Workplace Training or equivalent
- be employed in a 0.5 teaching capacity within a TAFE college
- have agreed commitment from workplace mentor/s and supervisor/s to support the applicant in carrying out the 200 hours supervised teaching practice
- be able to attend classes as per the timetable

And preference will be given to applicants in the following order:

A. Current Teacher Level
B. Date of receipt of application

Course Duration

The course may be offered on a part-time basis over 475 hours.
Course Structure

Unit Code   | Hours
---|---
Core Units of Study
TAAENV501A | MAINTAIN AND ENHANCE PROFESSIONAL PRACTICE 40
TAADES501A | DESIGN AND DEVELOP LEARNING STRATEGIES 40
TAADES502A | DESIGN AND DEVELOP LEARNING RESOURCES 50
VBN389     | INNOVATION IN EDUCATION AND TRAINING 60
VBP892     | FACILITATE LEARNING IN COMPLEX ENVIRONMENTS 50
TAADELS02A | FACILITATE ACTION LEARNING PROJECTS 30
TAADELS01A | FACILITATE E-LEARNING 30

Elective Units of Study

Stream A
A minimum of two units from the following list:

TAAATAS01A | UNDERTAKE ORGANISATIONAL TRAINING NEEDS ANALYSIS 40
BSBMKG406A | BUILD CLIENT RELATIONSHIPS 50

Stream B
A minimum of two units from the following list or from any other Training Package that is relevant to Teaching and Learning. These units must be packaged at AQF5 level.

TAADES503A | RESEARCH AND DESIGN E-LEARNING RESOURCES 40
TAADES504A | DEVELOP AND EVALUATE E-LEARNING RESOURCES 40
VBP894     | INTEGRATE GENERIC SKILLS INTO TEACHING PRACTICE 15

All of the following modules are regarded as the equivalent of one elective:

VBP632 | COGNITIVE SKILLS 12
VBP633 | METACOGNITION 8
VBP634 | CRITICAL THINKING 12
VBP635 | CREATIVE THINKING 8
VBP637 | DECISION-MAKING 8
VBP638 | VISUAL COMMUNICATION AND SPATIAL REASONING 12

For application and enrolment details for this course please contact 9919 8378.

GRADUATE CERTIFICATE IN VOCATIONAL EDUCATION AND TRAINING

Course Code: 21852VIC

Course Location: Newport Campus — Staff College

Career Opportunities
A graduate of this program will have gained skills and knowledge to lead and implement innovation and change within their training organisation. They would be well versed in the changing VET policy environment and also have a functional understanding of the application of advanced VET pedagogy/ies. They will be in a position to lead and utilise a range of staff development strategies to improve the capabilities of trainers/assessors, for example acting as change agents, through leading and/or facilitating communities of practice, networks, action research, coaching/mentoring, accessing research and information and forums.

Scope of Delivery
Part Time.

Course Objective

Entry Requirements
To access this course learners seeking entry must have skills in training and assessment which can be demonstrated through successful completion of:
1. TAA40104 Certificate IV in Training and Assessment, including the TAA elective TAADEL402A Facilitate group-based learning OR equivalent relevant competencies. AND
2. 21697VIC Diploma of Vocational Education and Training Practice OR equivalent relevant competencies. AND
3. Relevant work experience demonstrating potential to undertake work at this level.
OR
In line with the Australian Qualifications Framework, learners seeking entry to the Graduate Certificate in Vocational Education and Training may also enter under other arrangements, such as:
• from a Bachelor degree, with relevant professional practice required;
OR
• from an Advanced Diploma, Diploma or higher-level vocational Certificate together with extensive relevant work experience,
OR
• on the basis of extensive relevant work experience demonstrating potential to undertake work at this level.

Selection Procedures/Selection Criteria
Written Application, Interview.

Course Duration
Nominal Hours 220-240 depending on electives chosen.

Course Structure

Unit Code   | Hours
---|---
Core Units of Study
VPAU068 | LEAD THE IMPROVEMENT OF LEARNING AND ASSESSMENT PRACTICE 80
VPAU069 | ANALYSE AND APPLY VOCATIONAL EDUCATION AND TRAINING POLICY 40

Elective Units of Study
At least two units selected from the following

VPAU070 | DEVELOP AND SUSTAIN INNOVATIVE PRACTICE IN VOCATIONAL EDUCATION AND TRAINING 60
VPAU071 | BUILD ORGANISATION CAPABILITY 60
CERTIFICATE IV IN TRAINING AND ASSESSMENT
Course Code: TAA40104

The Certificate IV in Training and Assessment TAA40104 replaces the Certificate IV in Assessment and Workplace Training BS240198.

Course Location:
Newport Campus — Staff College

Career Opportunities
For people who are currently working in or wish to work in the area of training/teaching development, delivery and assessment. Upon completion of the 14 units of competence offered, participants will be eligible for a nationally recognised qualification and will meet the AQTF compliance standards for teachers/trainers.

Scope of Delivery
Part-time.

Course Objective
The course aims to develop competencies to enter into a career as a trainer and/or assessor.

Entry Requirements
To qualify for admission to this course there are specific entry requirements. All training is undertaken in English language. Basic English literacy and numeracy will be required as it is clearly stated in the Training Package, that several units within this course require an ability to read, examine and interpret written material. All applicants will need to have access to a practice environment (eg. TAFE, other RTO or workplace). Some assessment must take place in the workplace (eg. classroom, office, factory).

Selection Procedures/Selection Criteria
Not applicable.

Course Duration
Training Package: 255 — 305 nominal hours.
Average course duration is 14 weeks at 1 day per week. Evening/Weekend courses are also available.

Delivery Structure
The Staff College offers 2 options/courses of study from the Training and Assessment Training Package to meet individual needs. Participants have the option of choosing one of the following 2 options.

Option One: Certificate IV in Training and Assessment
The Staff College offers the complete Certificate IV in Training & Assessment (12 core units and 2 elective units from a possible 12 elective units of study). This course is delivered in 3 parts over 14 sessions at one day per week. It is also offered over a number of Saturdays and weekday evenings. In addition to attending training, students will be required to undertake research and project work. The course is structured to meet the needs of new entrants into training as well as those of established trainers with industry, corporations or registered training organisations. This broad mix of participants promotes peer learning through interaction and sharing of ideas and learning experiences. Our trainers use a diverse range of approaches to learning and teaching to meet varied student needs. Participants will have the opportunity to reflect on the learning experience, practice new skills and work on assessment tasks during the course to develop a range of learning strategies and assessment approaches.

Unit Code   Hours
Core Units of Study
TAAASS401B PLAN AND ORGANISE ASSESSMENT 10
TAAASS402B ASSESS COMPETENCE 15
TAAASS403B DEVELOP ASSESSMENT TOOLS 30
TAAASS404B PARTICIPATE IN ASSESSMENT VALIDATION 20
TAADES401B USE TRAINING PACKAGES TO MEET CLIENT NEEDS 20
TAADES402B DESIGN AND DEVELOP LEARNING PROGRAMS 40
TAADEL401B PLAN AND ORGANISE GROUP-BASED DELIVERY 20
TAADEL403B FACILITATE INDIVIDUAL LEARNING 15
TAADEL404B FACILITATE WORK BASED LEARNING 15
TAENV401B WORK EFFECTIVELY IN VOCATIONAL EDUCATION AND TRAINING 10
TAENV402B FOSTER AND PROMOTE AN INCLUSIVE LEARNING CULTURE 10
TAENV403B ENSURE A HEALTHY AND SAFE LEARNING ENVIRONMENT 10

Elective Units of Study
Students must complete a minimum of 2 electives from the list of units below. Alternatively, 1 of the 2 elective units can be selected from the TAA50104 Diploma of Training and Assessment, or any other Diploma or any other Certificate IV. The * denotes the elective units offered by VU as part of course delivery for the Certificate IV in Training and Assessment. All other electives can be acquired through RPL/Credit Transfer.

Unit Code   Hours
BSBAUD402A PARTICIPATE IN A QUALITY AUDIT 40
BSBCM404A DEVELOP TEAMS AND INDIVIDUALS 30
BSBCM405A ANALYSE AND PRESENT RESEARCH INFORMATION 40
BSBCM409A PROMOTE PRODUCTS AND SERVICES 20
BSMKX406A BUILD CLIENT RELATIONSHIPS 50
TAAASS501B CONTRIBUTE TO ASSESSMENT 10
TAADEL301B PROVIDE TRAINING THROUGH INSTRUCTION AND DEMONSTRATION OF WORK SKILLS 40
TAADEL402B FACILITATE GROUP BASED LEARNING 20
TAADEL405B co ordinate and facilitate distance-based learning 30
TAENV404B DEVELOP INNOVATIVE IDEAS AT WORK 35
TAALLN401B ADDRESS LANGUAGE, LITERACY AND NUMERACY ISSUES WITH LEARNING AND ASSESSMENT PRACTICE 30
TAATAS401B MAINTAIN INFORMATION REQUIREMENTS OF TRAINING AND/OR ASSESSMENT ORGANISATIONS 40

Option Two: Upgrade to the Certificate IV in Training and Assessment
This program is aimed at students who hold the BS240198 Certificate IV in Assessment and Workplace Training, are currently involved in training and want to upgrade to
TAA40104 Certificate IV in Training and Assessment. This course will run for 4 days face-to-face covering the 4 units of competence listed below. In addition to this, students will be required to undertake research and project work plus present an RPL portfolio.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAAENV401B</td>
<td>WORK EFFECTIVELY IN VOCATIONAL EDUCATION AND TRAINING</td>
<td>10</td>
</tr>
<tr>
<td>TAAENV402B</td>
<td>FOSTER AND PROMOTE AN INCLUSIVE LEARNING CULTURE</td>
<td>10</td>
</tr>
<tr>
<td>TAAENV403B</td>
<td>ENSURE A HEALTHY AND SAFE LEARNING ENVIRONMENT</td>
<td>10</td>
</tr>
<tr>
<td>TAADES401B</td>
<td>USE TRAINING PACKAGES TO MEET CLIENT NEEDS</td>
<td>20</td>
</tr>
</tbody>
</table>

The RPL process will cover the remaining 9 units.

For application and enrolment details for this course please contact 9919 8378.
SUBJECTS

Below are subject details for courses offered by the College Delivered in 2009.

IMPORTANT NOTE: Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

BSBCM102A COMPLETE DAILY WORK ACTIVITIES
Content The unit covers the skills and knowledge required to complete own work activities under direct supervision, and request assistance and feedback on work performance. This unit is related to BSBCAN202A Organise and complete daily work activities.
Nominal Hours 20 Hours
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.

BSLLED701A LEAD PERSONAL AND STRATEGIC TRANSFORMATION
Content This unit describes the performance outcomes, skills and knowledge required to analyse and improve personal leadership style and professional competence, and to lead organisational transformation and learning for strategic outcomes.
The unit also covers leading transformational practices, cultivating collaborative practices, completing ongoing professional development, and providing strategic leadership in a dynamic context.
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
Nominal Hours 60 Hours
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
- review of applied projects and learning activities such as reports and case studies
- direct observation of contextual application and presentations to a range of stakeholders
- oral or written questioning to assess leadership styles
- analysis of personal reflection and self awareness of leadership styles and impact of this approach on task completion and others
- review of personal development plan.

BSLLED801A INITIATE AND LEAD APPLIED RESEARCH
Content This unit describes the performance outcomes, skills and knowledge required to plan, conduct and report on applied research to influence strategic practices and outcomes within an organisational context.
The unit also covers constructing an applied research strategy, using a range of applied research techniques, and analysing and presenting findings.
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
Nominal Hours 40 Hours
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.

BSBMKG406B BUILD CLIENT RELATIONSHIPS
Content Initiate interpersonal communication with clients; Establish client relationship management strategies; Maintain and improve ongoing relationships with clients.
Nominal Hours 50 Hours
Assessment This unit may be assessed by tests, assignments, classwork, projects.

ICPSU62CA WORKTEAM COMMUNICATION
Content Participate in a small group discussion to reach agreement on a workplace related issue; co-operate with team members to plan and prepare a simple presentation; present a job related report to a group.
Nominal Hours 50 Hours
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.

TAAASS301A CONTRIBUTE TO ASSESSMENT
Content Specifies the competency required to contribute to the assessment process.
Nominal Hours 10 Hours
Assessment Work in partnership with a qualified assessor to plan an assessment, assess the competence of a learner and review processes and tools.

TAAASS301B CONTRIBUTE TO ASSESSMENT
Content Specifies the competency required to contribute to the assessment process.
Nominal Hours 10 Hours
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
Content Required to plan and organize the assessment process in a competency-based assessment system.
Nominal Hours 10 Hours
Assessment Prepare two assessment plans against three different qualification (AQF) levels.

TAAASS401B PLAN AND ORGANISE ASSESSMENT
Content Required to plan and organize the assessment process in a competency-based assessment system.
Nominal Hours 10 Hours
Assessment Prepare two assessment plans against three different qualification (AQF) levels.

TAAASS402A ASSESS COMPETENCE
Content Competency required to assess the competence of a candidate.
Nominal Hours 15 Hours
Assessment Assess the competence of learners using different methods and tools including recognition (RPL) assessment.

TAAASS402B ASSESS COMPETENCE
Content Competency required to assess the competence of a candidate.
Nominal Hours 15 Hours
Assessment Assess the competence of learners using different methods and tools including recognition (RPL) assessment.

TAAASS403A DEVELOP ASSESSMENT TOOLS
Content Specifies the competency required to develop assessment tools.
Nominal Hours 30 Hours
Assessment Develop, trial and review a range of assessment tools for different candidates and purposes.

TAAASS403B DEVELOP ASSESSMENT TOOLS
Content Specifies the competency required to develop assessment tools.
Nominal Hours 30 Hours
Assessment Develop, trial and review a range of assessment tools for different candidates and purposes.
TAASS404A PARTICIPATE IN ASSESSMENT VALIDATION
Content: Required to participate in an assessment validation process.
Nominal Hours: 20 Hours
Assessment: Participate in two assessment validation sessions/workshops.

TAASS404B PARTICIPATE IN ASSESSMENT VALIDATION
Content: Required to participate in an assessment validation process.
Nominal Hours: 20 Hours
Assessment: Participate in two assessment validation sessions/workshops.

TADEL301A PROVIDE TRAINING THROUGH INSTRUCTION AND DEMONSTRATION OF WORK SKILLS
Content: Competency required to conduct individual and group instruction and demonstration of work skills.
Nominal Hours: 40 Hours
Assessment: Facilitate three training sessions of work skills with different individuals and/or small groups using instruction, demonstration and practice.

TADEL301B PROVIDE TRAINING THROUGH INSTRUCTION AND DEMONSTRATION OF WORK SKILLS
Content: Competency required to conduct individual and group instruction and demonstration of work skills.
Nominal Hours: 40 Hours
Assessment: Facilitate three training sessions of work skills with different individuals and/or small groups using instruction, demonstration and practice.

TADEL401A PLAN AND ORGANISE GROUP-BASED DELIVERY
Content: Plan and organize training for individuals within a group.
Nominal Hours: 20 Hours
Assessment: Develop session plans, learner and trainer material to use in group-based facilitation.

TADEL401B PLAN AND ORGANISE GROUP-BASED DELIVERY
Content: Plan and organize training for individuals within a group.
Nominal Hours: 20 Hours
Assessment: Develop session plans, learner and trainer material to use in group-based facilitation.

TADEL402A FACILITATE GROUP-BASED LEARNING
Content: Specifies the competency required to facilitate learning by individuals within a group.
Nominal Hours: 20 Hours
Assessment: Prepare plans and material to facilitate a sequential series of training sessions with a group of learners; Review training and learning effectiveness.

TADEL402B FACILITATE GROUP BASED LEARNING
Content: Specifies the competency required to facilitate learning by individuals within a group.
Nominal Hours: 20 Hours
Assessment: Prepare plans and material to facilitate a sequential series of training sessions with a group of learners; Review training and learning effectiveness.

TADEL403A FACILITATE INDIVIDUAL LEARNING
Content: Specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and facilitator.
Nominal Hours: 15 Hours
Teaching practicum focused on facilitation with individual learners; Review effectiveness of facilitation

TADEL403B FACILITATE INDIVIDUAL LEARNING
Content: Specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and facilitator.
Nominal Hours: 15 Hours

TADEL404A FACILITATE WORK-BASED LEARNING
Content: Specifies the competency required to use work effectively as a learning process.
Nominal Hours: 15 Hours
Assessment: Develop a work-based learning pathway for individuals; Facilitate and review this pathway.

TADEL404B FACILITATE WORK BASED LEARNING
Content: Specifies the competency required to use work effectively as a learning process.
Nominal Hours: 15 Hours
Assessment: Develop a work-based learning pathway for individuals; Facilitate and review this pathway.

TADEL405A COORDINATE AND FACILITATE DISTANCE-BASED LEARNING
Content: Required to coordinate, organize and facilitate a distance-based learning process.
Nominal Hours: 30 Hours
Assessment: Develop and implement a distance-based learning program and monitor learner progress; Review the effectiveness of a distance-based learning program

TADEL405B COORDINATE AND FACILITATE DISTANCE-BASED LEARNING
Content: Required to coordinate, organize and facilitate a distance-based learning process.
Nominal Hours: 30 Hours
Assessment: Develop and implement a distance-based learning program and monitor learner progress; Review the effectiveness of a distance-based learning program

TADEL501A FACILITATE E-LEARNING
Content: Facilitate learning delivered via electronic media.
Nominal Hours: 30 Hours
Assessment: Complete in-class activities; Facilitate, review and report on an activity through the bulletin board

TADEL502A FACILITATE ACTION LEARNING PROJECTS
Content: Facilitate a group to engage in action learning projects.
Nominal Hours: 30 Hours
Assessment: Conduct two action learning sets; Prepare a handbook and objectives; Facilitate the sets and evaluate the outcomes

TADES401A USE TRAINING PACKAGES TO MEET CLIENT NEEDS
Content: Competency required to use Training Packages and accredited courses as a tool to support industry, organization or individual competency development needs.
Nominal Hours: 20 Hours
Assessment: Complete in-class activities; Interpret language and content within an Industry Training Package and accredited courses to design relevant programs and outcomes for clients; Present information on a Training Package and unit of competency

TADES401B USE TRAINING PACKAGES TO MEET CLIENT NEEDS
Content: Competency required to use Training Packages and accredited courses as a tool to support industry, organization or individual competency development needs.
Nominal Hours: 20 Hours
Assessment: Complete in-class activities; Interpret language and content within an Industry Training Package and accredited courses to design relevant programs and outcomes for clients; Present information on a Training Package and unit of competency
Research the requirements for e-learning resources and to design and develop learning programs that meet identified training needs.

TAADE502A DESIGN AND DEVELOP LEARNING PROGRAMS
Content: Required to conceptualise, design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria. Criteria may include competency standards and other specifications such as organizational performance standards, product equipment specifications and workplace procedures.
Nominal Hours 40 Hours
Assessment: Use components of Training Packages and accredited courses to design and develop learning programs that meet identified training needs.

TAADE502B DESIGN AND DEVELOP LEARNING PROGRAMS
Content: Required to conceptualise, design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria. Criteria may include competency standards and other specifications such as organizational performance standards, product equipment specifications and workplace procedures.
Nominal Hours 40 Hours
Assessment: Use components of Training Packages and accredited courses to design and develop learning programs that meet identified training needs.

TAADE501A DESIGN AND DEVELOP LEARNING STRATEGIES
Content: Determine the parameters of the learning strategy; Develop the framework for the learning strategy; Devise the content and structure of the learning strategy; Review the learning strategy.
Nominal Hours 40 Hours
Assessment: As per accredited curriculum.

TAADE502A DESIGN AND DEVELOP LEARNING RESOURCES
Content: Design and develop resources to support learning.
Nominal Hours 50 Hours
Assessment: Produce a written learning resource in accordance with the Australian National Training Authority Style guide.

TAADE503A RESEARCH AND DESIGN E-LEARNING RESOURCES
Content: Research the requirements for e-learning resources and to design resources based on that research.
Nominal Hours 40 Hours
Assessment: Complete a design concept for an e-learning resource in response to an identified need.

TAADE504A DEVELOP AND EVALUATE E-LEARNING RESOURCES
Content: Develop and evaluate e-learning resources based on an agreed design concept.
Nominal Hours 40 Hours
Assessment: Build and trial an e-learning prototype; Make modifications in response to feedback.

TAADE505A RESEARCH AND DEVELOP COMPETENCY STANDARDS
Content: Research and develop competency standards for particular work functions, work processes, work roles and work-related vocational outcomes.
Nominal Hours 30 Hours
Assessment: Develop three units of competency in accordance with the Training Package Developers Handbook.

TAAENV401B WORK EFFECTIVELY IN VOCATIONAL EDUCATION AND TRAINING
Content: Competency required to work effectively in the policy and operating environment of the vocational education and training sector.
Nominal Hours 10 Hours
Assessment: In-class activities; Gather and present information on the relevant vocational education and training organisation, jargon and sources of information; Analyse and interpret VET policies in the context of your role as a trainer/assessor; Develop written information on the VET organisations and sources of information to VET new-comers.

TAAENV402A FOSTER AND PROMOTE AN INCLUSIVE LEARNING CULTURE
Content: Unit specifies the competency required to foster and promote an environment which supports inclusive work practices and learning culture.
Nominal Hours 10 Hours
Assessment: In-class activities; demonstrate inclusive practices in facilitation.

TAAENV402B FOSTER AND PROMOTE AN INCLUSIVE LEARNING CULTURE
Content: Unit specifies the competency required to foster and promote an environment which supports inclusive work practices and learning culture.
Nominal Hours 10 Hours
Assessment: In-class activities; demonstrate inclusive practices in facilitation.

TAAENV403A ENSURE A HEALTHY AND SAFE LEARNING ENVIRONMENT
Content: Competency required to ensure the health, safety and welfare of learners and candidates.
Nominal Hours 10 Hours
Assessment: Complete an Occupational Health & Safety hazard identification, risk assessment and risk management plan on your training environment to ensure the health and safety of learners.

TAAENV403B ENSURE A HEALTHY AND SAFE LEARNING ENVIRONMENT
Content: Competency required to ensure the health, safety and welfare of learners and candidates.
Nominal Hours 10 Hours
Assessment: Complete an Occupational Health & Safety hazard identification, risk assessment and risk management plan on your training environment to ensure the health and safety of learners.

TAAENV404A DEVELOP INNOVATIVE IDEAS AT WORK
Content: Develop innovative ideas in the workplace by addressing the skills needed to interpret or observe a need and to develop a detailed idea.
Nominal Hours 35 Hours
Assessment: Prepare a proposal for a new approach to the design of your training program which incorporates feedback from colleagues.

TAAENV404B DEVELOP INNOVATIVE IDEAS AT WORK
Content: Develop innovative ideas in the workplace by addressing the skills needed to interpret or observe a need and to develop a detailed idea.
Nominal Hours 35 Hours
Assessment: Prepare a proposal for a new approach to the design of your training program which incorporates feedback from colleagues.

TAAENV501A MAINTAIN AND ENHANCE PROFESSIONAL PRACTICE
Content: Model high standards of performance; Determine personal development needs; Participate in professional development activities; Reflect on and evaluate professional practice.
Nominal Hours 40 Hours
Assessment: As per accredited curriculum.
TAALLN401B ADDRESS LANGUAGE, LITERACY AND NUMERACY ISSUES WITH LEARNING AND ASSESSMENT PRACTICE
Content Recognise the language, literacy and numeracy (LLN) demands of training and assessment and tailor training and assessment to suit individual skill levels, including accessing relevant support resources.
Nominal Hours 30 Hours
Assessment Prepare individual learning plans and activities and resources relating to LLN; Teaching practicum

TAATAS401A MAINTAIN INFORMATION REQUIREMENTS OF TRAINING AND/OR ASSESSMENT ORGANISATIONS
Content Requires to maintain training and/or assessment information requirements.
Nominal Hours 40 Hours
Assessment provide information to learners beginning a program and ensure record keeping meets quality standards

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Content Requires to maintain training and/or assessment information requirements.
Nominal Hours 40 Hours
Assessment provide information to learners beginning a program and ensure record keeping meets quality standards

TAATAS501A UNDERTAKE ORGANISATIONAL TRAINING NEEDS ANALYSIS
Content Undertake a training needs analysis (TNA) to identify the training and assessment needs of an organisation.
Nominal Hours 40 Hours
Assessment Conduct an interview and surveys; Analyse information gathered and develop a proposal for professional development to be undertaken

VBN389 INNOVATION IN EDUCATION AND TRAINING
Content Participants identify and evaluate innovative ideas and practices in an education and training organisation.
Nominal Hours 60 Hours
Assessment Develop a proposal to implement an innovative teaching strategy, course outline/structure and/or learning resources to deliver your current program to suit the needs of the learners and industry.

VBP632 COGNITIVE SKILLS
Content Participants will learn to develop the lower and higher order cognitive skills of learners.
Nominal Hours 12 Hours
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
Content Participants will learn to develop the metacognitive skills of learners.
Nominal Hours 8 Hours
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
Content Participants will learn to develop the critical thinking skills of learners.
Nominal Hours 12 Hours
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
Content Participants will learn to develop the creative thinking skills of learners.
Nominal Hours 8 Hours
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
Content Participants will learn to develop the decision-making skills of learners.
Nominal Hours 8 Hours
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
Content Participants will learn to develop the visual communication and spatial reasoning skills of learners within a learning environment.
Nominal Hours 80 Hours
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
Content Participants will learn to integrate and extend delivery and facilitation practices to support learning of a diverse client base operating in a range of complex contexts within the vocational education and training sector.
Nominal Hours 50 Hours
Assessment Teaching practicum; Portfolio by Exhibition

VBP893 DEVELOP ASSESSMENT TOOLS FOR DIFFERENTIATING PERFORMANCE
Content Participants will learn to design and develop assessment tasks that can differentiate levels of performance within a competency based assessment system.
Nominal Hours 60 Hours
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
Content Participants will learn to identify generic skills and to integrate them within teaching practice. Nominal Hours 15 Hours
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
Content This unit specifies the competency required to assess the effectiveness of current learning and assessment practice and to lead the improvement of the quality of this practice.
Nominal Hours 80 Hours.
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

Content: This unit specifies the competency required to identify, analyse, implement and review vocational education and training policy relevant to the organisational context and objectives.

Nominal Hours: 40 Hours.

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

Content: This unit specifies the competency required to identify good practice in vocational education and training, relevant to the organisational context and objectives; using this good practice within the RTO and the industry context to generate new ideas and building on it to continuously improve and create new practice within the RTO/industry context.

Nominal Hours: 60 Hours.

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

Content: This unit specifies the competency required to provide professional leadership in building the capabilities of staff so that the quality of training and assessment products and services is improved. The unit also describes leading the development and implementation of a plan to develop the capability of the organisation, and reviewing and improving overall organisational learning and development.

Nominal Hours: 60 Hours.

Assessment: Assessment must include the analysis of the organisational context, including strategic directions; the identification of opportunities for substantial improvement in training and/or assessment and the implementation and review of a plan to carry out these improvements; the development of staff using a range of strategies so that they are able to be instrumental in the implementation of the plan and the application of continuous improvement principles in building on the outcomes of the development activity. Assessment tasks could include a combination of: a training needs’ analysis and development plan for staff involved in improving organisational capability; an evaluation report, including recommendations for future improvement activity; 360 degree assessment reports; presentation of the organisational development activity and findings; a portfolio of evidence, together with questioning to assess knowledge and application of staff skill development strategies; performance review plans and reports.
Below are details of courses offered by Continuing Education in 2009. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses

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

**VICTORIAN CERTIFICATE OF APPLIED LEARNING (FOUNDATION)**

**Course Code:** 21352VIC

**Campus**
Footscray Nicholson, Newport or Sunshine, depending on stream.

**Career Opportunities**
A senior school leaving qualification for students 15-19 years.

**Scope of Delivery**
This course is delivered on a full-time basis.

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

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

**Course Duration**
One year full-time.

**Course Structure**
The VCAL has three levels — Foundation, Intermediate and Senior. Currently only Foundation and Intermediate levels are offered.

**Entry Requirements**
A senior school leaving qualification for students 15-19 years.

**Scope of Delivery**
This course is delivered on a full-time basis.

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

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**Course Duration**
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**Course Structure**
The VCAL has three levels — Foundation, Intermediate and Senior. Currently only Foundation and Intermediate levels are offered.

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**Course Duration**
One year full-time.

**Course Structure**
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**Entry Requirements**
A senior school leaving qualification for students 15-19 years.

**Scope of Delivery**
This course is delivered on a full-time basis.

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

**Course Duration**
One year full-time.
Numeracy, Work Related Skills and Personal Development develop critical life and work skills and are all themed to the Personal Services Industry to ensure interest and relevance for the students. Students study at City King campus.

**COURSE IN CONCURRENT STUDY**

**Course Code:** 21731VIC

**Campus**
Footscray Nicholson, Sunshine and St Albans.

**Career Opportunities**
No specific career outcomes.

**Scope of Delivery**
The course may be offered on a full time or part-time basis.

**Course Objective**
The course enables participants to develop specific study skills; increase generic literacy, numeracy, computer and academic skills; build their confidence in a new academic environment; and have a better opportunity to access further education.

**Entry Requirements**
To qualify for admission to the course, applicants must be enrolled at Victoria University in another course of vocational or further education study. It is expected that participants will have literacy, numeracy and study skills equivalent to level 2 of the NRS.

**Course Duration**
The course is offered full-time over 200 nominal hours or part-time equivalent.

**Course Structure**

**Core Units of Study**
All to be completed

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBQU045</td>
<td>45</td>
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<tr>
<td>VBQU046</td>
<td>50</td>
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<tr>
<td>VBQU048</td>
<td>50</td>
</tr>
<tr>
<td>VBQU044</td>
<td>5</td>
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</tbody>
</table>

**COURSE IN INITIAL GENERAL EDUCATION FOR ADULTS**

**Course Code:** 21770VIC

**Campus**
To be advised.

**Career Opportunities**
Further education and training.

**Scope of Delivery**
Full time or part-time.

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

On successful completion of this course a participant will be able to:
- develop a learning plan and portfolio with support
- read and interpret a limited range of short, simple and personally relevant texts
- create short simple, personally relevant texts
- recognise simple mathematical information in familiar and everyday situations.

**Entry Requirements**
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 21770VIC Course in Initial General Education for Adults will have emerging literacy and numeracy skills, and may have some skills at level 1 of National Reporting System (NRS).

There are no formal entry requirements for the course but participants should have sufficient communication skills to undertake assessment.

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 Procedures/Selection Criteria**
All applicants will be asked to attend an initial assessment and placement interview.

**Course Duration**
The course may be offered on a full-time basis over 250 — 260 nominal hours or part-time equivalent. Average duration of the course delivered on a full-time basis is one year.

**Course Structure**

**Unit Code**

<table>
<thead>
<tr>
<th>Core Units of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBUQU105</td>
</tr>
</tbody>
</table>

**Core Units of Study — Reading**

Choose three from the following:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Read Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBUQU106</td>
<td>15</td>
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<tr>
<td>VBUQU107</td>
<td>15</td>
</tr>
<tr>
<td>VBUQU108</td>
<td>15</td>
</tr>
<tr>
<td>VBUQU109</td>
<td>15</td>
</tr>
</tbody>
</table>

**Core Units of Study — Writing**
Choose three from the following:
- VBQU110 CREATE SHORT SIMPLE TEXTS FOR PERSONAL PURPOSES 15
- VBQU111 CREATE SHORT SIMPLE TEXTS FOR LEARNING PURPOSES 15
- VBQU112 CREATE SHORT SIMPLE TEXTS FOR EMPLOYMENT PURPOSES 15
- VBQU113 CREATE SHORT SIMPLE TEXTS TO PARTICIPATE IN THE COMMUNITY 15

Core Units of Study – Numeracy and Mathematics
Choose two from the following:
- Unit Code Hours
  - VBQU114 RECOGNISE TIME, MONEY AND DIRECTIONS 45
  - VBQU115 RECOGNISE MEASUREMENT AND DESIGN 45
  - VBQU116 RECOGNISE NUMERICAL AND STATISTICAL INFORMATION 45

Elective Units of Study
Special Interest Electives – choose units to a total of 60 – 70 hours
(a) Verbal Communication
- VBQU166 DEVELOP VERBAL COMMUNICATION SKILLS 20
(b) Computing skills
- VBQU167 USE COMPUTER LANGUAGE AND PERFORM SIMPLE COMPUTING TASKS 20
- VBQU168 ACCESS THE INTERNET FOR LANGUAGE LEARNING 20
(c) General
- VBQU169 COMPLETE A PROJECT WITH SUPPORT 20
- VBQM474 AUSTRALIAN ENVIRONMENTAL ISSUES 20
- RTC2704A PROVIDE BASIC FIRST AID 10

Successful completion of the 21770VIC Course in Initial General Education for Adults requires the successful completion of:
1 Core units
3 Core Skills – Reading
3 Core Skills – Writing
2 Core Skills – Numeracy & Mathematics
60 – 70 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.

VICTORIAN CERTIFICATE OF EDUCATION (I)
Course Code: 2200LZV

Campus
Footscray Nicholson.

Career Opportunities
Further education.

Scope of Delivery
This course may be offered on a full-time or part-time basis.

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

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

Selection Procedures/Selection Criteria
Students are expected to attend an interview prior to enrolment. At that interview literacy and numeracy may be assessed in response to student course selection. Students over 18 may enrol directly into Units 3 and 4. However if students wish to study Maths and Science subjects at: Unit 3 and 4 — prerequisite courses of Units 1 and 2 must be completed. All students over 18 are eligible for enrolment.

Course Duration
One-year full-time or equivalent part-time, though students can take as many years as needed to satisfactorily complete VCE. Units 1 & 2 are run over 18 weeks each, with two hour classes scheduled twice a week. Units 3 & 4 are 17 week in duration and are also scheduled twice in two hour blocks. In addition to these hours, students will need to allow 4 - 6 hours outside the class time for each unit of study.

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

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

VCE Day Class
Unit Code Hours
Year 11
- EN011 ENGLISH 1 & 2 72
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN012</td>
<td>ENGLISH 1 &amp; 2</td>
<td>72</td>
</tr>
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**ENGLISH FOR BUSINESS**

Course Code: 3113GA0308

CRICOS Code: 059112E

**Career Opportunities**
Further study or employment.

Scope of Delivery
This course is delivered full time with a minimum of 20 hours per week of face-to-face instruction.

Course Objective
To enable students to improve their English language proficiency and academic literacy skills through the study of English in a business context. This course articulates into VU TAFE business courses listed in the International TAFE Course Guide requiring an IELTS score of 5.5, and into other preparatory courses offered at the English Language Institute such as University Preparation 2.

Entry Requirements
The entry level into English for Business requires students to have completed Intermediate level at the English Language Institute or alternatively gained an overall IELTS 5 with a minimum of 5.0 in all sub tests. Upon completion of the course, it is expected that students will have achieved Upper Intermediate level or IELTS 5.5.

Selection Procedures/Selection Criteria
Applicants to the course are required to complete an ELICOS Application Form and submit evidence in order to demonstrate competency at the above level. Placement is based on the English Language Institute ELICOS Placement Test and an oral interview. Students will be asked to take a longer or shorter ELICOS course depending on the results of the ELI placement test, their performance in class, their background in learning and using English, and previous test results.

Course Duration
10 weeks.

Course Structure
1. Subject Matter/Knowledge
   • company structure and hierarchy
   • production processes
   • marketing and advertising processes
   • management functions and styles
   • cross-cultural differences in management practice
2. Reading
3. Speaking
4. Listening Skills
5. Writing
6. Study Skills

Assessment
Weeks 1-5
Timed Writing, Oral Presentation, Research Report, Reflective Journal, Reading and Listening Tests, Reflective Journal, Observation

Weeks 6-10
Time Writing, Oral Presentation, Expository Essay, Reading and Listening Tests, Reflective Journal, Observation

GENERAL ENGLISH
Course Code: 3113TU0107
CRICOS Code: 059112E
Campus
City Flinders.

Career Opportunities
English for everyday living skills and travel purposes, further education in Australia or enhancement of employment opportunities in home country.

Scope of Delivery
Course delivery is flexible. Students are assessed every five weeks and can remain in the same level or can move to a higher level depending on assessment results.

Course Objective
The General English (GE) course aims to:
• develop students’ confidence in using English for general purposes;
• develop students’ English proficiency so they can focus on English for Academic Purposes once they have attained the Intermediate level of English; and
• improve students’ skills in the areas of speaking, listening, reading and writing in order to communicate effectively in English in both formal and informal settings.

Entry Requirements
Students are assessed on enrolment as having a lower intermediate level of English. This is approximately equivalent to an IELTS 4 (entry to TAFE is generally 5.5 and to Higher Ed generally 6.0). According to ESOS regulations, all students on a student visa must study for 25 hours a week. As such, all ELI courses are delivered according to this requirement.

Selection Procedures/Selection Criteria
Applicants to the course are required to complete an ELICOS Application Form and submit evidence in order to demonstrate competency at the above level. Placement is based on the English Language Institute ELICOS Placement Test and an oral interview.

Course Duration
The course can be delivered in 5, 10, 20 and 40 week options. The time required to reach the intermediate level will vary from student to student and will depend on the individual’s entrance level, educational and language background, learning strategies, application and motivation.

Course Structure
Entry Levels
Level 1 Beginner
Level 2 Elementary
Level 3 Lower Intermediate
Level 4 Intermediate
Level 5 Upper Intermediate
Level 6 Advanced
The General English courses can stand alone or can articulate into various English for Specific Purposes type courses after reaching the intermediate level such as English for Academic Purposes. Flexible entry and exit arrangements are possible. Currently, ELI is only delivering one General English course which is at a lower intermediate level. The course is structured thematically and teaches the IELTS testing areas — reading, writing, listening and speaking.

Units of Study
Units at the Lower Intermediate level include:
- Orientation to living in Melbourne
- Shopping
- Food and Cooking
- Health
- Accommodation
- Getting around (Transportation)
- Travel
- Festivals and Cultural Celebrations
- CALL (Computer Assisted language learning)
- SAC-Self Access

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

ENGLISH FOR ACADEMIC PURPOSES: TAFE PREPARATION AND UNIVERSITY PREPARATION (I)
Course Code: 3113TU0207
CRICOS Code: 059112E
Campus
City Finders.

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

Scope of Delivery
Course delivery is flexible. Students are assessed every five weeks and can remain in the same level or can move to a higher level depending on assessment results.

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

Entry Requirements
New students are tested upon enrolment and placed in an appropriate class. IELTS test results are also used as a placement tool. An overall IELTS 4.5, or equivalent, is required for entry into the Intermediate class. An overall IELTS 5 with no subtest less than 5, or equivalent, is required for entry into the Upper Intermediate course. An overall 5.5 with Reading and Writing 5.5 and other subtests not less than 5.0, or equivalent, is required for entry into the University Preparation Level 2 Course. An overall IELTS 6.0 with no subtest less than 6.0, or equivalent, is required for entry into the University Preparation Level 1 Course. According to ESOS regulations, all students on a student visa must study for 25 hours a week. As such, all ELI courses are delivered according to this requirement.

Selection Procedures/Selection Criteria
Applicants to the course are required to complete an ELICOS Application Form and submit evidence in order to demonstrate competency at the above level. Placement is based on the English Language Institute ELICOS Placement Test and an oral interview.

Course Duration
25 hours per week for 5, 10, 15 or 20 weeks, depending on the individual’s entrance level, educational and language background, learning strategies, application and motivation. The time required to reach each level will vary from student to student however, on average, it takes students ten weeks to complete each level.

Course Structure
Entry Levels
EAP TAFE Preparation — Intermediate
EAP TAFE Preparation — Upper Intermediate
EAP TAFE Preparation — Advanced
EAP University Preparation Level 2
EAP University Preparation Level 1

The above entry levels in the EAP stream consist of the following:
- EAP — Intermediate; this course introduces students to basic academic language skills;
- EAP — Upper Intermediate/Advanced; this course further develops students academic language skills for entry into VU TAFE courses;
- EAP — Direct Entry University Preparation 2 (UP2) for VU undergraduate entry; successful completion of this specialised 10-week program gives students entry to VU undergraduate courses; and
- EAP — Direct Entry University Preparation 1 (UP1) for VU postgraduate entry; successful completion of this specialised 10-week course gives students entry to VU postgraduate courses which require IELTS 6.5 with no subtest below 6.0. Please note that for postgraduate courses in Law and Education which require IELTS 7.0 with no subtests below 6.0, you must achieve higher grades on the UP1 course and/or submit an IELTS score of 7.0 with no subtest below 6.0.

Units of Study
The course is divided into 4 five week modules at both the Intermediate and Upper Intermediate levels. Each module focuses on a specific genre. The modules are as follows:
- Module 1A—Orientation/Description
- Module 1B—Comparison/Contrast
- Module 2A—Pathways and Processes
- Module 2B—Argument/Social issues
An additional module that is held in intake 1 is Cause/Effect. This is offered at Upper Intermediate only. The UP2 and UP1 courses are both specialised 10 week EAP Direct Entry courses. The focus is on academic Listening, Speaking, Reading, Writing, and Research Skills.

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

IELTS PREPARATION
Course Code: 3113TU0307
CRICOS Code: 059112E
Campus
City Flinders.
Career Opportunities
Comprehensive preparation for and practice of the skills required in the IELTS test.
Scope of Delivery
Course delivery is flexible. Students are assessed every five weeks and can remain in the same level or can move to a higher level depending on assessment results.
Course Objective
This 10-week course is offered at Upper Intermediate level and prepares students to sit the IELTS. The course aims to allow students to:
• improve their general levels of English proficiency;
• become familiar with the IELTS format; and
• improve the test-taking strategies that are appropriate to the IELTS test.
Entry Requirements
The prerequisite is an Upper Intermediate level of English (according to the Victoria University, English language Institute descriptors).
Selection Procedures/Selection Criteria
Applicants to the course are required to complete an ELICOS Application Form and submit evidence in order to demonstrate competency at the above level. Placement is based on the English Language Institute ELICOS Placement Test and an oral interview.
Course Duration
125 hours or 250 hours, i.e., 5 or 10 weeks.
Course Structure
Units of Study
The course is structured thematically and teaches the IELTS testing areas — reading, writing, listening and speaking through the following themes:
• Communication /the Arts
• The Environment
• Technology
• Gender Issues
• Health/Social Issues
• Test Taking Strategies
There are multiple entry and exit points for students doing the IELTS Preparation course. IELTS scores can be used to gain entry into further English courses or into mainstream courses at Victoria University or at other tertiary institutions.
Assessment
Main forms of assessment used in the course are as follows: essays, oral presentations, personal journals, timed writing and practice IELTS tests. Assessment is based on satisfactory completion of set tasks and satisfactory attendance and participation in class activities. Please note that in order to be granted a certificate at the end of a course, students must have completed all tasks to a satisfactory level and must have a minimum 80 per cent attendance rate.

ENGLISH FOR OVERSEAS TEACHERS OF ENGLISH
Course Code: 3113TU0507
CRICOS Code: 059112E
Campus
City Flinders.
Career Opportunities
Professional development for teachers of English.
Scope of Delivery
Course delivery is flexible. Content and delivery can be negotiated with the various university group and /or agent. The course is run as a study tour. Students are usually either primary or secondary teachers in their country of origin.
Course Objective
The aim of the course is to develop both the language proficiency and academic skills of students to assist them in being able to more satisfactorily teach English in their own country and/or seek entry into postgraduate courses in TESOL at Victoria University.
Entry Requirements
The prerequisite is IELTS 6.0 or TOEFL 580+ with a TWE 5 and a teaching qualification or teaching experience. However, the program can be adapted to meet groups with a lower level of English proficiency.
Selection Procedures/Selection Criteria
Applicants to the course are required to complete an ELICOS Application Form and submit evidence in order to demonstrate competency at the above level.
Course Duration
The course can be delivered in three, five and 10-week modules and can be custom-designed for particular groups of teachers.
Course Structure
Core Units of Study
Teaching Methodology
Teaching Skills
Approaches to language Teaching and Learning
Communication Skills and Language Proficiency
Assessment
Main forms of assessment used in the course are as follows: observational journal; report; presentation. Assessment is based on satisfactory completion of set tasks and satisfactory attendance and participation in class activities. Please note that in order to be granted a certificate at the end of a course, students must have completed all tasks to a satisfactory level and must have a minimum 80 per cent attendance rate.

ENGLISH FOR HEALTH SCIENCES
Course Code: 313TU0607
CRICOS Code: 059112E
Campus
City Flinders.
Career Opportunities
Further study or employment in the Health Sciences area.
Scope of Delivery
Course delivery is flexible. Students are assessed every five weeks and can remain in the same level or can move to a higher level depending on assessment results.
Course Objective
This course is offered at Upper Intermediate level and is designed to prepare students for further study or employment in the Health Sciences area. It is envisaged that students exiting this course will take up positions commensurate with their needs at TAFE or universities either in undergraduate or postgraduate courses in Australia.
Entry Requirements
The English entry level for this course is Upper Intermediate.
Selection Procedures/Selection Criteria
Applicants to the course are required to complete an ELICOS Application Form and submit evidence in order to demonstrate competency at the above level. Placement is based on the English Language Institute ELICOS Placement Test and an oral interview. Students will be asked to take a longer or shorter ELICOS course depending on the results of the ELI placement test, their performance in class, their background in learning and using English, and previous test results.
Course Duration
10 weeks.
Course Structure
Study areas comprise the following objectives:
• to develop communication skills and language proficiency
• to demonstrate a general knowledge of medical terminology
• to understand a range of issues that relate to Health Sciences in Australia
• to develop study skills appropriate to the chosen tertiary course
• to become familiar with technology related to language learning.
Assessment
Participants will be given feedback in the form of a written report on all assessment tasks, a mid course report and a final course report. Additional feedback may also be given in the form of academic counselling by the class teacher in consultations with the student services counsellor. Assessment is based on satisfactory completion of set tasks and satisfactory attendance and participation in class activities. Please note that in order to be granted a certificate at the end of a course, students must have completed all tasks to a satisfactory level and must have a minimum 80 per cent attendance rate.

COURSE IN PRELIMINARY SPOKEN AND WRITTEN ENGLISH (ACCESS)
Course Code: 91418NSW
Campus
Footscray Nicholson, St Albans, Sunshine, Melton and Werribee.
Career Opportunities
This course is primarily an access program to enable students to gain adequate English language proficiency to meet their employment or further study goals.
Scope of Delivery
Offered on a full-time or part-time basis.
Course Objective
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.
Entry Requirements
AMEP candidates must satisfy eligibility criteria set by the Department of Immigration and Citizenship (which are checked through their database), must not have exhausted entitlement of 510 hours of tuition, and must be below ISLPR 2 in the macroskills of Speaking, Listening, Reading and Writing. Other areas of delivery have ISLPR entry requirements consistent with the required language level of the qualification. The usual entry level ISLPR is 0 to 0+ for all macroskills.
Selection Procedures/Selection Criteria
Written Test.
Course Duration
AMEP: 4-5 days 20 wks 0.5 yr
Non-AMEP: 4-5 days 36 wks 1.0 yr
Course Structure
Core Units of Study
Unit of Study Code Hours
Unit Code
CPSWE A FOUNDATION LEARNING STRATEGIES 75
CPSWE B FOUNDATION SKILLS FOR RECOGNITION OF ALPHABET AND NUMBERS 75
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SUBJECTS

Below are subject details for courses offered by the Continuing Education in 2009.

IMPORTANT NOTE: Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

AC011 ACCOUNTING 1 & 2
Content This unit focuses on accounting and financial management for a small business. The unit introduces the fundamental processes of recording, reporting and analysing financial information required for sole-proprietor service businesses. Unit 2 focuses on the accounting and financial operations of a sole proprietor trading business. The unit introduces an accounting system using the accrual approach for recording and reporting, which recognises the impact of credit transactions.
Nominal Hours 72 Hours each
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

AC012 ACCOUNTING 1 & 2
Content This unit focuses on the accounting and financial operations of a sole proprietor trading business. The unit introduces an accounting system using the accrual approach for recording and reporting, which recognises the impact of credit transactions. Students look at tools of analysis and interpretation in order to assist in the evaluation of business performance.
Nominal Hours 72 Hours
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

AC033 ACCOUNTING 3
Content This unit focuses on accounting and financial issues of a small trading business, operating as a sole proprietor. The unit introduces a double entry system using the accrual basis of accounting. It emphasises the role of accounting as an information system and the role of ICT in completing procedures. It also investigates alternative approaches in accounting and their impact on financial reports.
Nominal Hours 69 Hours
Assessment SAC 17% & Mid year Exam 33%.

AC034 ACCOUNTING 4
Content The unit further develops the role of accounting in providing information, with the main focus on accounting information for management. It covers recording, reporting and budgeting for trading businesses, using perpetual inventory recording and reporting on the accrual basis.
Nominal Hours 69 Hours
Assessment SAC 17% & End of year Exam 33%.

BI011A BIOLOGY 1 & 2
Content This unit examines ecosystems with their communities of living organisms and their non-living surroundings. It investigates the classification and identification of organisms and the nature of interactions that occur between living organisms and between organisms and their environments. The complex interactions that sustain life on Earth, the nature and effects of environmental change and issues of conservation are also considered. Students investigate the nature and characteristics of different ecosystems, the interdependence and relationships that exist within these ecosystems and changes that have occurred in ecosystems, both short term and long term, including changes caused by human influence. Students conduct and report on field and laboratory investigations related to the nature of ecosystems and the interrelationships of organisms within them.
Nominal Hours 72 Hours each
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

BI012A BIOLOGY 1 & 2
Content This unit examines the functional and structural characteristics of organisms, and the similarities and differences of structures and systems between plants and animals. The application of technology to explore, maintain and modify biological functions, and issues associated with the use of this technology, are also investigated. Students are required to examine and compare digestive, transport, respiratory, excretory and reproductive systems in plants and animals, and to relate these where relevant to their own health. They also look at the diverse ways by which organisms obtain their energy and matter requirements.
Nominal Hours 72 Hours
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

BI033A BIOLOGY 3
Content This unit examines the mechanisms of inheritance, genes, DNA, mitosis and meiosis, and the causes of variation, both genetic and environmental. Recent advances in biotechnology are explored. An examination of the processes of evolution, including natural selection, leads to investigation of the origins and diversity of living organisms. Unit 4 has an external exam that is held in November along with school-assessed coursework throughout the semester. Each exam and the school-assessed coursework contribute equally to the overall final assessment for the subject.
Nominal Hours 85 Hours
Assessment SAC 17% & End of year Exam 33%.

BI034A BIOLOGY 4
Content This unit examines the challenges to survival and the mechanisms which enhance the survival of individual organisms in the face of changing conditions, environmental extremes and challenges from other organisms. Cell structure and functioning and homeostasis are examined in theory and in practical work. The functioning of the human immune systems and the nature and treatment of infection and disease are investigated in relation to the characteristics of pathogenic organisms and agents, and the infected organism. Throughout the unit consideration is given to examples of the use of modern technology to increase the chance of survival of an organism when its control systems or defences are inadequate. Unit 3 has an external exam that is held in June along with school-assessed coursework throughout the semester.
Nominal Hours 72 Hours
Assessment SAC 17% & Mid year Exam 33%.

BM011 BUSINESS MANAGEMENT 1 & 2
Content Small rather than large businesses make up the vast majority of all businesses in the Australian economy. It is the small sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with the employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and often utilised in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.
Nominal Hours 72 Hours
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

BM012 BUSINESS MANAGEMENT 1 & 2
Content This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.
Nominal Hours 72 Hours
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

BM033 BUSINESS MANAGEMENT 3
Content In this unit students investigate how large-scale organisations operate. Students examine the context in which they conduct their business, focus on aspects of their internal environment and then look at the operations management function.
Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

**Nominal Hours** 72 Hours

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

**BMO34 BUSINESS MANAGEMENT 4**

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

**Nominal Hours** 72 Hours

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

**CHO11A CHEMISTRY 1 & 2**

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

**Nominal Hours** 72 Hours each

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

**CHO12A CHEMISTRY 1 & 2**

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

**Nominal Hours** 72 Hours

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

**CHO33A CHEMISTRY 3**

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

**Nominal Hours** 85 Hours

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

**CHO34A CHEMISTRY 4**

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

**Nominal Hours** 85 Hours

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

**CPSWE A FOUNDATION LEARNING STRATEGIES**

This module covers the basic skills required by learners who have had little or no formal education and prepares them for entry to Certificate I in Spoken and Written English. It includes the skills required for recognising, both aurally and visually, upper and lower case letters of the alphabet and numerals 0 to 30. Computer skills may also be developed through letter and number recognition with computer keyboards. Summary of learning outcomes: B1 Demonstrate recognition of the alphabet B2 Demonstrate recognition of numbers

**Nominal Hours** 75 Hours.

**Assessment** AMEP student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, attendance on class roll, and checklists based on organisation of Student folder (provided to all AMEP students). Other areas of provision will use some of the above and/or completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

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

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

**Nominal Hours** 75 Hours.

**Assessment** AMEP student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, attendance on class roll, and checklists based on organisation of Student folder (provided to all AMEP students). Other areas of provision will use some of the above and/or completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

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

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

**Nominal Hours** 75 Hours.

**Assessment** AMEP student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, attendance on class roll, and checklists based on organisation of Student folder (provided to all AMEP students). Other areas of provision will use some of the above and/or completion of locally developed assessment tasks, completed in class, with teacher support and supervision.

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

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

**Nominal Hours** 75 Hours.

**Assessment** AMEP student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, verbal and/or written questioning used with checklists of learner performance, attendance on class roll, and checklists based on organisation of Student folder (provided to all AMEP students). Other areas of provision will use some of the above and/or completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.
CPSWE E FOUNDATION NUMERACY SKILLS
Content This module covers foundation numeracy skills for learners who have had very limited formal education and prepares them for entry to Certificate I in Spoken and Written English. It includes recognising the oral and reading skills for personally relevant numbers, time and money.
Summary of learning outcomes:
E1 Read aloud personally relevant numbers
E2 Read and understand time
E3 Read and understand Australian money
Nominal Hours 75 Hours.
Assessment Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, checklists based on teacher observation of satisfactory performance used with checklists of learner performance, observed role plays, other simulated community/workplace tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Other areas of provision will use some of the above and/or completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

CPSWE F FOUNDATION READING AND WRITING SKILLS FOR GIVING PERSONAL INFORMATION
Content This module covers foundation literacy and numeracy skills for learners who have had very limited formal education and prepares them for entry to Certificate I in Spoken and Written English. It includes the skills required to read a basic form and to correctly copy or write personal details. It develops the learner’s ability to write personal details on a line or in appropriate spaces on a form.
Summary of learning outcomes:
F1 Write personal details
F2 Complete a simplified form
Nominal Hours 75 Hours.
Assessment Student assessment is based on teacher evaluation of the following: a collection of learner documents or work samples, checklists based on teacher observation, simulated workplace/community tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

CPSWE G FOUNDATION SPEAKING SKILLS FOR SHORT EXCHANGES
Content This module covers oracy skills for learners who have had very limited formal education and prepares them for entry to Certificate I in Spoken and Written English. This module covers the skills to give personal information in short exchanges, to obtain goods by using formulaic phrases and asking and/or responding to basic questions, as well as the skills to engage in simple social exchanges.
Summary of learning outcomes:
G1 Give personal information using spoken language
G2 Participate in a basic transactional exchange
G3 Participate in a simple social exchange
Nominal Hours 75 Hours.
Assessment Student assessment is based on teacher evaluation of the following: teacher observation of satisfactory performance used with checklists of learner performance, observed role plays with fluent interlocutor, other simulated community/workplace tasks plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

CPSWE H FOUNDATION READING SKILLS FOR WORDS AND SIMPLE SENTENCES
Content This module covers foundation literacy skills for learners with very limited formal education and prepares them for entry to Certificate I in Spoken and Written English. It includes the strategies required to understand and read aloud highly familiar words and simple sentences.
Summary of learning outcomes:
H1 Read simple words
H2 Read simple sentences.
Nominal Hours 75 Hours.
Assessment Student assessment is based on teacher evaluation of the following: a collection of learner documents, verbal and/or written questioning and teacher observation of satisfactory performance used with checklists of learner performance, plus the completion of locally developed assessment tasks, completed in class, with teacher support and supervision. Recognition of Prior learning can be granted to learners at this certificate level, where they are able to demonstrate that they can fulfil the assessment criteria for a learning outcome or module.

EN01 ENGLISH 1 & 2
Content Students will be required to demonstrate achievements of three outcomes. Students should be able to: Identify and discuss ideas, themes and issues in set texts, and to construct a personal response; Communicate effectively in writing, taking into account context, purpose and audience; Explore ideas and issues orally, giving considered reasons for a point of view and listening actively to the views of others.
Nominal Hours 72 Hours each
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

EN02 ENGLISH 1 & 2
Content Students will be required to demonstrate achievements of three outcomes. Students should be able to: Construct responses to set texts and Australian media texts; Produce effective written texts for a range of purposes and audiences; Comment orally on the key ideas and information conveyed in non-print texts and identify and analyse verbal and non-verbal methods of presentation.
Nominal Hours 72 Hours
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

EN03 ENGLISH 3
Content Students will be required to demonstrate achievements of two outcomes. Students should be able to: Discuss in detail the ideas, experiences and issues dealt with in a selected text and in current media texts; Present complex ideas and information to an audience through prepared oral presentation.
Nominal Hours 68 Hours
Assessment SAC 25 % (see Unit 4).

EN04 ENGLISH 4
Content Students will be required to demonstrate achievements of two outcomes. Students should be able to: Develop and justify a detailed interpretation of selected texts; Communicate complex ideas and information effectively through finished writing for different purposes.
Nominal Hours 68 Hours
Assessment SAC 25 % & End of Year Exam 50%.

EN093 ENGLISH (ESL) 3
Content Students will be required to demonstrate achievements of two outcomes. Students should be able to: Discuss in detail the ideas, experiences and issues dealt with in a selected text and in current media texts; Present complex ideas and information to an audience through prepared oral presentation.
Nominal Hours 102 Hours
Assessment SAC 25 % (see Unit 4).

EN094 ENGLISH (ESL) 4
Content Students will be required to demonstrate achievements of two outcomes. Students should be able to: Develop and justify a detailed interpretation of selected texts; Communicate complex ideas and information effectively through finished writing for different purposes.
Nominal Hours 102 Hours
Assessment SAC 25 % & End of Year Exam 50%.
EN111 ENGLISH AS A SECOND LANGUAGE 3 & 4
Content Students will be required to demonstrate achievements of three outcomes. Students should be able to: Identify and discuss ideas, themes and issues in set texts, and to construct a personal response; Communicate effectively in writing, taking into account context, purpose and audience; Explore ideas and issues orally, giving considered reasons for a point of view and listening actively to the views of others.
Nominal Hours 108 hours each
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

EN112 ENGLISH AS A SECOND LANGUAGE 3 & 4
Content Students will be required to demonstrate achievements of three outcomes. Students should be able to: Construct responses to set texts and Australian media texts; Produce effective written texts for a range of purposes and audiences; Comment orally on the key ideas and information conveyed in non-print texts and identify and analyse verbal and non-verbal methods of presentation.
Nominal Hours 108 hours
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

HH033 HEALTH & DEVELOPMENT 3
Content Students explore the diversity of health outcomes within our population that are the result of factors such as biology, socio-economic status, environment, inherited lifestyle, behaviour, knowledge, attitudes and beliefs.
Nominal Hours 68 Hours
Assessment SAC 25 % (see Unit 4).

HH034 HEALTH & DEVELOPMENT 4
Content This unit focuses on the developmental changes that occur as individuals move through the lifespan as well as an exploration of inherited factors that determine developmental potential. There is an analysis of the impact of a range of environmental factors that contribute to variations in health and developmental outcomes both between and within industrialised and developing countries.
Nominal Hours 68 Hours
Assessment SAC 25 % & End of Year Exam 50%.

HI083 AUSTRALIAN HISTORY 3
Content These units examine the meanings that have been made of Australia’s past by historians, film makers, politicians, novelists, artists and others. Sources such as these are used to explore issues and problems involved with the role of history in society and the nature of historical inquiry. Students are required to demonstrate achievement of a set of major outcomes based on four areas of study. They are required to analyse representations of power and cultural identity; research and report on aspects of the way in which Australian people lived their lives during selected historical periods; and investigate and prepare essays on changes in the Australian economy and in the organisation and distribution of power.
Nominal Hours 68 Hours
Assessment SAC 25 % (see Unit 4).

HI084 AUSTRALIAN HISTORY 4
Content These units examine the meanings that have been made of Australia’s past by historians, film makers, politicians, novelists, artists and others. Sources such as these are used to explore issues and problems involved with the role of history in society and the nature of historical inquiry. Students are required to demonstrate achievement of a set of major outcomes based on four areas of study. They are required to analyse representations of power and cultural identity; research and report on aspects of the way in which Australian people lived their lives during selected historical periods; and investigate and prepare essays on changes in the Australian economy and in the organisation and distribution of power.
Nominal Hours 68 Hours
Assessment SAC 25 % & End of Year Exam 50%.

IT011A INFORMATION TECHNOLOGY 1 & 2
Content The focus of this unit is the study of how individuals use, and can be affected by, information technology in their daily lives. Students acquire and apply a range of knowledge and skills to create solutions that inform, persuade, educate or entertain. The output produced from solutions may be information, such as a flyer, or they may be actions, such as controlling the lights for a school musical. Students examine the functions and technical capabilities of hardware and software components and investigate how these components are configured to form a computer system. Students explore how their lives are affected by information technology. They critically evaluate the quality of information available from Internet sources and assess the social effects of using information technology for purposes of informing, persuading, educating or entertaining.
Nominal Hours 72 Hours each
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

IT012A INFORMATION TECHNOLOGY 1 & 2
Content The focus of this unit is the study of how individuals and organisations, such as small businesses, charitable institutions, sporting clubs and government agencies use, and can be affected, by information systems. Students acquire and apply a range of knowledge and skills to create solutions that assist in controlling systems or managing information. The output produced from solutions may be information, such as pay advice statements or actions, such as ringing of an alarm. Students also work in project teams to coordinate the creation of electronic publications. They evaluate the extent to which the publications fulfil social, legal and ethical responsibilities. Students examine the roles and functions of the components of information systems and investigate how these components are configured to form a small local area network. The proposed network is evaluated in terms of its potential economic effect on individuals or organisations.
Nominal Hours 72 Hours
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

LS011A LEGAL STUDIES 1 & 2
Content This unit introduces the difference between legal and non-legal rules, the Victorian court hierarchy and the process of making laws through Parliament. It provides an examination of the role of the police in criminal investigation and the procedures of a criminal trial. The concepts of fairness and justice are explored within the criminal justice system.
Nominal Hours 72 Hours
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

LS012A LEGAL STUDIES 1 & 2
Content This unit introduces the principles of civil law and examines the processes and procedures involved in civil action and the possible defences to civil claims. It also provides an investigation into alternative avenues of dispute resolution and recent changes in the law and the implications for society (e.g. reproductive technology or computer fraud).
Nominal Hours 72 Hours
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

LS034 LEGAL STUDIES 4
Content This unit focuses on the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution, and processes and procedures which operate with the Victorian legal system (civil and criminal). It also includes a review of the operation of the legal system, giving consideration of the strengths and weaknesses, and possible areas for change and reform.
Nominal Hours 68 Hours
Assessment SAC 25 % & End of Year Exam 50%.

LS033 LEGAL STUDIES 3
Content This unit focuses on the institutions which determine laws and the processes by which laws are made. It considers why laws are necessary and the main types of laws which exist within the community. It also explores the way in which an individual working alone, or as a member of a group, can influence change to the law. The law is not static and is under constant review. Legal rules tend to reflect community values and are therefore constantly being modified as values change. This unit investigates the relationship between these values and the law.
Nominal Hours 68 Hours
Assessment SAC 25 % (see Unit 4).
MA071 GENERAL MATHEMATICS 1 & 2
Content Unit 1 Statistics; Arithmetic; Functions and graphs; Algebra, Additional material involving trigonometry, geometry and/or probability may also be included. Content Unit 2 Geometry plus some or all of: Arithmetic; Functions and graphs; Trigonometry; Algebra; Probability. Nominal Hours 72 Hours each Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

MA072 GENERAL MATHEMATICS 1 & 2
Content Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills. Nominal Hours 72 Hours Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

MA073 FURTHER MATHS 3
Content Further Maths consists of a compulsory core, covering data handling and then a selection of three from five possible optional modules. This selection is determined by the Maths Faculty staff. The core content involves the topic of data handling with particular emphasis on simulation, correlation and regression, and time series analysis. The optional modules include: number patterns and applications; geometry and trigonometry; graphs and relations; business related maths; and networks and decision maths. In the past staff have chosen modules 2 (geometry and trigonometry), 4 (business related maths) and 5 (networks and decision maths). Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing application tasks, written tests, assignments, short investigations, and finding solutions to standard problem. Nominal Hours 68 Hours Assessment SAC 25 % (see Unit 4).

MA074 FURTHER MATHS 4
Content Further Maths consists of a compulsory core, covering data handling and then a selection of three from five possible optional modules. This selection is determined by the Maths Faculty staff. The core content involves the topic of data handling with particular emphasis on simulation, correlation and regression, and time series analysis. The optional modules include: number patterns and applications; geometry and trigonometry; graphs and relations; business related maths; and networks and decision maths. In the past staff have chosen modules 2 (geometry and trigonometry), 4 (business related maths) and 5 (networks and decision maths). Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing application tasks, written tests, assignments, short investigations, and finding solutions to standard problem. Nominal Hours 68 Hours Assessment SAC 14 % & End of year Exam 66%.

MA081 MATHEMATIC METHODS 1 & 2
Content This unit involves the study of probability, covering introductory probability; functions and graphs, covering graphical representation of linear and non-linear functions and relations; calculus, covering the analysis of properties of functions; and algebra, covering the use of formulas and equations to generalise and analyse work in the other areas. Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing assignments, solving problems, providing short written responses, and finding solutions to standard problems. Nominal Hours 72 Hours each Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

MA082 MATHEMATIC METHODS 1 & 2
Content This unit involves the study of probability, covering combinatorics and applications of combinatorics to probability; functions and graphs, covering graphical representation of circular and exponential functions; calculus, covering the analysis of properties of functions, approximating the behaviour of functions by lines and rectangles, and limits of approximations; and algebra, covering the use of formulas and equations to generalise and analyse work in the other areas. Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing assignments, solving problems, providing short written responses, and finding solutions to standard problems. Nominal Hours 68 Hours Assessment SAC 25 % (see Unit 4).

MA093 SPECIALIST MATHS 3
Content Specialist Mathematics consists of the following areas of study: ‘Functions, relations and graphs’ ‘Algebra’, ‘Calculus’, ‘Vectors’ and ‘Mechanics’. Students are expected to be able to apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology. Nominal Hours 72 Hours Assessment SAC 12% (see Unit 4).

MA094 SPECIALIST MATHS 4
Content Specialist Maths involves the study of coordinate geometry, functions and their graphs; trigonometry, proofs and solving equations; algebra, complex numbers; calculus, differential and integral calculus, differential equations; kinematics, velocity-time graphs; and vectors in two and three dimensions and mechanics. Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing application tasks, written tests, assignments, short investigations and by finding solutions to standard problems. Nominal Hours 72 Hours Assessment SAC 22% & End of year Exam 66%.

MA101 FOUNDATION MATHS UNITS 1 AND 2
Content This unit involves the study of space and shape, covering 2 and 3 dimensional objects; patterns in number, covering basic operations; handling data, covering preparation of graphs; and measurement and design, covering metric measurement. Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing assignments, solving problems, providing short written responses, and finding solutions to standard problems. Nominal Hours 72 Hours Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

MA102 FOUNDATION MATHS UNITS 1 AND 2
Content This unit involves the space and shape, covering drawing plans, making models and drawing diagrams; patterns in numbers, covering place value and decimals; handling data, covering interpretation of graphs; and measurement and design, covering problems involving measurement. Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing assignments, solving problems, providing short written responses, and finding solutions to standard problems. Nominal Hours 72 Hours Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

MA133 MATHS METHOD 3
Content These units involve the study of co-ordinate geometry, graphing numerous polynomial functions; trigonometric functions, solving a range of trigonometric equations; calculus, using appropriate rules to differentiate and antidifferentiate functions; properties of integrals, applying theoretical understanding to a range of practical situations; algebra, factorisation of polynomials, solution of exponential and logarithmic equations; and statistics and probability, with emphasis on discrete random variables, binomial distributions, normal distributions and hypergeometric distributions. Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing assignments, solving problems, providing short written responses, and finding solutions to standard problems. Nominal Hours 68 Hours Assessment SAC 25 % (see Unit 4).
MA134 MATHS METHOD 4
Content These units involve the study of co-ordinate geometry, graphing numerous polynomial functions; trigonometric functions; solving a range of trigonometric equations; calculus, using appropriate rules to differentiate and antidifferentiate functions; properties of integrals, applying theoretical understanding to a range of practical situations; algebra, factorisation of polynomials, solution of exponential and logarithmic equations; and statistics and probability, with emphasis on discrete random variables, binomial distributions, normal distributions and hypergeometric distributions. Students are required to: learn, practice and apply mathematical algorithms, routines and techniques by completing assignments, solving problems, providing short written responses, and finding solutions to standard problems.
Nominal Hours 68 Hours
Assessment SAC 25% & End of Year Exam 50%.

PH011 PHYSICS 1 & 2
Content This unit is an introduction to the nature and scale of physics in selected contexts. Core concepts covered include: the nature of light; properties of light; reflection and refraction at plane and curved surfaces; atoms and radioactivity; ionising radiation: alpha, beta, gamma; radiation and humans. Students are taught to undertake a detailed study of a topic chosen from Astronomy, Medical Physics or Energy from the Nucleus.
Nominal Hours 72 Hours each
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

PH012 PHYSICS 1 & 2
Content This unit examines key concepts of mechanics and electricity in selected contexts. Concepts covered include: descriptions of motion – mathematical, graphical, textual; vector and scalar quantities; displacement, velocity and acceleration; forces; Newton’s laws of motion; inertia; momentum; impulse; energy; kinetic energy; potential energy; electrical energy; voltage; current; conventional current; electron current; circuit theory; series and parallel circuits. Students also undertake a detailed study of a topic chosen from Cosmology, Aerospace Physics or Energy Alternatives.
Nominal Hours 72 Hours
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

PH033 PHYSICS 3
Content Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions; Electronics and photonics; and a third area of study to be chosen from one of three detailed studies: Einstein’s relativity, Investigating structures and materials, or Further electronics.
Nominal Hours 85 Hours
Assessment SAC 17% & Mid year Exam 33%.

PH034 PHYSICS 4
Content Unit 4 consists of two prescribed areas of study: Interactions of light and matter; Electric power; and a third area of study to be chosen from one of three detailed studies: Synchrotron and applications, Photonics, or Recording and reproducing sound.
Nominal Hours 85 Hours
Assessment SAC 17% End of year Exam 33%.

PY011 PSYCHOLOGY 1 & 2
Content This unit introduces students to the scientific study of psychology as the investigation into human behaviour and the mental processes that determine it; including perception, cognition and emotion. Students learn about the use of theories, models and controlled observations to describe and explain human behaviour. In this context, human behaviour is examined in social situations where certain behaviours are seen to be a consequence of environmental processes. Individual development of cognitive and perceptual abilities is also explored. Areas of study include: Introduction to psychology; Social relationships; Development of individual behaviour.
Nominal Hours 72 Hours each
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

PY012 PSYCHOLOGY 1 & 2
Content This unit introduces students to the different methods and models which describe and explain human behaviour. The unit focuses on internal physical, chemical and biological processes that inform behaviour. Methods of studying the differences in behaviour between people are evaluated and the study of individual behaviour in social situations is also explored. Ethical principles in the conduct of psychological research and practice are also included. Areas of study include: Introduction to sensory and nervous systems; Individual differences; Social attitudes.
Nominal Hours 72 Hours
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

PY033 PSYCHOLOGY 3
Content This unit focuses on the brain and the nervous system as a whole structure and investigates their role in affecting human behaviour. Brain research methods are examined and different approaches in psychology are integrated in a study of visual perception and states of consciousness. These approaches are used to explain behaviour in terms of internal physical and biological processes. Areas of study include: Brain and nervous system; Visual perception; States of consciousness.
Nominal Hours 68 Hours
Assessment SAC 17% & Mid year Exam 33%.

PY034 PSYCHOLOGY 4
Content In this unit students study cognitive psychological methods through the concepts of memory and learning. The concept of behaviour is understood in terms of mental processing of information. Research studies are used to illustrate the application of statistical procedures to the development of models and theories of psychology. Areas of study include: Memory; Learning; Research Investigation.
Nominal Hours 68 Hours
Assessment SAC 17% End of year Exam 33%.

SO011 SOCIOLOGY 1 & 2
Content This unit explores the way Australians think about youth and adolescence as social categories, and the experiences of young people. This unit examines stereotypes of young people in a context characterised by a rich diversity in the ways young people live. By studying this unit students should be able to: discuss in an informed way the idea that youth and adolescence are social categories; explain the key changes influencing the experience of being young in contemporary Australian society; analyse how young people are represented in institutional and governmental policy, the various strategies used to govern young people and their participation in democratic practices.
Nominal Hours 72 Hours
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

SO012 SOCIOLOGY 1 & 2
Content This unit investigates three central social institutions: the family, education and the workplace. Each of these institutions is central to our individual and collective identities and have undergone major recent change. On completion of this unit the student should be able to: identify and analyse the various forms of families in Australia and the social implications of their diverse forms; describe and analyse the various changes that have taken place since the mid 1970s in the workplace and in educational institutions, and the social impact of these changes.
Nominal Hours 72 Hours
Assessment Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

VA036 HISTORY 1 & 2
Content Unit 1 explores some of the momentous events and new ideas that occurred in the first half of the twentieth century as a consequence of World War 1. Unit 2 considers some of the major themes and principal events of post – World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings. Possible topics include the Cold War, Middle East conflicts, peace and disarmament movements, Asian African or Middle East nationalism, globalisation.
Nominal Hours 72 Hours each
Assessment
Demonstration of performance to ‘Satisfactory’ standard on a selection of Assessment tasks: exercises, tests, assignments, presentations etc.

VA221 ACCOUNTING 3 & 4

Content
Unit 3 focuses on the accounting and financial issues of a small trading business, operating as a sole proprietor. The unit introduces the double-entry method of recording financial transactions, using the accrual basis of accounting. The unit emphasises the role of accounting as an information system, and the role of ICT or accounting procedures. Unit 4 focuses on the further development of the role of accounting in providing information for management. The unit covers recording and reporting for trading businesses, using perpetual inventory recording and reporting using the accrual accounting method. Other areas of study including budgeting for cash, financial performance and financial position.

Nominal Hours 68 Hours each

Assessment
Accounting Unit 3 SAC 17% & Mid year Exam 33%
Accounting Unit 4 SAC 17% & End of year Exam 33%

VA229 LITERATURE UNITS 3 AND 4

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

Nominal Hours 68 Hours

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

VA249 INFORMATION TECHNOLOGY 3 & 4

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

Nominal Hours 85 Hours each

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

We acknowledge the elders, families and kinship of the Wurundjeri tribe of the Kulin Nation who were the custodians of University land for many centuries. We acknowledge that the land on which we meet was the place of age-old ceremonies of celebration, initiation and renewal, and that the Kulin Nation people’s living culture has a unique role in the life of this region.