

22688VIC Course in Initial General Education for Adults

22689VIC Certificate I in General Education for Adults (Introductory)

22690VIC Certificate I in General Education for Adults

22691VIC Certificate II in General Education for Adults

22692VIC Certificate III in General Education for Adults

Version 1- 27 March 2025

**This course has been accredited under Part 4.4 of the
*Education and Training Reform Act 2006.***

Accredited for the period: July 1 2025 to June 30 2030

Version History:		Date
Version 1.0	Initial release approved to commence from 1 July 2025.	27 March 2025

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Section A – Copyright and course classification information

1. Copyright owner of the course	<p>Copyright of this material is held by the Department of Jobs, Skills, Industry and Regions, Victoria and managed by the Adult Community and Further Education Board</p> <p>© State of Victoria (Department of Jobs, Skills, Industry and Regions) 2025</p>
2. Address	<p>Executive Director, Department of Jobs, Skills, Industry and Regions (DJSIR) Adult Community and Further Education Higher Education and Workforce Branch: Skills and Employment GPO Box 4367 Melbourne Vic 3001</p> <p>Organisational Contact:</p> <p>Mr Brian Donne Department of Jobs, Skills, Industry and Regions (DJSIR) Adult Community and Further Education Higher Education and Workforce Branch: Skills and Employment GPO Box 4367 Melbourne Vic 3001 Email: Brian.Donne@ecodev.vic.gov.au Email: course.enquiry@djsir.vic.gov.au</p> <p>Day to day contact:</p> <p>Service Industries Curriculum Maintenance Manager Victoria University PO Box 14428 Melbourne, VIC 8001 Email: sicmm.generalstudies@vu.edu.au Telephone: (03) 9919 5300/5302</p>
3. Type of submission	<p>This submission is for re-accreditation of:</p> <p>22471VIC Course in Initial General Education for Adults 22476VIC Certificate I in General Education for Adults (Introductory) 22472VIC Certificate I in General Education for Adults 22473VIC Certificate II in General Education for Adults</p>

	22474VIC Certificate III in General Education for Adults
4. Copyright acknowledgement	<p>The following units of competency:</p> <ul style="list-style-type: none"> • BSBTEC101 Operate digital devices • BSBCMM211 Apply communication skills • BSBINS301 Develop and use information literacy skills • BSBLDR301 Support effective workplace relationships • BSBTEC201 Use business software applications • BSBTEC203 Research using the internet • BSBTEC301 Design and produce business documents • BSBTEC302 Design and produce spreadsheets • BSBWHS211 Contribute to health and safety of self and others • BSBWRT411 Write complex documents <p>have been imported from the BSB Business Services training package administered by the Commonwealth of Australia.</p> <p>© Commonwealth of Australia</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> • CHCCOM002 Use communication to build relationships • CHCCOM005 Communicate and work in health or community services <p>have been imported from the CHC Community Services training package administered by the Commonwealth of Australia.</p> <p>© Commonwealth of Australia</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> • FBPOPR2069 Use numerical applications in the workplace <p>has been imported from the FBP Food, Beverage and Pharmaceutical training package administered by the Commonwealth of Australia.</p> <p>© Commonwealth of Australia</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> • FNSCUS411 Participate in negotiations • FNSFLT211 Develop and use personal budgets • FNSFLT212 Develop and use savings plans • FNSFLT311 Develop and apply knowledge of personal finances <p>have been imported from the FNS Financial Services training package administered by the Commonwealth of Australia.</p> <p>© Commonwealth of Australia</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> • HLTAAP001 Recognise healthy body systems • HLTAID010 Provide basic emergency life support • HLTAID011 Provide first aid <p>have been imported from the HLT Health training package administered</p>

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The following unit of competency:

- PUATEA001 Work in a team

has been imported from the PUA Public Safety training package administered by the Commonwealth of Australia.

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The following units are imported from the 22604VIC Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathways:

- VU23241 Prepare simple budgets
- VU23244 Calculate and communicate sports scores

The following units are imported from the 22605VIC Certificate II in Mumgu-dhal tyama-tiyt community, connection and pathways:

- VU23231 Explore your story
- VU23250 Investigate the influence of Aboriginal and/or Torres Strait Islander history
- VU23253 Investigate and present on features of Aboriginal and/or Torres Strait Islander culture

The following unit is imported from the 22606VIC Certificate III in Mumgu-dhal tyama-tiyt community, connection and pathways:

- VU23258 Apply further study skills

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The following units are imported from the 22680VIC Certificate I in Employment Pathways:

- VU23723 Prepare for employment
- VU23725 Participate in job seeking activities


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The following unit is imported from the 22607VIC Certificate III in Science:

- VU23252 Develop study skills for science

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6. Course accrediting body	Victorian Registration and Qualifications Authority (VRQA)
7. AVETMISS information	<p>ANZSCO code – GEN19 General Education – not occupationally specific</p> <p>ASCED Code – 1201 General Education Programmes</p> <p>National course code</p> <p>To be provided by the VRQA when the courses are accredited.</p>
8. Period of accreditation	<p>1 July 2025-30 June 2030</p> <p>Accreditation dates will be confirmed by the VRQA when the courses are accredited.</p>

Section B – Course information

1. Nomenclature	Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses
1.1 Name of the qualification	<p>Course in Initial General Education for Adults</p> <p>Certificate I in General Education for Adults (Introductory)</p> <p>Certificate I in General Education for Adults</p> <p>Certificate II in General Education for Adults</p> <p>Certificate III in General Education for Adults</p>
1.2 Nominal duration of the course	<p>22688VIC Course in Initial General Education for Adults 225</p> <p>22689VIC Certificate I in General Education for Adults (Introductory): 357 - 430</p> <p>22690VIC Certificate I in General Education for Adults: 380-475</p> <p>22691VIC Certificate II in General Education for Adults: 320-430</p> <p>22692VIC Certificate III in General Education for Adults: 245-470</p>
2. Vocational or educational outcomes	Standard 5.1 AQTF 2021 Standards for Accredited Courses
2.1 Outcome(s) of the course	<p>The following courses in the Certificates in General Education for Adults (CGEA) support the development of literacy and numeracy skills to enable learners to meet immediate needs, participate in the community, access further learning and study pathways or gain employment.</p> <p>The Course in Initial General Education for Adults provides learners who have low literacy and numeracy skills with the opportunity to build confidence, re-engage with learning and pathway into literacy and numeracy Australian Qualification Framework (AQF) qualifications. Course outcomes focus on the development of:</p> <ul style="list-style-type: none"> • literacy skills to engage with and create short, simple and highly familiar paper based and digital texts • skills to develop short and simple personal strategies for learning • spoken and written numeracy skills to work with mathematical information in highly explicit and familiar situations <p>The Certificate I in General Education for Adults (Introductory) outcomes focus on the development of:</p> <ul style="list-style-type: none"> • literacy skills to engage with and create personally relevant simple, familiar and predictable paper based and digital texts • skills to develop and work towards own learning goals • spoken and written numeracy skills to work with simple mathematical information in highly familiar situations. <p>The Certificate I in General Education for Adults outcomes focus on the development of:</p>

- literacy skills to engage with and create familiar and less familiar paper based and digital texts of limited complexity including reading, interpreting and evaluating everyday texts
- skills to develop a learning plan to meet own learning needs
- spoken and written numeracy skills to work with mathematical information in familiar and predictable situations.

The course provides a pathway into employment or further study.

The Certificate II in General Education for Adults outcomes focus on the development of:

- literacy skills to engage with and create familiar and unfamiliar complex paper based and digital texts including interpreting and creating structurally intricate texts which may include some specialisation
- skills to investigate pathway options and plan skills development to meet goals
- numeracy skills to work with spoken and written mathematical information in familiar and some less familiar situations.

The course provides a pathway into employment or further study.

The Certificate III in General Education for Adults outcomes focus on the development of:

- literacy skills to engage with and create highly complex texts including intricate, dense and extended texts across a broad range of contexts including specialised contexts
- skills to research a range of pathway options into further study or employment and progress toward personal goals
- numeracy skills to work with spoken and written mathematical information in specialised situations

The course provides a pathway into employment or further study

2.2 Course description

The Course in Initial General Education for Adults focuses on the development of simple literacy skills to engage with and create short simple texts for highly familiar purposes and numeracy skills for application in highly familiar situations.

The Certificate I in General Education for Adults (Introductory) focuses on the development of learning goals and the skills and knowledge to engage with and create simple, familiar and predictable paper and digital texts for different purposes and numeracy skills for application in in familiar and predictable situations.

The Certificate I in General Education for Adults focuses on the development of literacy skills of limited complexity to engage with and create texts for familiar and some less familiar contexts and the development and application of numeracy skills in familiar and less familiar situations.

The Certificate II in General Education for Adults focuses on the extension of literacy skills to engage with and create complex texts for less familiar contexts and the development and application of oral and

	<p>written numeracy skills in less familiar situations.</p> <p>The Certificate III in General Education for Adults focuses on the continued extension of literacy skills including analysis and synthesis to engage with and create highly complex texts in specialised contexts and the application of complex oral and written numeracy skills to specialised situations.</p>
3. Development of the course	Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses
3.1 Industry, education, legislative, enterprise or community needs	<p>The link between developing and continuing to develop strong literacy and numeracy skills and the opportunity to access and participate in employment and further study has been widely documented as has the connection between the development of literacy and numeracy skills and increased participation in communities and lifelong learning. The development of these skills remains a priority at the state and national levels as governments acknowledge the importance of these skills for the economy and for the wellbeing of citizens.</p> <p>Evidence to support the ongoing need for the courses in the CGEA comes from a number of sources.</p> <p>Government Policy</p> <p>There is a clear focus in the current National Skills Agreement on improving access to and support for Foundation skills development including literacy, numeracy, and digital literacy. This includes a commitment made by all governments through the development of a National Foundation Skills Framework 2025 to 2032,¹ and jurisdictional action plans developed by each state and territory to achieve nationally agreed outcomes. The Framework recognises the critical role foundation skills play in equipping Australian adults with the skills needed to participate confidently in the community, the workplace, and in education and training. The key direction in the Framework is that Australians can access quality education and training to continuously develop the foundation skills they need to actively and confidently participate in the economy and the community.</p> <p>VET Skills reform also includes improving access to foundation skills through changes to eligibility to the Skills for Education and Employment (SEE) program². This provides more pathways for Australians to access training to improve their language, literacy, numeracy and digital (LLND) skills, improve their capacity to gain secure employment and experience career progression so they can participate fully in the economy and society. The courses in the CGEA are delivered in the SEE program.</p> <p>The Commonwealth's commitment to participate in the Programme for</p>

¹National-foundation-skills-strategy-2025-2035 Australian Government

² <https://www.dewr.gov.au/skills-reform/improving-access-and-support-foundation-skills> accessed February 5th 2024

the International Assessment of Adult Competencies (PIAAC), which provides up-to-date evidence on literacy, numeracy and problem-solving skills, supports the Commonwealth's focus on identifying the need for and improving access to literacy and numeracy skills, enabling better targeted support. This is supported by a Foundation Skills study being carried out by Jobs and Skills Australia to measure adult skill levels in literacy and numeracy so that access to services can be improved³.

At the State level, The Victorian Skills Plan for 2024 into 2025 includes a focus on the development of foundation skills through Action 3.1: Deliver stronger foundation skills for more Victorians⁴.

Links to ACFE Board Strategic objectives

The reaccreditation of the CGEA supports the Adult, Community and Further Education Board Strategy 2020–25 to support Victorians facing learning barriers to develop a broad range of skills to access pathways to employment and further education⁵. Specifically, it supports the key strategic priority of supporting pathways to further education or employment and provides a possible transition point from non-accredited to accredited training.

A key focus area is the development of literacy, numeracy, English language, employability, and digital skills. The development of these skills are supported by the courses in the CGEA.

Research

Recent research commissioned by the Reading, Writing Hotline, revealed significant unmet need for Literacy, Numeracy and Digital (LND) courses with 89% of respondents (437 respondents) from diverse organisations reporting unmet (LND) needs in their communities.⁶

A key recommendation from the research is to Enhance delivery and access and to prioritise the delivery of LND courses in a range of settings including workplaces, community settings, and rural and remote communities. The CGEA courses have a pivotal role in addressing some of this need.

In terms of further study and employment outcomes of foundation skills learners, an NCVET study examining the journey through VET of foundation skills learners found that foundation skills qualification completers and part-completers were significantly more likely to indicate

³ Jobs and Skills Australia Foundation Skills Study Discussion Paper April 2023, Australian Government <https://www.jobsandskills.gov.au/consultations/foundation-skills-discussion-paper>

⁴ Victorian Skills Plan for 2024 into 2025: [Victorian Skills Authority](#)

⁵ Adult, Community and Further Education Board Strategy 2020–25 <https://www.education.vic.gov.au/Documents/about/research/acfepublications/ACFE Board Strategy 2020-25.pdf>

⁶ Uncovering Adult Literacy and Numeracy Needs in Australia: A Comprehensive National Study pg 7 Reading Writing Hotline 2023 <https://www.readingwritinghotline.edu.au/wp-content/uploads/2023/11/Adult-Literacy-and-Numeracy-Needs-in-Australia.-2023-FINAL.pdf>

that their writing and numeracy skills had improved following the training. The study concludes that this finding “provides a degree of validation for the purpose of foundation skills programs”.⁷

A key conclusion in the Inquiry into adult literacy and its importance conducted by the Parliament of Australia, is that “Adults with LLND skills gaps have a broad variety of skill levels, goals, backgrounds and needs, which means that a wide range of programs are required to raise adult LLND skill levels across Australia”⁸

Digital literacy

The CGEA courses also enable learners to develop their digital literacy skills. The increasing dependence on technology as a medium to access and use information for learning, work and community participation has resulted in the need for learners to develop the skills to:

- use physical operations of digital devices and their software to access, navigate and manage information (technology)
- make meaning from information presented in a digital format including (digital literacy):
 - searching for and navigating information
 - critically analysing information
 - accessing and using information safely and ethically

Industry support

Key professional bodies in the language and literacy field such as the Victorian Adult Literacy and Basic Education Council (VALBEC) and the Australian Council for Adult Literacy (ACAL) advocate on behalf of equitable adult literacy and numeracy provision for all Australians. They support the need for courses such as the CGEA which provide accessible adult literacy and numeracy provision for diverse learners. ACEVic also advocates on behalf of learners for adult and community education in the Learn Local sector and supports the need for these courses.

The CGEA courses are widely used across a number of educational settings to re-engage a range of learner groups and to provide diverse pathways. This includes Adult Community Education and Learn Local settings, Corrections settings, TAFE and private RTO settings in Victoria and nationally. Feedback has noted that providers are

⁷ Circelli, M, Hall, M, Li, Z, Ong, A & Lim, P 2022, Journeying through VET: a case study of foundation skills learners, NCVER, Adelaide <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/journeying-through-vet-a-case-study-of-foundation-skills-learners>

⁸ Don't take it as read: Inquiry into adult literacy and its importance House of Representatives Standing Committee on Employment, Education and Training 2022
https://www.aph.gov.au/Parliamentary_Business/Committees/House/Employment_Education_and_Training/Adulteracy/R_eport

increasingly catering for early school leavers and some learners still at school.

Target group

Learner groups undertaking courses in the CGEA include:

- learners who have left mainstream education early and whose life experiences have inhibited access to education, training and employment
- learners in corrections institutions and youth justice facilities
- Aboriginal and/or Torres Strait Islander learners with literacy and numeracy needs
- at risk youth
- learners in the Victorian Pathways Certificate (VPC) which is delivered to young and mature aged learners in both school and post school settings
- mature aged learners including long term residents from non English speaking backgrounds.
- learners who have completed mainstream education without sufficient LLN skills
- learners requiring LLN skills to participate in VET or higher education
- learners requiring LLN skills to participate in/or progress in employment

The data below shows that there continues to be substantial demand for the courses in the CGEA. It shows both Government subsidised and Fee for Service enrolments between 2020 and May 2024. The Fee for Service enrolments include corrections enrolments but not school enrolments. There are noticeably more Fee for Service enrolments with the exception of the 22474VIC Certificate III in General Education for Adults. There is also a noticeable upward trend in the uptake of the 22473 Certificate II in General Education for Adults.

Course	Funding Type	2020	2021	2022	2023	2024* *(Up to May 2024)
22471VIC Course in Initial General Education for Adults	Fee For Service	302	214	312	359	186*
	Government Funded	73	51	50	61	13*
22476VIC Certificate I in General Education for Adults (Introductory)	Fee For Service	759	461	551	1,091	771*
	Government Funded	608	440	325	368	140*
22472VIC	Fee For Service	1,532	1,306	1,518	1,978	1,324*

Certificate I in General Education for Adults	Government Funded	742	538	438	253	201*
22473VIC Certificate II in General Education for Adults	Fee For Service	853	918	1,781	2,200	581*
	Government Funded	883	722	504	462	236*
22474VIC Certificate III in General Education for Adults	Fee For Service	51	47	65	39	19*
	Government Funded	145	125	124	93	66*

Source: Department of Jobs, Skills, Industry and Regions (DJSIR)

The CGEA courses are also used extensively in Victorian schools with 2023 data from the Victorian Curriculum and Assessment Authority (VCAA) showing large enrolments in the Certificates I and II (809 and 366 respectively).

A number of consultation activities were undertaken to establish the current and projected need for the courses in the CGEA. These included:

- ongoing consultation at the CGEA practitioner network
- facilitation of two CGEA practitioner focus groups, one with a focus on literacy and the other with a focus on numeracy
- analysis of responses from individual providers and other interested persons
- conduct of mid-cycle review of the CGEA
- an online survey

A Skills and Knowledge Profile was developed to guide the outcomes of the courses following consultation, feedback and validation from Project Steering Committee (PSC) members.

The course development was guided by a Project Steering Committee comprising:

Pam Mahlis	Victorian Adult Literacy and Basic Education Council (VALBEC) committee member and numeracy expert
Philippa McLean	Principal consultant of Escalier McLean: ACSF expert
Deborah Westfield	General Manager: Education & Vocational Training Branch Offender Services and Reintegration Division, Corrections Victoria

	<p>Danielle McAuliffe Victorian Curriculum and Assessment Authority</p> <p>Poppy Gounaris CGEA network and LN Support network representative</p> <p>Sue Dunn Learn Local representative</p> <p>Chris Yit Swinburne University of Technology: Numeracy expert</p> <p>Belinda Postill BKI Corrections Education: Middleton</p> <p>Karen Knight Deputy Chief Executive Officer - Indie College (formerly Albury Wodonga Community College) Regional Learn Local</p> <p>These courses:</p> <ul style="list-style-type: none"> do not duplicate, by title or coverage, the outcomes of an endorsed training package qualification are not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set do not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification do not comprise units that duplicate units of competency of a training package qualification.
3.2 Review for re-accreditation	<p>The review and redevelopment of the Certificates in General Education for Adults was based on the outcomes of a mid-cycle review and ongoing monitoring of the courses. This included extensive consultation with providers to ensure the courses continue to meet the literacy and numeracy needs of CGEA learners. Feedback noted the role of the courses in providing flexible, customised outcomes and pathways for diverse groups of CGEA learners.</p> <p>The following issues were raised:</p> <p>Digital literacy skills</p> <p>There was general agreement that the courses in the CGEA do not adequately cater for the development digital skills that empower people in work and in their general life</p> <p>Learning Plan units</p> <p>There were varying views about the value of the learning plan units in terms of developing learning to learn skills.</p> <p>Handwriting skills</p> <p>There were varying views as to whether handwriting skills should be mandatory at the lower levels of the CGEA as is currently the case.</p>

Approach to development of reading skills

There needed to be a phonics based approach to the development of reading skills particularly at the two lowest levels rather than a holistic approach as is currently the case.

Numeracy

Alignment to ACSF needs to be reviewed

The above issues were addressed during this reaccreditation by:

- strengthening the development of digital literacy skills through inclusion in the Foundation Skills field
- reviewing the learning plan units to focus more on the why and how of learning
- reviewing the need for handwriting skills at the lower levels of the CGEA
- making a phonics based approach explicit as part of possible reading strategies in the Range of Conditions
- reviewing ACSF alignment of numeracy units

The course 22688VIC Course in Initial General Education for Adults replaces and is equivalent to 22471VIC Course in Initial General Education for Adults

The course 22689VIC Certificate I in General Education for Adults (Introductory) replaces and is equivalent to 22476VIC Certificate I in General Education for Adults (Introductory)

The course 22690VIC Certificate I in General Education for Adults replaces and is equivalent to 22472VIC Certificate I in General Education for Adults

The course 22691VIC Certificate II in General Education for Adults replaces and is equivalent to 22473VIC Certificate II in General Education for Adults

The course 22692VIC Certificate III in General Education for Adults replaces and is equivalent to 22474VIC Certificate III in General Education for Adults.

Units from current CGEA	Units from previous CGEA	Relationship
VU23753 Develop strategies for learning	VU22342 Identify learning objectives	Not equivalent
VU23754 Engage with short simple texts for personal purposes	VU22343 Engage with short simple texts for personal purposes	Equivalent
VU23755 Engage with short simple texts for learning purposes	VU22344 Engage with short simple texts for learning purposes	Equivalent
VU23756 Engage with short simple texts for employment purposes	VU22345 Engage with short simple texts for employment purposes	Equivalent

Units from current CGEA	Units from previous CGEA	Relationship
VU23757 Engage with short simple texts to participate in the community	VU22346 Engage with short simple texts to participate in the community	Equivalent
VU23758 Participate in short simple spoken interactions	VU22347 Participate in short simple spoken interactions	Equivalent
VU23759 Create short simple texts for personal purposes	VU22348 Create short simple texts for personal purposes	Equivalent
VU23760 Create short simple texts for learning purposes	VU22349 Create short simple texts for learning purposes	Equivalent
VU23761 Create short simple texts for employment purposes	VU22350 Create short simple texts for employment purposes	Equivalent
VU23762 Create short simple texts to participate in the community	VU22351 Create short simple texts to participate in the community	Equivalent
VU23763 Work with numbers in highly familiar situations	VU22352 Recognise numbers and money in simple, highly familiar situations VU22356 Recognise and locate simple numerical information in short, simple highly familiar texts	Not equivalent Merged unit
VU23764 Work with money in highly familiar situations	VU22352 Recognise numbers and money in simple, highly familiar situations VU22356 Recognise and locate simple numerical information in short, simple highly familiar texts	Not equivalent Merged unit
VU23765 Work with directions in highly familiar situations	VU22353 Recognise, give and follow simple and familiar directions	Equivalent
VU23766 Work with measurement in highly familiar situations	VU22354 Recognise measurements in simple, highly familiar situations	Equivalent
VU23767 Work with shape in highly familiar situations	VU22355 Recognise shape and design in simple, highly familiar situations	Equivalent
VU23768 Work with data in highly familiar situations	VU22357 Recognise and locate numerical information in simple, highly familiar tables and graphs	Equivalent
VU23769 Develop learning goals	VU22358 Develop learning goals	Equivalent
VU23770 Undertake a project with guidance	VU22359 Conduct a project with guidance	Equivalent

Units from current CGEA	Units from previous CGEA	Relationship
VU23771 Engage with simple texts for personal purposes	VU22360 Engage with simple texts for personal purposes	Equivalent
VU23772 Engage with simple texts for learning purposes	VU22361 Engage with simple texts for learning purposes	Equivalent
VU23773 Engage with simple texts for employment purposes	VU22362 Engage with simple texts for employment purposes	Equivalent
VU23774 Engage with simple texts to participate in the community	VU22363 Engage with simple texts to participate in the community	Equivalent
VU23775 Participate in simple spoken interactions	VU22364 Participate in simple spoken interactions	Equivalent
VU23776 Create simple texts for personal purposes	VU22365 Create simple texts for personal purposes	Equivalent
VU23777 Create simple texts for learning purposes	VU22366 Create simple texts for learning purposes	Equivalent
VU23778 Create simple texts for employment purposes	VU22367 Create simple texts for employment purposes	Equivalent
VU23779 Create simple texts to participate in the community	VU22368 Create simple texts to participate in the community	Equivalent
VU23780 Work with whole numbers in familiar and predictable situations	VU22369 Work with simple numbers and money in familiar situations VU22372 Work with and interpret simple numerical information in familiar texts	Not Equivalent Merged unit
VU23781 Work with fractions, decimals and percentages in familiar and predictable situations	VU22369 Work with simple numbers and money in familiar situations VU22372 Work with and interpret simple numerical information in familiar texts	Not Equivalent Merged unit
VU23782 Work with directions in familiar and predictable situations	VU22450 Work with and interpret simple directions in familiar situations	Equivalent
VU23783 Work with measurement in familiar and predictable situations	VU22370 Work with simple measurements in familiar situations	Equivalent
VU23784 Work with shape in familiar and predictable situations	VU22371 Work with simple design and shape in familiar situations	Equivalent

Units from current CGEA	Units from previous CGEA	Relationship
VU23785 Work with statistics in familiar and predictable situations	VU22373 Work with and interpret simple statistical information in familiar texts	Equivalent
VU23786 Apply basic technology skills to language learning	VU22375 Apply basic computer skills to language learning	Not Equivalent
VU23787 Access the internet for language learning	VU22376 Access the internet for language learning	Not Equivalent
VU23788 Identify Australian environmental issues	VU22377 Identify Australian environmental issues	Equivalent
VU23789 Identify community options	VU22379 Identify community options	Equivalent
VU23790 Identify features of the education system	VU22380 Identify features of the education system	Equivalent
VU23791 Identify features of personal healthcare	VU22381 Identify features of the health care system	Not Equivalent
VU23792 Identify and use common digital devices	VU22383 Identify common digital media	Not Equivalent
VU23793 Develop and document a learning plan	VU22384 Develop and document a learning plan and portfolio	Not Equivalent
VU23794 Plan and undertake a project	VU22385 Plan and undertake a project	Equivalent
VU23795 Engage with texts of limited complexity for personal purposes	VU22386 Engage with texts of limited complexity for personal purposes	Equivalent
VU23796 Engage with texts of limited complexity for learning purposes	VU22387 Engage with texts of limited complexity for learning purposes	Equivalent
VU23797 Engage with texts of limited complexity for employment purposes	VU22388 Engage with texts of limited complexity for employment purposes	Equivalent
VU23798 Engage with texts of limited complexity to participate in the community	VU22389 Engage with texts of limited complexity to participate in the community	Equivalent
VU23799 Participate in spoken interactions of limited complexity	VU22390 Participate in spoken interactions of limited complexity	Equivalent
VU23800 Create texts of limited complexity for personal purposes	VU22391 Create texts of limited complexity for personal purposes	Equivalent

Units from current CGEA	Units from previous CGEA	Relationship
VU23801 Create texts of limited complexity for learning purposes	VU22392 Create texts of limited complexity for learning purposes	Equivalent
VU23802 Create texts of limited complexity to participate in the workplace	VU22393 Create texts of limited complexity to participate in the workplace	Equivalent
VU23803 Create texts of limited complexity to participate in the community	VU22394 Create texts of limited complexity to participate in the community	Equivalent
VU23804 Work with numbers in familiar and some less familiar situations	VU22395 Work with a range of numbers and money in familiar and routine situations VU22400 Work with and interpret numerical information in familiar and routine texts	Not Equivalent Merged unit
VU23805 Work with and interpret directions in familiar and some less familiar situations	VU22396 Work with and interpret directions in familiar and routine situations	Equivalent
VU23806 Work with measurement in familiar and some less familiar situations	VU22397 Work with measurement in familiar and routine situations	Equivalent
VU23807 Work with and interpret statistical information in familiar and some less familiar situations	VU22398 Work with and interpret statistical information in familiar and routine texts	Equivalent
VU23808 Work with shape and angle in familiar and some less familiar situations	VU22399 Work with design and shape in familiar and routine situations	Equivalent
VU23809 Undertake a simple investigation of science in the community	VU22401 Undertake a simple investigation of science in the community	Equivalent
VU23810 Undertake a simple investigation of health and wellbeing	VU22402 Undertake a simple investigation of health and well being	Equivalent
VU23811 Undertake a simple investigation of an environmental issue	VU22403 Undertake a simple investigation of an environmental issue	Equivalent
VU23812 Undertake a simple investigation of how the earth, moon and sun interact	VU22406 Undertake a simple investigation of how the earth, moon and sun interact	Equivalent

Units from current CGEA	Units from previous CGEA	Relationship
VU23813 Undertake a simple investigation of factors for continuity of life	VU22407 Undertake a simple investigation of factors for continuity of life	Equivalent
VU23814 Identify the Australian electoral system	VU22408 Identify the Australian electoral system	Equivalent
VU23815 Investigate the legal system	VU22409 Investigate the legal system	Equivalent
VU23816 Investigate driving and owning a car	VU22410 Investigate driving and owning a car	Equivalent
VU23817 Research pathways and produce a learning plan and portfolio	VU22411 Research pathways and produce a learning plan and portfolio	Equivalent
VU23818 Research, implement and review a project	VU22412 Implement and review a project	Equivalent
VU23819 Engage with complex texts for personal purposes	VU22413 Engage with a range of complex texts for personal purposes	Equivalent
VU23820 Engage with complex texts for learning purposes	VU22414 Engage with a range of complex texts for learning purposes	Equivalent
VU23821 Engage with complex texts for employment purposes	VU22415 Engage with a range of complex texts for employment purposes	Equivalent
VU23822 Engage with complex texts to participate in the community	VU22416 Engage with a range of complex texts to participate in the community	Equivalent
VU23823 Participate in complex spoken interactions	VU22417 Participate in complex spoken interactions	Equivalent
VU23824 Create complex texts for personal purposes	VU22418 Create a range of complex texts for personal purposes	Equivalent
VU23825 Create complex texts for learning purposes	VU22419 Create a range of complex texts for learning purposes	Equivalent
VU23826 Create complex texts to participate in the workplace	VU22420 Create a range of complex texts to participate in the workplace	Equivalent
VU23827 Create complex texts to participate in the community	VU22421 Create a range of complex texts to participate in the community	Equivalent
VU23828 Work with measurement and geometry in less familiar situations	VU22422 Investigate and interpret shapes and measurements and related formulae	Equivalent

Units from current CGEA	Units from previous CGEA	Relationship
VU23829 Work with statistics and probability in less familiar situations	VU22423 Investigate numerical and statistical information	Equivalent
VU23830 Work with number and algebra in less familiar situations	VU22424 Investigate and use simple mathematical formulae and problem solving techniques	Equivalent
VU23831 Investigate an environmental issue	VU22425 Investigate an environmental issue	Equivalent
VU23832 Investigate the characteristics of living things	VU22426 Investigate the characteristics of living things	Equivalent
VU23833 Investigate the impact of a scientific issue on the community	VU22427 Investigate the impact of a scientific issue on the community	Equivalent
VU23834 Investigate features of Australian culture	VU22429 Investigate features of Australian culture	Not Equivalent
VU23835 Investigate continuity of life	VU22430 Investigate continuity of life	Equivalent
VU23836 Investigate energy, force and matter	VU22431 Investigate energy, force and matter	Equivalent
VU23837 Investigate chemical behaviour of common substances	VU22432 Investigate chemical behaviour of common substances	Equivalent
VU23838 Investigate the solar system	VU22433 Investigate the solar system	Equivalent
VU23839 Evaluate pathway options and create a learning plan and portfolio	VU22434 Evaluate pathway options, design a learning plan and compile a portfolio	Equivalent
VU23840 Engage with highly complex texts for personal purposes	VU22435 Engage with a range of highly complex texts for personal purposes	Equivalent
VU23841 Engage with highly complex texts for learning purposes	VU22436 Engage with a range of highly complex texts for learning purposes	Equivalent
VU23842 Engage with highly complex texts for employment purposes	VU22437 Engage with a range of highly complex texts for employment purposes	Equivalent
VU23843 Engage with highly complex texts to participate in the community	VU22438 Engage with a range of highly complex texts to participate in the community	Equivalent
VU23844 Create highly complex texts for personal purposes	VU22439 Create a range of highly complex texts for personal purposes	Equivalent

Units from current CGEA	Units from previous CGEA	Relationship
VU23845 Create highly complex texts for learning purposes	VU22440 Create a range of highly complex texts for learning purposes	Equivalent
VU23846 Create highly complex texts to participate in the community	VU22441 Create a range of highly complex texts to participate in the community	Equivalent
VU23847 Work with number and algebra in specialised situations	VU22442 Analyse and evaluate numerical and statistical information VU22443 Use algebraic techniques to analyse mathematical problems VU22444 Use formal mathematical concepts and techniques to analyse and solve problems	Not Equivalent Merged unit
VU23848 Work with measurement and geometry in specialised situations	VU22442 Analyse and evaluate numerical and statistical information VU22443 Use algebraic techniques to analyse mathematical problems VU22444 Use formal mathematical concepts and techniques to analyse and solve problems	Not Equivalent Merged unit
VU23849 Work with statistics and probability in specialised situations	VU22442 Analyse and evaluate numerical and statistical information VU22443 Use algebraic techniques to analyse mathematical problems VU22444 Use formal mathematical concepts and techniques to analyse and solve problems	Not Equivalent Merged unit
VU23850 Investigate current issues	VU22445 Investigate current issues	Equivalent
VU23851 Design and review a project	VU22446 Design and review a project	Equivalent
VU23852 Analyse science in the community	VU22447 Analyse science in the community	Equivalent
	VU22374 Develop verbal communication skills	Deleted from CGEA
	VU22378 Communicate with others in familiar and predictable contexts	Deleted from CGEA
	VU22382 Identify major events in Australian history	Deleted from CGEA

Units from current CGEA	Units from previous CGEA	Relationship
	VU22404 Undertake a simple investigation of physical behaviour of energy and matter	Deleted from CGEA
	VU22405 Undertake a simple investigation of chemical behaviour of matter	Deleted from CGEA
	VU22428 Investigate Indigenous history	Deleted from CGEA
BSBTEC101 Operate digital devices	BSBITU101 Operate a personal computer	Not Equivalent Merged unit
	BSBITU102 Develop keyboard skills	
BSBWHS211 Contribute to health and safety of self and others	BSBWHS201 Contribute to health and safety of self and others	Equivalent
FBPOPR2069 Use numerical applications in the workplace	FDFOP2061A Use numerical applications in the workplace	Equivalent
VU23241 Prepare simple budgets	VU22104 Prepare simple budgets	Equivalent
PUATEA001 Work in a team	PUATEA001B Work in a team	Equivalent
VU23723 Prepare for employment	VU21664 Prepare for employment	Equivalent
VU23725 Participate in job seeking activities	VU21666 Participate in job seeking activities	Equivalent
VU23244 Calculate and communicate sports scores	VU22107 Calculate and communicate sports scores	Equivalent
VU23231 Explore your story	VU22094 Explore your story	Equivalent
VU23561 Organise and participate in a practical placement	VU21490 Organise and participate in a practical placement	Equivalent
VU23252 Develop study skills for science	VU22066 Develop study skills for science	Equivalent
BSBWRT411 Write complex documents	BSBWRT401 Write complex documents	Equivalent
FNSCUS411 Participate in negotiations	FNSCUS401 Participate in negotiations	Equivalent
FNSFLT211 Develop and use personal budgets	FNSFLT201 Develop and use a personal budget	Equivalent

Units from current CGEA	Units from previous CGEA	Relationship
FNSFLT212 Develop and use savings plans	FNSFLT202 Develop and use a savings plan	Equivalent
BSBLDR301 Support effective workplace relationships	BSBFLM303 Contribute to effective workplace relationships	Equivalent
BSBINS301 Develop and use information literacy skills	BSBLIB304 Develop and use information literacy skills	Equivalent
VU23250 Investigate the influence of Aboriginal and/or Torres Strait Islander history	VU22113 Investigate the influence of Aboriginal and/or Torres Strait Islander history	Equivalent
VU23253 Investigate and present on features of Aboriginal and/or Torres Strait Islander culture	VU22114 Investigate and present on features of Aboriginal and/or Torres Strait Islander culture	Equivalent
BSBTEC201 Use business software applications	BSBITU201 Produce simple word processed documents	Equivalent
HLTAID010 Provide basic emergency life support	HLTAID010 Provide basic emergency life support	No Change
HLTAID011 Provide first aid	HLTAID011 Provide first aid	No Change
CHCCOM005 Communicate and work in health or community services	CHCCOM005 Communicate and work in health or community services	No Change
CHCCOM002 Use communication to build relationships	CHCCOM002 Use communication to build relationships	No Change
HLTAAP001 Recognise healthy body systems	HLTAAP001 Recognise healthy body systems	No Change
VU23094 Research study options and plan education pathway	VU21864 Set study goals and plan education pathway	Not Equivalent
BSBCMM211 Apply communication skills	BSBCMM201 Communicate in the workplace	Not Equivalent
FNSFLT311 Develop and apply knowledge of personal finances		Newly imported unit to CGEA
BSBTEC301 Design and produce business documents		Newly imported unit to CGEA
BSBTEC302 Design and produce spreadsheets		Newly imported unit to CGEA

Units from current CGEA	Units from previous CGEA	Relationship
BSBTEC203 Research using the internet		Newly imported unit to CGEA
VU23258 Apply further study skills		Newly imported unit to CGEA
	BSBADM302 Produce texts from notes	Unit deleted from CGEA
	BSBMED303 Maintain patient records	Unit deleted from CGEA
	VU22065 Conduct and present simple scientific research	Unit deleted from CGEA
	VU22073 Research scientific fields of study	Unit deleted from CGEA
	CHCCCS011 Meet personal support needs	Unit deleted from CGEA
	ICTICT103 Use, communicate and search securely on the internet	Unit deleted from CGEA
	ICTICT106 Operate presentation packages	Unit deleted from CGEA
	SISSCOP307A Manage personal finances	Unit deleted from CGEA
	VU21881 Apply essential further study skills	Unit deleted from CGEA

4. Course outcomes	Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses
4.1 Qualification level	<p>The Course in Initial General Education for Adults meets an identified community need, but does not have the breadth, depth or volume of learning of an Australian Qualifications Framework (AQF) level.</p> <p>The Certificate I in General Education for Adults (Introductory) is consistent with the criteria and specifications of the Australian Qualifications Framework Level I as follows:</p> <p>Knowledge: Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work through knowledge of:</p> <ul style="list-style-type: none"> • own short term learning objectives

- highly familiar and predictable text types relevant to own needs
- basic reading strategies to engage with familiar paper based and web based text types
- stages or processes of writing including planning, drafting and editing
- simple mathematical problem-solving processes and concepts'

Skills: Graduates at this level will have foundational cognitive, technical and communication skills to:

- identify and review achievement of own short term learning objectives
- undertake defined routine activities such as planning and carrying out a simple project based on own identified interests
- identify and report simple issues and problems such as identifying problems in achieving learning goals
- use a limited range of reading strategies to create meaning from simple familiar and predictable texts
- construct simple and familiar texts with appropriate support
- interpret and communicate mathematical information and apply simple mathematical problems solving processes in familiar and predictable situations
- use paper based and digital mediums to engage with and create simple texts.

Application of knowledge and skills: Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters through:

- working with a support person to discuss, identify and implement own short term learning objectives
- completing project tasks according to agreed steps
- working with other learners to discuss roles and expected outcomes for a project
- locating, reading and interpreting specific information in simple, familiar and predictable paper based and web based text types
- creating texts for a limited purpose and audience
- applying relevant mathematical concepts in familiar contexts.

The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured training delivery and unstructured learning activities such as:

- structured training activities to develop reading, writing and numeracy knowledge and skills at ACSF Level 2 to enable more effective participation in those activities relevant to the learner
- implementing learning objectives over time to enable progress towards learning goals
- undertaking a project over time to enable the project to be implemented and reviewed.

The Certificate I in General Education for Adults is consistent with the criteria and specifications of the Australian Qualifications

Framework Level I as follows:

Knowledge: Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work through knowledge:

- of the importance of documenting learning to support progress and factors which can support or hinder progress in learning
- of different learning strategies and how they contribute to learning
- that texts have different audiences and purposes
- of reading strategies and features in a range of familiar and less familiar text types
- of basic structural conventions of text types
- of a limited range of mathematical problem-solving processes and concepts.

Skills: Graduates at this level will have foundational cognitive and communication skills to:

- clarify project goals with an appropriate support person, plan, carry out, document and evaluate a project
- develop, implement and review learning goals
- read, interpret and evaluate familiar and less familiar texts
- create a range of familiar and some less familiar texts with some specialised vocabulary
- interpret and communicate mathematical information and apply a limited range of mathematical problem-solving processes in familiar and some less familiar contexts
- use paper based and digital mediums to engage with and create texts of limited complexity.

Application of knowledge and skills: Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters through:

- working to an agreed program to plan, implement and monitor progress towards achievement of learning goals
- practical application of an agreed action plan in a project activity in familiar and some less familiar contexts and/or around a specific content area of interest
- applying mathematical problem-solving processes and concepts in familiar and some less familiar contexts'

The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured training delivery and unstructured learning activities such as:

- structured training activities to develop reading, writing and numeracy knowledge and skills contributing to ACSF 3 to enable more effective participation in those activities relevant to the learner
- developing, implementing and reviewing own learning goals
- conduct of a project over time to enable the project to be implemented and reviewed

The Certificate II in General Education for Adults is consistent with the criteria and specifications of the Australian Qualifications Framework Level 2 as follows:

Knowledge: Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning through knowledge of:

- processes for developing an individual learning plan
- basic project methodology to complete a project in a selected context and/or around a specific content area
- techniques used by writers to convey meaning and achieve purpose
- structure and conventions of familiar and unfamiliar texts
- an expanding range of mathematical problem-solving processes and concepts

Skills: Graduates at this level will have the cognitive skills to access, record and act on a defined range of information from a range of sources and the cognitive and communication skills to apply and communicate known solutions to a limited range of predictable problems to:

- develop a learning plan in relation to identified goals, assemble a portfolio, and evaluate progress in relation to goals
- discuss aspects of own learning plan such as purpose and preferred learning styles to support development of the plan
- gather and analyse information from a variety of sources to complete a project
- identify and address issues and barriers which affect project goals
- select and apply a range of reading strategies to interpret and analyse familiar and unfamiliar texts
- access and navigate digital texts to locate information
- gather and order information required to create familiar and unfamiliar complex written and digital texts
- comprehend and communicate mathematical information and apply an expanding range of mathematical problem-solving processes in less familiar situations

Application of knowledge and skills: Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable conditions and within narrow parameters through:

- accessing and noting relevant information about possible pathway options and discussing identified options
- undertaking project tasks efficiently and monitoring activities against action plan
- reviewing and revising progress of learning plan and project
- contributing to effective group interaction by recognising responsibilities of others
- selecting texts relevant to own purposes and evaluating effectiveness
- selecting appropriate format, structure and language to create texts

- applying an expanding range of mathematical problem-solving processes and concepts in less familiar situations.

The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured training activities and unstructured learning activities to:

- develop reading, writing and numeracy knowledge and skills contributing to ACSF level 4 to enable more effective participation in those activities relevant to the learner
- conduct a project over time to enable the project to be implemented and reviewed

Unstructured activities to:

- undertake investigations into pathway options to develop and implement a learning plan over time and to enable learning goals to be reviewed and amended

The Certificate III in General Education for Adults is consistent with the criteria and specifications of the Australian Qualifications Framework Level 3 as follows:

Knowledge: Graduates of a Certificate III will have factual, technical, procedural and theoretical knowledge in an area of work and learning through knowledge of:

- processes for developing an individual learning plan
- sources of information about broad pathway options
- devices used by writers to convey meaning and achieve purpose
- complex grammatical structures to accurately and effectively express content and meaning
- a broad and / or specialised vocabulary to accurately express content
- an expanded range of mathematical problem-solving processes and concepts with specialisation in one or more contexts'

Skills: Graduates at this level will have cognitive and communication skills to interpret and act on available information, apply and communicate known solutions to a variety of predictable problems and to deal with unforeseen contingencies using known solutions and provide information to a variety of specialist and non-specialist audiences.to:

- read and interpret a range of information about potential pathway options
- apply research skills to locate and evaluate information relevant to own goals and options
- develop, document and evaluate a leaning plan according to identified processes
- select and evaluate types of evidence to assemble a portfolio
- read interpret and critically analyse a broad range of highly complex texts
- plan and produce a folio of highly complex texts



	<ul style="list-style-type: none">analyse and communicate mathematical information and apply an expanded range of mathematical problem-solving processes with specialisation in one or more contexts <p>Application of knowledge and skills: Graduates at this level will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none">through identification of barriers to the achievement of learning and setting of goals and strategies to address theseto adapt and transfer skills and knowledge through the application of a range of strategies to engage with and create a broad range of highly complex textsto apply an expanded range of mathematical problem-solving processes and concepts with specialisation in one or more contextsto take limited responsibility for the output of others within established parametersto implement a project where responsibilities of other members are identified and own role is clarified. <p>The volume of learning for this qualification is typically between 1 and 2 years and incorporates structured training delivery and unstructured learning activities such as:</p> <ul style="list-style-type: none">structured training activities to develop reading, writing and numeracy knowledge and skills contributing to ACSF level 5 to enable more effective participation in those activities relevant to the learnerunstructured activities to research and evaluate pathway options, to independently develop and implement a learning plan over time and to enable learning goals to be reviewed and amended
4.2 Foundation skills	Foundation Skills Summaries for each course can be found in Appendix A.
4.3 Recognition given to the course (if applicable)	Not applicable
4.4 Licensing/regulatory requirements (if applicable)	Not applicable

5. Course rules	Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited Courses
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5.1 Course structure

To achieve the award of 22688VIC Course in Initial General Education for Adults, learners must successfully complete a total of 11 units comprising:

Core - 1 unit

Core Skills Reading and Oracy - 3 units

Core Skills Writing - 3 Units

Core Skills Numeracy - 4 units

A Statement of Attainment will be issued for any unit of competency completed if the full course is not completed.

Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
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Core unit (1)

VU23753	Develop strategies for learning	120103	Nil	20
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Core Skills Reading and Oracy (3)

VU23754	Engage with short simple texts for personal purposes	120103	Nil	20
VU23755	Engage with short simple texts for learning purposes	120103	Nil	20
VU23756	Engage with short simple texts for employment purposes	120103	Nil	20
VU23757	Engage with short simple texts to participate in the community	120103	Nil	20
VU23758	Participate in short simple spoken interactions	120103	Nil	20

Core Skills Writing (3)

VU23759	Create short simple texts for personal purposes	120103	Nil	15
VU23760	Create short simple texts for learning purposes	120103	Nil	15
VU23761	Create short simple texts for employment purposes	120103	Nil	15

VU23762	Create short simple texts to participate in the community	120103	Nil	15
Core Skills Numeracy (4)				
VU23763	Work with numbers in highly familiar situations	120103	Nil	25
VU23764	Work with money in highly familiar situations	120103	Nil	25
VU23765	Work with directions in highly familiar situations	120103	Nil	25
VU23766	Work with measurement in highly familiar situations	120103	Nil	25
VU23767	Work with shape in highly familiar situations	120103	Nil	25
VU23767	Work with data in highly familiar situations	120103	Nil	25
Total nominal hours				225

5.1 Course structure

To achieve the qualification 22689VIC Certificate I in General Education for Adults (Introductory), learners must successfully complete a total of 16 units comprising:

Core – 2 units

Core Skills Reading and Oracy – 3 units

Core Skills Writing – 3 units

Core Skills Numeracy – 4 units

Special interest electives – 4 units which can be selected from:

- units listed in the Special Interest Electives, which have not been previously completed, and / or
- Core Skills Reading & Oracy, Writing and Numeracy units from the 22689VIC Certificate I in General Education for Adults (Introductory), or the 22688VIC Course in Initial General Education for Adults or the 22690VIC Certificate I in General Education for Adults, which have not been previously completed, and / or
- units which are first packaged in AQF level 1 or 2 qualifications in nationally endorsed training packages or accredited courses

A Statement of Attainment will be issued for any unit of competency completed if the full course is not completed.

Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
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Core units (2)

VU23769	Develop learning goals	120103	Nil	20
VU23770	Undertake a project with guidance	120199	Nil	20

Core Skills Reading and Oracy (3)

VU23771	Engage with simple texts for personal purposes	120103	Nil	25
VU23772	Engage with simple texts for learning purposes	120103	Nil	25
VU23773	Engage with simple texts for employment purposes	120103	Nil	25
VU23774	Engage with simple texts to participate in the community	120103	Nil	25

VU23775	Participate in simple spoken interactions	120103	Nil	20
Core Skills Writing (3)				
VU23776	Create simple texts for personal purposes	120103	Nil	25
VU23777	Create simple texts for learning purposes	120103	Nil	25
VU23778	Create simple texts for employment purposes	120103	Nil	25
VU23779	Create simple texts to participate in the community	120103	Nil	25
Core Skills Numeracy (4)				
VU23780	Work with whole numbers in familiar and predictable situations	120103	Nil	30
VU23781	Work with fractions, decimals and percentages in familiar and predictable situations	120103	Nil	30
VU23782	Work with directions in familiar and predictable situations	120103	Nil	30
VU23783	Work with measurement in familiar and predictable situations	120103	Nil	30
VU23784	Work with shape in familiar and predictable situations	120103	Nil	30
VU23785	Work with statistics in familiar and predictable situations	120103	Nil	30
Special Interest Electives (4)				
BSBTEC101	Operate digital devices	080905	Nil	20
BSBWHS211	Contribute to health and safety of self and others	061301	Nil	20
FBPOPR206 9	Use numerical applications in the workplace	010101	Nil	30
HLTAID010	Provide basic emergency life support	069907	Nil	12

VU23241	Prepare simple budgets	120103	Nil	10
VU23786	Apply basic technology skills to language learning	120103	Nil	20
VU23787	Access the internet for language learning	120103	Nil	20
VU23788	Identify Australian environmental issues	120199	Nil	20
VU23789	Identify community options	120199	Nil	20
VU23790	Identify features of the education system	120199	Nil	20
VU23791	Identify features of personal healthcare	120199	Nil	20
VU23792	Identify and use common digital devices	120199	Nil	20
VU23723	Prepare for employment	120599	Nil	30
Total nominal hours			357 - 430	

5.1 Course structure

To achieve the qualification 22690VIC Certificate I in General Education for Adults, learners must successfully complete a total of 16 units comprising:

Core – 2 units

Core Skills Reading and Oracy – 3 units

Core Skills Writing – 3 units

Core Skills Numeracy – 4 units

Special Interest electives – 4 units which can be selected from:

- units listed in the Special Interest Electives, which have not previously been completed, and / or
- Core Skills Reading & Oracy, Writing and Numeracy units from the 22689VIC Certificate I in General Education for Adults (Introductory), or the 22690VIC Certificate I in General Education for Adults or the 22691VIC Certificate II in General Education for Adults, which have not previously been completed, and / or
- units which are first packaged in AQF level 1 or 2 qualifications in nationally endorsed training packages or accredited courses

A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.

Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
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Core units (2)

VU23793	Develop and document a learning plan	120103	Nil	20
VU23794	Plan and undertake a project	120199	Nil	30

Core Skills Reading and Oracy (3)

VU23795	Engage with texts of limited complexity for personal purposes	120103	Nil	25
VU23796	Engage with texts of limited complexity for learning purposes	120103	Nil	25
VU23797	Engage with texts of limited complexity for employment purposes	120103	Nil	25
VU23798	Engage with texts of limited complexity to participate in the community	120103	Nil	25

VU23799	Participate in spoken interactions of limited complexity	120103	Nil	20
Core Skills Writing (3)				
VU23800	Create texts of limited complexity for personal purposes	120103	Nil	25
VU23801	Create texts of limited complexity for learning purposes	120103	Nil	25
VU23802	Create texts of limited complexity to participate in the workplace	120103	Nil	25
VU23803	Create texts of limited complexity to participate in the community	120103	Nil	25
Core Skills Numeracy (4)				
VU23804	Work with numbers in familiar and some less familiar situations	120103	Nil	30
VU23805	Work with and interpret directions in familiar and some less familiar situations	120103	Nil	30
VU23806	Work with measurement in familiar and some less familiar situations	120103	Nil	30
VU23807	Work with and interpret statistical information in familiar and some less familiar situations	120103	Nil	30
VU23808	Work with shape and angle in familiar and some less familiar situations	120103	Nil	30
Special Interest Electives (4)				
VU23789	Identify community options	120199	Nil	20
VU23790	Identify features of the education system	120199	Nil	20
VU23791	Identify features of personal healthcare	120199	Nil	20
VU23809	Undertake a simple investigation of science in the community	120199	Nil	40
VU23810	Undertake a simple investigation of health and wellbeing	120199	Nil	20

VU23811	Undertake a simple investigation of an environmental issue	120199	Nil	20
VU23812	Undertake a simple investigation of how the earth, moon and sun interact	120199	Nil	20
VU23813	Undertake a simple investigation of factors for continuity of life	120199	Nil	20
VU23814	Identify the Australian electoral system	120199	Nil	30
VU23815	Investigate the legal system	120199	Nil	20
VU23816	Investigate driving and owning a car	120199	Nil	15
VU23231	Explore your story	090311	Nil	35
BSBTEC101	Operate digital devices	080905	Nil	20
BSBWHS211	Contribute to health and safety of self and others	061301	Nil	20
HLTAID010	Provide basic emergency life support	069907	Nil	12
HLTAID011	Provide first aid	069907	Nil	18
PUATEA001	Work in a team	120505	Nil	20
VU23725	Participate in job seeking activities	120503	Nil	50
VU23244	Calculate and communicate sports scores	120103	Nil	10
Total nominal hours			380 - 475	

5.1 Course structure

To achieve the qualification 22691VIC Certificate II in General Education for Adults, learners must successfully complete a total of 11 units comprising:

Core – 2 units

Core Skills Reading and Oracy– 2 units

Core Skills Writing – 2 units

Core Skills Numeracy and Mathematics – 2 units

Special Interest electives – 3 units which can be selected from:

- units listed in the Special Interest Electives, which have not previously been completed, and / or
- Core Skills Reading & Oracy, Writing and Numeracy & Mathematics units from the 22691VIC Certificate II in General Education for Adults, or the 22690VIC Certificate I in General Education for Adults or the 22692VIC Certificate III in General Education for Adults, which have not previously been completed, and / or
- units which are first packaged in AQF level 2 or 3 qualifications in nationally endorsed training packages or accredited courses

A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.

Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
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Core units (2)

VU23817	Research pathways and produce a learning plan and portfolio	120103	Nil	20
VU23818	Research, implement and review a project	120199	Nil	30

Core Skills Reading and Oracy (2)

VU23819	Engage with complex texts for personal purposes	120103	Nil	30
VU23820	Engage with complex texts for learning purposes	120103	Nil	30
VU23821	Engage with complex texts for employment purposes	120103	Nil	30
VU23822	Engage with complex texts to participate in the community	120103	Nil	30

VU23823	Participate in complex spoken interactions	120103	Nil	20
Core Skills Writing (2)				
VU23824	Create complex texts for personal purposes	120103	Nil	30
VU23825	Create complex texts for learning purposes	120103	Nil	30
VU23826	Create complex texts to participate in the workplace	120103	Nil	30
VU23827	Create complex texts to participate in the community	120103	Nil	30
Core Skills Numeracy and Mathematics (2)				
VU23828	Work with measurement and geometry in less familiar situations	120103	Nil	50
VU23829	Work with statistics and probability in less familiar situations	120103	Nil	50
VU23830	Work with number and algebra in less familiar situations	120103	Nil	50
Special Interest Electives (3)				
BSBCMM211	Apply communication skills	120505	Nil	40
BSBTEC201	Use business software applications	080905	Nil	60
BSBWHS211	Contribute to health and safety of self and others	061301	Nil	20
BSBTEC203	Research using the internet	080905	Nil	30
BSBTEC302	Design and produce spreadsheets	080905	Nil	35
CHCCOM005	Communicate and work in health or community services	120505	Nil	30
FNSFLT211	Develop and use personal budgets	080101	Nil	20
FNSFLT212	Develop and use savings plans	080101	Nil	20

HLTAID011	Provide first aid	069907	Nil	18
PUATEA001	Work in a team	120505	Nil	20
VU23561	Organise and participate in a practical placement	120599	Nil	50
VU23252	Develop study skills for science	120103	Nil	30
VU23831	Investigate an environmental issue	120199	Nil	20
VU23832	Investigate the characteristics of living things	120199	Nil	20
VU23833	Investigate the impact of a scientific issue on the community	120199	Nil	40
VU23834	Investigate features of Australian culture	120199	Nil	30
VU23835	Investigate continuity of life	120199	Nil	20
VU23836	Investigate energy, force and matter	120199	Nil	20
VU23837	Investigate chemical behaviour of common substances	120199	Nil	20
VU23838	Investigate the solar system	120199	Nil	20
Total nominal hours			320 – 430	

5.1 Course structure

To achieve the qualification 22692VIC Certificate III in General Education for Adults, learners must successfully complete a total of 8 units comprising:

Core – 1 unit

Core Skills Reading / Writing / Numeracy and Mathematics – 4 units

Special Interest electives – 3 units which can be selected from:

- units listed in the Special Interest Electives, which have not previously been completed, and / or
- Core Skills Reading, Writing and Numeracy & Mathematics units from the 22692VIC Certificate III in General Education for Adults, or the 22691VIC Certificate II in General Education for Adults, which have not previously been completed, and / or
- units which are first packaged in AQF level 3 or 4 qualifications in nationally endorsed training packages or accredited courses

A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.

Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
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Core unit

VU23839	Evaluate pathway options and create a learning plan and portfolio	120103	Nil	60
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Core Skills Reading

VU23840	Engage with highly complex texts for personal purposes	120103	Nil	30
VU23841	Engage with highly complex texts for learning purposes	120103	Nil	30
VU23842	Engage with highly complex texts for employment purposes	120103	Nil	30
VU23843	Engage with highly complex texts to participate in the community	120103	Nil	30

Core Skills Writing

VU23844	Create highly complex texts for personal purposes	120103	Nil	30
VU23845	Create highly complex texts for learning purposes	120103	Nil	30

VU23846	Create highly complex texts to participate in the community	120103	Nil	30
BSBWRT411	Write complex documents	080901	Nil	50

Core Skills Numeracy and Mathematics

VU23847	Work with number and algebra in specialised situations	120103	Nil	50
VU23848	Work with measurement and geometry in specialised situations	120103	Nil	50
VU23849	Work with statistics and probability in specialised situations	120103	Nil	50

Special Interest Electives (3)

VU23850	Investigate current issues	120199	Nil	25
VU23851	Design and review a project	120199	Nil	40
VU23834	Investigate features of Australian culture	120199	Nil	30
VU23835	Investigate continuity of life	120199	Nil	20
VU23852	Analyse science in the community	120199	Nil	40
VU23094	Research study options and plan education pathway	120199	Nil	50
VU23561	Organise and participate in a practical placement	120599	Nil	50
FNSCUS411	Participate in negotiations	120301	Nil	20
BSBLDR301	Support effective workplace relationships	120505	Nil	40
BSBINS301	Develop and use information literacy skills	091301	Nil	40
BSBTEC301	Design and produce business documents	080905	Nil	80

FNSFLT311	Develop and apply knowledge of personal finances	080101	Nil	40
VU23258	Apply further study skills	120105	Nil	90
CHCCOM002	Use communication to build relationships	120505	Nil	55
HLTAAP001	Recognise healthy body systems	060301	Nil	70
VU23250	Investigate the influence of Aboriginal and/or Torres Strait Islander history	090311	Nil	60
VU23253	Investigate and present on features of Aboriginal and/or Torres Strait Islander culture	090311	Nil	20
Total nominal hours			245 - 470	

Standard 5.11 AQTF 2021 Standards for Accredited Courses

5.2 Entry requirements

There are no entry requirements for the Course in or any of the Certificates in General Education for Adults.

Entry to each CGEA course must be determined according to a participant's current literacy and numeracy skills. A learner's suitability should be assessed against a suitable framework such as the Australian Core Skills Framework (ACSF).

A participant's prior formal and/or informal education experience should be considered as should a participant's learning and pathway needs including employability skills, literacies (digital and other literacies) and further educational and vocational training needs.

An indication of the ACSF exit level for each course is provided in Appendix B: *CGEA alignment with the ACSF*. More information on the ACSF can be accessed [here](#)

6. Assessment

Standard 5.12 and 5.14 AQTF 2021 Standards for Accredited Courses

6.1 Assessment strategy

All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:

- Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,
- or
- the Standards for Registered Training Organisations 2015 (SRTOs),
- or
- the relevant standards and Guidelines for RTOs at the time of assessment.

In order to support achievement of meaningful outcomes at either the qualification or the individual unit level where a full qualification is not being undertaken, an integrated approach to assessment is recommended to:

- maximise opportunities for holistic skill development and evidence gathering
- reduce likelihood of repetitious delivery and over assessment
- reduce atomisation and duplication of evidence collection
- make the evidence gathering more efficient for learners and assessors.

While each unit describes the performance outcomes specific to that unit, this should be considered holistically across different domains of communication where opportunities to integrate assessment may exist. For example, there may be synergies between the domains of personal and community purposes and between texts used for literacy and numeracy. There may also be synergies between units within

certificates such as between Engage, Create and elective units.

While each course in the CGEA is aligned to an Australian Core Skills Framework (ACSF) level, any assessment that is intended to confirm the ACSF level of a student must reference all relevant performance variables, which include:

- Level of support
- Context
- Text Complexity
- Task complexity

(More information can be accessed [here](#))

A matrix of the alignment between the CGEA and the ACSF can be found in Appendix B.

Assessment strategies for the CGEA courses should:

- address skill and knowledge which underpin performance
- gather sufficient evidence to judge achievement of progress towards determining competence
- be flexible in regard to the range and type of evidence provided by the learner
- provide opportunity for the learner to challenge assessment provisions and participate in re-assessment
- be equitable and fair to all learners
- comprise a clear statement of both the criteria and assessment process including instructions for assessment
- use assessment tools grounded in relevant contexts which are not culturally biased and suit the needs of learners
- allow sufficient time and appropriate level of support to complete tasks

Assessment tasks and tools must address the requirements of the unit in terms of required skills and knowledge.

Assessment to determine the learner's performance should utilise a variety of assessment methods which are appropriate for the level of performance required. Assessment methods may include a combination of:

- observation of the learner's performance in engaging with texts for example, locating information, making meaning from texts and applying reading strategies to support understanding of texts
- portfolio demonstrating the writing process in creation of texts developed by the learner for example drafts, editing and final versions
- written or oral responses to questioning to assess knowledge which underpins performance and comprehension of written texts, for example, the audience and purpose of a text
- interviews or discussions with the learner
- oral or audio / visual presentations



	<ul style="list-style-type: none">• learner portfolios which may be hard copy or digital• observation of the learner’s performance in communicating mathematical information. <p>Assessment of units of competency from nationally endorsed training packages or accredited courses must meet the requirements of the source training product.</p> <p>Assessment of Engage and Create units</p> <p>“Engage” units for the following courses require learners to engage with both paper based and digital texts:</p> <ul style="list-style-type: none">• Course in Initial General Education for Adults• Certificate I in General Education for Adults (Introductory) <p>Paper based texts may include handwritten and word-processed printed texts.</p> <p>Digital texts refer to information which can be written and/or visual and audio conveyed through a digital medium. They may include interactive web sites, apps, emails, social media platforms, e-books, videos and interactive elements such as hyperlinks. Digital texts for reading are not intended to include screen based word processed documents. Digital texts support the development and application of different online reading strategies required to navigate and make meaning from digital texts.</p> <p>Create units</p> <p>There is a requirement to include “handwritten” texts in the assessment of create units in the following courses to support the development of writing skills:</p> <ul style="list-style-type: none">• 22688VIC Course in Initial General Education for Adults• 22689VIC Certificate I in General Education for Adults (Introductory)• 22690VIC Certificate I in General Education for Adults <p>This requirement is not specified in the Certificates II and III which enable the selection of the writing medium.</p>
6.2 Assessor competencies	<p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none">• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none">• the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none">• the relevant standards and Guidelines for RTOs at the time of assessment. <p>In the context of the assessment of the Core Skills Reading, Writing and Oracy units, relevant vocational competency refers to demonstrable</p>

expertise in teaching literacy. This can include holding an AQF level 7 or above teaching qualification with a relevant method. Where an assessor does not hold a formal relevant qualification, they must demonstrate evidence of relevant knowledge of the theory of literacy development and its application to practice. This can include adult literacy pedagogy and the socio – cultural factors affecting literacy learning, including language as a social and cultural phenomenon and the importance of context. Evidence of the above requirements may be demonstrated by, but is not limited to, providing a combination of:

- evidence of lessons/sessions delivered over a period of time noting approaches used, how different learner needs are addressed, how learning is contextualised, application of literacy theories and approaches to practice
- evidence of observation by peers of a number of sessions noting the above and corrective action taken
- peer review of teaching / third party report detailing performance
- documented relevant literacy teaching experience over a period of time
- presentations on teaching practice to CGEA peers

In the context of assessment of the Core Skills Numeracy units, relevant vocational competencies refer to demonstrable expertise in teaching numeracy. This can include holding an AQF level 7 or above teaching qualification with a relevant method. Where an assessor does not hold a formal relevant qualification, they must demonstrate knowledge of the theory of numeracy development and its application to practice. This can include adult numeracy pedagogy and the socio – cultural factors affecting numeracy learning, including numeracy as a social and cultural phenomenon and the importance of context and real world application.

Evidence of the above requirements may be demonstrated by, but is not limited to, providing a combination of:

- evidence of lessons/sessions delivered over a period of time noting approaches used, how different learner needs are addressed, how numeracy teaching is contextualised, application of numeracy theories and approaches to practice
- evidence of observation by peers of a number of sessions noting the above and corrective action taken
- peer review of numeracy teaching and assessment practices / third party report detailing performance
- documented relevant numeracy teaching experience over a period of time
- presentations on numeracy teaching and assessment practices to CGEA peers

	Assessment of units of competency from nationally endorsed training packages and accredited courses must comply with the assessment requirements detailed in the source training product.
7. Delivery	Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses
7.1 Delivery modes	<p>Teaching and learning strategies must be selected to reflect the varying learning needs, educational backgrounds and preferred learning approaches of the individual learner and the specific requirements of each unit. This includes neurodiverse learners who may differ in the ways in which they can be engaged or motivated to learn or in the ways that they perceive and comprehend information that is presented to them.</p> <p>Some areas of content may be common to more than one unit and therefore integration may be appropriate. It is recommended that application is integrated for the delivery of the Core Skills Engage (reading) and Create (writing) units at the same level and of the same domain. For example, delivery and assessment of <i>VU23754 Engage with short, simple texts for personal purposes</i> and <i>VU23759 Create short simple texts for personal purposes</i> can be integrated.</p> <p>The link between reading and/or writing across the different domains also encourages co-delivery of additional units. For example, units such as <i>VU23795 Engage with texts of limited complexity for personal purposes</i> and <i>VU23798 Engage with texts of limited complexity to participate in the community</i> can also be co-delivered as there may be some synergies in the text types across these domains.</p> <p>Delivery strategies should actively involve the learner and learning should be experiential, relevant and age appropriate.</p> <p>In keeping with effective practice all units should be appropriately contextualised.</p> <p>Adult further education learners may come from a wide variety of backgrounds with greatly varying life experiences. Where appropriate these experiences may be useful in group discussions and presentations. It should be borne in mind that this always remains the choice of the learner. Some experiences may be embarrassing, traumatic or stressful and should be respected as such.</p>
7.2 Resources	<p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs),

or

- the relevant standards and Guidelines for RTOs at the time of assessment.

In the context of the delivery of the Core Skills Reading, Writing and Oracy units, relevant vocational competency refers to demonstrable expertise in teaching literacy. This can include holding an AQF level 7 or above teaching qualification with a relevant method. Where a teacher does not hold a formal relevant qualification, they must demonstrate relevant knowledge of the theory of literacy development and its application to teaching practice. This can include adult literacy pedagogy and the socio – cultural factors affecting literacy learning, including language as a social and cultural phenomenon and the importance of context. Evidence of the above requirements may be demonstrated by, but is not limited to, providing a combination of:

- evidence of lessons/sessions delivered over a period of time noting approaches used, how different learner needs are addressed, how learning is contextualised, application of literacy theories to practice
- notes from observation by peers of a number of sessions noting the above and corrective action taken to refine teaching strategies and approaches
- peer review of teaching / third party report detailing performance such as the effectiveness of teaching methods
- documented relevant literacy teaching experience over a period of time
- presentations on literacy teaching practice to CGEA peers

In the context of delivery of the Core Skills Numeracy units, relevant vocational competencies refer to demonstrable expertise in teaching numeracy. This can include holding an AQF level 7 or above teaching qualification with a relevant method. Where a teacher does not hold a formal relevant qualification, they must demonstrate knowledge of the theory of numeracy development and its application. This can include adult numeracy pedagogy and the importance of context. Evidence of the above requirements may be demonstrated by, but is not limited to, providing a combination of:

- evidence of lessons/sessions delivered over a period of time noting approaches used, how different learner needs are addressed, how learning is contextualised, application of numeracy theories to practice
- notes from observation by peers of a number of sessions noting the above and corrective action taken to refine numeracy teaching strategies and approaches
- peer review of teaching / third party report detailing performance such as the effectiveness of teaching methods
- documented relevant numeracy teaching experience over a period of time
- presentations on numeracy teaching practice to CGEA peers

	<p>Mandated assessment resources apply to the units. Refer to the Assessment Conditions of the individual units.</p> <p>It is highly desirable that training organisations delivering the Certificates in General Education for Adults have access to a support person for learners who are in the early stages of developing their literacy and/or numeracy skills. This may be support within a classroom or additional support provided through such programs as mentoring and peer support.</p> <p>Delivery of the elective unit VU23561 Organise and participate in a practical placement, which is packaged in the Certificate II in General Education for Adults and the Certificate III in General Education for Adults, will require the RTO to provide access to an appropriate work placement and an appropriate support person. The RTO must monitor placements regularly and address any issues of concern to the learner or the employer. Issues may include but are not limited to safety, allocation of meaningful work tasks and performance of duties.</p> <p>The Victorian Government has issued the following guidelines for Registered Training Organisations and Employers in relation to Post-Secondary Students undertaking Practical Placements (Updated Practical Placement Guidelines) as at 7th October 2022 (available here). The guidelines assist RTOs and employers to meet their work placement obligations.</p> <p>The delivery of units of competency that have been imported from training package/s and/or accredited course/s must reflect the requirements for trainers specified in the relevant training products.</p>
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8. Pathways and articulation	<p>Standard 5.10 AQTF 2021 Standards for Accredited Courses</p> <p>There are no formal articulation arrangements in place at the time of accreditation.</p> <p>Learners who complete units of competency from endorsed training packages or accredited courses will be eligible for credit into other qualifications that contain those units.</p> <p>Learners who enter any of these courses will gain credit for any training package of accredited course unit/s successfully completed from previous study.</p>
9. Ongoing monitoring and evaluation	<p>Standard 5.15 AQTF 2021 Standards for Accredited Courses</p> <p>The Service Industries Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of the qualifications.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users of the courses and will</p>

consider at a minimum:

- any changes required to meet emerging or developing needs
- changes to and/or updates of any units of competency from nationally endorsed training packages or accredited courses.

Any significant changes to the courses will be notified to the VRQA.

Appendix A: Foundation Skills Summaries

Foundation skills

Qualification summary

The following table contains a summary of the foundation skills as identified by the industry for this qualification. The foundation skill facets described here are broad industry requirements that may vary depending on qualification packaging.

Qualification code:	22689VIC
Qualification title:	Certificate I in General Education for Adults (Introductory)

Foundation skill	Industry/education/legislative/enterprise/community requirements for this qualification include the following facets:
Reading Skills to:	<ul style="list-style-type: none">gather and engage with simple familiar texts on simple topics for different purposessource appropriate information to produce textsmake connections between own knowledge and experience and the purpose and structure of textsuse simple strategies to make meaning from textsuse information to produce texts
Writing skills to:	<ul style="list-style-type: none">use simple sentences of one or two clauses and key vocabulary to produce simple textsuse format and structure appropriate for different types of textscompose different types of texts such as simple emails and/or digital messages
Oral communication skills to:	<ul style="list-style-type: none">take turns to maintain simple discussion about learning goals and potential issues in achieving themdiscuss strategies to achieve learning goalsask and respond to questions and take turns to maintain exchanges about simple topics and informationrequest and listen to support from an expert/mentordiscuss and convey information about simple texts and topicsprovide a simple opinion about simple texts and topics
Numeracy skills to:	<ul style="list-style-type: none">locate and recognise mathematical information such as simple dosage instructions and spoken GPS instructionssolve numerical problems such as ordering stock by use-by date, drawing shapes and taking measurements

	<ul style="list-style-type: none"> • check reasonable of process and outcomes such as confirming the correct measurement technique was used and comparing the calculated total price against the estimated expected total price • discuss numeracy-based information such as how to use a map to get to a location, how to group objects by shape and the weather • record numeracy-based information such as documenting a recipe
Learning skills to:	<ul style="list-style-type: none"> • complete tasks or activities such as part of a project. • review and amend own writing • transfer skills used to work one digital device and apply to the use of another.
Problem-solving skills to:	<ul style="list-style-type: none"> • draw on own experiences to identify current skills and learning goals • gather required resources • locate information to complete tasks • complete tasks according to agreed plan • select and use reading strategies to make meaning • link personal experiences to the topic of an oral exchange • select audience and purpose of texts and use appropriate language and structure suitable to the text type • identify the purpose and functions of a range of personally relevant digital equipment • select the appropriate digital equipment for specific tasks • apply methods to solve simple numerical problems
Teamwork skills to:	<ul style="list-style-type: none"> • listen to and act on suggestions from others
Planning and organising skills to:	<ul style="list-style-type: none"> • implement steps to work towards learning goals • plan and follow steps to complete tasks according to timeframes • follow sequential instructions • sequence simple information to produce texts
Self-management skills to:	<ul style="list-style-type: none"> • manage own progress towards achievement of goals
Technology skills to:	<ul style="list-style-type: none"> • apply digital devices and tools to learning • use digital devices safely and responsibly • use search engines to locate information • search for information in a digital environment
Digital literacy skills to:	<ul style="list-style-type: none"> • source and use digital media, information and text to make meaning • access and navigate simple digital texts

Foundation skills

Qualification summary

The following table contains a summary of the foundation skills as identified by the industry for this qualification. The foundation skill facets described here are broad industry requirements that may vary depending on qualification packaging.

Qualification code:	22690VIC
Qualification title:	Certificate I in General Education for Adults
Foundation skill	Industry/education/legislative/enterprise/community requirements for this qualification include the following facets:
Reading Skills to:	<ul style="list-style-type: none"> • source appropriate information to produce texts • access and interpret information about different topics and issues • make meaning from some familiar and less familiar texts about different topics and issues • identify main ideas and key supporting information in texts related to personal needs or issues • interpret basic structural conventions of different types of texts such as informative texts • draw on a range of de-coding and meaning-making strategies to make sense of texts
Writing skills to:	<ul style="list-style-type: none"> • create familiar, and some less familiar texts for different purposes such as personal or employment purposes • use features of texts related to different text types and purposes • produce clearly structured texts using structural conventions
Oral communication skills to:	<ul style="list-style-type: none"> • participate in interactions to develop a learning plan • plan and discuss tasks such as project requirements • discuss and convey information about familiar and some unfamiliar topics or issues such as environmental or well being issues • ask and respond to questions about information • use interaction conventions to participate in spoken exchanges with others • discuss issues or topics with others

Numeracy skills to:	<ul style="list-style-type: none"> • identify and interpret mathematical information such as travel information in travel brochures and product discounts in media advertisements • solve numerical problems such as estimating the volume of mulch needed to fill a garden bed and adjusting a recipe to feed more people • check and reflect on process and outcomes such as checking the correct map scales and ratios were used and understanding that a thick layer of paint will require more volume of paint to cover the same area • discuss numeracy-based information such as travel arrangements and workplace health and safety risks • record numeracy-based information such as seating arrangements at an event
Learning skills to:	<ul style="list-style-type: none"> • monitor and revise learning plan • apply own knowledge and interests to selection of topic or project activities • review and amend own writing
Problem-solving skills to:	<ul style="list-style-type: none"> • gather and use information to support development of learning plan • compare own skills to identified goals • plan and follow steps to complete a learning task such as a project • establish relevance of and credibility of information source • select and use strategies to make meaning of texts • select appropriate register for exchanges • apply conventions to establish and maintain exchanges • locate information to create texts • match audience and purpose to appropriate text type • use grammatical forms appropriate to text purpose • interpret and solve numerical problems such as statistical problems
Teamwork skills to:	<ul style="list-style-type: none"> • collaborate with others for a learning task such as developing a plan for a project or participating in a group spoken interaction
Planning and organising skills to:	<ul style="list-style-type: none"> • create and follow a plan such as a learning or project plan • structure and sequence texts • present information on an issue or topic
Self-management skills to:	<ul style="list-style-type: none"> • monitor achievement of learning goals • complete tasks or manage own activities according to identified time frames • apply appropriate interaction strategies in exchanges • work independently and use own familiar support resources
Technology skills to:	<ul style="list-style-type: none"> • use digital devices and tools to access information • use digital devices safely • access and navigate digital texts to complete learning tasks

Digital literacy skills to:

- access digital information to plan and complete tasks
- use search engines to locate information
- search for and use information in a digital environment
- select and use appropriate digital applications to produce texts such as email or word applications
- navigate and make meaning from texts presented in a digital format
- use appropriate layout conventions to produce digital documents on different topics or issue

Foundation skills

Qualification summary

The following table contains a summary of the foundation skills as identified by the industry for this qualification. The foundation skill facets described here are broad industry requirements that may vary depending on qualification packaging.

Qualification code:	22691VIC
Qualification title:	Certificate II in General Education for Adults

Foundation skill	Industry/education/legislative/enterprise/community requirements for this qualification include the following facets:
Reading Skills to:	<ul style="list-style-type: none"> research and source information for an identified purpose critically analyse and interpret information for an identified purpose use information to produce texts for an identified purpose and audience select and apply reading strategies to interpret and analyse texts assess relevance of texts to own purposes and needs
Writing skills to:	<ul style="list-style-type: none"> produce complex texts using sentences with multiple clauses including use of abstract meaning, modal verbs and complex tenses select / use appropriate register according to context apply structure and conventions to produce complex texts document findings of research such as an investigation
Oral communication skills to:	<ul style="list-style-type: none"> discuss the outcomes of research or investigations discuss features and content of complex information exchange information in complex spoken interactions
Numeracy skills to:	<ul style="list-style-type: none"> identify and interpret mathematical information such as renovation plans and a financial plan solve numerical problems such as measuring fitness progress and building a deck check outcomes and reflect on process and outcomes such as checking the correct map scales and ratios were used and identifying that a high pulse rate was the result of physical exertion discuss numeracy-based information such as the relationship between exercise and reducing health risks record numeracy-based information such as detailed budgets reports including how the budget was overspent

Learning skills to:	<ul style="list-style-type: none"> • apply learning strategies to achieve goals • establish relevance and effectiveness of spoken or written texts • incorporate feedback to draft and review own writing
Problem-solving skills to:	<ul style="list-style-type: none"> • compare own skills to identified pathway options • identify, select and organise resources to create a learning portfolio • complete tasks according to a project plan • select texts to match own needs and purposes • critically evaluate effectiveness of texts • form and support own opinion on effectiveness of texts • select linguistic features to support different types of interactions • select and apply strategies to enhance effectiveness of spoken exchanges • convey complex relationships between ideas • use strategies to support accuracy in spelling • select and apply appropriate register according to context
Teamwork skills to:	<ul style="list-style-type: none"> • collaborate with others to complete learning tasks
Planning and organising skills to:	<ul style="list-style-type: none"> • select and organise evidence to produce a portfolio • develop and follow a plan to complete an investigative task • develop and follow own plan to produce written texts
Self-management skills to:	<ul style="list-style-type: none"> • determine own preferred approach to learning • evaluate and identify gaps in own skills and knowledge • complete tasks within identified time frames • manage and adjust exchanges using appropriate interaction strategies • independently initiate and use support resources.
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital devices safely and responsibly • use search engines to locate information • search for information in a digital environment
Digital literacy skills to:	<ul style="list-style-type: none"> • access and navigate digital information • search for and evaluate information in a digital environment • apply digital netiquette conventions to conduct online research responsibly • select and use appropriate digital applications to produce texts • use appropriate layout conventions to produce digital texts • analyse information sourced in a digital format

Foundation skills

Qualification summary

The following table contains a summary of the foundation skills as identified by the industry for this qualification. The foundation skill facets described here are broad industry requirements that may vary depending on qualification packaging.

Qualification code:	22692VIC
Qualification title:	Certificate III in General Education for Adults

Foundation skill	Industry/education/legislative/enterprise/community requirements for this qualification include the following facets:
Reading Skills to:	<ul style="list-style-type: none"> source and interpret highly complex information for diverse purposes and tasks such as information about potential study/employment pathways interpret and synthesise information in highly complex texts select and apply reading strategies to interpret and critically analyse highly complex texts assess relevance of highly complex texts to identified purposes and needs
Writing skills to:	<ul style="list-style-type: none"> plan, produce, edit and review highly complex texts document findings of complex investigative tasks use highly complex structures and features relevant to different text types and audiences apply conventions such as footnotes and references
Oral communication skills to:	<ul style="list-style-type: none"> participate in discussions to develop a study/employment pathway plan discuss relevant and effective features and content of information in order to present an opinion negotiate with others to achieve successful outcomes to support planning and application of learning tasks discuss research conducted and information collected discuss features and content of information to establish relevance and effectiveness for a specific purpose

Numeracy skills to:	<ul style="list-style-type: none"> • extract, interpret and analyse mathematical information such as detailed product specifications and technical presentations • investigate numerical problems in specialised situations such as electrotechnology and nursing • assess and adjust processes and outcomes such as reframing data to allow for different interpretations and contextual understandings • discuss numeracy-based information such as whether public health data can be interpreted and applied to a specific locality • record numeracy-based information such as business plans and technical reports
Learning skills to:	<ul style="list-style-type: none"> • review and revise own pathway options • apply the writing process to draft, edit, review and clarify meaning in response to feedback • use techniques to convey implicit meaning and make hypotheses • recognise AI generated texts that may not acknowledge use of copyrighted material
Problem-solving skills to:	<ul style="list-style-type: none"> • review and select content for a portfolio of work samples • evaluate own skills against identified goals and learning needs • select highly complex texts relevant to own needs and purposes • convey highly complex relationships between ideas • apply conventions in written texts such as footnotes and references • select and apply reading strategies to interpret and analyse information • apply critical analysis skills to interpret and evaluate the effectiveness of information about issues and topics • assess relevance of texts to own purposes and needs • determine and address issues affecting the successful completion of tasks • recognise that AI generated texts may not acknowledge use of copyrighted material
Teamwork skills to:	<ul style="list-style-type: none"> • collaborate with other learners to complete tasks
Planning and organising skills to:	<ul style="list-style-type: none"> • organise content for a study/employment portfolio • gather and organise information about current issues and topics • source, interpret and synthesise information required to develop, implement and review a project action plan • gather, select, organise and analyse information to produce written texts
Self-management skills to:	<ul style="list-style-type: none"> • monitor progress towards achievement of own identified goals • work autonomously accessing and evaluating support from a broad range of sources. • assign appropriate and achievable timelines to complete tasks

Technology skills to:	<ul style="list-style-type: none"> • use digital devices safely and responsibly • use search engines to locate and use information safely in a digital environment • search for information in a digital environment
Digital literacy skills to:	<ul style="list-style-type: none"> • access, navigate and assess reliability and relevance of information for a specific purpose • apply a range of digital netiquette conventions to conduct online research responsibly • select and use appropriate digital applications to produce highly complex texts • use appropriate layout conventions to produce digital documents • critically evaluate information sourced in a digital environment

Appendix B: CGEA alignment with the ACSF

ACSF exit level	ACSF 1	ACSF 2	ACSF 3	ACSF 4	ACSF 5
Engage units	Initial	Certificate I (Introductory)	Certificate I	Certificate II	Certificate III
Complexity	Short simple Highly familiar	Simple and familiar	Limited complexity Some familiar and less familiar elements	Complex	Highly complex
Range	Restricted text types	Limited range of text types	Increasing range of text types	Range of text types	Broad Range of text types
Features	Highly familiar explicit purpose and limited highly familiar vocabulary	Simple familiar texts Familiar vocabulary Sentences linked by simple cohesive devices	Routine texts which may include unfamiliar elements and embedded information. Interpretation and integration of a number of pieces of ideas/information Some specialised vocabulary	Texts of relative complexity including embedded information, specialised vocabulary, abstraction and symbolism Structurally intricate Complex syntactic structures with multiple clauses including abstract meanings, modality and complex tenses.	Structurally highly complex, lexically dense texts with highly embedded information and specialised language Symbolism Critical evaluation of content
Context	Highly Familiar / personally relevant in a restricted range of contexts Concrete and immediate	Familiar and predictable	Some specialisation in familiar and some less familiar contexts.	Specialisation in less familiar and some unpredictable contexts	Broad range including specialisation across contexts
Create units	Initial	Intro	I	II	III
Complexity	Short simple	Simple familiar, clear purpose	Limited complexity	Complex	Highly complex
Range	Restricted text types	Limited range of text types	Increasing range of text types	Range of text types	Broad range of text types

Features	Limited highly familiar vocabulary Highly explicit purpose	Limited purposes and audiences Familiar vocabulary	Routine texts which include unfamiliar elements and embedded information Interpretation and integration of a number of pieces of ideas/information	Texts including embedded information, specialised vocabulary, abstraction and symbolism. Structurally complex sentences	Highly complex texts with highly embedded information and specialised language, symbolism and adaptability.
Context	Highly Familiar / personally relevant in restricted contexts	Familiar / predictable Limited range of contexts	Some less familiar contexts	Familiar and unfamiliar/unpredictable contexts including some specialisation in less familiar contexts	Broad range including specialisation and adaptability across contexts
Numeracy units	Initial	Intro	I	II	III
Complexity	Short simple	Simple familiar, clear purpose	Familiar and routine	Complex	Highly complex
Range	Restricted text types	Limited Range of text types	Increasing range of text types	Range of text types	Broad Range of text types
Features	Highly familiar vocabulary Highly explicit purpose Highly explicit mathematical information	Familiar vocabulary Partially embedded mathematical information	Some specialised vocabulary Embedded mathematical information	Specialised vocabulary, abstraction and symbolism Embedded mathematical information	Highly specialised language and symbolism Highly embedded mathematical information
Context	Highly familiar Concrete and immediate	Familiar and predictable	Familiar and some less familiar	Some unfamiliar or unpredictable Some specialisation	Specialised
*Support	Works alongside an expert/mentor where prompting and advice can be provided	May work with an expert/mentor where support is available if requested	Works independently and uses own familiar support resources	Works independently and initiates and uses support from a range of established resources	Autonomous learner who accesses, evaluates and initiates support from a broad range of sources

*Conditions of support at the relevant ACSF level must be met to contribute to achievement of the level.

Section C – Units of competency

Units of competency imported from training packages are available from the [National Register of VET](#):

- BSBTEC101 Operate digital devices
- BSBCMM211 Apply communication skills
- BSBINS301 Develop and use information literacy skills
- BSBLDR301 Support effective workplace relationships
- BSBTEC201 Use business software applications
- BSBTEC203 Research using the internet
- BSBTEC301 Design and produce business documents
- BSBTEC302 Design and produce spreadsheets
- BSBWHS211 Contribute to health and safety of self and others
- BSBWRT411 Write complex documents
- CHCCOM002 Use communication to build relationships
- CHCCOM005 Communicate and work in health or community services
- FBPOPR2069 Use numerical applications in the workplace
- FNCSUS411 Participate in negotiations
- FNSFLT211 Develop and use personal budgets
- FNSFLT212 Develop and use savings plans
- FNSFLT311 Develop and apply knowledge of personal finances
- HLTAAP001 Recognise healthy body systems
- HLTAID010 Provide basic emergency life support
- HLTAID011 Provide first aid
- PUATEA001 Work in a team

Units of competency imported from Accredited Courses are available from the Victorian Government website [here](#):

- VU23723 Prepare for employment
- VU23725 Participate in job seeking activities
- VU23094 Research study options and plan education pathway
- VU23231 Explore your story
- VU23241 Prepare simple budgets
- VU23244 Calculate and communicate sports scores
- VU23250 Investigate the influence of Aboriginal and/or Torres Strait Islander history
- VU23252 Develop study skills for science
- VU23253 Investigate and present on features of Aboriginal and/or Torres Strait Islander culture
- VU23258 Apply further study skills
- VU23561 Organise and participate in a practical placement

Units of competency developed for the course, which comply with the [AQTF 2021 Standards for Accredited Courses](#):

- VU23753 Develop strategies for learning
- VU23754 Engage with short simple texts for personal purposes
- VU23755 Engage with short simple texts for learning purposes
- VU23756 Engage with short simple texts for employment purposes
- VU23757 Engage with short simple texts to participate in the community
- VU23758 Participate in short simple spoken interactions
- VU23759 Create short simple texts for personal purposes

- VU23760 Create short simple texts for learning
- VU23761 Create short simple texts for employment purposes
- VU23762 Create short simple texts to participate in the community
- VU23763 Work with numbers in highly familiar situations
- VU23764 Work with money in highly familiar situations
- VU23765 Work with directions in highly familiar situations
- VU23766 Work with measurement in highly familiar situations
- VU23767 Work with shape in highly familiar situations
- VU23768 Work with data in highly familiar situations
- VU23769 Develop learning goals
- VU23770 Undertake a project with guidance
- VU23771 Engage with simple texts for personal purposes
- VU23772 Engage with simple texts for learning purposes
- VU23773 Engage with simple texts for employment purposes
- VU23774 Engage with simple texts to participate in the community
- VU23775 Participate in simple spoken interactions
- VU23776 Create simple texts for personal purposes
- VU23777 Create simple texts for learning purposes
- VU23778 Create simple texts for employment purposes
- VU23779 Create simple texts to participate in the community
- VU23780 Work with whole numbers in familiar and predictable situations
- VU23781 Work with fractions, decimals and percentages in familiar and predictable situations
- VU23782 Work with directions in familiar and predictable situations
- VU23783 Work with measurement in familiar and predictable situations
- VU23784 Work with shape in familiar and predictable situations
- VU23785 Work with statistics in familiar and predictable situations
- VU23786 Apply basic technology skills to language learning
- VU23787 Access the internet for language learning
- VU23788 Identify Australian environmental issues
- VU23789 Identify community options
- VU23790 Identify features of the education system
- VU23791 Identify features of personal healthcare
- VU23792 Identify and use common digital devices
- VU23793 Develop and document a learning plan
- VU23794 Plan and undertake a project
- VU23795 Engage with texts of limited complexity for personal purposes
- VU23796 Engage with texts of limited complexity for learning purposes
- VU23797 Engage with texts of limited complexity for employment purposes
- VU23798 Engage with texts of limited complexity to participate in the community
- VU23799 Participate in spoken interactions of limited complexity
- VU23800 Create texts of limited complexity for personal purposes
- VU23801 Create texts of limited complexity for learning purposes
- VU23802 Create texts of limited complexity to participate in the workplace
- VU23803 Create texts of limited complexity to participate in the community
- VU23804 Work with numbers in familiar and some less familiar situations
- VU23805 Work with and interpret directions in familiar and some less familiar situations
- VU23806 Work with measurement in familiar and some less familiar situations
- VU23807 Work with and interpret statistical information in familiar and some less familiar situations

- VU23808 Work with shape and angle in familiar and some less familiar situations
- VU23809 Undertake a simple investigation of science in the community
- VU23810 Undertake a simple investigation of health and wellbeing
- VU23811 Undertake a simple investigation of an environmental issue
- VU23812 Undertake a simple investigation of how the earth, moon and sun interact
- VU23813 Undertake a simple investigation of factors for continuity of life
- VU23814 Identify the Australian electoral system
- VU23815 Investigate the legal system
- VU23816 Investigate driving and owning a car
- VU23817 Research pathways and produce a learning plan and portfolio
- VU23818 Research, implement and review a project
- VU23819 Engage with complex texts for personal purposes
- VU23820 Engage with complex texts for learning purposes
- VU23821 Engage with complex texts for employment purposes
- VU23822 Engage with complex texts to participate in the community
- VU23823 Participate in complex spoken interactions
- VU23824 Create complex texts for personal purposes
- VU23825 Create complex texts for learning purposes
- VU23826 Create complex texts to participate in the workplace
- VU23827 Create complex texts to participate in the community
- VU23828 Work with measurement and geometry in less familiar situations
- VU23829 Work with statistics and probability in less familiar situations
- VU23830 Work with number and algebra in less familiar situations
- VU23831 Investigate an environmental issue
- VU23832 Investigate the characteristics of living things
- VU23833 Investigate the impact of a scientific issue on the community
- VU23834 Investigate features of Australian culture
- VU23835 Investigate continuity of life
- VU23836 Investigate energy, force and matter
- VU23837 Investigate chemical behaviour of common substances
- VU23838 Investigate the solar system
- VU23839 Evaluate pathway options and create a learning plan and portfolio
- VU23840 Engage with highly complex texts for personal purposes
- VU23841 Engage with highly complex texts for learning purposes
- VU23842 Engage with highly complex texts for employment
- VU23843 Engage with highly complex texts to participate in the community
- VU23844 Create highly complex texts for personal purposes
- VU23845 Create highly complex texts for learning purposes
- VU23846 Create highly complex texts to participate in the community
- VU23847 Work with number and algebra in specialised situations
- VU23848 Work with measurement and geometry in specialised situations
- VU23849 Work with statistics and probability in specialised situations
- VU23850 Investigate current issues
- VU23851 Design and review a project
- VU23852 Analyse science in the community

Unit code	VU23753
Unit title	Develop strategies for learning
Application	<p>This unit describes the skills and knowledge to identify short and simple personal strategies for learning. It requires the ability to examine self as a learner and to develop and implement personal learning strategies.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Learning at Level 1: 1.01, 1.02.</p> <p>This unit applies to learners who wish to develop their personal, learning skills, build understanding of how they prefer to learn and begin to identify strategies for learning with support. Learners at this level may require support through prompting and advice.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Examine self as a learner	1.1	Identify a past experience of successful learning
		1.2	Examine your preferred approach to learning
		1.3	Identify a personal learning strength
		1.4	Identify a personal learning area of need
2	Develop learning strategies	2.1	Identify personal learning strategies with an appropriate support person
		2.2	Identify simple steps to develop own learning strategies
		2.3	Identify available support resources to develop learning strategies
		2.4	Record learning strategies with the support of an appropriate person
3	Implement personal	3.1	Undertake task/s that contribute to development of

learning strategies		personal learning strategies	
		3.2	Review progress towards achievement of identified learning strategies with appropriate support person
		3.3	Identify factors that assisted in successful implementation of personal learning strategies

Range of Conditions

In this context, learning strategies refer to short, simple strategies with a highly explicit purpose to support and underpin learning. They contain limited highly familiar vocabulary used in a very restricted range of contexts.

At this level, Learners will require support to identify, implement and review personal learning strategies. Knowledge to support understanding of different learning strategies may be sourced from digital or paper based resources. Recording of learning strategies may be in verbal, visual, paper based or digital form.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Learning strategies include but are not limited to development of specific skills to underpin learning of literacy / numeracy related core skills or personal self-management. Identified personal learning strategies should be supported by regular practice. This unit should be delivered and assessed over time allowing for regular review of identified strategies, progress of implementation and the opportunity to review / refocus strategies as required.

Resources to support development of learning strategies may include but are not limited to audio-visual or digital aids, visual materials such as charts, pictures, digital learning programs and software, online dictionaries, library resources and communication aids.

Understanding of self as a learner may include but is not limited to:

- recognising personal learning achievements, either formal or informal, such as gaining a Learner Permit or Driver Licence, sending an SMS message or a message on any digital device, logging in to a computer with username and password, entering a search in a music streaming app, following instructions to construct or build an item or similar learning experiences.
- developing strategies to support learning, such as:
 - use of simple voice controlled applications to search the internet, create a text message on a mobile phone or to check spelling
 - use of word lists, practice techniques or skills, asking for assistance, keeping class notes in a folder, using a diary, digital calendar or planner to record term dates and holidays, class times and locations or teachers' names
- developing personal strategies to underpin learning or support participation in class such as:
 - arriving at class punctually and ready to learn
 - arriving organised with all required class materials
 - knowing the process for reporting an absence
 - knowing appropriate classroom behaviour to underpin learning, such as taking turns in class or listening to others
- understanding of own preferred approach to learning may include but is not limited to working alone, in a group, in a quiet setting, on digital devices, working with a teacher or support person;

identification of learning likes and dislikes such as experiential learning, reading / writing / listening, e-learning, or use of visual texts or audio books.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> discuss learning strategies with a support person
Problem-solving skills to:	<ul style="list-style-type: none"> draw on personal experience to identify past experiences of successful learning with support identify preferred approach to learning with support identify skills / behaviours to improve learning with support
Self-management skills to:	<ul style="list-style-type: none"> take actions to support development of learning strategies
Technology skills to:	<ul style="list-style-type: none"> use simple digital devices for learning use digital devices safely and responsibly

Unit Mapping Information

Current Version	Previous Version	Comments
VU23753 Develop strategies for learning	VU22342 Identify learning objectives	Not Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23753 Develop strategies for learning
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • identify successful prior learning and own preferred approach to learning in order to show understanding of own skills and knowledge • identify and implement personal strategies to support learning • review success of implemented personal learning strategies
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • different types of learning strategies • personal preferred approach(es) to learning • support resources to: <ul style="list-style-type: none"> ○ aid development of learning strategies ○ review progress and success of learning strategies
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • highly familiar contexts related to personal learning • a digital tablet and/or personal computer, or simulated digital devices suitable to context, if required <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require extended time to identify, develop and review learning strategies • work with an expert/mentor where support is available if requested <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23754
Unit title	Engage with short simple texts for personal purposes
Application	<p>This unit describes the skills and knowledge to engage with short, simple, highly familiar paper and digital texts for personal purposes. It requires the ability to identify and select texts and use reading strategies to identify meaning in personally relevant texts.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 1: 1.03, 1.04.</p> <p>The unit applies to those at the very beginning stages of learning to read and who are seeking to improve their reading skills and strategies for personal purposes. Learners at this level may require support through prompting and advice.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify specific texts for personally relevant purposes	1.1	Identify and select short, simple texts which meet personal needs
		1.2	Examine texts and their features
		1.3	Identify specific information in the texts
2	Read texts for personally relevant purposes	2.1	Select one paper based and one digital text
		2.2	Use reading strategies to identify the meaning of the texts
		2.3	Use reading strategies to identify the intention of the texts

Range of Conditions

In this context, texts relevant to personal purposes are short simple and highly familiar, with a highly explicit purpose. They contain limited highly familiar vocabulary used in a restricted range of contexts.

Texts must include both paper based and digital texts and different text types related to personal needs. Learners will require support to identify appropriate texts.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Short simple texts for personal purposes may include but are not limited to catalogues, advertisements, classifieds, personal emails, SMS or hand written messages, ATM or Myki screen, e-cards, simple forms, simple diary/calendar, simple maps, TV program scheduling.

Features of texts may include but are not limited to formatting such as sections requiring personal information in simple forms, layout, symbols / icons, visuals, headings, colours.

Specific information in texts may include but is not limited to:

- highly familiar words / phrases / abbreviations related to personal needs such as own personal details
- place and time-related information such as appointment times
- contact names for personally relevant activities
- short, simple instructions for personal purposes such as:
 - medication dosages, personally relevant phone numbers.
- common visuals, symbols, logos, icons, images or sounds such as:
 - 'save' or 'print' icons on a computer menu, icons on own phone
 - symbols on simple maps
 - prompts for using on-line resources
 - logos on products
 - safety symbols

Reading strategies may include but are not limited to:

- drawing on knowledge of phonics
 - single letter-sound combinations
 - simple syllables such as car, book, save
 - sounding out letters and syllables
- drawing on a small bank of familiar, high frequency sight words and phrases which relate to immediate needs
- relying on non-linguistic support such as illustrations, diagrams, a simple table, photos, symbols, colours, visuals
- recognising meaning of conventional sentence punctuation such as full stops, capital letters
- following the left to right, top to bottom orientation of printed texts
- following non-linear digital texts to gain information
- identifying sources of text
- predicting the purpose of texts based on prior knowledge of the context and/or aspects of the text such as layout or personal experience
- recognition of numbers relevant to personal needs

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> select and use a limited range of reading strategies to create meaning from texts
Technology skills to:	<ul style="list-style-type: none"> access and navigate digital texts use digital information safely
Digital literacy skills to:	<ul style="list-style-type: none"> follow non-linear orientation of digital text to enable simple navigation

Unit Mapping Information

Current Version	Previous Version	Comments
VU23754 Engage with short, simple texts for personal purposes	VU22343 Engage with short, simple texts for personal purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23754 Engage with short, simple texts for personal purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply simple reading strategies to locate specific information and identify meaning and intention in a minimum of two short, simple, personally relevant texts including: <ul style="list-style-type: none"> ○ one paper based and one digital text ○ two different text types related to personal needs
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • different types of texts relevant to personal needs • purpose of short, simple personally relevant texts • basic reading strategies to engage with paper based and digital texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • simple, personally relevant digital and paper based texts • at least two different text types • a digital tablet and/or personal computer or simulated digital devices suitable to context <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Digital texts may include those from offline or simulated online websites.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> • will require support to identify appropriate texts • may require strong support from the context, including visual cues • may require strong support to access and navigate digital texts • may use texts which contain repetition • may require extended time to read, reread and decode text • may depend on a personal dictionary • can work alongside an expert / mentor where prompting and advice can be provided <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23755
Unit title	Engage with short simple texts for learning purposes
Application	<p>This unit describes the skills and knowledge to engage with short, simple, highly familiar paper and digital text for learning purposes. It requires the ability identify and select texts and use reading strategies to identify meaning in texts related to learning needs.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 1: 1.03, 1.04.</p> <p>This unit applies to learners at the very beginning stages of learning to read and who are seeking to develop their reading skills and strategies in order to access educational participation options. Learners at this level may require support through prompting and advice.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify specific texts relevant to personal learning	1.1	Identify and select short, simple texts for own learning needs
		1.2	Examine text types and their features
		1.3	Identify specific information in the texts
2	Read texts relevant to personal learning.	2.1	Select one paper based and one digital text
		2.2	Use reading strategies to identify the meaning of the texts
		2.3	Use reading strategies to identify the intention of the texts

Range of Conditions

In this context, texts related to personal learning are short, simple and highly familiar and have a highly explicit purpose. They contain limited, highly familiar vocabulary and a restricted range of contexts.

Texts must include both paper based and digital texts, and different text types related to personal learning purposes. Learners will require support to identify appropriate texts.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Texts for personal learning purposes may include but are not limited to:

- classroom teaching and learning texts
- a simplified drawing of learner provider rooms and facilities, room signs / symbols
- own student card, library card enrolment forms, email address
- calendars and diaries
- messages or notices relevant to own interests

Text types and features may include but are not limited to:

- texts to inform / instruct, to advise or to remind
- texts containing visual elements, symbols, abbreviations and layout appropriate to text purpose
- highly familiar words / phrases / abbreviations related to:
 - own personal details
 - place related information such as location of organisation, room numbers, learning facilities
 - time-related information such as appointment time, class times, meeting times, term dates
 - names of class activity, teacher's names, names of others in the class
 - those associated with personally relevant education activities
 - short, simple instructions for learning activities
 - own pin number for computer use
 - slang, non - standard English, words from languages other than English / dialect
- numbers as whole numbers
 - dates and times of classes
 - place-related information, such as numbers of classroom, phone number of the learning organisation
- common visuals, symbols and logos:
 - logo of learning organisation
 - digital map of learning organisation with relevant facilities marked
 - learning organisation specific symbols such as symbols for ILC, Child Care centre, library
 - keyboard keys
- symbols such as 'save' or 'print' icons on computer menu

Reading strategies to make meaning from text, such as:

- drawing on knowledge of phonics
 - single letter-sound combinations
 - simple syllables such as car, book, save

- sounding out letters and syllables
- drawing on a small bank of known words and phrases which relate to the immediate environment
- relying on non-linguistic support such as illustrations, diagrams, photos, symbols, colours
- reading text to self and aloud with the support of others
- recognising meaning of conventional sentence punctuation such as full stops, capital letters
- following the left to right, top to bottom orientation of printed texts
- following non-linear digital texts to gain information
- predicting the purpose of texts based on:
 - prior knowledge of the context
 - personal experience

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select and use a limited range of reading strategies to make meaning from texts
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital information safely
Digital literacy skills to:	<ul style="list-style-type: none"> • follow non-linear orientation of digital text to enable simple navigation

Unit Mapping Information

Current Version	Previous Version	Comments
VU23755 Engage with short simple texts for learning purposes	VU22344 Engage with short simple texts for learning purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23755 Engage with short simple texts for learning purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply a limited range of reading strategies to locate specific information and identify meaning and intention in a minimum of two simple and highly familiar texts relevant to personal learning including: <ul style="list-style-type: none"> ○ one paper based and one digital text ○ two text types related to learning needs
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • identifying sources of text, such as teacher, writer, peer • prior knowledge of aspects of the text such as layout • basic reading strategies to make meaning from texts • following simple on-line prompts
Assessment Conditions	<p>Assessment must ensure access to</p> <ul style="list-style-type: none"> • simple, personally relevant digital and paper based texts • at least two different text types • a digital tablet and/or personal computer or simulated digital devices suitable to context <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Digital texts may include those from offline or simulated online environments.</p> <p>At this level, the learner:</p> <ul style="list-style-type: none"> • will require support to identify appropriate texts • may require strong support from the context, including visual cues • may require strong support to access digital media and navigate web based text • may use texts which contain repetition • may require extended time to read, reread and decode text • may depend on a personal dictionary • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23756
Unit title	Engage with short simple texts for employment purposes
Application	<p>This unit describes the skills and knowledge to engage with short, simple, highly familiar paper and digital texts for employment purposes. It requires the ability to identify and select texts and use reading strategies to identify meaning in texts relevant to employment needs.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 1: 1.03, 1.04.</p> <p>This unit applies to learners at the very beginning stages of learning to read and who are seeking to develop their reading skills and strategies to improve their employment participation options. This unit is suitable for those in employment and those who aspire to employment. Learners at this level may require support through prompting and advice.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify specific texts for employment purposes	1.1	Identify and select short, simple texts related to employment
		1.2	Examine text types and their features
		1.3	Identify specific information in the texts
2	Read texts for employment related purposes	2.1	Select one paper based and one digital text
		2.2	Use reading strategies to identify the meaning of the texts
		2.3	Use reading strategies to identify the intention of the texts

Range of Conditions

In this context, texts related to employment purposes are short, simple and highly familiar and have a highly explicit purpose. They contain limited, highly familiar vocabulary used in a restricted range of contexts.

Texts must include both paper based and digital texts and different text types related to employment purposes. Learners will require support to identify appropriate texts.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments. (Where appropriate)

Sources of texts may include but are not limited to workplaces, training organisations, employment agencies or unions.

Texts for employment purpose may include but are not limited to:

- employment arrangements such as notification via email or SMS of time and place
- lists of names including own name and employee number such as team lists, rosters
- workplace safety signs and symbols
- workplace timetables or calendars
- salary information such as a pay slip
- workplace notices containing specific information such as memo about overtime, safety posters, industry union information or social events
- texts featuring symbols, instructions or required fields in formatted texts, such as:
 - formatted or digital employment application form requiring limited personal details
 - forms requiring own contact details such as BSB and account number for pay
- charts and graphs such as:
 - simple pie charts showing production hours / down time
 - simple bar and line graphs containing specific information such as outputs, safety days

Specific information may include but is not limited to:

- highly familiar words / phrases / abbreviations:
 - place related information such as location of work or workplace
 - time related information such as starting and finishing times, lunch time, rostered day off
 - workplace specific vocabulary, such as technical terms, name of department, name of supervisor / team leader
- short, simple written instructions or pictorial information such as:
 - simple signs and warnings
 - colour coded safety and workplace information
 - emergency stop procedures for machines symbols for staff conveniences
 - WHS related information, safe use of machinery or slipping hazards
 - one or two steps instructions related to work activities such as, 'wash hands before entering' or safety symbols on chemical containers
- whole numbers related to:
 - dates and times
 - place related information
 - money such as \$ per hour pay rate, buying lunch or pay slip information
 - phone numbers relevant to workplace
 - counting units of production materials
- highly familiar visuals, symbols and logos:

- workplace logos
- symbols for staff conveniences
- icons such as 'save' or 'print' on a computer menu
- axis or segments in graphs

Reading strategies to make meaning of texts may include but are not limited to:

- drawing on knowledge of phonics
 - single letter-sound combinations
 - simple syllables such as car, book, save
 - sounding out letters and syllables
- drawing on a small bank of known words and phrases which relate to the immediate environment
- relying on non-linguistic support such as illustrations, diagrams, photos, symbols, colours
- drawing on knowledge of conventional sentence punctuation such as full stops and capital letters
- following the left to right, top to bottom orientation of printed texts
- following non-linear digital texts to gain information.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select and use a limited range of reading strategies to make meaning from texts
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital information safely
Digital literacy skills to:	<ul style="list-style-type: none"> • follow non-linear orientation of digital text to enable simple navigation

Unit Mapping Information

Current Version	Previous Version	Comments
VU23756 Engage with short simple texts for employment purposes	VU22345 Engage with short simple texts for employment purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23756 Engage with short simple texts for employment purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply a limited range of reading strategies to locate specific information and identify meaning and intention in a minimum of two simple and highly familiar texts relevant to employment including: <ul style="list-style-type: none"> ○ one paper based and one digital text ○ two text types related to employment needs
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • different text types relevant to employment purposes • purpose of a limited range of employment related texts • basic reading strategies to make meaning from texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • simple digital and paper based texts relevant to employment • at least two different text types • a digital tablet and/or personal computer or simulated digital devices suitable to context <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> • will require support to identify appropriate texts. • may require strong support from the context, including visual clues • may require strong support to access digital media and navigate digital text • may use texts which contain repetition • may require extended time to read, reread and decode text • may depend on a personal dictionary • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23757
Unit title	Engage with short simple texts to participate in the community
Application	<p>This unit describes the skills and knowledge to engage with short, simple, highly familiar paper and digital texts to participate in the community. It requires the ability identify and select texts and use reading strategies to identify meaning in texts related to community participation.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 1: 1.03, 1.04.</p> <p>This unit applies to learners at the very beginning stages of learning to read and who are seeking to improve their reading skills and strategies in order to improve community participation options. Learners at this level may require support through prompting and advice.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify specific texts related to community participation	1.1	Identify short, simple texts related to community participation
		1.2	Examine text types and their features
		1.3	Identify specific information in the texts
2	Read texts related to community participation	2.1	Select one paper based and one digital text
		2.2	Use reading strategies to identify the meaning of the texts
		2.3	Use reading strategies to identify the intention of the texts

Range of Conditions

In this context, texts related to participation in the community are short, simple and highly familiar, with a highly explicit purpose. They contain limited highly familiar vocabulary used in a restricted range of contexts.

Texts must include both paper based and digital texts and different text types related to community participation. Learners will require support to locate appropriate texts.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Texts for community participation may include but are not limited to:

- community signs and traffic signs, street signs
 - local maps or touch screens to locate information such as:
 - schools, hospitals or bus stops
 - names of local service providers or Indigenous place names
- community service providers / neighbourhood house information via public notices, tweets, SMS or emails such as:
 - hours of operation or class times
 - calendars of services or upcoming events
- local government information via pamphlets or touch screens such as changes to rubbish collection days
- identity cards for a range of community service providers
- sections of community forms requiring basic information

Specific information may include but is not limited to:

- highly familiar words / phrases / abbreviations:
 - own personal details
 - place related information such as street names, suburbs, towns
 - time related information such as dates, years, operating hours, starting times
 - names of community facilities and service providers in the immediate area
 - personally relevant education, recreation or leisure activities
 - common abbreviations from the local community or for street signs such as 'St' for 'street'
 - commonly used words / phrases from headlines and news items in the local environment
- whole numbers used for:
 - dates and times
 - place related information such as street numbers, post codes
 - money such as prices of goods, costs of transport
 - phone numbers saved to personal phone contacts or written as notes
- well known visuals, symbols, logos icons, images representing community organisations, shopping or public facilities in the immediate area

Reading strategies may include but are not limited to:

- drawing on knowledge of phonics
 - single letter-sound combinations
 - simple syllables such as car, book, save
 - sounding out letters and syllables
- drawing on a small bank of known words and phrases which relate to the immediate environment
- following orientation of printed and screen based texts

- relying on non-linguistic support such as illustrations, diagrams, photos, symbols or colours
- using non-linguistic support such as illustrations, diagrams, photos, symbols or colours
- following left to right, top to bottom orientation of printed texts
- following layout of non-linear texts to gain information
- simple sentence structures and punctuation such as full stops and capital letters

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem- solving skills to:	<ul style="list-style-type: none"> • select and use a limited range of reading strategies to make meaning from texts
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital information safely
Digital literacy skills to:	<ul style="list-style-type: none"> • follow non-linear orientation of digital text to enable simple navigation

Unit Mapping Information

Current Version	Previous Version	Comments
VU23757 Engage with short simple texts to participate in the community	VU22346 Engage with short simple texts to participate in the community	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23757 Engage with short simple texts to participate in the community
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply reading strategies to locate specific information and identify meaning and intention in a minimum of two simple and highly familiar texts relevant to community participation including: <ul style="list-style-type: none"> ○ one paper based and one digital text ○ two text types related to community participation
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • different text types related to participation in the community • the purpose of short, simple community based texts • basic reading strategies to make meaning from texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • simple personally relevant digital and paper based texts • at least two different text types • a digital tablet and/or personal computer or simulated digital devices suitable to context <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> • will require support to locate appropriate texts • may require strong support from the context, including visual clues • may require strong support to access digital media and navigate digital texts • may use texts which contain repetition • may require extended time to read, reread and decode text • may depend on a personal dictionary • can work alongside an expert / mentor where prompting and advice can be provided <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23758
Unit title	Participate in short simple spoken interactions
Application	<p>This unit describes the skills and knowledge to participate in short, simple spoken interactions a highly familiar and immediate contexts. It requires the ability to engage in and respond to short, simple spoken exchanges.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Oral Communication at Level 1: 1.07, 1.08.</p> <p>This unit applies to those who are seeking to improve their oral communication skills for personal, learning, community or employment purposes. Learners at this level may require support through prompting and advice.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Engage in spoken exchanges	1.1	Identify the purpose of the exchange
		1.2	Undertake routine introductions and greetings
		1.3	Provide basic information related to a familiar context
		1.4	Obtain specific information through questioning
		1.5	Respond to simple questions for clarification, as required
2	Respond to spoken texts	2.1	Identify the purpose of spoken text
		2.2	Identify specific details in spoken text
		2.3	Ask simple questions related to spoken text
		2.4	Request repetition, as required

Range of Conditions

In this context, short and simple spoken interactions relate to highly familiar contexts where exchanges are short and simple with a highly explicit purpose.

Short, simple spoken exchanges may include but are not limited to providing or seeking information, participating in short discussions or transactions, giving one or two-step instructions or to solve problems. Spoken interactions may involve more than one person.

Information given or responded to may include but is not limited to names, places, people or activities or numerical data such as times / dates, or costs.

Short, simple spoken exchanges may include but are not limited to:

- exchanging or giving personal or factual information, such as own personal details, simple autobiographical details, introductions to teacher and/or other class students
- participating in a short discussion or transaction
- one to two step instructions, such as location of a classroom, how to key in a username and password, or how to report a hazard or incident

Expressions indicating a need for repetition may include but are not limited to 'Could you please repeat that?', 'Can you say that again please?' or 'Sorry, I didn't catch that?' or similar expressions appropriate to the context.

Simple strategies to participate in spoken exchanges may include but are not limited to:

- requesting repetition
- turn-taking
- using nonverbal communication techniques
- drawing on a small bank of familiar words and phrases

Learners may speak with reasonable effectiveness although with some non-standard variations in English which overall should not interfere with intelligibility.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • draw on own personal experiences to make sense of information
Planning and organising skills to:	<ul style="list-style-type: none"> • prepare for a spoken exchange

Unit Mapping Information

Current Version	Previous Version	Comments
VU23758 Participate in short simple spoken interactions	VU22347 Participate in short simple spoken interactions	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23758 Participate in short simple spoken interactions
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • participate in two short, simple spoken exchanges with others in the immediate environment using appropriate communication skills and strategies in: <ul style="list-style-type: none"> ○ one exchange to initiate an interaction to provide and respond to information ○ one exchange to listen to information to identify the purpose and details of the information given
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • strategies to participate in simple exchanges • simple vocabulary related to own immediate needs • limited verb tenses such as: <i>simple present tense</i>, <i>simple past tense</i> • short, simple structures to formulate simple questions • short, simple openings and closings in exchanges
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners or others to participate in oral exchanges <p>At this level the learner:</p> <ul style="list-style-type: none"> • can work alongside an expert / mentor where prompting and advice can be provided <p>Learners may speak with reasonable effectiveness although with some non-standard variations in English which overall should not interfere with intelligibility.</p> <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23759		
Unit title	Create short simple texts for personal purposes		
Application	<p>This unit describes the skills and knowledge to develop initial writing skills to create short, simple, highly familiar paper based and digital texts for personal purposes. It requires the ability to create and complete written texts related to personal purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 1: 1.05, 1.06.</p> <p>This unit applies to learners at the very beginning stages of learning to write and who are seeking to develop their written communication skills personally relevant reasons. Learners at this level may require support through prompting and advice.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>		
Pre-requisite Unit(s)	Nil		
Competency Field	Not Applicable		
Unit Sector	Not Applicable		

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Complete short simple, personally relevant formatted texts	1.1	Identify short, simple formatted texts which meet personal needs
		1.2	Confirm text purpose and audience
		1.3	Recognise text types and their features
		1.4	Complete required information
2	Produce short, simple non-formatted personally relevant texts	2.1	Identify the purpose of one paper based and one digital text
		2.2	Determine appropriate text format
		2.3	Accurately arrange text features to meet text purpose

Range of Conditions

In this context, short, simple texts refer to texts with a highly explicit purpose and limited highly familiar vocabulary.

Texts produced must include both handwritten and digital texts and different text types related to personal purposes. Learners may require support to ensure handwritten texts are accurate and legible.

Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Formatted texts for personal purposes may include but are not limited to:

- shopping lists
- entering an address into a GPS
- information required to obtain a digital map location
- e-cards for birthdays
- digital diary / calendar entries

Features of formatted texts for personal purposes may include but are not limited to:

- specific sections requiring name, address and phone number, size and location of letters, number of characters including spaces
- highly familiar words or phrases on forms such as name, address, age, street names, suburbs, towns, year, age
- informal text message features such as “Gr8 game”, or “home @ 6” or abbreviations such as ‘u’ for ‘you’
- whole numbers related to time information such as dates, number of years, place related information such as street number or post codes, numbers connected with money such as prices or any personally relevant numbers
- abbreviations such as M/F, AM/PM
- symbols, logos or icons

Non-formatted texts for personal purposes may include but are not limited to:

- reminder notes such as ‘Feed the dog’ or ‘Lock door,’
- handwritten birthday cards
- one or two sentences to support an application
- a simple personal story

Features of non-formatted texts for personal purposes may include but are not limited to:

- one or two simple sentences using commonly used words and some phrases associated with personally relevant activities
- short text messages including sequenced words such as ‘running late’
- writing on the line, capitalisation including for the personal pronoun ‘I’, upper and lower case, full stop punctuation

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> recognise different simple formatting conventions of texts
Planning and organising skills to:	<ul style="list-style-type: none"> arrange simple information in a text construct a short simple text of one or two phrases
Technology skills to:	<ul style="list-style-type: none"> access and navigate digital texts use digital information safely
Digital literacy skills to:	<ul style="list-style-type: none"> follow non-linear navigation of digital text to enable simple navigation apply simple digital netiquette conventions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23759 Create short simple texts for personal purposes	VU22348 Create short, simple texts for personal purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23759 Create short simple texts for personal purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> complete two short, simple, texts, including one digital and one handwritten text, for personal purposes, including: <ul style="list-style-type: none"> completion of one formatted text completion of one non-formatted text
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> highly familiar words related to personal details and needs use of upper and lower case use of a full stop at the end of a sentence spatial arrangement, word separation and alignment of text legible writing
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to personally relevant text types drawn from the learner's immediate environment digital devices and/or communication technology <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.</p> <p>Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting.</p> <p>At this level, the learner:</p> <ul style="list-style-type: none"> may need time to read, reread and decode text can work with an expert / mentor where support is available if requested may require support to ensure handwritten texts are accurate and legible <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23760
Unit title	Create short simple texts for learning purposes
Application	<p>This unit describes the skills and knowledge to develop initial writing skills to create short, simple, highly familiar paper based and digital texts for learning purposes. It requires the ability to create and complete written texts related to learning purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 1: 1.05, 1.06.</p> <p>This unit applies to learners at the very beginning stages of learning to write and who are seeking to develop their writing skills to improve their learning options. Learners at this level may require support through prompting and advice.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Complete short simple formatted texts related to learning	1.1	Identify the purpose of the formatted texts
		1.2	Prepare required information for the texts
		1.3	Enter required information in the texts
2	Create short simple non-formatted texts related to learning	2.1	Identify the purpose of the texts
		2.2	Select the appropriate format for the texts
		2.3	Prepare the content for the texts
		2.4	Arrange features of text to suit the learning purpose
		2.5	Produce the texts for learning purposes

Range of Conditions

In this context, texts related to learning purposes are short, simple and highly familiar with a highly explicit purpose. They contain limited highly familiar vocabulary used in a restricted range of contexts.

Texts produced must include both handwritten and digital texts and different text types related to learning purposes. Learners may require support to ensure handwritten texts are accurate and legible.

Where handwriting cannot be undertaken due to a physical impairment, assistive technology may be used to simulate or assist handwriting.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Formatted texts for learning purposes may include but are not limited to:

- sections of forms requiring basic information such as name and address on an enrolment form, personal details entered on a computer assisted learning program
- short, simple surveys or very simple evaluation forms related to participation in learning or related activities in an education setting
- work sheets, cloze exercises, tables to be completed, self-paced workbooks
- tests, quizzes, self assessments
- timetables, charts in a classroom
- checklists

Features of formatted texts related to learning may include but are not limited to:

- personal information such as name, address, age
- place related and time related information such as street, suburb, town, building, classroom, class time
- size of words, visuals, colours, symbols appropriate to purpose
- number of characters including spaces for digital texts

Non-formatted learning related texts may include but are not limited to:

- a short written / digital note to a teacher or fellow student
- a short message to a teacher / friend such as 'running late' or 'unable to attend today'
- a paper based or digital timetable entry

Features of non-formatted texts may include but are not limited to:

- short text messages including simple sequenced words such as 'see you later'
- one or two simple sentences using commonly used words and some phrases associated with personally relevant learning activities
- capitalisation including for the personal pronoun 'I', upper and lower case, full stop punctuation
- writing on the line

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> recognise different simple formatting conventions of texts
Planning and organising skills to:	<ul style="list-style-type: none"> arrange simple information in a text construct a short simple text of one or two phrases
Technology skills to:	<ul style="list-style-type: none"> access and navigate digital texts use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> follow non-linear navigation of digital text to enable simple navigation apply simple digital netiquette conventions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23760 Create short simple texts for learning purposes	VU22349 Create short simple texts for learning purposes	Equivalent

Assessment Requirements

Title	Assessment requirements for VU23760 Create short simple texts for learning purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> complete two short, simple texts, one digital and one handwritten, for learning purposes including: <ul style="list-style-type: none"> completion of one formatted text completion of one non-formatted text
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> spatial arrangement, word separation and alignment of written text short, simple learning related words navigation of hand written and digital texts following the left to right, top to bottom orientation of printed texts following non-linear digital texts to gain information
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> texts drawn from learning related environments that are relevant to the learner digital devices and / or communication technology <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.</p> <p>Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting.</p> <p>At this level, the learner:</p> <ul style="list-style-type: none"> may need time to read, reread and decode text can work with an expert / mentor where support is available if requested may require support to ensure handwritten texts are accurate and legible. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23761
Unit title	Create short simple texts for employment purposes
Application	<p>This unit describes the skills and knowledge to develop initial writing skills to create short, simple, highly familiar texts for employment purposes. It requires the ability to create and complete written texts for employment purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 1: 1.05, 1.06.</p> <p>This unit applies to learners at the very beginning stages of learning to write and who are seeking to develop their writing skills to improve their employment participation options. This unit is suitable for those in employment and those who aspire to employment. Learners at this level may require support through prompting and advice.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Complete short, simple formatted texts for employment purposes	1.1	Identify the purpose of the formatted texts
		1.2	Prepare required information for the texts
		1.3	Enter required information in the texts
2	Create short simple non-formatted texts for employment purposes	2.1	Identify the purpose of the texts
		2.2	Select the appropriate format for the texts
		2.3	Prepare the content for the texts
		2.4	Arrange the features of the texts to suit the purpose
		2.5	Produce the texts for employment purposes

Range of Conditions

In this context, texts related to employment purposes are short, simple and highly familiar with a highly explicit purpose. They contain limited highly familiar vocabulary used in a restricted range of contexts.

Texts produced must include both handwritten and digital texts and different text types related to employment purposes. Learners may require support to ensure handwritten texts are accurate and legible.

Where handwriting cannot be undertaken due to a physical impairment, assistive technology may be used to simulate or assist handwriting.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Employment related audiences may include but are not limited to supervisors, WHS representatives, Human Resources / People and Workplace Culture departments or workers on the next shift.

Formatted texts for employment purposes may include but are not limited to:

- sections of forms related to basic personal information, such as:
 - medical forms / consent to flu vaccinations
 - personnel related forms such as a salary banking authority form, application for leave, paid overtime forms, change of details form such as new address
 - work notices, participation in work activities, such as training in work hours or to attend work related meetings
- check lists used for induction, rosters or time sheets,
- contact numbers for personal reference such as immediate supervisor or emergency services numbers
- tags on equipment or labels

Features of formatted texts related to employment purposes may include but are not limited to:

- visual elements, size and location of letters and / or visuals
- number of characters including space for digital texts
- commonly use symbols and icons such as '&' for 'and'
- workplace related names such as facilities or departments in the workplace
- highly familiar visual information such as workplace logos, symbols or hazard signs
- pictures or simple diagrams such as a map of a building / factory using colour coded information or showing emergency evacuation points
- whole numbers related to costs of fares, buying lunch or snacks or phone numbers, pay slip information, counting units of production, organising goods or sorting items
- time related information such as dates of public holidays, shift hours,
- place related information such as building or room numbers
- abbreviations such as M/F, WHS

Non-formatted texts for employment purposes may include but are not limited to:

- short work related messages
- workplace notices such as warning notices

- short basic text / numerical data entered into portable, hand held scanning devices
- short, simple reply to a work related text message

Features of non-formatted texts related to employment purposes may include but are not limited to:

- highly familiar words / phrases such as name, address, age
- one or two simple sentences including punctuation such as full stop
- text sequence appropriate for purpose
- capitalisation including for names, personal pronoun 'I', use of upper and lower case
- simple words / phrases such as 'Do not use' or 'Checked by...'
- left to right and top to bottom orientation
- hand writing on the line

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • recognise different simple formatting conventions of texts
Planning and organising skills to:	<ul style="list-style-type: none"> • arrange simple information in a text • construct a short simple text of one or two phrases
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • follow non-linear navigation of digital text to enable simple navigation • apply simple digital netiquette conventions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23761 Create short simple texts for employment purposes	VU22350 Create short simple texts for employment purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23761 Create short simple texts for employment purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> complete two short, simple texts, one digital and one handwritten, for employment purposes including: <ul style="list-style-type: none"> completion of one formatted text completion of one non-formatted text
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> spatial arrangement, word separation and alignment of written text a small personal bank of short, simple employment related words and phrases punctuation including appropriate use of upper and lower case and full stop following the left to right, top to bottom orientation of printed texts following non-linear digital texts to gain information
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> text drawn from employment related environments that are relevant to the learner digital devices and / or communication technology as required <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.</p> <p>Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting.</p> <p>At this level, the learner:</p> <ul style="list-style-type: none"> may work with alongside an expert / mentor where prompting and advice can be provided may require additional time to complete written tasks may require support to ensure handwritten texts are accurate and legible <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23762
Unit title	Create short simple texts to participate in the community
Application	<p>This unit describes the skills and knowledge to develop initial writing skills to create short, simple, highly familiar paper based and digital texts for participation in the community. It requires the ability to create and complete written texts for community participation purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 1: 1.05, 1.06.</p> <p>This unit applies to learners at the very beginning stages of learning to write and who are seeking to develop their writing skills to improve their community participation options. Learners at this level may require support through prompting and advice.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Complete short simple formatted texts related to community participation	1.1	Identify the purpose of the formatted texts
		1.2	Prepare required information for the texts
		1.3	Enter required information in the texts
2	Create short simple non-formatted texts for community participation purposes	2.1	Identify the purpose of the texts
		2.2	Select the appropriate format for the texts
		2.3	Prepare the content for the texts
		2.4	Arrange the features of the text to suit the purpose
		2.5	Produce the texts for participation in the community

Range of Conditions

In this context, texts related to community participation purposes are short, simple and highly familiar with a highly explicit purpose. They contain limited highly familiar vocabulary used in a restricted range of contexts.

Texts produced must include both handwritten and digital texts and different text types including formatted and non-formatted text, related to community participation purposes. Learners may require support to ensure handwritten texts are accurate and legible.

Where handwriting cannot be undertaken due to a physical impairment, assistive technology may be used to simulate or assist handwriting.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Formatted texts for participation in the community may include but are not limited to:

- sections of forms requiring basic information such as application forms / council forms / club membership forms
- short, simple surveys related to community participation
- rosters or simple tables with allocated duties for school fetes or community events
- digitally based government question and answer sites
- invitations
- ballot papers

Features of formatted texts for participation in the community may include but are not limited to

- visual elements, size and location of letters and / or visuals, use of colour, number of characters including spaces for digital texts
- place related information such as street numbers, post codes
- personal information such as name, address, age
- time related information such as dates of public holidays, school holidays, community event start times
- visual information such as photographs, simple diagrams, for example a hand drawn map of the local area with community facilities marked
- names of community facilities and service providers in the immediate area
- numbers as whole numbers connected with money such as entry fee
- abbreviations such as M / F, DOB
- symbols such as '&' for 'and'

Non-formatted texts for participation in the community may include but are not limited to:

- notices or posters such as 'garage sale,' 'room to let'
- short SMS messages or invitations
- simple digital expressions of interest for volunteer positions

Features of non-formatted texts for participation in the community may include but are not limited to:

- commonly used words / phrases from headlines and news items, or local environment
- one or two simple sentences including punctuation such as full stops

- capitalisation including for names, personal pronoun 'I', use of upper and lower case
- left to right and top to bottom orientation
- hand writing on the line

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • recognise different formatting features of texts
Planning and organising skills to:	<ul style="list-style-type: none"> • arrange simple information in a text • construct a short simple text of one or two phrases
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • follow non-linear navigation of digital text to enable simple navigation • apply simple digital netiquette conventions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23762 Create short simple texts to participate in the community	VU22351 Create short simple texts to participate in the community	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23762 Create short simple texts to participate in the community
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> complete two short, simple texts, one digital and one handwritten, for community participation purposes including: <ul style="list-style-type: none"> completion of one formatted text completion of one non- formatted text
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> spatial arrangement, word separation and alignment of written text short, simple community related words punctuation including appropriate use of upper and lower case and full stop following the left to right, top to bottom orientation of printed texts following non-linear digital texts to gain information
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> text types drawn from community related environments that are relevant to the learner digital devices and/or communication technology <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.</p> <p>Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting.</p> <p>At this level, the learner:</p> <ul style="list-style-type: none"> may require additional time to complete written tasks can work with alongside an expert / mentor where prompting and advice can be provided may require support to ensure handwritten texts are accurate and legible <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23763
Unit title	Work with numbers in highly familiar situations
Application	<p>This unit describes the skills and knowledge to locate and recognise, use simple problem-solving strategies and convey mathematical information about numbers in highly familiar situations.</p> <p>It requires the ability to compare, add and subtract whole numbers into the 100s in highly familiar situations, and roughly check the reasonableness of process outcomes with support.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10, 1.11. At this level, individuals may work alongside an expert/mentor where prompting and advice can be provided.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify numbers	1.1	Locate and recognise whole numbers in highly familiar, short and simple oral texts
		1.2	Locate and recognise the mathematical symbols and words for whole numbers in highly familiar, short and simple written texts
2	Solve number problems	2.1	Compare whole numbers in highly familiar situations
		2.2	Use single step addition to solve problems involving whole numbers in highly familiar situations
		2.3	Use single step subtraction to solve problems involving whole numbers in highly familiar situations
		2.4	Check the reasonableness of number problem-solving outcomes in response to prompting and questioning from expert/mentor
3	Communicate number	3.1	Write whole numbers using mathematical symbols

	information	3.2	Write whole numbers using words
		3.3	Use oral language to convey information about whole numbers in highly familiar situations

Range of Conditions

The context must be highly familiar, concrete and immediate.

In this context, oral and written texts must be short and simple, with a highly explicit purpose, and limited and highly familiar vocabulary. The mathematical information in the texts must be highly explicit.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed, digital, radio or television advertisements
- printed or digital job cards
- personal shopping lists
- spoken sports commentary or printed results
- printed, digital or spoken health information
- social media followers or reactions
- printed, digital or spoken event attendance
- digital video game scores
- shopping catalogues
- book page numbering
- stock levels.

Numbers must be limited to:

- whole numbers into the 100s
- halves.

Numbers as words may include but are not limited to half, one, two, three, four, five, six, seven, eight, nine, ten and hundred.

Problem-solving tasks must be limited to:

- comparing no more than two amounts
- adding no more than two amounts
- subtracting no more than two amounts.

Oral language must be common, every day and informal, and must include but is not limited to language related to numbers, comparing, addition and subtraction.

Individuals may rely heavily on hands on and real life materials, personal experience and prior knowledge to work with numbers in highly familiar situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> listen to prompts and advice provided by expert/mentor.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23763 Work with numbers in highly familiar situations	VU22352 Recognise numbers and money in simple, highly familiar situations VU22356 Recognise and locate simple numerical information in short, simple highly familiar texts	Not equivalent

Assessment Requirements

Title Performance Evidence	<p>Assessment Requirements for VU23763 Work with numbers in highly familiar situations</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • work with numbers in highly familiar situations involving: <ul style="list-style-type: none"> ○ at least one oral text ○ at least one written text.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • real world relevance of numbers in highly familiar situations • real world relevance of adding, subtracting and comparing numbers in highly familiar situations • place value of whole numbers into the hundreds: <ul style="list-style-type: none"> ○ ones place ○ tens place ○ hundreds place • number comparison outcomes: <ul style="list-style-type: none"> ○ equal ○ greater than ○ less than • mathematical symbols: <ul style="list-style-type: none"> ○ whole numbers into the hundreds ○ half symbol, $\frac{1}{2}$ ○ plus sign, + ○ minus sign, - ○ equals sign, = • common, every day, informal oral language related to: <ul style="list-style-type: none"> ○ comparing ○ addition ○ subtraction.
Assessment Conditions	<p>Assessment must ensure access to personally relevant and authentic oral and written texts.</p> <p>At this level the individual:</p> <ul style="list-style-type: none"> • uses personal, informal in the head methods or a calculator to calculate • works alongside an expert/mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23764
Unit title	Work with money in highly familiar situations
Application	<p>This unit describes the skills and knowledge to locate and recognise, use simple problem-solving strategies and convey mathematical information about money in highly familiar situations.</p> <p>It requires the ability to compare, add and subtract money amounts in highly familiar situations, and roughly check the reasonableness of process outcomes with support.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10, 1.11. At this level, individuals may work alongside an expert/mentor where prompting and advice can be provided.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify money	1.1	Locate and recognise money amounts in highly familiar, short and simple oral texts
		1.2	Locate and recognise the mathematical symbols for money amounts in highly familiar, short and simple written texts
2	Solve money problems	2.1	Compare money amounts in highly familiar situations
		2.2	Use single step addition to solve problems involving money amounts in highly familiar situations
		2.3	Use single step subtraction to solve problems involving money amounts in highly familiar situations
		2.4	Check the reasonableness of money amount problem-solving outcomes in response to prompting and

			questioning from expert/mentor
3	Communicate money information	3.1	Write money amounts using mathematical symbols
		3.2	Use oral language to convey information about money amounts in highly familiar situations

Range of Conditions

The context must be highly familiar, concrete and immediate.

In this context, oral and written texts must be short and simple, with a highly explicit purpose, and limited and highly familiar vocabulary. The mathematical information in the texts must be highly explicit.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed, online, radio or television advertisements
- printed or digital shopping catalogues
- discussions about costs and purchases
- product price labels
- printed or digital tickets, bills or receipts.

Money amounts must be limited to familiar money amounts.

Problem-solving tasks must be limited to:

- comparing no more than two amounts
- adding no more than two amounts
- subtracting no more than two amounts.

Oral language must be common, every day and informal, and must include but is not limited to language related to money, comparing, addition and subtraction.

Individuals may rely heavily on hands on and real life materials, personal experience and prior knowledge to work with money in highly familiar situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> • listen to prompts and advice provided by expert/mentor.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23764 Work with money in highly familiar situations	VU22352 Recognise numbers and money in simple, highly familiar situations VU22356 Recognise and locate simple numerical information in short, simple highly familiar texts	Not equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23764 Work with money in highly familiar situations</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • work with money in highly familiar situations involving: <ul style="list-style-type: none"> ○ at least one oral text ○ at least one written text.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • real world relevance of money in highly familiar situations • real world relevance of adding, subtracting and comparing money amounts in highly familiar situations • place value of money: <ul style="list-style-type: none"> ○ ones and tens place for cents ○ ones, tens and hundreds place for dollars • money comparison outcomes: <ul style="list-style-type: none"> ○ equal ○ greater than ○ less than • mathematical symbols: <ul style="list-style-type: none"> ○ dollar sign, \$ ○ decimal point, . ○ plus sign, + ○ minus sign, - ○ equals sign, = • common, every day, informal oral language related to: <ul style="list-style-type: none"> ○ comparing ○ addition ○ subtraction.
<p>Assessment Conditions</p>	<p>Assessment must ensure access to personally relevant and authentic oral and written texts.</p> <p>At this level the individual:</p> <ul style="list-style-type: none"> • uses personal, informal in the head methods or a calculator to calculate • works alongside an expert/mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23765
Unit title	Work with directions in highly familiar situations
Application	<p>This unit describes the skills and knowledge to work with directions in highly familiar situations.</p> <p>It requires the ability to locate, recognise, follow and give directions, use maps and diagrams, and roughly check the reasonableness of process outcomes with support.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10, 1.11. At this level, individuals may work alongside an expert/mentor where prompting and advice can be provided.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify directions	1.1	Locate and recognise directions in highly familiar, short and simple oral texts
		1.2	Locate and recognise directions in highly familiar, short and simple written texts
		1.3	Locate and recognise directions in highly familiar maps and diagrams
2	Follow directions	2.1	Follow simple and familiar oral directions to navigate to locations
		2.2	Use highly familiar maps and diagrams to follow directions to navigate to locations
		2.3	Check the reasonableness of following direction outcomes in response to prompting and questioning from expert/mentor

3	Communicate directions	3.1	Use oral language to convey information about directions in highly familiar situations
		3.2	Use highly familiar maps and diagrams to help give directions

Range of Conditions

The context must be highly familiar, concrete and immediate.

In this context, oral and written texts must be short and simple, with a highly explicit purpose, and limited and highly familiar vocabulary. The mathematical information in the texts must be highly explicit.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital maps of home area
- printed or digital floor plans of classroom, home or workplace
- spoken directions to bathroom, canteen or car park
- spoken or digital navigation system instructions
- emergency evacuation plans or spoken instructions
- text messages with directions to a friend's house.

Directions must be simple and familiar.

Problem-solving tasks must be limited to following directions.

Oral language must be common, every day and informal, and must include but is not limited to:

- left
- right
- here
- there.

Individuals may rely heavily on hands on and real life materials, personal experience and prior knowledge to work with directions in highly familiar situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> • listen to prompts and advice provided by expert/mentor.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23765 Work with directions in highly familiar situations	VU22353 Recognise, give and follow simple and familiar directions	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23765 Work with directions in highly familiar situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with directions in highly familiar situations, involving: <ul style="list-style-type: none"> following at least one oral direction using a map or diagram giving at least one oral direction using a map or diagram.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real world relevance of directions in highly familiar situations real world relevance of following directions and using maps in highly familiar situations purpose of maps and diagrams common, every day, informal oral language related to: <ul style="list-style-type: none"> position direction distance.
Assessment Conditions	<p>Assessment must ensure access to highly familiar and authentic oral and written texts, maps and diagrams.</p> <p>At this level the individual:</p> <ul style="list-style-type: none"> uses personal and informal in the head methods to work with directions works alongside an expert/mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23766
Unit title	Work with measurement in highly familiar situations
Application	<p>This unit describes the skills and knowledge to work with measurement in highly familiar situations.</p> <p>It requires the ability to locate, recognise and compare basic measurements, and roughly check the reasonableness of process outcomes with support.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10, 1.11. At this level, individuals may work alongside an expert/mentor where prompting and advice can be provided.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify measurement information	1.1	Locate and recognise measurement in highly familiar, short and simple oral texts
		1.2	Locate and recognise the mathematical symbols for time and measurement in highly familiar, short and simple written texts
2	Compare measurements	2.1	Compare measurement quantities in highly familiar situations
		2.2	Use measuring tools to measure and compare items
		2.3	Check the reasonableness of measurement comparison outcomes in response to prompting and questioning from expert/mentor
3	Communicate	3.1	Write time measurement using mathematical symbols

	measurement information	3.2	Use oral language to convey information about measurement in highly familiar situations
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Range of Conditions

The context must be highly familiar, concrete and immediate.

In this context, oral and written texts must be short and simple, with a highly explicit purpose, and limited and highly familiar vocabulary. The mathematical information in the texts must be highly explicit.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed, digital, radio or television advertisements
- printed or digital shopping catalogues
- printed or digital calendars
- printed or digital signs
- spoken cooking instructions
- printed or digital recipes
- product labelling
- printed or spoken invitations or appointments.

Problem-solving tasks must be limited to taking and comparing familiar basic measurements.

Measurement properties must include but are not limited to:

- length
- weight
- capacity and volume
- time
- temperature.

Measurement quantities must be limited to whole numbers into the 100s.

Measurement quantities for time must be limited to whole and half hours.

Measurement units must be highly familiar.

Measuring tools must be basic with a limited range of applications, such as:

- ruler in millimetres or centimetres
- kitchen scales in kilograms or grams
- bathroom scales in kilograms
- cup
- spoon

- digital thermometer in degrees Celsius
- digital clock set to 12 hour time.

Oral language must be common, every day and informal, and must include but is not limited to language related to measurement and measurement comparison.

Individuals may rely heavily on hands on and real life materials, personal experience and prior knowledge to work with measurement in highly familiar situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> • listen to prompts and advice provided by expert/mentor.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23766 Work with measurement in highly familiar situations	VU22354 Recognise measurements in simple, highly familiar situations	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23766 Work with measurement in highly familiar situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • work with measurement in highly familiar situations, involving: <ul style="list-style-type: none"> ○ using a measuring tool to take and compare measurements of three of the following four properties: length, weight, volume and temperature ○ reading time on a digital clock ○ locating a familiar date on a calendar ○ writing a date using mathematical symbols ○ at least one oral text ○ at least one written text.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • real world relevance of measurement in highly familiar situations • real world relevance of comparing measurements in highly familiar situations • mathematical symbols for time: <ul style="list-style-type: none"> ○ number symbols for months ○ date separator, / ○ am ○ pm • basic measuring tools and methods of measuring: <ul style="list-style-type: none"> ○ length ○ weight ○ capacity and volume ○ time ○ temperature • common, every day, informal oral language related to: <ul style="list-style-type: none"> ○ measurement ○ measurement comparison.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • highly familiar and authentic oral and written texts • measuring tools at a basic level • a digital clock set to 12 hour time • a calendar. <p>At this level the individual:</p>

- uses personal and informal in the head methods to work with measurement
- works alongside an expert/mentor where prompting and advice can be provided.

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23767
Unit title	Work with shape in highly familiar situations
Application	<p>This unit describes the skills and knowledge to work with shape in highly familiar situations.</p> <p>It requires the ability to locate, recognise and compare familiar 2D shapes, and roughly check the reasonableness of process outcomes with support.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10, 1.11. At this level, individuals may work alongside an expert/mentor where prompting and advice can be provided.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify shape information	1.1	Locate and recognise information about shape in highly familiar, short and simple oral texts
		1.2	Locate and recognise information about shape in highly familiar, short and simple written texts
2	Compare shapes and communicate shape information	2.1	Compare shapes in relation to size and shape
		2.2	Compare objects in relation to size and shape
		2.3	Check the reasonableness of shape and object comparison outcomes in response to prompting and questioning from expert/mentor
		2.4	Use oral language to convey information about shape in highly familiar situations

Range of Conditions

The context must be highly familiar, concrete and immediate.

In this context, oral and written texts must be short and simple, with a highly explicit purpose, and limited and highly familiar vocabulary. The mathematical information in the texts must be highly explicit.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital safety or road signs
- printed or digital images of objects
- printed or digital recipes describing food shapes
- printed, digital or spoken product descriptions
- printed, digital or spoken art and craft instructions.

Problem-solving tasks must be limited to comparing familiar shapes and objects.

The term, shape, must include but is not limited to:

- lines
- points
- curves
- familiar and 2D shapes, including:
 - circle
 - triangle
 - square.

Shape and object comparison must include but is not limited to:

- size
- shape.

Oral language must be common, every day and informal, and must include but is not limited to language related to size comparison and shape.

Individuals may rely heavily on hands on and real life materials, personal experience and prior knowledge to work with shape in highly familiar situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> • listen to prompts and advice provided by expert/mentor.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23767 Work with shape in highly familiar situations	VU22355 Recognise shape and design in simple, highly familiar situations	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23767 Work with shape in highly familiar situations</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with shape in highly familiar situations, including: <ul style="list-style-type: none"> one oral text one written text comparing the size and shape of circles, triangles and squares comparing the size and shape of three different objects.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real world relevance of shape in highly familiar situations real world relevance of comparing shapes in highly familiar situations common, every day, informal oral language related to: <ul style="list-style-type: none"> size shape.
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> highly familiar and authentic oral and written texts familiar objects that are different sizes and shapes. These can be real objects or images of objects. <p>At this level the individual:</p> <ul style="list-style-type: none"> uses personal and informal in the head methods to work with shape works alongside an expert/mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23768
Unit title	Work with data in highly familiar situations
Application	<p>This unit describes the skills and knowledge to work with data in highly familiar situations.</p> <p>It requires the ability to locate, recognise and compare simple data, and roughly check the reasonableness of process outcomes with support.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10, 1.11. At this level, individuals may work alongside an expert/mentor where prompting and advice can be provided.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify data	1.1	Locate and recognise data in highly familiar, short and simple oral texts
		1.2	Locate and recognise data in highly familiar, short and simple written texts
		1.3	Locate and recognise data in highly familiar and simple tables
		1.4	Locate and recognise data in highly familiar and simple charts
2	Compare and communicate data	2.1	Compare data in oral texts
		2.2	Compare data in written texts
		2.3	Compare data in tables

		2.4	Compare data in charts
		2.5	Check the reasonableness of data comparison outcomes in response to prompting and questioning from expert/mentor
		2.6	Use oral language to convey information about data in highly familiar situations

Range of Conditions

The context must be highly familiar, concrete and immediate.

In this context, oral and written texts must be short and simple, with a highly explicit purpose, and limited and highly familiar vocabulary. The mathematical information in the texts must be highly explicit.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital bills
- spoken sports commentary or printed or digital sports information
- printed or digital pricelists
- spoken pricing information
- printed, digital or spoken news reports.

Problem-solving tasks must be limited to comparing data.

Data must be simple and highly familiar and must be limited to whole numbers into the 100s, familiar money amounts and short and simple text.

Texts, tables and charts must be simple and highly familiar.

Charts must include but are not limited to a simple vertical bar chart with graduations in ones.

Oral language must be common, every day and informal, and must include but is not limited to language related to data comparison, tables and charts.

Individuals may rely heavily on hands on and real life materials, personal experience and prior knowledge to work with data in highly familiar situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
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Oral communication skills to:

- listen to prompts and advice provided by expert/mentor.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23768 Work with data in highly familiar situations	VU22357 Recognise and locate numerical information in simple, highly familiar tables and graphs	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23768 Work with data in highly familiar situations</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with data in highly familiar situations, including: <ul style="list-style-type: none"> an oral text a written text a table a bar chart.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real world relevance of data in highly familiar situations key features of tables: <ul style="list-style-type: none"> row column row heading column heading cell value key features of basic bar charts: <ul style="list-style-type: none"> horizontal axis showing data categories vertical axis showing data values bar values common, every day, informal oral language related to data comparison.
<p>Assessment Conditions</p>	<p>Assessment must ensure access to highly familiar and authentic oral and written texts, a table and a bar chart.</p> <p>At this level the individual:</p> <ul style="list-style-type: none"> uses personal and informal in the head methods to work with data works alongside an expert/mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23769
Unit title	Develop learning goals
Application	<p>This unit describes the skills and knowledge to develop and review progress towards own learning goals. It requires the ability to determine own current skills and identify steps towards achieving learning goals.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Learning at Level 2: 2.01, 2.02.</p> <p>This unit applies to learners who wish to develop personal, learning, employment and/or community participation goals. At this level, the learner will work with a support person when developing learning goals and record progress using an established format requiring one or two dot points or sentences.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify own learning needs	1.1	Examine own reasons for learning
		1.2	Identify own learning goals with guidance from appropriate support person/s
		1.3	Compare current skills and knowledge with those needed to meet identified goals and identify any gaps
		1.4	Discuss factors which may impact on achievement of learning goals with an appropriate support person/s
2	Plan learning goals	2.1	Discuss steps to achieve learning goals with an appropriate support person
		2.2	Identify learning strategies to support achievement of goals

		2.3	Identify supporting resources and learning tools that can assist in meeting goals
		2.4	Implement learning strategies to support achievement of goals
3	Review learning goals	3.1	Review progress towards achievement of goals
		3.2	Identify any barriers encountered and discuss alternative options with an appropriate support person/s
		3.3	Record achievements using a simple format agreed with an appropriate support person/s

Range of Conditions

In this context, learning goals relate to familiar and predictable contexts. They may be short, to medium term goals or longer term if applicable to the individual learner and may include but are not limited to improving reading, writing and numeracy skills for a variety of purposes, accessing a pathway, improving confidence as a learner, improving employability skills, own personal development needs, increased community participation.

The number of steps to achieve goals are limited.

Learning strategies may include but are not limited to:

- applying prior knowledge to learning tasks
- copying and underlining to identify information
- participating as a group member
- asking simple questions to locate information
- using digital learning tools
- actively reflecting on performance
- using simple organising methods
- seeking support

Own knowledge and skills can be formal and/or informal.

Achievements may be recorded in verbal, visual or written format

A support person may include program coordinator, teacher, advisor, community member

In technology restricted environments such as corrections settings, resources may include those from offline or simulated websites.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> take turns to maintain simple discussion about learning goals and potential issues in achieving them ask and respond to questions about learning goals discuss strategies to achieve learning goals
Problem-solving skills to:	<ul style="list-style-type: none"> draw on own experiences to identify current skills and learning goals
Planning and organising skills to:	<ul style="list-style-type: none"> implement steps to work towards learning goals
Technology skills to:	<ul style="list-style-type: none"> use digital devices and tools for learning use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> access digital resources to support implementation of learning goals and/or review progress

Unit Mapping Information			
	Current Version	Previous Version	Comments
	VU23769 Develop learning goals	VU22358 Develop learning goals	Equivalent

Assessment Requirements	
Title	Assessment Requirements for VU23769 Develop learning goals
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • identify own skills and gaps to assist in identifying at least two learning goals • develop and implement steps to support achievement of identified learning goals • review and record progress towards achievement of learning goals
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • different types of goals such as personal and work • difference between long and short term goals • sources of additional support and resources to work towards learning goals • learning strategies to support achievement of goals
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • supporting resources and support person where required • sufficient time to enable the learner to develop and review progress towards learning goals <p>Evidence of performance requirements must be collected over the course of the program to enable the learner to demonstrate longitudinal evidence to support work towards their learning goals and application of learning strategies</p> <p>At this level the learner may:</p> <ul style="list-style-type: none"> • need extended time to identify learning goals • work with an expert / mentor where support is available, if requested <p>A support person may contribute to assessment of the development and review of progress towards achievement of learning goals.</p> <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23770
Unit title	Undertake a project with guidance
Application	<p>This unit describes the skills and knowledge to undertake a project with guidance. It requires the ability to determine a simple proposal for a project, plan, carry out the project and review the outcome/s under the guidance of an appropriate support person.</p> <p>This unit applies to learners who wish to develop their literacy, numeracy and oral communication skills through practical application in an activity or around a specific content area as part of a project. Learners at this level may request support and begin to develop their own support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Propose a project	1.1	Select a project in consultation with appropriate support person
		1.2	Identify project goals and confirm with appropriate support person
2	Plan the project	2.1	Determine the key parts of the project with appropriate support person
		2.2	Identify the main steps for completing the project
		2.3	Identify responsibilities of participant/s
		2.4	Document a simple project plan with support
3	Carry out the project plan	3.1	Obtain required materials and information
		3.2	Carry out the steps for completing the project according to project plan
		3.3	Record and discuss activities with appropriate support

			person
4.	Review the outcome of the project	4.1	Discuss factors which contributed to success in meeting project goals with appropriate support people and other project participants if relevant
		4.2	Identify difficulties faced in completing the project and possible solutions.
		4.3	Identify how participation in the project contributed to own learning and development

Range of Conditions

The project can be completed either individually or as a member of a group and should be conducted with supervision and support. It must include at least one digital source of information.

Appropriate support people may include but are not limited to mentors, teachers, volunteer tutors, teacher aides, family members, friends

Project proposals may include but are not limited to construction of a simple newsletter, compilation of a recipe book or photo collection with commentary, organising a class activity or community activity such as a sporting club fundraiser or sporting competition, designing and producing a community mural, working in a community garden

Key parts of the project may include what needs to be done, who will be involved, how it will be done, when it needs to be done

The project plan may be in digital or hard copy form and be represented in different formats.

Project steps may include but are not limited to identifying an area of interest, drawing on own knowledge or experiences, identifying possible barriers to completion, establishing advantages and disadvantages of working with others on the project

Factors which contributed to success of project may include but are not limited to:

- actively reflecting on own performance and feedback from others
- transferring and adapting prior knowledge and skills
- taking responsible risks
- learning with and from other people

In technology restricted environments such as corrections settings, digital resources may include those from offline or simulated websites or sources.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> gather and engage with information
Writing skills to:	<ul style="list-style-type: none"> use simple sentences of one or two clauses and key vocabulary to document simple project plan
Oral communication skills to:	<ul style="list-style-type: none"> discuss project requirements with support person and/or other participants ask and respond to questions and take turns to maintain discussion
Learning skills to:	<ul style="list-style-type: none"> complete tasks or activities as part of a project.
Problem-solving skills to:	<ul style="list-style-type: none"> gather required resources locate information for the project complete tasks according to agreed plan
Planning and organising skills to:	<ul style="list-style-type: none"> plan and follow steps to complete a project according to timeframes
Technology skills to:	<ul style="list-style-type: none"> use digital devices and tools use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> access and use digital information to plan and complete the project

Unit Mapping Information

Current Version	Previous Version	Comments
VU23770 Undertake a project with guidance	VU22359 Conduct a project with guidance	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23770 Undertake a project with guidance
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • determine a proposal for one project and plan and carry out the project according to a project plan • review the project including: <ul style="list-style-type: none"> ○ outcomes achieved ○ barriers to completion ○ own personal learning
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • personal benefits of project participation in relation to own learning and development • potential factors which contribute to the success or otherwise of the project • purpose of a project plan for a successful project outcome
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • texts to support the project that are relevant and familiar to the learner • resources to complete the project such as libraries and computers <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context.</p> <p>At this level, the learner may:</p> <ul style="list-style-type: none"> • need extended time to complete the project • depend on the teacher for guidance and support <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23771
Unit title	Engage with simple texts for personal purposes
Application	<p>This unit describes the skills and knowledge to engage with simple, familiar and predictable paper and digital texts for personal purposes. It requires the ability to identify, read and interpret information in personally relevant texts.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 2: 2.03, 2.04.</p> <p>This unit applies to learners seeking to improve their personal literacy skills by developing simple reading and communication skills by engaging with texts. Learners at this level may request support and begin to develop their own support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify specific texts for personal purposes	1.1	Determine own personal needs for information
		1.2	Identify and select simple texts to meet personal needs
		1.3	Examine features of the texts
2	Read and interpret texts for personal purposes	2.1	Identify source of texts
		2.2	Predict the purpose of the texts
		2.3	Use reading strategies to interpret the text
		2.4	Locate specific information in the texts
		2.5	Identify main ideas in the texts

		2.6	Determine the effectiveness of the texts in terms of meeting own needs
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Range of Conditions

In this context, texts related to personal purposes are simple and familiar and have a clear purpose. They contain familiar vocabulary and are used in familiar and predictable contexts.

Texts must include both paper based and digital texts and different text types related to personal needs. Learners may receive support to identify appropriate texts.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments

Texts for personal purposes may include but are not limited to:

- messages, notes, emails, SMS, cards, simple blogs, tweets
- short stories, children's story read to child, own personal history
- simple instructions on medicine bottles, instructions on accessing a game, simple recipe, shopping list
- information formatted into a simple table
- advertisements, leaflets, catalogues
- formatted texts such as forms
- visual texts such as digital stories, posters, illustrations
- murals, graffiti of personal relevance or interest
- printed or digital map of local area of personal significance
- interactive maps of retail outlets in immediate area

Text types and features may include but are not limited to:

- text structure with transparent organisation appropriate to text type:
 - narrative texts with sequential prose: beginning, middle and end
 - procedural texts with a small number of sequentially ordered dot points or numbered instructions
 - informative texts with explicit navigation features such as headings, site maps/ menus
 - persuasive texts supported by visual material; opinion expressed
 - non-linear digital texts with sections

Reading strategies to make meaning from texts may include but are not limited to:

- drawing on non-linguistic support such as illustrations, diagrams, photos, symbols, colours, layout
- drawing on knowledge of phonics:
 - letter-sound relationships
 - common sound combinations
 - pure vowels
 - single consonants
 - single sounds represented by two letters such as ck, ch, sh, th, wh
- using syntactic and semantic cues to maintain meaning when reading

- making connections between own knowledge and experience, and the ideas, events and information in texts
- differentiating between fact and fiction
- comparing and contrasting information between similar texts
- self-correcting when meaning is lost by re-reading
- drawing on an expanding bank of known words and phrases including those related to the immediate environment
- asking questions to clarify meaning
- following the left to right, top to bottom orientation of printed texts
- following non-linear digital texts to gain information
- using a dictionary or online resources to check word meaning
- using simple sentence structure to predict the meaning of unknown words or phrases

Specific information may include but is not limited to:

- place-related information such as meeting places, places of personal significance, places of cultural significance
- time-related information such as, birthdays of friends and relatives, starting times of events, appointments, culturally significant times, dates for payments
- familiar words / phrases related to own interests or activities
- abbreviations of personal significance
- numbers as whole numbers, simple fractions, decimals, and percentages:
 - dates and times
 - connected with money, such as costs associated with fares, entry costs, shopping
 - phone numbers of friends and relatives saved to note book or own personal phone bank

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select and use reading strategies to make meaning
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • use search engines to identify information • search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23771 Engage with simple texts for personal purposes	VU22360 Engage with simple texts for personal purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23771 Engage with simple texts for personal purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply reading strategies to identify, read and interpret information in a minimum of two personally relevant texts including: <ul style="list-style-type: none"> ○ one paper based and one digital text ○ two different text types related to personal needs
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • reading strategies to make meaning from texts • simple sentence structures including: <ul style="list-style-type: none"> ○ simple verb tenses and routine word order patterns ○ one or two clauses ○ adjectives, pronouns and prepositions ○ simple cohesive devices such as <i>as</i>, <i>and</i>, <i>but</i>, <i>then</i> • meaning and function of conventional sentence punctuation such as full stops and capital letters and how it impacts on meaning • text types related to personal purposes and their features • basic layout conventions of websites and digital texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • simple, personally relevant digital and paper based texts • digital technology <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner may:</p> <ul style="list-style-type: none"> • receive support to identify appropriate texts. • need time to read, reread and decode text • depend on a personal dictionary • work with an expert/mentor where support is available if requested <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23772		
Unit title	Engage with simple texts for learning purposes		
Application	<p>This unit describes the skills and knowledge to engage with simple, familiar and predictable paper and digital texts for learning purposes. It requires the ability to identify, read and interpret information in texts relevant to own learning needs.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 2: 2.03, 2.04.</p> <p>This unit applies to learners seeking to improve their reading skills in order to access educational participation options. Learners at this level may request support and begin to develop their own support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>		
Pre-requisite Unit(s)	Nil		
Competency Field	Not Applicable		
Unit Sector	Not Applicable		
Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify specific texts relevant to the learning environment	1.1	Determine information required for own learning needs
		1.2	Identify and select simple, learning related texts to meet learning needs
		1.3	Examine features of the texts
2	Read and interpret simple texts relevant to the learning environment	2.1	Identify sources of texts
		2.2	Predict the purpose of the texts
		2.3	Use reading strategies to interpret the texts
		2.4	Locate specific information in the texts
		2.5	Identify main ideas in the texts
		2.6	Determine the effectiveness of the texts in terms of meeting own needs

Range of Conditions

In this context, texts related to personal purposes are simple and familiar and have a clear purpose. They contain familiar vocabulary and are used in familiar and predictable contexts.

Texts must include both paper based and digital texts and different text types related to learning needs. Learners may receive support to identify appropriate texts.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Texts for learning purposes may include but are not limited to:

- sections of formatted texts for example enrolment forms, student cards
- student services information
- list of courses and descriptions
- diagrammatic texts such as map of classrooms and facilities, calendars and diaries, evacuation plans
- instructional texts such as teaching and learning texts in the classroom, workbooks, model texts, collaborative texts
- learning plan, timetables, study plans, portfolio of work
- messages such as SMS, emails from the teacher or fellow students, tweets
- symbols related to facilities in the training organization
- learning resources

Text types and features may include but are not limited to:

- text structure with transparent organisation appropriate to text type:
 - narrative texts with sequential prose: beginning, middle and end
 - procedural texts with a small number of sequentially ordered dot points or numbered instructions
 - informative texts with explicit navigation features such as headings, site maps/ menus
 - persuasive texts supported by visual material with opinion expressed
 - non-linear digital texts

Reading strategies to make meaning from texts may include but are not limited to:

- drawing on non-linguistic support such as illustrations, diagrams, photos, symbols, colours, layout
- drawing on knowledge of phonics:
 - letter-sound relationships
 - common sound combinations
 - pure vowels
 - single consonants
 - single sounds represented by two letters such as ck, ch, sh, th, wh
- drawing on knowledge of syntactic and semantic cues to maintain meaning when reading
- making connections between own knowledge and experience and the information in texts
- comparing and contrasting information between similar texts
- drawing on a bank of known words and phrases including those related to the immediate learning environment
- following the left to right, top to bottom orientation of printed texts

- following non-linear digital texts to gain information
- asking questions to clarify meaning
- self-correcting when meaning is lost by re-reading
- using de-coding strategies such as:
 - syllables, recognition of prefixes, suffixes, common stems
- using a dictionary or online resources to check word meaning

Specific information may include but is not limited to:

- place-related information such as classroom, library, Independent Learning Centre, exit locations
- time-related information such as class times, availability of teachers, library hours, lunch time
- vocabulary associated with personally relevant learning activities, names of courses / units being studied
- abbreviations related to learning such as ILC
- numbers as whole numbers, simple fractions, decimals, and percentages:
 - dates and times
 - money costs associated with enrolments, purchasing learning related resources, cost of photocopying
 - phone numbers of training organization, class mates saved to note book or own personal phone bank

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select and use reading strategies to make meaning
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • use search engines to locate simple information • search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23772 Engage with simple texts for learning purposes	VU22361 Engage with simple texts for learning purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23772 Engage with simple texts for learning purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply reading strategies to identify, read and interpret information in a minimum of two simple and familiar texts relevant to learning including: <ul style="list-style-type: none"> ○ one paper based and one digital text ○ two text types related to learning needs
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • reading strategies to make meaning from texts • simple sentences and structures including: <ul style="list-style-type: none"> ○ simple verb tenses and routine word order patterns ○ one or two clauses ○ adjectives, pronouns and prepositions ○ simple cohesive devices such as, <i>and</i>, <i>but</i>, <i>then</i> • function of conventional sentence punctuation and how it impacts on meaning • text types related to learning purposes and their features • basic layout conventions of websites and digital texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • simple digital and paper based texts related to learning • digital technology as required <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner may:</p> <ul style="list-style-type: none"> • receive support to identify appropriate texts • need time to read, reread and decode text • depend on a personal dictionary • work with an expert/mentor where support is available if requested <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23773
Unit title	Engage with simple texts for employment purposes
Application	<p>This unit describes the skills and knowledge to engage with simple, familiar and predictable paper and digital texts for employment purposes. It requires the ability to identify, read and interpret information in texts relevant to own employment needs.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 2: 2.03, 2.04.</p> <p>This unit applies to learners who are seeking develop their reading skills to improve their employment participation options. This unit is suitable for those in employment and those who aspire to employment.</p> <p>Learners at this level may request support and begin to develop their own support resources</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify specific texts for employment purposes	1.1	Determine information required for own employment needs
		1.2	Identify and select simple employment related texts to meet own needs
		1.3	Examine features of texts
2	Read and interpret texts for employment purposes	2.1	Identify source of texts
		2.2	Predict the purpose of the texts
		2.3	Use reading strategies to interpret the texts
		2.4	Identify specific information in the texts

		2.5	Identify main ideas in the texts
		2.6	Determine the effectiveness of the texts in terms of meeting own needs

Range of Conditions

In this context, texts related to employment purposes are simple and familiar and have a clear purpose. They contain familiar vocabulary and are used in familiar and predictable contexts.

Texts must include both paper based and digital texts and different text types related to employment needs. Learners may receive support to identify appropriate texts.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Texts for employment purposes may include but are not limited to:

- formatted texts requiring personal details such as forms related to employment
- notices from employment related agencies
- notification of employment arrangement such as time and place of work
- information about pay and / or entitlements
- messages sent by email, SMS for example note for shift change over
- work rosters
- simple job description
- simple standard operating procedures
- workplace checklists of everyday routine items or equipment
- workplace safety signs and symbols
- workplace maps
- labels/tags
- flowcharts
- notices for example safety, social club, union
- logos related to workplace or employment
- charts and graphs such as pie-charts with production hours or line graphs showing outputs, safety days

Text types and features may include but are not limited to:

- text structure with transparent organisation appropriate to text type:
 - procedural texts with a small number of sequentially ordered dot points or numbered instructions
 - informative texts with explicit navigation features such as key headings
 - persuasive texts supported by visual material or numerical information
 - information formatted into a table of one or two columns
 - navigation features such as grids, arrows, dot points

Reading strategies to make meaning from texts may include but are not limited to:

- drawing on non-linguistic support such as illustrations, diagrams, photos, symbols, colours, layout
- drawing on knowledge of phonics:
 - letter-sound relationships
 - common sound combinations
 - pure vowels
 - single consonants
 - single sounds represented by two letters such as ck, ch, sh, th, wh
- drawing on knowledge of syntactic and semantic cues to maintain meaning when reading
- making connections between own knowledge and information in written, pictorial and digital texts
- making connections between own knowledge and the purpose of texts
- comparing and contrasting information between similar texts
- self-correcting when meaning is lost by re-reading
- recognising meaning and function of conventional sentence punctuation such as full stops, capital letters
- drawing on a bank of known words and phrases including those related to the employment and / or immediate work environment
- asking questions to clarify meaning
- following the left to right, top to bottom orientation of printed texts
- using layout of non-linear digital texts to gain information
- using de-coding strategies such as:
 - *syllables, recognition of prefixes, suffixes, common stems*

Specific information may include but is not limited to:

- familiar words / phrases/ abbreviations:
 - place-related information such as location of workplace
 - time-related information such as starting and finishing times, lunch time
 - vocabulary related to employment, particular workplaces, work activities
- numbers as whole numbers, simple fractions, decimals, and percentages related to:
 - dates and times
 - money such as hourly rate, overtime award
 - phone numbers relevant to workplace saved to note book or own personal phone bank
 - numbers on graphs or charts or related to units of production
- abbreviations related to employment
- familiar visuals, symbols and logos
 - icons such as 'save' 'print' icons on computer menu
 - axis in graph

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> select and use reading strategies
Technology skills to:	<ul style="list-style-type: none"> access and navigate digital texts use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> use search engines to locate information search for and interpret information in a digital environment and format use digital platforms appropriately for work purposes

Unit Mapping Information

Current Version	Previous Version	Comments
VU23773 Engage with simple texts for employment purposes	VU22362 Engage with simple texts for employment purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23773 Engage with simple texts for employment purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply reading strategies to identify, read and interpret information in a minimum of two simple and familiar texts related to employment including: <ul style="list-style-type: none"> ○ one paper based and one digital text ○ two text types related to employment needs
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • reading strategies to make meaning from texts • de-coding strategies • simple sentence structures including: <ul style="list-style-type: none"> ○ simple verb tenses and routine word order patterns ○ one or two clauses ○ adjectives, pronouns and prepositions ○ simple cohesive devices such as, and, but, then • meaning of common sentence punctuation and how it impacts on meaning including full stops, capital letters and commas • text types related to employment purposes and their features • layout conventions of websites and digital texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • simple digital and paper based texts relevant to employment. • digital technology <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner may:</p> <ul style="list-style-type: none"> • receive support to identify appropriate texts • need time to read, reread and decode text • depend on a personal dictionary • work with an expert/mentor where support is available if requested <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23774
Unit title	Engage with simple texts to participate in the community
Application	<p>This unit describes the skills and knowledge to engage with simple, familiar and predictable paper and digital texts for community participation purposes. It requires the ability to identify, read and interpret information in texts relevant to community participation.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 2: 2.03, 2.04.</p> <p>This unit applies to learners seeking to improve their reading skills in order to improve their community participation options. Learners at this level may request support and begin to develop their own support resources</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify specific texts related to community participation	1.1	Determine own needs for information related to community participation
		1.2	Identify and select simple texts to meet own community participation needs
		1.3	Examine features of texts
2	Read and interpret personally texts related to community participation	2.1	Identify source of texts
		2.2	Use strategies to predict the purpose of the texts
		2.3	Use reading strategies to interpret the meaning of the texts
		2.4	Identify specific information in the texts
		2.5	Identify main ideas in the texts

		2.6	Determine the effectiveness of the texts in terms of meeting own needs		

Range of Conditions

In this context, texts related to community participation are simple and familiar and have a clear, explicit purpose. They contain familiar vocabulary and are used in familiar and predictable contexts.

Texts must include both paper based and digital texts and different text types related to community participation. Learners may receive support to identify appropriate texts.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Texts to participate in the community may include but are not limited to:

- formatted texts requiring personal details for community participation such as a membership form or voter registration form, identity cards for a range of community service providers
- brochures, community newsletters, information about local services
- notices about community meetings
- community transport timetable
- maps of local facilities
- advertisements, leaflets about community matters
- local newspaper headlines/ captions/ cartoons
- visual texts such as signs and symbols related to community safety, community and public facilities in the immediate environment
- diagrammatic texts such as council waste disposal instructions
- community messages, emails, SMS

Text types and features may include but are not limited to:

- text structure with transparent organisation appropriate to text type:
 - narrative texts with sequential prose: beginning, middle and end such as in community newsletters
 - procedural texts with a small number of sequentially ordered dot points or numbered instructions or touch screens with icons
 - informative texts with explicit navigation features such as headings, site map/ menus about community services
 - persuasive texts supported by visual material with opinions expressed using sentences with simple verb tenses about community issues
 - explicit navigation features such as headings, table of contents, site map/ menus columns in a table (one or two columns such as a transport timetable)

Reading strategies to make meaning from texts may include but are not limited to:

- drawing on non-linguistic support such as illustrations, diagrams, photos, symbols, colours, layout
- drawing on knowledge of phonics:
 - letter-sound relationships
 - common sound combinations

- pure vowels
- single consonants
- single sounds represented by two letters such as ck, ch, sh, th, wh
- drawing on knowledge of syntactic and semantic cues to maintain meaning when reading
- making connections between own knowledge and experience, and the ideas, events and information in texts
- making connections between own knowledge and experience and the purpose of texts
- drawing on a bank of known words and phrases including those related to the immediate local environment
- asking questions to clarify meaning
- self-correcting when meaning is lost by re-reading
- using de-coding strategies such as:
 - *syllables, recognition of prefixes, suffixes, common stems*
- following the left to right, top to bottom orientation of printed texts
- using layout of non-linear digital texts to gain information

Specific information may include but is not limited to:

- familiar words / phrases/ abbreviations:
 - place-related information such as community venues, government service offices, educational facilities, recreation and leisure facilities
 - time-related information such as starting times of events, appointments, services
 - vocabulary related to community environment
- numbers as whole numbers, simple fractions, decimals, and percentages:
 - dates and times for community events
 - money such as costs associated with fares, entry costs, shopping
 - phone numbers relevant to local community services
- familiar visuals, symbols and logos associated with:
 - local service providers
 - retail outlets in immediate environment

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select and use reading strategies to make meaning
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • use search engines to locate information • search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23774 Engage with simple texts to participate in the community	VU22363 Engage with simple texts to participate in the community	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23774 Engage with simple texts to participate in the community
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply reading strategies to identify, read and interpret information in a minimum of two simple and familiar texts related to community participation including: <ul style="list-style-type: none"> ○ one paper based and one digital text ○ two text types related to community participation
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • reading strategies to make meaning from texts • de-coding strategies • simple sentence structures including: <ul style="list-style-type: none"> ○ simple verb tenses and routine word order patterns ○ one or two clauses ○ containing adjectives, pronouns and prepositions ○ simple cohesive devices such as such as, and, but, then • text types related to community participation and their features • meaning of common sentence punctuation and how it impacts on meaning including full stops, capital letters and commas • basic layout conventions of websites and digital texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • simple, personally relevant texts related to community participation • computers and communication technology as required <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner may:</p> <ul style="list-style-type: none"> • receive support to identify appropriate texts • require extended time to read, reread and decode text • depend on a personal dictionary • work alongside an expert / mentor where support is available if requested <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23775
Unit title	Participate in simple spoken interactions
Application	<p>This unit describes the skills and knowledge to participate in simple, familiar interactions in predictable contexts. It requires the ability to apply interactional strategies to exchange and respond to simple spoken information.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Oral Communication at Level 2: 2.07, 2.08.</p> <p>This unit applies to those who wish to improve their oral communication skills for personal, community, learning or employment purposes. Learners at this level may request support and begin to develop their own support resources</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Exchange information in spoken interactions	1.1	Identify the purpose and audience of the exchange
		1.2	Provide key information related to the exchange
		1.3	Sequence simple information and ideas
		1.4	Ask questions to clarify information
		1.5	Take turns to maintain the exchange
		1.6	Monitor the exchange to determine need for repetition or further information
2	Respond to simple spoken texts	2.1	Identify purpose and audience for the spoken texts
		2.2	Identify key information in texts
		2.3	Ask simple questions to clarify meaning in texts

	2.4	Determine the effectiveness of the texts
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Range of Conditions

In this context, spoken interactions are simple and familiar with a clear purpose and familiar vocabulary. The interactions take place in familiar and predictable contexts and can involve one or more people.

Exchanges in spoken interactions may include but are not limited to:

- familiar topics in casual conversations
- news items
- instructions for a familiar activity
- opinions on issues
- exchange of goods
- preferences

Key information provided in exchanges may include but is not limited to:

- times/dates
- places
- people
- events
- instructions / requests

Spoken texts may include texts delivered face to face, in real time or recorded with a familiar structure. They may include but are not limited to presentations, radio or news programs, instructions, announcements.

Learners may speak with reasonable effectiveness although with some non-standard variations in English which overall should not interfere with intelligibility.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • link personal experiences to the topic of the exchange

Unit Mapping Information

Current Version	Previous Version	Comments
VU23775 Participate in simple spoken interactions	VU22364 Participate in simple spoken interactions	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23775 Participate in simple spoken interactions
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use appropriate oral communication skills and interaction strategies to: <ul style="list-style-type: none"> ○ exchange information in at least two spoken interactions each for a different purpose ○ respond to at least one spoken text with an explicit purpose
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • simple vocabulary related to exchanges and spoken texts • non-verbal communication techniques to support spoken exchanges • basic differences between formal and informal registers • common openings and closings in exchanges • simple strategies to maintain simple exchanges <p>simple grammatical structures to participate in spoken exchanges</p> <ul style="list-style-type: none"> • simple adjectives, pronouns and prepositions to describe people, places, things and events • simple verb tenses used in exchanges and spoken texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners or others to participate in oral exchanges • appropriate spoken texts <p>At this level the learner:</p> <ul style="list-style-type: none"> • may request support from an expert/mentor • may speak with variations in grammar, usage, stress, intonation and pronunciation. Where these variations do not interfere significantly with the overall intelligibility of the interaction, they should not present barriers to the successful completion of the unit outcomes <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23776
Unit title	Create simple texts for personal purposes
Application	<p>This unit describes the skills and knowledge to create simple texts for personal purposes. It requires the ability to develop writing skills to plan, produce and review simple, familiar and predictable texts for personal purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 2: 2.05, 2.06.</p> <p>This unit applies to those who wish to improve their personal written communication skills to create simple texts to meet a personal context and purpose. Learners at this level may request support and begin to develop their own support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan simple texts related to personal purposes	1.1	Determine the purpose and audience for the texts
		1.2	Source information for the texts
		1.3	Select the appropriate format for the texts
		1.4	Determine features of the texts according to text type
		1.5	Plan the content of the texts
2	Produce simple texts related to personal purposes	2.1	Arrange the features of the texts to meet the relevant purpose
		2.2	Produce draft texts with a support person
		2.3	Review draft texts and make any adjustments
		2.4	Complete final draft of texts according to review

Range of Conditions

In this context, texts are based on familiar topics with limited purposes and audiences.

Texts produced must include both handwritten and digital texts and different text types related to personal purposes. Learners may receive support to source information for texts.

Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting.

In technology restricted environments such as corrections settings, information for texts may be sourced from designated offline or simulated online environments suitable to context.

Simple texts to be produced for personal purposes may include but are not limited to:

- SMS, tweets, email or handwritten notes, cards to family members or friends
- personal history, simple / illustrated short story, simple diary entries, recounts
- expressive text such as poetry, songs
- blogs
- shopping lists, reminders, recipes
- digital stories, posters, fliers
- personal letters

Features of text types related to personal purposes may include but are not limited to:

- narrative texts with sequential prose: beginning, middle and end
- procedural texts with a small number of sequentially ordered dot points or numbered instructions
- informative texts with explicit navigation features such as headings, site map/ menus
- persuasive texts supported by visual material with simple opinion expressed
- spacing, headings, alphabetical, numerical listings
- information formatted into a table such as a catalogue of personal items
- simple sentences linked by simple cohesive devices such as 'and', 'but', 'then'
- navigation features such as grids, arrows, dot points
- left to right and top to bottom orientation
- familiar words / phrases related to personal details, place-related and time-related information such as date and place of birth, giving opinion, expressing ideas and feelings
- numbers as whole numbers and familiar fractions for time-related information such as dates of birthdays, years, place-related information, money, phone numbers of friends and relatives
- familiar visuals, photographs, symbols

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> source appropriate information to produce texts
Learning skills to:	<ul style="list-style-type: none"> review and amend own writing
Problem-solving skills to:	<ul style="list-style-type: none"> select audience and purpose of texts and use appropriate language and structure suitable to the text type
Technology skills to:	<ul style="list-style-type: none"> use digital devices safely use search engines to locate information search for information in a digital environment
Digital literacy skills to:	<ul style="list-style-type: none"> select and use appropriate digital applications to produce texts use appropriate layout conventions to produce digital documents apply a limited number of digital netiquette conventions

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23776 Create simple texts for personal purposes	VU22365 Create simple texts for personal purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23776 Create simple texts for personal purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> plan, produce and review two texts for personal purposes including: <ul style="list-style-type: none"> one digital and one handwritten text two text types related to personal purposes one of which consists of at least one paragraph
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> stages or processes of writing including planning, drafting and editing punctuation conventions of sentence writing simple sentence structure consisting of one or two clauses simple verb tenses and routine word order patterns related to text type upper and lower case letters and their functions structure of text related to text type simple conjunctive devices to link ideas such as “and” and “but” familiar letter patterns for spelling simple adjectives, pronouns and prepositions related to content of texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> digital devices and/or communication technology as required support person as required <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context</p> <p>Handwritten texts must be legible and may contain variations in personal style.</p> <p>Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting.</p> <p>At this level, the learner may:</p> <ul style="list-style-type: none"> receive support to source information for texts work with an expert / mentor where support is available if requested require additional time to complete written tasks depend on a personal dictionary

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23777
Unit title	Create simple texts for learning purposes
Application	<p>This unit describes the skills and knowledge to create simple texts for learning purposes. It requires the ability to develop writing skills to plan, produce and review simple, familiar and predictable texts for learning purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 2: 2.05, 2.06.</p> <p>This unit applies to those who wish to improve their written communication skills for application in learning contexts. Learners at this level may request support and begin to develop their own support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan simple texts related to learning purposes	1.1	Determine the purpose and audience for the texts
		1.2	Source information for the texts
		1.3	Select the appropriate format for the texts
		1.4	Determine features of the texts according to text type
		1.5	Plan the content of the texts
2	Produce simple texts related to learning purposes	2.1	Arrange the features of the texts to meet the relevant purpose
		2.2	Produce draft texts with a support person
		2.3	Review draft texts and make any adjustments
		2.4	Complete final draft of texts according to review

Range of Conditions

In this context, texts are based on familiar topics with limited purposes and audiences.

Texts produced must include both handwritten and digital texts and different text types related to learning purposes. Learners may receive support to source information for texts.

In technology restricted environments such as corrections settings, information for texts may be sourced from designated offline or simulated online environments suitable to context.

Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting.

Simple texts to be produced for learning purposes may include but are not limited to:

- self-assessments
- study plans or simple action plans
- SMS, tweets, email and / or handwritten messages to the teacher, fellow students
- simple blog or wiki post about a learning activity
- checklists related to learning tasks
- charts / posters
- learning journals
- diagrams with labels
- short report about a learning topic or previous learning experience
- digital stories
- simple opinion related to an aspect of learning
- familiar detail on an application form related to learning

Features of text types related to learning purposes may include but are not limited to:

- narrative texts with sequential prose: beginning, middle and end
- procedural texts with a small number of sequentially ordered dot points or numbered instructions
- informative texts with explicit navigation features such as headings, site map/ menus
- persuasive texts supported by visual material with simple opinion expressed
- spacing, headings, alphabetical, numerical listings
- information formatted into a table such as a catalogue of personal items
- simple sentences linked by simple cohesive devices such as 'and', 'but', 'then'
- navigation features such as grids, arrows, dot points
- left to right and top to bottom orientation
- familiar words / phrases related to personal details, place-related and time-related information giving opinion, expressing ideas
- numbers as whole numbers and familiar fractions for time and place-related information such as dates of learning experiences, money as part of cost in organising an excursion
- familiar visuals, photographs, symbols
- abbreviations related to learning

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> source appropriate information to produce texts
Learning skills to:	<ul style="list-style-type: none"> review and amend own writing
Problem-solving skills to:	<ul style="list-style-type: none"> select audience and purpose of texts and use appropriate language and structure suitable to the text type
Technology skills to:	<ul style="list-style-type: none"> use digital devices safely and responsibly use search engines to locate information search for information in a digital environment
Digital literacy skills to:	<ul style="list-style-type: none"> select and use appropriate digital applications to produce texts such as email or word applications use appropriate layout conventions to produce digital texts apply a limited number of digital netiquette conventions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23777 Create simple texts for learning purposes	VU22366 Create simple texts for learning purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23777 Create simple texts for learning purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> plan, produce and review two texts for learning purposes including: <ul style="list-style-type: none"> one digital and one handwritten text two text types related to learning purposes one of which consists of at least one paragraph
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> stages or processes of writing including planning, drafting and editing punctuation conventions of sentence writing simple sentence structure consisting of one or two clauses simple verb tenses and routine word order patterns related to text type upper and lower case letters and their functions structure of text related to text type simple conjunctive devices to link ideas such as “and” and “but” familiar letter patterns for spelling simple adjectives, pronouns and prepositions related to content of texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> digital devices and/or communication technology as required support person as required <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context.</p> <p>Handwritten texts must be legible and may contain variations in personal style.</p> <p>Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting</p> <p>At this level, the learner may:</p> <ul style="list-style-type: none"> receive support to source information for texts work with an expert / mentor where support is available if requested require additional time to complete written tasks depend on a personal dictionary <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor</p>

requirements.

Unit code	VU23778
Unit title	Create simple texts for employment purposes
Application	<p>This unit describes the skills and knowledge to create simple texts for employment purposes. It requires the ability to develop writing skills to plan, produce and review simple, familiar and predictable texts for employment purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 2: 2.05, 2.06.</p> <p>This unit applies to those who wish to improve their written communication skills for application in employment contexts. Learners at this level may request support and begin to develop their own support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan simple texts related to employment purposes	1.1	Determine the purpose and audience for the texts
		1.2	Source information for the texts
		1.3	Select the appropriate format for the texts
		1.4	Determine features of the texts according to text type
		1.5	Plan the content of the texts
2	Produce simple texts related to employment purposes	2.1	Arrange the features of the texts to meet the relevant purpose
		2.2	Produce draft texts with a support person
		2.3	Review draft texts and make any adjustments
		2.4	Complete final draft of texts according to review

Range of Conditions

In this context, texts are based on familiar topics with limited purposes and audiences and relate to predictable contexts.

Texts produced must include both handwritten and digital texts and different text types related to employment purposes. style. Learners may receive support to source information for texts.

Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting.

In technology restricted environments such as corrections settings, information for texts may be sourced from designated offline or simulated digital environments suitable to context.

Simple texts for employment purposes may include but are not limited to:

- completion of forms such as:
 - workplace forms requiring simple personal details
 - familiar information such as pre-operation checklists
 - leave forms, tax forms, induction checklists
 - timesheets
 - petty cash requests
 - data base entries
- workplace notices or messages
- simple reports such as OHS / WHS incident reports, fault reports, shift reports
- simple rosters for job tasks
- posters related to the workplace
- maps / diagrams
- simple workplace speech

Features of text types related to employment purposes may include but are not limited to:

- procedural texts with a small number of sequentially ordered dot points or numbered instructions
- informative texts with explicit navigation features such as headings, site map/ menus
- persuasive texts such as a simple opinion about a workplace issue or change
- spacing, headings, alphabetical, numerical listings
- formatted texts containing one or two columns, boxes or spaces
- navigation features such as grids, arrows, dot points
- simple sentences linked by simple cohesive devices such as and, but, then
- left to right and top to bottom orientation
- familiar words / phrases:
 - place-related information such as location of work, workplace sections or areas
 - time-related information such as starting time, lunch time, finishing time
 - technical vocabulary related to the workplace
- numbers as whole numbers and familiar fractions:
 - dates and times

- connected with money or production
- phone numbers relevant to workplace
- units of production/ materials
- abbreviations such as OHS / WHS, HAZCHEM
- familiar workplace visuals, symbols
- pie-charts to show production hours
- line graphs to show outputs, safety days

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • use information to produce texts
Learning skills to:	<ul style="list-style-type: none"> • review and amend own writing
Problem-solving skills to:	<ul style="list-style-type: none"> • select audience and purpose of texts and use appropriate language and structure suitable to the text type
Technology skills to:	<ul style="list-style-type: none"> • use digital devices safely and responsibly • search for information in a digital environment
Digital literacy skills to:	<ul style="list-style-type: none"> • select and use appropriate digital applications to produce workplace texts • use appropriate layout conventions to produce digital texts • apply a limited number of digital netiquette conventions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23778 Create simple texts for employment purposes	VU22367 Create simple texts for employment purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23778 Create simple texts for employment purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> plan, produce and review two texts for employment purposes including: <ul style="list-style-type: none"> one digital and one handwritten text two text types related to employment purposes one of which consists of at least one paragraph
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> stages or processes of writing including planning, drafting and editing simple punctuation conventions of sentence writing simple sentence structure consisting of one or two clauses simple verb tenses and routine word order patterns related to text type upper and lower case letters and their functions structure of text related to text type simple conjunctive devices to link ideas such as “and” and “but” familiar letter patterns for spelling simple adjectives, pronouns and prepositions related to content of texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> simple employment related texts which may include formatted and/or unformatted sections digital devices and/or communication technology as required support person as required <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context</p> <p>Handwritten texts must be legible and may contain variations in personal style.</p> <p>Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting</p> <p>At this level, the learner may:</p> <ul style="list-style-type: none"> receive support to source information for texts work with an expert / mentor where support is available if requested require additional time to complete written tasks depend on a personal dictionary

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements

Unit code	VU23779
Unit title	Create simple texts to participate in the community
Application	<p>This unit describes the skills and knowledge to create simple texts for community participation. It requires the ability to develop writing skills to plan, produce and review simple, familiar and predictable texts for community participation purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 2: 2.05, 2.06.</p> <p>This unit applies to those who wish to improve their writing skills to enable greater access to and participation in community activities.</p> <p>Learners at this level may request support and begin to develop their own support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan simple texts for community participation.	1.1	Determine the purpose and audience for the texts
		1.2	Source information for the texts
		1.3	Select the appropriate format for the texts
		1.4	Determine features of the texts according to text type
		1.5	Plan the content of the texts
2	Produce simple personal texts related to community participation	2.1	Arrange the features of the texts to meet the relevant purpose
		2.2	Produce draft texts with a support person
		2.3	Review draft texts and make any adjustments
		2.4	Complete final draft of texts according to review

Range of Conditions

In this context, texts for community participation are based on familiar topics with limited purposes and audiences and relate to predictable contexts. 'Community' can have a range of definitions, depending on the learner's situation and may signify the local environment in the case of rural or regional learners.

Texts produced must include both handwritten and digital texts and different text types related to community participation. Learners may receive support to source information for texts.

Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting.

In technology restricted environments such as corrections settings, information for texts may be sourced from designated offline or simulated digital environments suitable to context.

Simple texts for community participation may include but are not limited to:

- community notices such as garage sale, lost dog, school picnic
- posters for community events
- calendar/ diary entry
- completion of forms for community purposes such as:
 - library card application,
 - registration of pets
 - registering to vote
 - census
 - collection of hard rubbish
- email, SMS, tweeted messages
- simple letters about community issues
- community surveys / feedback forms
- items in newsletters such as ads, personal notices
- instructions such as checklist for locking up a community hall
- information for a community webpage
- simple PowerPoint for community presentation

Features of text types related to community participation may include but are not limited to:

- narrative texts with sequential prose: beginning, middle and end
- procedural texts with a small number of sequentially ordered dot points or numbered instructions
- informative texts with explicit navigation features such as headings, site map/ menus
- persuasive texts supported by visual material with opinion expressed using sentences with simple verb tenses
- spacing, headings, alphabetical, numerical listings,
- formatted texts containing one or two columns, boxes or spaces
- a number of simple sentences linked by simple cohesive devices such as and, but, then
- navigation features such as grids, arrows, dot points
- left to right and top to bottom orientation
- familiar words / phrases:
 - personal details

- place-related information such as addresses
- names of community facilities and service providers in the immediate area
- numbers as whole numbers and familiar fractions:
 - time-related information such as holiday programs
 - money related to a simple budget for a community activity
 - phone numbers
- visuals related to community participation such as:
 - simple diagrams such as hand drawn map of local area with community facilities marked, layout for a festival / school fete
- photographs with comments

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> use information to produce texts
Learning skills to:	<ul style="list-style-type: none"> review and amend own writing
Problem-solving skills to:	<ul style="list-style-type: none"> select audience and purpose of texts and use appropriate language and structure suitable to the text type
Technology skills to:	<ul style="list-style-type: none"> use digital devices safely search for information in a digital environment
Digital literacy skills to:	<ul style="list-style-type: none"> select and use appropriate digital applications to produce texts related to community participation use appropriate layout conventions to produce digital texts apply a limited number of digital netiquette conventions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23779 Create simple texts to participate in the community	VU22368 Create simple texts to participate in the community	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23779 Create simple texts to participate in the community
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> plan, produce and review two texts for community participation including: <ul style="list-style-type: none"> one digital and one hand written text two text types related to community participation one of which consists of at least one paragraph
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> stages or processes of writing including planning, drafting and editing simple punctuation conventions of sentence writing simple sentence structure consisting of one or two clauses simple verb tenses and routine word order patterns related to text type upper and lower case letters and their functions structure of text related to text type simple conjunctive devices to link ideas such as “and” and “but” familiar letter patterns for spelling simple adjectives, pronouns and prepositions related to content of texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> simple community related texts text which may include formatted and unformatted sections digital devices and/or communication technology as required support person as required <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context.</p> <p>Handwritten texts must be legible and may contain variations in personal style.</p> <p>Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting</p> <p>At this level, the learner may:</p> <ul style="list-style-type: none"> receive support to source information for texts work with an expert / mentor where support is available if requested require additional time to complete written tasks depend on a personal dictionary

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements

Unit code	VU23780
Unit title	Work with whole numbers in familiar and predictable situations
Application	<p>This unit describes the skills and knowledge to identify, interpret, use familiar problem-solving strategies and convey mathematical information about whole numbers in familiar and predictable situations.</p> <p>It requires the ability to make estimations, perform a limited range of arithmetic calculations and check the reasonableness of processes and outcomes in relation to the context.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10, 2.11. At this level, individuals may work with an expert/mentor where support is available if requested.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify numbers	1.1	Identify and interpret information about whole numbers in familiar and simple oral texts
		1.2	Identify and interpret the mathematical symbols for, and information about, whole numbers in familiar and simple written texts
2	Solve number problems	2.1	Determine method to solve one and two step arithmetic problems involving whole numbers
		2.2	Use estimation methods to approximate solutions to one and two step arithmetic problems involving whole numbers
		2.3	Use arithmetic operations to solve one and two step arithmetic problems involving whole numbers
		2.4	Check the reasonableness of arithmetic problem- solving processes and outcomes in relation to the context

3	Communicate number information	3.1	Write numbers and arithmetic problems using mathematical symbols
		3.2	Use oral language to report on and discuss the arithmetic problem-solving process

Range of Conditions

The context must be familiar and predictable.

In this context, oral and written texts must be simple, with a clear purpose, and familiar vocabulary. The mathematical information in the texts must be partially embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed, digital, radio or television advertisements
- personal shopping lists
- spoken sports commentary or printed results
- printed, digital or spoken health information
- social media followers or reactions
- printed, digital or spoken event attendance
- digital video game scores
- book page numbering
- stock levels.

Numbers must be limited to whole numbers into the 1000s.

Problem-solving tasks must be limited to:

- no more than two steps
- addition of whole numbers
- subtraction of whole numbers
- division using small whole numbers up to and including ten with whole number solutions
- multiplication using small whole numbers up to and including ten.

Estimation methods may include but are not limited to:

- rounding (such as 345 becomes 300 or 350)
- benchmark numbers (such as $8 + 9$ becomes $10 + 10$)
- front-end (such as $387 + 162$ becomes $300 + 200$ or $400 + 200$)
- rounding to multiples (such as 3×8 becomes 3×10).

Oral language must be mainly informal and some formal language and must include but is not limited to language related to whole numbers, adding whole numbers, subtracting whole numbers,

multiplying whole numbers, dividing whole numbers, equivalence of whole numbers and estimating whole numbers.

Individuals may rely substantially on hands-on and real-life materials, personal experience and prior knowledge to work with whole numbers in familiar and predictable situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> request and listen to support from an expert/mentor.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23780 Work with whole numbers in familiar and predictable situations	VU22369 Work with simple numbers and money in familiar situations VU22372 Work with and interpret simple numerical information in familiar texts	Not equivalent

Assessment Requirements

Title	Assessment Requirements for VU23780 Work with whole numbers in familiar and predictable situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with whole numbers in familiar and predictable situations involving: <ul style="list-style-type: none"> at least one oral text at least one written text.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real-world relevance of whole numbers in familiar and predictable situations real-world relevance of addition, subtraction, multiplication and division of whole numbers in familiar and predictable situations basic order of operations with whole number calculations place value of numbers into the thousands: <ul style="list-style-type: none"> unit place tens place hundreds place thousands place mathematical symbols: <ul style="list-style-type: none"> whole numbers into the thousands plus sign, + minus sign, - multiplication sign, x division sign, ÷ equals sign, = mainly informal and some formal oral language related to: <ul style="list-style-type: none"> addition subtraction multiplication division equivalence estimation.
Assessment Conditions	<p>Assessment must ensure access to familiar and simple authentic oral and written texts.</p> <p>At this level the individual:</p> <ul style="list-style-type: none"> uses personal and informal in the head methods and pen and paper methods to calculate or uses technological processes and tools to calculate

- may work with an expert/mentor where support is available if requested.

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23781
Unit title	Work with fractions, decimals and percentages in familiar and predictable situations
Application	<p>This unit describes the skills and knowledge to identify, interpret and convey mathematical information about fractions, decimals and percentages in familiar and predictable situations.</p> <p>It requires the ability to use fractions, decimals and percentages and check the reasonableness of processes and outcomes in relation to the context.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10, 2.11. At this level, individuals may work with an expert/mentor where support is available if requested.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify fractions, decimals and percentages	1.1	Identify and interpret information about fractions, decimals and percentages in familiar and simple oral texts
		1.2	Identify and interpret the mathematical symbols for, and information about, fractions, decimals and percentages in familiar and simple written texts
2	Compare values	2.1	Compare fractions with other fractions
		2.2	Compare decimals with other decimals
		2.3	Compare percentages with other percentages
3	Solve money problems	3.1	Determine method to solve one and two step arithmetic problems involving money amounts

		3.2	Use estimation methods to approximate solutions to one and two step arithmetic problems involving money amounts
		3.3	Use arithmetic operations to solve one and two step arithmetic problems involving money amounts
		3.4	Check the reasonableness of arithmetic problem-solving processes and outcomes in relation to the context
4	Communicate fraction, decimal and percentage information	4.1	Write fractions, decimals and percentages using mathematical symbols
		4.2	Write arithmetic problems involving money amounts using mathematical symbols
		4.3	Use oral language to report on and discuss the arithmetic problem-solving process involving money amounts

Range of Conditions

The context must be familiar and predictable.

In this context, oral and written texts must be simple, with a clear purpose, and familiar vocabulary. The mathematical information in the texts must be partially embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed, digital, radio or television advertisements
- printed or digital shopping catalogues
- printed or digital menus
- printed or digital coupons
- printed, digital or spoken discount offers
- printed, digital or spoken travel information
- printed, digital or spoken information about costs or purchases
- spoken sports commentary or printed results
- printed, digital or spoken health information
- product price labels
- printed or digital tickets, bills or receipts.

Fractions, decimals and percentages must be limited to:

- money amounts, including in decimal form
- simple everyday fractions with a numerator of one, including $\frac{1}{4}$ and $\frac{1}{10}$

- simple everyday decimals to two decimal places, including 0.25
- simple everyday percentages, including 25% and 50%.

Problem-solving tasks must be limited to:

- no more than two steps
- comparing fractions, decimals and percentages
- addition of money amounts
- subtraction of money amounts
- division of small money amounts
- multiplication of small money amounts.

Estimation methods may include but are not limited to:

- rounding (such as \$345.50 becomes \$300 or \$350)
- benchmark numbers (such as \$8.50 + \$9.50 becomes \$10 + \$10)
- front-end (such as \$387.70 + \$162.30 becomes \$300 + \$200 or \$400 + \$200)
- rounding to multiples (such as 3 x \$8 becomes 3 x \$10).

Oral language must be mainly informal and some formal language and must include but is not limited to language related to fractions and percentages, decimals, money, comparing fractions, decimals and percentages, adding money amounts, subtracting money amounts, multiplying money amounts, dividing money amounts, equivalence of money amounts and estimation of money amounts.

Individuals may rely substantially on hands-on and real-life materials, personal experience and prior knowledge to work with fractions, decimals and percentages in familiar and predictable situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> request and listen to support from an expert/mentor.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23781 Work with fractions, decimals and percentages in familiar and predictable situations	VU22369 Work with simple numbers and money in familiar situations VU22372 Work with and interpret simple numerical information in familiar texts	Not equivalent

Assessment Requirements

Title	Assessment Requirements for VU23781 Work with fractions, decimals and percentages in familiar and predictable situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with fractions, decimals and percentages in familiar and predictable situations involving: <ul style="list-style-type: none"> at least one oral text at least one written text.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real-world relevance of fractions, decimals and percentages in familiar and predictable situations real-world relevance of comparing fractions, decimals and percentages in familiar and predictable situations real-world relevance of addition, subtraction, multiplication and division of money amounts in familiar and predictable situations basic order of operations with money amount calculations place value of decimals and money in the hundredths: <ul style="list-style-type: none"> hundredth place tenths place unit place tens place hundreds place thousands place equivalence of simple and everyday fractions, decimals and percentages mathematical symbols: <ul style="list-style-type: none"> quarter symbol, $\frac{1}{4}$ tenths symbol, $\frac{1}{10}$ decimal place, . fraction bar, / and – dollar sign, \$ plus sign, + minus sign, - multiplication sign, x division sign, ÷ equals sign, = mainly informal and some formal oral language related to: <ul style="list-style-type: none"> fractions decimals

	<ul style="list-style-type: none"> ○ percentages ○ money ○ comparison ○ addition ○ subtraction ○ multiplication ○ division ○ equivalence ○ estimation.
Assessment Conditions	<p>Assessment must ensure access to familiar and simple authentic oral and written texts.</p> <p>At this level the individual:</p> <ul style="list-style-type: none"> • uses personal and informal in the head methods and pen and paper methods to calculate or uses technological processes and tools to calculate • may work with an expert/mentor where support is available if requested. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23782
Unit title	Work with directions in familiar and predictable situations
Application	<p>This unit describes the skills and knowledge to work with directions in familiar and predictable situations.</p> <p>It requires the ability to identify and interpret directions, follow and give directions, use maps and simple coordinates, and check the reasonableness of processes and outcomes in relation to the context.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10, 2.11. At this level, individuals may work with an expert/mentor where support is available if requested.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify directions	1.1	Identify and interpret directions in familiar and simple oral texts
		1.2	Identify and interpret directions in familiar and simple written texts
		1.3	Identify and interpret directions in familiar and simple maps
2	Solve navigation problems	2.1	Determine routes to navigate between locations
		2.2	Follow directions to navigate between locations
		2.3	Use simple maps to navigate between locations
		2.4	Check the reasonableness of navigation processes and outcomes in relation to the context
3	Communicate directions	3.1	Write directions to locations using words and

			mathematical symbols
		3.2	Use oral language to give directions to locations, and report on and discuss navigating using directions

Range of Conditions

The context must be familiar and predictable.

In this context, oral and written texts must be simple, with a clear purpose, and familiar vocabulary. The mathematical information in the texts must be partially embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed, digital or spoken directions
- spoken or digital navigation system instructions
- emergency evacuation plans or spoken instructions
- text messages with instructions to a location
- printed or digital maps with simple coordinates
- printed or digital floor plans.

Maps must be familiar and simple.

Directions must be limited to:

- a limited number of familiar steps
- cardinal directions
- clockwise
- simple map coordinates (such as A2).

Locations must be familiar and predictable, such as:

- places near home
- shopping centre
- places of work
- places of training and education.

Problem solving must be limited to interpreting, sequencing and following directions.

Oral language must be mainly informal and some formal language and must include but is not limited to language related to position, direction and distance.

Individuals may rely substantially on hands-on and real-life materials, personal experience and prior knowledge to work with directions in familiar and predictable situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> request and listen to support from an expert/mentor.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23782 Work with directions in familiar and predictable situations	VU22450 Work with and interpret simple directions in familiar situations	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU23782 Work with directions in familiar and predictable situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with directions in familiar and predictable situations involving: <ul style="list-style-type: none"> at least one oral text at least one written text a familiar and simple map.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real-world relevance of directions in familiar and predictable situations real-world relevance of navigating using directions in familiar and predictable situations mathematical symbols: <ul style="list-style-type: none"> north, N south, S east, E west, W simple alpha numeric map coordinates arrow left and right directions mainly informal and some formal oral language related to: <ul style="list-style-type: none"> position direction distance.
Assessment Conditions	<p>Assessment must ensure access to familiar and simple authentic oral and written texts and familiar and simple maps.</p> <p>At this level the individual:</p> <ul style="list-style-type: none"> uses personal and informal in the head methods to work with directions may work with an expert/mentor where support is available if requested. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23783
Unit title	Work with measurement in familiar and predictable situations
Application	<p>This unit describes the skills and knowledge to identify, interpret, use problem- solving strategies and convey mathematical information about measurement in familiar and predictable situations.</p> <p>It requires the ability to make estimations, measure quantities and check the reasonableness of processes and outcomes in relation to the context.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10, 2.11. At this level, individuals may work with an expert/mentor where support is available if requested.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify measurement information	1.1	Identify and interpret information about measurement in familiar and simple oral texts
		1.2	Identify and interpret the mathematical symbols for, and information about, measurement in familiar and simple written texts
2	Measure and estimate quantities	2.1	Determine methods to measure, order and group measurements
		2.2	Use estimation methods to approximate measurement
		2.3	Use measuring tools to measure properties of items
		2.4	Order measurements according to measurement quantity
		2.5	Group measurements according to measurement quantity

		2.6	Check the reasonableness of measurement problem-solving processes and outcomes in relation to the context
3	Communicate measurement information	3.1	Write measurement problems using mathematical symbols
		3.2	Use oral language to report on and discuss the measurement problem-solving process

Range of Conditions

The context must be familiar and predictable.

In this context, oral and written texts must be simple, with a clear purpose, and familiar vocabulary. The mathematical information in the texts must be partially embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed, digital, radio or television advertisements
- printed or digital shopping catalogues
- spoken cooking instructions
- printed or digital recipes
- product labelling
- printed or spoken invitations or appointments
- personal shopping lists
- spoken sports commentary or printed results
- printed, digital or spoken health information
- printed, digital or spoken garden information
- printed, digital or spoken building information
- printed, digital or spoken event information
- printed or digital timesheets
- stock levels.

Problem solving must be limited to measuring, ordering and grouping.

Measurement properties must be familiar and simple, and must include but are not limited to:

- linear dimensions including length, height and width
- weight
- capacity and volume
- time

- temperature.

Measurement quantities must include but are not limited to:

- whole numbers into the thousands
- everyday fractions (such as quarter past twelve)
- everyday decimals (such as 1.25 litre drink bottle).

Measuring tools must be familiar and graduated in familiar units, and must include but are not limited to:

- ruler
- tape measure
- kitchen scales
- measuring jug
- measuring cup
- measuring spoon
- analogue clock
- digital clock
- calendar
- thermometer.

Ordering must include but is not limited to:

- from largest to smallest measurement
- from smallest to largest measurement.

Grouping must include but is not limited to:

- by size (such as small, medium and large).

Estimation methods may include but are not limited to:

- comparative (such as comparing to a body part to estimate length)
- counting (such as counting steps to estimate length)
- using familiar objects (such as comparing to a 1 litre milk carton to estimate volume)
- range (such as lifting an item and using personal experience to estimate weight range)
- analogous (such as comparing to similar past experiences getting to a location to estimate travel time)
- sensation (such as a caregiver touching a child's forehead to check their temperature)
- observation (such as observing rising steam to estimate temperature)
- categorising (such as categorising an item as cool, cold, warm or hot to estimate temperature).

Oral language must be mainly informal and some formal language and must include but is not limited to language related to linear dimensions, weight, capacity and volume, time, temperature, estimating measurement, ordering and grouping.

Individuals may rely substantially on hands-on and real-life materials, personal experience and prior

knowledge to work with measurement in familiar and predictable situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> request and listen to support from an expert/mentor.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23783 Work with measurement in familiar and predictable situations	VU22370 Work with simple measurements in familiar situations	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23783 Work with measurement in familiar and predictable situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • work with measurement in familiar and predictable situations involving: <ul style="list-style-type: none"> ○ using measuring tools to measure length, weight, volume and temperature ○ reading time to the hour, half hour and quarter hour on an analogue clock ○ reading time to the minute on a digital clock ○ reading a calendar ○ at least one oral text ○ at least one written text.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • real-world relevance of measurement in familiar and predictable situations: <ul style="list-style-type: none"> ○ linear dimensions including length, height and width ○ weight ○ capacity and volume ○ time ○ temperature • measurement representation: <ul style="list-style-type: none"> ○ quantity ○ unit of measurement • mathematical symbols and abbreviations: <ul style="list-style-type: none"> ○ centimetre, cm ○ metre, m ○ kilometre, km ○ gram, g ○ kilogram, kg ○ millilitre, ml ○ litre, L ○ time separator, : ○ second, sec ○ minute, min ○ hour, hr ○ degrees Celsius, °C • mainly informal and some formal oral language related to: <ul style="list-style-type: none"> ○ length ○ weight

	<ul style="list-style-type: none"> ○ capacity and volume ○ time ○ temperature ○ estimation ○ ordering ○ grouping.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • familiar and simple authentic oral and written texts • simple measuring tools graduated in familiar units • an analogue clock • a digital clock set to 12 hour time • a calendar. <p>At this level the individual:</p> <ul style="list-style-type: none"> • uses personal and informal in the head methods to work with measurement • may work with an expert/mentor where support is available if requested. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B:6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23784
Unit title	Work with shape in familiar and predictable situations
Application	<p>This unit describes the skills and knowledge to identify, interpret, use familiar problem-solving strategies and convey mathematical information about shape in familiar and predictable situations.</p> <p>It requires the ability to make estimations, sketch, order and group shapes, and check the reasonableness of processes and outcomes in relation to the context.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10, 2.11. At this level, individuals may work with an expert/mentor where support is available if requested.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify shape information	1.1	Identify and interpret information about shape in familiar and simple oral texts
		1.2	Identify and interpret information about shape in familiar and simple written texts
2	Solve shape problems	2.1	Determine methods to order and group shapes
		2.2	Use estimation methods to identify the shape of objects
		2.3	Order objects according to size
		2.4	Group objects according to shape properties
		2.5	Check the reasonableness of shape problem-solving processes and outcomes in relation to the context
3	Communicate shape information	3.1	Use oral language to describe shapes, and report on and discuss the shape problem-solving process

		3.2	Use simple drawing tools to sketch shapes
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Range of Conditions

The context must be familiar and predictable.

In this context, oral and written texts must be simple, with a clear purpose, and familiar vocabulary. The mathematical information in the texts must be partially embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital safety signs or road signs
- printed or digital shopping catalogues
- product labelling
- diagrams
- printed, digital or spoken health information
- printed, digital or spoken garden information
- printed, digital or spoken building information.

Familiar objects may include but are not limited to:

- household objects
- workplace objects
- buildings
- furniture.

The term, shape, must include but is not limited to:

- lines
- points
- curves
- surfaces
- common 2D and some common 3D shapes, including:
 - circle
 - triangle
 - square
 - rectangle
 - sphere
 - cube.

Problem-solving tasks must be limited to ordering and grouping.

Ordering must include but is not limited to:

- by size.

Grouping must include but is not limited to:

- by size (such as small, medium and large)
- by shape (such as circles, triangles and squares)
- by dimensions (such as 2D and 3D).

Estimation methods may include but are not limited to:

- comparing properties (such as it has four sides, so it is probably a square or a rectangle)
- estimating proportions (such as two sides look longer than the other two sides, so it is probably a rectangle)
- rule of thumb (such as it looks like it can roll so it is probably a circle)
- using familiar objects (such as it looks like a ball, so it is probably a sphere).

Oral language must be mainly informal and some formal language and must include but is not limited to language related to shape and estimating shapes, ordering shapes and grouping shapes.

Individuals may rely substantially on hands-on and real-life materials, personal experience and prior knowledge to work with shape in familiar and predictable situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> • request and listen to support from an expert/mentor.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23784 Work with shape in familiar and predictable situations	VU22371 Work with simple design and shape in familiar situations	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23784 Work with shape in familiar and predictable situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • work with shape in familiar and predictable situations involving: <ul style="list-style-type: none"> ○ at least one oral text ○ at least one written text ○ at least one familiar object ○ sketching two common 2D shapes and one 3 D shape.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • real-world relevance of shape in familiar and predictable situations • real-world relevance of ordering and grouping shapes in familiar and predictable situations • types of shapes • shape symbols and abbreviations: <ul style="list-style-type: none"> ○ two dimensional, 2D ○ three dimensional, 3D • mainly informal and some formal language related to: <ul style="list-style-type: none"> ○ shape ○ ordering ○ grouping.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • familiar and simple authentic oral and written texts • simple drawing tools • familiar objects. <p>At this level the individual:</p> <ul style="list-style-type: none"> • uses personal and informal in the head methods to work with shape • may work with an expert/mentor where support is available if requested. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23785
Unit title	Work with statistics in familiar and predictable situations
Application	<p>This unit describes the skills and knowledge to identify, interpret, use familiar problem-solving strategies and convey statistical information in familiar and predictable situations.</p> <p>It requires the ability to order data, construct tables and charts, and check the reasonableness of processes and outcomes in relation to the context.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10, 2.11. At this level, individuals may work with an expert/mentor where support is available if requested.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify statistical information	1.1	Identify and interpret statistical information in familiar and simple oral texts
		1.2	Identify and interpret statistical information in familiar and simple written texts
		1.3	Identify and interpret statistical information in simple tables
		1.4	Identify and interpret statistical information in simple charts
2	Solve and communicate statistical problems	2.1	Determine methods to order data
		2.2	Order data according to data properties
		2.3	Construct and label tables using familiar data
		2.4	Construct and label charts using familiar data

		2.5	Check the reasonableness of statistical problem-solving processes and outcomes in relation to the context
		2.6	Use oral language to report on and discuss the statistical problem-solving process

Range of Conditions

The context must be familiar and predictable.

In this context, oral and written texts must be simple, with a clear purpose, and familiar vocabulary. The mathematical information in the texts must be partially embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital bills
- spoken sports commentary or digital or printed sports information
- printed, digital or spoken news reports
- printed or digital product parts lists
- printed, digital or spoken household information
- printed, digital or spoken weather data
- printed, digital or spoken shopping information
- printed, digital or spoken transport and travel information
- printed, digital or spoken education and training information.

Problem solving must be limited to ordering and representing data.

Data must be familiar and limited to whole numbers and simple familiar text.

Tables must be simple and small.

Charts must be simple and must include but are not limited to:

- simple vertical bar chart
- simple line chart
- simple pie chart.

Ordering must include but is not limited to:

- from most to least
- from least to most.

Oral language must be mainly informal and some formal language and must include but is not limited to language related to ordering data, tables and charts.

Individuals may rely substantially on hands-on and real-life materials, personal experience and prior knowledge to work with statistics in familiar and predictable situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> request and listen to support from an expert/mentor.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23785 Work with statistics in familiar and predictable situations	VU22373 Work with and interpret simple statistical information in familiar texts	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23785 Work with statistics in familiar and predictable situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with statistics in familiar and predictable situations involving: <ul style="list-style-type: none"> at least one oral text at least one written text constructing at least one table constructing at least one bar chart and one line chart based on provided scales and axes with graduations of ones, fives or tens.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real-world relevance of statistics in familiar and predictable situations real-world relevance of ordering and visually representing data in familiar and predictable situations structure and key features of tables types, structure and key features of charts mainly informal and some formal oral language related to: <ul style="list-style-type: none"> data ordering tables charts.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> familiar and simple authentic oral and written texts tables charts. <p>At this level the individual:</p> <ul style="list-style-type: none"> uses personal and informal in the head methods to work with statistics may work with an expert/mentor where support is available if requested. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23786
Unit title	Apply basic technology skills to language learning
Application	<p>This unit describes the skills and knowledge to use the fundamental features and language of personal computers or other digital devices to perform a simple function and to access language learning activities. It requires the ability to access and use a digital device to complete language learning activities.</p> <p>This unit applies to those who are unfamiliar with personal computers or other digital devices and who wish to improve their knowledge and use to support personal, educational or employment opportunities. Learners at this level may request support and begin to develop their own support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify common digital devices and their uses	1.1	Compare different types of digital devices
		1.2	Confirm the functions of digital devices to perform language learning activities
2	Identify common terminology used when using digital devices	2.1	Discuss common words and phrases used and their associated functions for digital devices
		2.2	Identify common digital device hardware terminology
		2.3	Identify common digital device software terminology
3	Access and use digital devices securely.	3.1	Determine the key features and functions of commonly used icons for a digital device
		3.2	Identify and use a security feature of a digital device
		3.3	Identify possible security risks when using a digital

			device
4.	Perform a simple digital task	4.1	Open an appropriate function to complete the digital task
		4.2	Follow verbal or written steps
		4.3	Request assistance or clarification if required
		4.4	Close activity
5	Complete a digital based language activity	5.1	Select a language learning activity
		5.2	Locate and open the relevant program
		5.3	Use the navigation features to move through the activity
		5.4	Follow instructions in the learning activity
		5.5	Close the program
6	Identify and address common digital device related problems	6.1	Identify common problems and seek assistance to resolve them
		6.2	Apply solutions and seek clarification if required

Range of Conditions

In the context of this unit a digital device may include but is not limited to a personal computer, a tablet, a smartphone, a game console.

When referring to software in the performance criteria it may be applicable to use the following terminology instead, such as, a program, game or an App depending on the digital device being used. These words are often used interchangeably, but they do have technical differences.

Secure access and use of a digital device may include but is not limited to:

- digital device security such as passwords, facial recognition, fingerprint, 2-step authentication to access some functions.
- not revealing detailed personal information in non-secure environments
- respecting others, such as not posting/reposting personal information and/or images without permission
- not clicking on unknown links
- logging out when finished
- recognising signs to avoid cyberattacks such as malware, phishing, spoofing, botnet.

A simple digital task may include but is not limited to opening and closing a document, sending a simple email, record simple information, accessing a website by following the instructions provided.

A digital language learning activity may include but is not limited to an online word game, dictionary activities, reading comprehension requiring multiple choice answers, simple quizzes, or crosswords completed by following the instructions provided.

Common problems experienced when working with digital devices may include but are not limited to flat battery, power source not connected properly, forgotten password, frozen screen, access to WIFI, no audio.

In technology restricted environments such as corrections settings, digital activities maybe offline and/or simulated.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Planning and organising skills to:	<ul style="list-style-type: none"> follow sequential instructions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23786 Apply basic technology skills to language learning	VU22375 Apply basic computer skills to language learning	Not equivalent

Assessment Requirements

Title	Assessment Requirements for VU23786 Apply basic technology skills to language learning
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use a digital device to securely perform common tasks • identify and provide solutions to basic issues when using digital device • follow verbal and / or written instructions to perform a common task using at least one function of a digital device. • follow verbal and / or written instructions to use a language learning program on a digital device.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • digital devices and their common usage in everyday life including: <ul style="list-style-type: none"> ○ how to access and use common functions ○ common terminology used in relation to digital devices ○ different security options available on digital devices ○ netiquette conventions when communicating via a digital device ○ simple issues experienced when using digital devices and methods for resolving them.
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a digital device. • a compatible digital based language learning activity to the available digital device <p>In technology restricted environments such as corrections settings, digital activities maybe offline and/or simulated.</p> <p>At this level the learner may:</p> <ul style="list-style-type: none"> • require strong support to use a digital device and navigate digital information • depend on the teacher / mentor for guidance and support where prompting and advice as required. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23787
Unit title	Access the internet for language learning
Application	<p>This unit describes the skills and knowledge to identify and use the fundamental features of the internet to develop language skills. It requires the ability to use digital literacy skills to safely open, use and close programs available on the internet.</p> <p>This unit applies to those who wish to develop their digital literacy skills to support personal, educational or employment opportunities.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify a range of information on the internet	1.1	Compare sources of information available on the internet
		1.2	Identify and open an internet browser
		1.3	Access and navigate an informational website
		1.4	Close the browser
2	Identify privacy and ethical protocols related to using the internet	2.1	Identify potential security risks when using the internet
		2.2	Identify ways to avoid security risks when using the internet
		2.3	Discuss how to actively and respectfully engage in online spaces
3	Access and use an online language learning activity	3.1	Locate and launch the online language learning activity
		3.2	Use the basic features of web navigation to undertake the activity
		3.3	Complete the activity

		3.4	Close the activity
3	Communicate using simple email messages	4.1	Open an email program
		4.2	Locate the key menu items for composing, sending and replying to email messages
		4.3	Identify the features of email addresses
		4.4	Compose and send a simple message
		4.5	Open, read and reply to a received message
		4.6	Close the email program

Range of Conditions

In the context of this unit when sourcing and comparing information on the internet it is important that learners are aware of the difference between reliable sources of information and fake or opinion information including but not limited to advertisements or sponsored pages, official sites of reputable organisations or sites created by individuals. When sourcing information learners require strategies to make an informed decision on content.

Privacy and ethical protocols refer to both the safety of the user and that of others working in an online environment.

Safe internet practices and privacy may include but is not limited to:

- keeping passwords safe
- not revealing detailed personal information
- not clicking on unknown links
- logging out when finished
- recognising SPAM or phishing

The ethical protocols of working online refer to digital citizenship or netiquette and respectfully engaging with others in these spaces. This may include but is not limited to:

- respecting others, such as not posting/reposting images without permission
- communicating in a courteous and non discriminatory manner
- remembering the nuance, tone of voice, body language, and other non-verbal cues aren't evident online so a message may be received differently than anticipated.
- maintaining empathy for others despite the relative anonymity and physical distance and perceived lack of consequence for own actions

In the context of this unit an online language learning activity may include but is not limited to online word games, online number games, interactive speaking exercises, quizzes, trivia.

In technology restricted environments such as corrections settings, digital texts, sending emails and online activities may be simulated by working offline and / or using an intranet site.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skills	Description
Writing skills to:	<ul style="list-style-type: none"> compose simple emails and/or digital messages
Digital literacy skills to:	<ul style="list-style-type: none"> read and compose digital messages
Planning and organising skills to:	<ul style="list-style-type: none"> sequence simple information

Unit Mapping Information

Current Version	Previous Version	Comments
VU23787 Access the internet for language learning	VU22376 Access the internet for language learning	Not Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23787 Access the internet for language learning
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • access and use the internet securely at least two times to locate and navigate informational websites • open and interact digitally in two different language learning activities • use a common email program to: <ul style="list-style-type: none"> ○ read two emails from the inbox of the program ○ compose and send two simple emails ○ demonstrate how to safely open and close the email program
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • basic keyboard functions to enable internet and email addresses to be typed • netiquette conventions when communicating online
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an internet connected computer, with an email program. • where internet access is unavailable an offline program may be used to simulate the outcomes for the unit. <p>In technology restricted environments such as corrections settings, digital texts, sending emails and online activities may be simulated by working offline and / or using an intranet site.</p> <p>At this level the learner may:</p> <ul style="list-style-type: none"> • require strong support to access digital media and navigate digital text • depend on the teacher / mentor for guidance and support where prompting and advice is required. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23788
Unit title	Identify Australian environmental issues
Application	<p>This unit describes the skills and knowledge to identify the key aspects of the physical Australian environment and to identify and investigate broad and local environmental issues. It requires the ability to locate and interpret key physical features on a map, environmental issues and provide a possible strategy to resolve an environmental issue.</p> <p>This unit applies to those who wish to develop their knowledge and understanding of Australian environmental issues.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify Australia's physical features and climate	1.1	Locate key physical features of Australia on a map
		1.2	Identify the key features of different climate zones
2	Describe an environmental issue of significance in Australia	2.1	Select an environmental issue
		2.2	State the main aspects of the environmental issue
		2.3	Identify the impact of the environmental issue
		2.4	Identify possible strategies to address the problem
3	Identify an environmental issue of local importance	3.1	State the main aspects of the local environmental issue
		3.2	Identify the impact of the issue in the local community
		3.3	Identify possible strategies to deal with the issue

Range of Conditions

In the context of this unit, the key physical features and linked climate zones may include but are not limited to coastal areas, deserts, rainforests, rivers, or areas of significance such as Uluru, the Great Barrier Reef, Cradle Mountain, Kakadu National Park.

An environmental issue of significance in Australia may include but is not limited to:

- bushfires
- cyclones
- heatwaves
- coral bleaching
- erosion
- rising sea levels

An environmental issue of local importance may include but is not limited to:

- litter/rubbish dumping
- impact of urbanisation on the natural vegetation, water and/or animals of a local area
- local waterway quality, such as, the impact by local industry and/or housing development or pollution
- air pollution
- noise pollution
- traffic congestion

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • make connections between own knowledge and experience and the purpose and structure of texts
Oral communication skills to:	<ul style="list-style-type: none"> • discuss and convey information about environmental issues • provide a simple opinion about the environmental issue
Problem-solving skills to:	<ul style="list-style-type: none"> • identify potential solutions to environmental issues
Digital literacy skills to:	<ul style="list-style-type: none"> • source digital information on environmental issues within Australia

Unit Mapping Information

Current Version	Previous Version	Comments
VU23788 Identify Australian environmental issues	VU22377 Identify Australian environmental issues	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23788 Identify Australian environmental issues
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • identify two climate zones and one key physical feature in each zone that are located in Australia • identify one Australian and one local environmental issue and propose a possible solution for each.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • reading strategies to engage with simple printed and / or digital texts and visuals such as maps • common vocabulary related to the Australian environment. • common vocabulary related to the resolution of environmental issues.
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to sources of information on the Australian environment at a literacy level appropriate for the learner • access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities maybe offline and/or simulated.</p> <p>At this level the learner may:</p> <ul style="list-style-type: none"> • require additional contextual support when identifying and interpreting unfamiliar or technical jargon, and cultural influences related to physical features of land, climate zones and/or environmental issues. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23789
Unit title	Identify community options
Application	<p>This unit describes the skills and knowledge to identify key aspects of the local environment to support everyday life. It requires the ability to locate and gather information on community places and services in a local area.</p> <p>This unit applies to learners wishing to develop their basic knowledge of and ability to access information about local community services and as a means of developing their literacy and numeracy skills.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Locate self in the local area	1.1	Identify street, suburb or town and state of residence
		1.2	Identify the local government area
		1.3	Locate place of residence in relation to the nearest major centre
2	Identify features of the local transport system	2.1	Identify modes of transport in the local area
		2.2	Outline the features of the ticketing system
		2.3	Identify public transport stops and routes
		2.4	Read a timetable
3	Investigate community services in the local area	3.1	Identify sources of information on community services
		3.2	Identify available services
		3.3	Locate a number of local community services
		3.4	Identify the opening and closing times of personally

			relevant local community services
4	Investigate recreation options in the local area	4.1	Identify sources of information on recreation options
		4.2	Identify recreation options in your area
		4.3	Locate a local recreation activity
		4.4	Identify the opening and closing times of the recreation activity

Range of Conditions

In the context of this unit, a major centre will be dependent on the location of the learner, their individual needs and may include but not be limited to the following:

- in a rural area, a major centre can be the nearest town that offers services and/or a larger town nearby with a range of services available.
- in a town, depending on the size, it may be the nearest shopping and/or community precinct or the largest shopping and/or community precinct within the town itself.
- in a metropolitan area it may include, but is not limited to, the nearest shopping and/or community precinct within a local suburb and/or broader local areas such as a council area.

In the context of this unit, the range of community services may include but are not limited:

- schools, kindergartens, childcare centres
- hospital, medical centre, allied health services such as an optometrist, physiotherapist, dentist
- library
- police station
- neighbourhood house
- interpreting services

Local recreation options are broad and diverse depending on an individual's interest but may include but not limited to clubs or groups such as sporting, reading, chess, cultural, theatre or classes such as swimming, dancing, martial arts, crafts, cooking.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed resources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • access and interpret information on local community services and recreation options

Numeracy skills to:	<ul style="list-style-type: none"> use numerical information in familiar situations such as map directions, time, street numbers and/or costs
Digital literacy skills to:	<ul style="list-style-type: none"> source and use digital information about services available in a community

Unit Mapping Information

Current Version	Previous Version	Comments
VU23789 Identify community options	VU22379 Identify community options	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23789 Identify community options
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use a map or directory to locate oneself in the local community • identify one local transport option and information on how to use • source and discuss information on one local community service and identify information relevant to self • source and discuss information on one recreation activity and identify information relevant to self
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • reading strategies to engage with simple printed and / or digital texts about community services • features of maps to locate places, services and activities
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to sources of information on local community services and recreation activities • access to public transport information and timetables, where appropriate, for the local area • access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities maybe offline and/or simulated.</p> <p>At this level the learner may:</p> <ul style="list-style-type: none"> • require additional contextual support when identifying and interpreting unfamiliar or technical jargon/images related to information about local community services <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23790
Unit title	Identify features of the education system
Application	<p>This unit describes the skills and knowledge required to identify the structure of the Australian education system as well as the cultural features of education in Australia. It requires the ability to source information on the broad aspects of Australian education and describe their different roles and practices.</p> <p>This unit applies to learners wishing to develop their knowledge of the broad education system and the cultural features of education in Australia.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Describe the organisational features of the education system	1.1	Identify the sectors of the Australian education system
		1.2	Identify the role of sectors in the education system
		1.3	Outline the qualifications offered by the education system
2	Describe the cultural features of the Australian education system	2.1	Outline the role of the teacher in Australian education
		2.2	Outline the rights and responsibilities of the student in Australian education
		2.3	Identify appropriate communication between teachers and students
		2.4	Identify the role of parents/guardians in primary and/or secondary education

Range of Conditions

In the context of this unit, the range of Australian education sectors may include but are not limited:

- compulsory/post-compulsory
- pre-school
- primary
- secondary
- Vocational Education and Training (VET)
- higher education
- public or private institutions
- accredited or non-accredited education
- community based education

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed resources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • engage with simple familiar texts about the education system
Oral communication skills to:	<ul style="list-style-type: none"> • discuss and convey information about the education system • ask and respond to questions about information
Digital literacy skills to:	<ul style="list-style-type: none"> • source digital information available on the Australian education system

Unit Mapping Information

Current Version	Previous Version	Comments
VU23790 Identify features of the education system	VU22380 Identify features of the education system	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23790 Identify features of the education system
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> source information on the broad aspects of Australian education for two different sectors of the education system source and discuss information on the cultural expectations and practices in one chosen sector of Australian education
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> the sectors of the Australian education system and their role the cultural expectations and practices of the different sectors of Australian education system.
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to sources of information on the education system and cultural expectations and practices in Australian education access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities maybe offline and/or simulated.</p> <p>At this level the learner may:</p> <ul style="list-style-type: none"> require additional contextual support when identifying and interpreting unfamiliar or technical jargon for the different sectors of the Australian education system. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23791
Unit title	Identify features of personal healthcare
Application	<p>This unit describes the skills and knowledge required to access healthcare information and services in Australia related to personal health needs. It requires the ability to identify common illnesses and ailments that may affect an individual and actions taken to manage these.</p> <p>This unit applies to learners wishing to develop their basic knowledge of their personal health-and how to access healthcare to support their own personal health needs.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify factors related to personal health	1.1	Identify common illnesses, ailments and injuries
		1.2	Outline the symptoms associated with common illnesses and ailments
		1.3	Identify appropriate actions to take to manage common illnesses and injuries
2	Identify common household medicines and health equipment and their uses	2.1	Identify the types of medicines commonly found in home first aid
		2.2	Identify the information contained on labels and their importance
		2.3	Match medicines with their purpose
		2.4	Outline the features and uses of common household medical equipment
3	Investigate healthcare services in the local area to support personal	3.1	Identify sources of information on healthcare services
		3.2	Identify available services

4	health	3.3	Locate a number of local healthcare services
		3.4	Identify the opening and closing times of personally relevant local healthcare services
	Describe appropriate action in the event of a medical emergency	4.1	Identify a range of medical emergencies
		4.2	Identify emergency services and their functions
		4.3	Outline the steps required to obtain emergency assistance

Range of Conditions

In the context of this unit local healthcare services may include but are not limited to chemists, medical centres, allied health services, hospital, medical helplines.

Medical emergency services may include but are not limited to Calling 000, Priority Primary Care centres, ambulance, hospital emergency departments.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed resources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> access and interpret information simple information on medical services and medical information contained on labels
Numeracy skills to:	<ul style="list-style-type: none"> identify dosage instructions on medication labels on dosage of both quantity and times.
Digital literacy skills to:	<ul style="list-style-type: none"> source and use digital information to assist with own personal health requirements

Unit Mapping Information

Current Version	Previous Version	Comments
VU23791 Identify features of personal healthcare	VU22381 Identify features of the health care system	Not Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23791 Identify features of personal healthcare
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> recognise two common health issues and the appropriate management actions that may be a remedy identify three common household medicines and health equipment and their uses source and interpret health information to respond appropriately to two personal health related events.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> reading strategies to engage with simple printed and / or digital texts common health issues and medicines and /or equipment available to remedy healthcare services available in the local area appropriate to self availability of local medical emergency services
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> sources of information related to personal healthcare and resources. appropriate Australian healthcare and medical emergency services contact details access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities may be offline and/or simulated.</p> <p>At this level, the learner may:</p> <ul style="list-style-type: none"> require strong support to search for and navigate health related information and issues, including defining the meaning of health-based terminology. depend on the teacher / mentor for guidance and support where prompting and advice is required. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23792
Unit title	Identify and use common digital devices
Application	<p>This unit describes the skills and knowledge to become familiar with common digital devices relevant to everyday life. It requires the ability to use different digital devices to obtain information and complete simple tasks.</p> <p>This unit applies to those who wish to improve how they perform everyday tasks, by using digital devices, such as using public transport, making automated banking withdrawals, and using service area touch screens.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify everyday digital devices	1.1	Identify common digital devices and relevance to own everyday life
		1.2	Identify the purpose of the relevant digital devices
		1.3	Identify the main functions of the relevant digital devices
		1.4	Identify the benefits of using digital devices
2	Identify features of a digital device	2.1	Select the most relevant digital device to self
		2.2	Identify the layout of the digital device selected
		2.3	Identify the basic functions of the selected digital device
		2.4	Identify basic security features of the selected device
		2.5	Identify available assistance options of the digital device
3	Use a digital device	3.1	Identify task to be completed on the digital device
		3.2	Perform the required task using the appropriate functions

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of the digital device

Range of Conditions

In the context of this unit digital devices may include, but are not limited to, personal computers, tablets, smart phones, game consoles, Global Positioning System equipment (GPS), automated ticketed machines, Automatic Teller Machines (ATM).

In some instances, a digital device may also need to have certain software, programs or apps loaded to be able to perform a task. This may include, but is not limited to, computer software, digital games, digital navigational maps, Application software (APP).

Functions or uses of common digital devices may include but are not limited to:

- ways to communicate with others such as sending message, video, emoji
- carrying out transactions and/or payments
- searching for information
- following information provided on a device
- listening, playing or watching for entertainment

In technology restricted environments such as corrections settings, where access to digital devices and the internet is limited or unavailable activities may be simulated and suitable to context.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> transfer skills used to work one digital device and apply to the use of another.
Problem-solving skills to:	<ul style="list-style-type: none"> identify the purpose and functions of a range of personally relevant digital equipment select the appropriate digital equipment for specific tasks
Digital literacy skills to:	<ul style="list-style-type: none"> source and use digital media information and text

Unit Mapping Information

Current Version	Previous Version	Comments
VU23792 Identify and use common digital devices	VU22383 Identify common digital media	Not Equivalent

Assessment Requirements

Title	Assessment Requirements for Identify and use common digital devices
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • identify three digital devices commonly used in everyday life including: <ul style="list-style-type: none"> ○ their purpose ○ their features ○ their main functions • use a digital device to perform one task appropriate to self.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • common types of digital devices and their main functions • common types of software to support some devices • common usage of digital devices in everyday life • common security features of digital devices in everyday life
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • commonly used digital devices, appropriate to the learner's needs <p>in technology restricted environments such as corrections settings, where access to digital devices is limited or unavailable, activities may be simulated and suitable to context.</p> <p>At this level, the learner may:</p> <ul style="list-style-type: none"> • work with an expert / mentor where support is available if requested <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23793
Unit title	Develop and document a learning plan
Application	<p>This unit describes the skills and knowledge to develop and document a learning plan to meet learning needs identified by the learner. It requires the ability to determine own learning needs, review current skills, establish learning goals and document, monitor and review progress towards achievement of goals.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Learning at Level 3: 3.01, 3.02</p> <p>This unit applies to those with personal, learning, employment and / or community participation goals. Learners at this level work independently and continue to build and use their own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Determine and clarify own learning needs	1.1	Identify and prioritise goals to address learning needs
		1.2	Review and compare current skills and knowledge with identified goals
		1.3	Determine how current skills can be transferred to own learning
		1.4	Identify any additional skills requirements to meet identified goals
		1.5	Identify previous experiences that may impact on achieving identified goals
		1.6	Identify and access support resources to achieve goals
2	Develop and document	2.1	Confirm the purpose of an individual learning plan

	an individual learning plan to achieve goals	2.2	Identify the features of an individual learning plan
		2.3	Determine learning strategies to support achievement of goals
		2.4	Confirm and apply the processes for developing an individual learning plan
		2.5	Complete the individual learning plan
3	Monitor and update the individual learning plan	3.1	Monitor progress towards meeting identified goals
		3.2	Determine factors which contributed to success in meeting goals
		3.3	Review effectiveness of learning strategies applied in meeting goals
		3.4	Note barriers to success in meeting goals
		3.5	Identify strategies to address barriers
		3.6	Amend individual learning plan as needed

Range of Conditions

In this context individual learning plans relate to both familiar contexts and some less familiar contexts and include some specialised vocabulary. The learning plan is based on an established template to plan, document and monitor progress towards achieving identified goals and may be in digital or hard copy format.

Goals may include but are not limited to improving reading, writing and numeracy skills for a variety of purposes, acquiring new skills and knowledge for further study, gaining specific competencies, meeting employment requirements, improving career prospects.

Learning strategies may include but are not limited to:

- identifying own strengths and weaknesses as a learner
- reflecting on own learning
- applying own prior knowledge to tasks
- identifying and accessing learning tools and support resources
- transferring knowledge and skills to new contexts
- collaborating with others where appropriate
- taking risks and trying other approaches to learning

Learners may also choose to create a Learning portfolio, The portfolio could have different purposes including but not limited to documenting progress towards achievement of goals, building a picture of current skills or providing evidence of employability skills to support a pathway. The portfolio could be in digital or hard copy and could be presented in different formats according to learner purpose or

preference.

In technology restricted environments such as corrections settings, digital texts related to learning plans may include those from offline or simulated online environments or be in hard copy form .

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> participate in interactions to develop a learning plan
Learning skills to:	<ul style="list-style-type: none"> monitor and revise learning plan
Problem-solving skills to:	<ul style="list-style-type: none"> gather and use information to support development of learning plan compare own skills to identified goals
Planning and organising skills to:	<ul style="list-style-type: none"> create a learning plan
Self-management skills to:	<ul style="list-style-type: none"> monitor achievement of learning goals

Unit Mapping Information

Current Version	Previous Version	Comments
VU23793 Develop and document a learning plan	VU22384 Develop and document a learning plan and portfolio	Not equivalent

Assessment Requirements

Title	Assessment Requirements for VU23793 Develop and document a learning plan
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • review current skills and knowledge to inform own learning needs and identification of learning goals • develop, document, monitor and update a learning plan including: <ul style="list-style-type: none"> ○ at least two learning goals ○ actions and tasks to achieve goals ○ at least two learning strategies to support achievement of goals ○ at least two learning tools/resources to support achievement of goals ○ strategies to deal with difficulties ○ own responsibilities as a learner ○ timelines to achieve goals
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • how a learning plan supports achievement of goals • factors which can support or hinder progress in achievement of goals • different strategies to address barriers and control own learning process • learning strategies to support achievement of learning goals • methods to review own current skills
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • an established format to document the learning plan • computer technology as required <p>Assessment of performance requirements in this unit is best undertaken over the course of the program so the learning plan can be implemented, monitored, reviewed and amended</p> <p>At this level the learner works independently and uses their own familiar support resources</p> <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23794
Unit title	Plan and undertake a project
Application	<p>This unit describes the skills and knowledge to plan, design, carry out and review a project based activity focusing on an identified area of interest or need.</p> <p>It requires the ability to research and develop a project proposal, design and plan tasks for the project, carry out the project and review the outcome.</p> <p>This unit applies to learners wishing to develop a range of literacy, numeracy and oral communication skills through practical application in an activity in a context and/or around a specific content area. Learners at this level work independently and use their own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Propose a project	1.1	Select an area of interest
		1.2	Identify and clarify proposed project goals
		1.3	Identify current skills, knowledge, interests and learning strategies in relation to the project
2	Design and plan the project	2.1	Determine the elements of the project
		2.2	Identify the steps to complete the project
		2.3	Clarify responsibilities of those involved in the project
		2.4	Identify support resources for the project
		2.5	Develop and record an action plan
3	Complete the project	3.1	Gather resources required for the project

		3.2	Undertake project tasks
		3.3	Monitor and record activities undertaken following the action plan
		3.4	Amend action plan as needed
4	Review the conduct of the project	4.1	Identify key aspects of success in meeting project goals
		4.2	Identify barriers which impacted on successful completion of project
		4.3	Identify strategies to manage future barriers
		4.4	Determine learning strategies which can be applied to other contexts

Range of Conditions

Content for the project can be drawn from any area of learner interest or need. The project can be completed either individually or as a member of a group. It may cover a range of contexts such as learning, workplace or community contexts. The project must include at least one digital element.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Projects may include but are not limited to the completion of an activity such as:

- a newsletter
- recipe book
- a class activity, such as an outing, a morning tea
- a community activity, such as a sporting club fundraiser,
- preparation of a biography using digital stories
- design and produce a community mural
- work in a community garden
- problem solve better ways of working with a piece of machinery, completing a process

Factors contributing to success may include but are not limited to:

- transferring learning from one area to a new area
- applying appropriate teamwork strategies
- practising new skills
- seeking support of teacher, peers, other interested parties when needed
- role definitions
- applying problem-solving techniques
- developing co-operative learning techniques

Barriers may include but are not limited to:

- past life or educational experiences

- current life circumstances
- multiple roles and responsibilities

Learning strategies applicable to other contexts may include but are not limited to:

- identification of key skills and concepts transferable to other situations
- learning how to 'bounce' ideas with others
- negotiation skills to come to a collaborative outcome
- strengths and limitations of own approach to Learning
- ability to move outside own comfort zone, need for resilience e.g., for collaborative learning
- understanding mistakes are an essential part of learning

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> • plan and discuss project requirements
Learning skills to:	<ul style="list-style-type: none"> • apply own knowledge and interests to selection of topic or project activities
Planning and organising skills to:	<ul style="list-style-type: none"> • gather information to undertake the project • plan and follow steps to complete the project
Self-management skills to:	<ul style="list-style-type: none"> • complete tasks or manage own activities according to identified time frames
Technology skills to:	<ul style="list-style-type: none"> • use digital devices and tools • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • access digital information to plan and complete the project • apply routine digital netiquette conventions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23794 Plan and undertake a project	VU22385 Plan and undertake a project	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23794 Plan and undertake a project
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> plan, implement and review a project of interest including: <ul style="list-style-type: none"> selecting an activity / topic preparation of project action plan implementing and evaluating the project against the plan evaluating the project including successful outcomes and barriers to completion of the project
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> methods to present and record information for the project potential barriers to completing a project and strategies to manage these different approaches to undertake a project project plans and delivery methodologies contributing factors to project success
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> texts and information related to areas of interest that are relevant and familiar to the learner resources to complete the project, such as facilities, libraries and computers <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> may work independently and use own familiar support resources <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23795
Unit title	Engage with texts of limited complexity for personal purposes
Application	<p>This unit describes the skills and knowledge to engage with familiar and less familiar texts for personal purposes. It requires the ability to identify, scan, read and interpret texts of limited complexity in personally relevant contexts.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 3: 3.03, 3.04.</p> <p>The unit applies to those who can read independently in familiar and some less familiar contexts and who are seeking to engage with texts of greater complexity to further their reading skills for personal purposes. Learners at this level work independently and use their own familiar support resources</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify and scan specific texts for personal purposes	1.1	Determine own personal needs for information
		1.2	Identify and select texts of limited complexity to meet personal needs
		1.3	Scan the texts for key features and overall meaning
		1.4	Determine the source of selected texts
2	Read and interpret texts for personal purposes	2.1	Identify the purpose and audience of the texts
		2.2	Use strategies to comprehend the texts
		2.3	Determine main ideas in the texts
		2.4	Identify supporting details in the texts

		2.5	Use strategies to interpret texts
		2.6	Determine the effectiveness of the texts in meeting personal purposes

Range of Conditions

In this context, texts of limited complexity for personal purposes contain some familiar and less familiar elements. Texts contain some embedded information and some specialised vocabulary in tasks requiring interpretation and integration of a number of ideas and pieces of information.

Texts may include paper based and digital texts and must include different text types related to personal purposes.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Texts for personal purposes may include but are not limited to:

- emails, SMS, cards, letters, online postings, chat sites, blogs or instant messaging
- fiction, reflective writing in personal letters, autobiographical accounts, short stories, diary entries, recounts
- short articles in newsletters, newspaper feature article or longer website texts on a topic of personal interest such as cost of living, health, exercise programs
- instructions or visual / online displays with descriptive comments such as using equipment, touch screens for accessing services, banking
- transactional texts such as bills, formal and informal personal letters, or digital correspondence
- visual texts such as stories, posters, art work, signs,
- visual / digital displays with descriptive comments
- TV programs, advertisements, relevant job advertisements

Text features may include but are not limited to:

- explicit navigation features and layout such as headings, table of contents, site map or home page menus, visuals, page layout paragraphing or punctuation
- narrative / prose texts such as fiction, reflective writing, autobiographical accounts, recounts, short stories with plot, characters, setting of texts
- informative texts such as non-fiction texts of personal interest, short articles in a newsletter
- procedural texts with a sequence of required actions or steps and supporting information
- opinion texts, editorials with details of argument or issue

Identification of purpose and audience of texts may include but is not limited to:

- prior knowledge of contexts, personal experience, text layout and features

Reading strategies to comprehend texts may include but are not limited to:

- recognising how the use of vocabulary, style of writing, layout and graphic features vary according to purpose and audience
- drawing on a bank of personally relevant words or phrases

- clarifying intended meaning by varying speed when reading
- recognising meaning of punctuation, font and layout, such as semi-colons, brackets, italics,
- recognising introductory phrases which indicate an opinion, or a fact is being offered
- decoding strategies such as:
 - using word identification strategies such as phonic and visual letter patterns, syllabification, word origins or background knowledge of words

Reading strategies to interpret texts may include but are not limited to:

- clarifying the intention of the writer
- evaluating how the text represents the authors values, culture or experiences
- distinguishing between fact and opinion and simple inference
- considering reliability of source of information
- identifying use of language such as emotive and descriptive words, use of slang, use of inclusive pronouns and the effect of these choices in creating emotions in the reader
- identifying literary devices used by the author
- how the author uses purposeful punctuation to influence the reader
- comparing similar texts of personal relevance in terms of language used or text structures

Consideration of the effectiveness of texts in meeting personal purposes may include but is not limited to the extent to which the texts:

- meet own purposes or needs of audience
- reflect own knowledge and experience
- meet real / imaginary experience or intentions
- invoke an emotional response in the reader.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • establish relevance of information source • identify credible sources of information
Planning and organising skills to:	<ul style="list-style-type: none"> • select and use strategies to make meaning
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • use search engines to identify information • search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23795 Engage with texts of limited complexity for personal purposes	VU22386 Engage with texts of limited complexity for personal purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23795 Engage with texts of limited complexity for personal purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply reading strategies to identify, scan, read and interpret information in a minimum of three personally relevant texts of limited complexity including: <ul style="list-style-type: none"> ○ at least one digital text ○ three different text types related to personal needs
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • sentence structures including: <ul style="list-style-type: none"> ○ complex and compound sentences ○ dependent clauses • signalling devices such as, <i>although, while, if, while</i> • use of active and passive voice • representation of an author's experiences, purposes, opinions in texts • key words or phrases critical to gaining meaning from text • clarifying the intention of the writer • decoding and meaning making strategies to comprehend texts • strategies to interpret texts and identify their usefulness • different representation of paper based and digital information • following the left to right, top to bottom orientation of printed texts • following non-linear digital texts to gain information
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • personally relevant digital and paper based texts of limited complexity • a tablet and/or personal computer or simulated digital devices suitable to context <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> • may depend on a personal or online dictionary • may use own familiar, personal resources which may include a teacher/mentor

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23796		
Unit title	Engage with texts of limited complexity for learning purposes		
Application	<p>This unit describes the skills and knowledge to engage with familiar and less familiar texts for learning purposes. It requires the ability to identify, scan, read and interpret texts of limited complexity in contexts relevant to learning.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Learning at Level 3: 3.01, 3.02.</p> <p>The unit applies to those who can read independently in familiar and some less familiar contexts and who are seeking to engage with more complex texts to further improve their reading skills for learning purposes. Learners at this level work independently and use their own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>		
Pre-requisite Unit(s)	Nil		
Competency Field	Not Applicable		
Unit Sector	Not Applicable		
Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify and scan specific texts for learning purposes	1.1	Determine own personal needs for information
		1.2	Identify and select texts of limited complexity to meet learning needs
		1.3	Scan texts for key features and overall meaning
		1.4	Determine source of selected texts
2	Read and interpret texts for learning purposes	2.1	Identify the purpose and audience of the texts
		2.2	Use strategies to comprehend the texts
		2.3	Determine main ideas in the texts
		2.4	Identify supporting details in the texts

		2.5	Use strategies to interpret texts
		2.6	Determine the effectiveness of the texts in meeting learning purposes

Range of Conditions

In this context, texts of limited complexity for learning purposes contain some familiar and less familiar elements. Texts contain some embedded information and some specialised vocabulary in tasks requiring interpretation and integration of a number of ideas and pieces of information.

Texts may include paper based and digital texts and must include different text types related to learning purposes.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Texts for learning purposes may include but are not limited to:

- instructional learning materials such as text books, collections of learning resources, handouts, digital materials
- fiction or non-fiction texts
- procedural manuals or learner guides
- reports or feedback
- informal and formal emails or messages such as information about an assignment from a fellow class member/teacher or support available at the learning organisation
- individual learning plans, self assessments, portfolios, diaries
- formatted texts such as enrolment forms, timetables

Text features may include but are not limited to:

- text structures that incorporate a number of ideas and include some embedded information and abstraction, such as:
 - explicit navigation features and layout such as headings, table of contents, site maps/menus, paragraphing or punctuation
 - instructional texts with text organisational features including headings and sub-headings, format that typically includes a main statement and supporting information such as a learning goal/materials or other support requirements, sequential steps required to achieve goals or icons to provide guidance for required actions
 - narrative texts such as a chronological sequence of events, use of descriptive language, variations in author's voice
 - informative texts which use impersonal tone and headings, facts that may follow a standard format such as general statement, factual description, conclusion
 - persuasive texts which use emotive and persuasive language, include facts and opinions, explicit or implicit author bias, and may follow a standard format such as statement of opinion, argument, summing up or recommendation

Reading strategies to comprehend texts may include but are not limited to:

- recognising how the use of vocabulary, style of writing, layout and graphic features vary according to purpose and audience

- drawing on a bank of personally relevant words or phrases
- clarifying intended meaning by varying speed when reading
- recognising meaning of punctuation, font and layout, such as semi-colons, brackets, italics,
- recognising introductory phrases which indicate an opinion, or a fact is being offered
- decoding strategies such as:
 - using word identification strategies such as phonic and visual letter patterns, syllabification, word origins or background knowledge of words

Identification of purpose and audience of texts may include but is not limited to:

- prior knowledge of contexts, personal experience, text layout and features

Reading strategies to interpret texts may include but are not limited to:

- clarifying the intention of the writer
- evaluating how the text represents the authors values, culture or experiences
- distinguishing between fact and opinion and simple inference
- considering reliability of source of information
- identifying use of language such as emotive and descriptive words, use of slang, use of inclusive pronouns and the effect of these choices in creating emotions in the reader
- identifying literary devices used by the author
- how the author uses purposeful punctuation to influence the reader
- comparing relevance of similar learning related texts in terms of language used or text structures

Consideration of the effectiveness of texts in meeting learning purposes may include but is not limited to the extent to which the texts:

- meet own purposes or needs of audience
- reflect own knowledge and experience
- invoke an emotional response in the reader.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • establish relevance of information source • identify credible sources of information
Planning and organising skills to:	<ul style="list-style-type: none"> • select and use strategies to make meaning
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • use search engines to identify information • search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23796 Engage with texts of limited complexity for learning purposes	VU22387 Engage with texts of limited complexity for learning purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23796 Engage with texts of limited complexity for learning purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply reading strategies to identify, scan, read and interpret information in a minimum of three texts of limited complexity relevant to learning including: <ul style="list-style-type: none"> ○ at least one digital text ○ three different text types related to personal learning
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • sentence structures including: <ul style="list-style-type: none"> ○ complex and compound sentences ○ dependent clauses • signalling devices such as, <i>although, while, if, while</i> • representation of an author's purpose, experiences or opinions in texts • intended audience and purpose of text • relationship between source of text and validity of information • ways in which information can be accessed and represented in a number of ways including in digital information • decoding and meaning making strategies to comprehend texts • strategies to interpret texts and identify their usefulness • draw on prior knowledge to make sense of texts • different representation of paper based and digital information • following the left to right, top to bottom orientation of printed texts • following non-linear digital texts to gain information
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • digital and paper based texts of limited complexity relevant to learning • a tablet and/or personal computer or simulated digital devices suitable to context <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> • may depend on a personal or online dictionary • may use own familiar, learning resources which may include a teacher/mentor

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements

Unit code	VU23797
Unit title	Engage with texts of limited complexity for employment purposes
Application	<p>This unit describes the skills and knowledge to engage with familiar and less familiar texts for employment purposes. It requires the ability to identify, scan, read and interpret texts of limited complexity in contexts related to employment.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 3: 3.03, 3.04.</p> <p>The unit applies to those who can read independently in familiar and some less familiar contexts and are seeking to further their reading skills by engaging with texts of greater complexity to improve employment opportunities. This unit is suitable for those in employment and those who aspire to employment. Learners at this level work independently and use their own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify and scan specific texts for employment purposes	1.1	Determine own personal needs for information
		1.2	Identify and select texts of limited complexity to meet employment needs
		1.3	Scan texts for key features and overall meaning
		1.4	Determine source of selected texts
2	Read and interpret texts for employment purposes	2.1	Identify the purpose and audience of the texts
		2.2	Use strategies to comprehend the texts
		2.3	Determine the main ideas in the texts
		2.4	Identify supporting details in the texts

		2.5	Use strategies to interpret texts
		2.6	Determine the effectiveness of the texts in meeting own employment related purposes

Range of Conditions

In this context, texts of limited complexity for employment purposes contain some familiar and less familiar elements. Texts contain some embedded information and some specialised vocabulary in tasks requiring interpretation and integration of a number of ideas and pieces of information.

Texts may include paper based and digital texts and must include different text types related to employment purposes.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Texts for employment purposes may be sourced from work places, industry bodies, employment agencies, government departments or other similar sources and may include but are not limited to:

- documents directly related to seeking employment such as job advertisements, career and recruitment information or selection criteria
- informative texts such as information from government agencies such as Job Networks, employment organisations and companies, human resources information such as employment contracts and induction materials, OHS/WHs materials, business newsletters, notices from unions or industry bodies or internal company newsletters
- procedural texts such as standard operating procedures, job specifications, manufacturers' specifications, equipment manuals, flowcharts, customer requirements
- formatted texts such as workplace forms, incident reports, safety data sheets, spreadsheets, memos or information created using familiar software programs
- transactional texts requesting action or a response

Text features may include but are not limited to:

- explicit navigation features and layout such as headings, table of contents, site map/home page/menus, visuals, page layout paragraphing or punctuation
- formatted texts with headings, numbered sections, sequentially organised information
- visual presentations, diagrammatic/ graphic texts, flowcharts of processes
- data or information summarised into a table or chart
- technical terms related to workplace / industry
- common idioms, such as, 'get the ball rolling', 'on the back burner'
- acronyms particular to the workplace, such as SOP: Standard Operating Procedure

numerical information such as numerical information such as calculations such as ratios, pay rates or costs

Reading strategies to comprehend texts may include but are not limited to:

- self-correction, re-reading, reading ahead, varying speed, reading aloud, creating questions, checking for accuracy of information by consulting other texts/people

- relating and integrating separate pieces of information within a text, rather than treating them as separate units of information
- recognising some technical vocabulary of relevance to a particular industry or workplace
- predicting the meaning of unknown words by using surrounding words
- identifying key words and phrases critical to gaining meaning from the text
- decoding strategies such as:
 - using word identification strategies such as visual and phonic patterns, word derivations and meanings
 - recognising ways in which layout of a document can convey meaning

Reading strategies to interpret texts may include but are not limited to:

- clarifying the intention of the writer
- understanding variations in language and tone in different workplace documents
- distinguishing between fact, opinion and simple inference
- evaluating how the text represents the author's values, culture or experiences
- identifying use of language such as emotive and descriptive words, use of slang, use of inclusive pronouns and the effect of these choices in creating emotions in the reader

Consideration of the effectiveness of texts in meeting learning purposes may include but is not limited to the extent to which the texts:

- meet own purposes or needs of audience
- reflect own knowledge and experience.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> establish relevance of information source identify credible sources of information
Planning and organising skills to:	<ul style="list-style-type: none"> select and use strategies to make meaning
Technology skills to:	<ul style="list-style-type: none"> access and navigate digital texts use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> use search engines to identify information search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23797 Engage with texts of limited complexity for employment purposes	VU22388 Engage with texts of limited complexity for employment purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23797 Engage with texts of limited complexity for employment purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply reading strategies to identify, scan, read and interpret information in a minimum of three texts of limited complexity relevant to employment purposes including: <ul style="list-style-type: none"> ○ at least one paper based and one digital text ○ three different text types related to employment
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • sentence structures including: <ul style="list-style-type: none"> ○ complex and compound sentences ○ dependent clauses • signalling devices such as, <i>although, while, if, while</i> • relationship between source of text and validity of information • text types according to audience and purpose • decoding and meaning making strategies to comprehend texts • strategies to interpret texts and identify their usefulness • ways in which information can be accessed and represented in a number of ways including in digital mode • different representation of paper based and digital information • following the left to right, top to bottom orientation of printed texts • following non-linear digital texts to gain information
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • digital and paper based texts of limited complexity relevant to employment purposes • a tablet and/or personal computer or simulated digital devices suitable to context <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> • may depend on a personal or online dictionary • may use own familiar, personal resources which may include a teacher/mentor

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements

Unit code	VU23798
Unit title	Engage with texts of limited complexity to participate in the community
Application	<p>This unit describes the skills and knowledge to engage with familiar and less familiar texts for community participation purposes. It requires the ability to, identify, scan, read and interpret texts of limited complexity in contexts related to community participation.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 3: 3.03, 3.04.</p> <p>The unit applies to those who can read independently in familiar and some less familiar contexts, and who are seeking to engage with texts of greater complexity to further their reading skills in order to engage in the community. Learners at this level work independently and use their own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify and scan specific texts related to community participation	1.1	Determine own personal needs for information
		1.2	Identify and select texts of limited complexity to meet community participation needs
		1.3	Scan texts for key features and overall meaning
		1.4	Determine source of selected texts
2	Read and interpret texts related to community participation	2.1	Identify the purpose and audience of the texts
		2.2	Use strategies to comprehend texts
		2.3	Determine main ideas in the texts
		2.4	Identify supporting details in the texts

		2.5	Use strategies to interpret texts
		2.6	Determine the effectiveness of the texts in meeting own community participation purposes

Range of Conditions

In this context, texts of limited complexity for community participation purposes contain some familiar and less familiar elements. Texts contain some embedded information and some specialised vocabulary in tasks requiring interpretation and integration of a number of ideas and pieces of information.

Texts may include both paper based and digital texts and must include different text types related to community participation purposes.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Texts for community participation purposes may be sourced from community groups or organisations, government departments, local councils, newspapers, advertising companies or other groups of interest. Texts may include but are not limited to:

- informative texts such as online information from a health website, local council websites advertising for a community event, brochures, community newsletters or notices, local newspapers or online articles about familiar matters supported by headlines, visual materials
- persuasive texts such as advertisements, leaflets about community matters, political advertisements, a newspaper feature article or a health website
- transactional texts such as letters from local government or other community organisations
- formatted texts such as surveys on everyday community matters, or those requiring biographical data for community participation such as membership of an organisation
- procedural texts such as instructions to use public transport ticketing machines
- visual texts such as posters, advertisements for community events, maps of local areas of interest containing information such as:
 - community venues, government service offices, educational facilities, recreation and leisure facilities
 - digital or paper based map of local area community and public facilities
 - names/logos of service providers, retail outlets
 - digital or paper based map of local area community and public facilities

Texts features may include but are not limited to:

- data or information summarised into a table or chart
- numbers as whole numbers, fractions, decimals, and percentages related to measurement of distance, time or comparative costs
- common idioms such as 'working bee'

Identification of purpose and audience of texts may include but is not limited to:

- prior knowledge of contexts, personal experience, text layout and features

Reading strategies to comprehend texts may include but are not limited to:

- self-correction, re-reading, reading ahead, varying speed, reading aloud, creating questions, checking for accuracy of information by consulting other texts/people
- relating separate pieces of information within a text, rather than treating them as separate units of information
- identifying key words and phrases critical to gaining meaning from the text
- predicting the meaning of unknown words by using surrounding words and visuals
- recognising that use of vocabulary, style of writing, layout and graphic features vary according to purpose
- drawing on a broad bank of words and phrases including those related to the immediate community or community of interest
- clarifying intended meaning by varying speed when reading
- decoding strategies such as:
 - using word identification strategies, such as phonic and visual letter patterns, syllabification, word origins, or background knowledge of text
 - using punctuation as an aid to understanding such as capitalisation, full stops, commas, exclamation marks, speech marks

Reading strategies to interpret texts may include but are not limited to:

- clarifying the intention of the writer
- evaluating how the text represents the authors values, culture or experiences
- distinguishing between fact and opinion and simple inference
- considering reliability of source of information
- identifying use of language such as emotive and descriptive words, use of slang, use of inclusive pronouns and the effect of these choices in creating emotions in the reader
- how the author uses purposeful punctuation to influence the reader
- comparing similar texts of personal relevance in terms of language used or text structures

Consideration of the effectiveness of texts in meeting personal purposes may include but is not limited to the extent to which the texts:

- meet own purposes or needs of audience
- reflect own knowledge and experience.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> establish relevance of information source identify credible sources of information
Planning and organising skills to:	<ul style="list-style-type: none"> select and use strategies to make meaning
Technology skills to:	<ul style="list-style-type: none"> access and navigate digital texts use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> use search engines to identify information search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23798 Engage with texts of limited complexity to participate in the community	VU22389 Engage with texts of limited complexity to participate in the community	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23798 Engage with texts of limited complexity to participate in the community
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply reading strategies to identify, scan, read and interpret information in a minimum of three texts of limited complexity relevant to community participation including: <ul style="list-style-type: none"> ○ at least one digital text ○ three different text types related to community participation
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • sentence structures including: <ul style="list-style-type: none"> ○ complex and compound sentences ○ dependent clauses • signalling devices such as, <i>although, while, if, while</i> • techniques to interpret texts to identify their usefulness • devices used in texts to achieve purpose and convey information and opinion • relationships between source of text and validity of information • variations in text types according to audience and purpose • distinguishing fact from opinion • decoding and meaning making strategies to make sense of texts • strategies to interpret texts and identify their usefulness • different representation of paper based and digital information • following the left to right, top to bottom orientation of printed texts • following non-linear digital texts to gain information
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • digital and paper based texts of limited complexity relevant to community participation • a tablet and/or personal computer or simulated digital devices suitable to context <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> • may depend on a personal or online dictionary

- may use own familiar, personal resources which may include a teacher/mentor

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements

Unit code	VU23799
Unit title	Participate in spoken interactions of limited complexity
Application	<p>This unit describes the skills and knowledge to participate in interactions of limited complexity in familiar and some less familiar contexts. It requires the ability to apply interactional strategies in spoken texts requiring some specialisation, comprehension of embedded information and abstraction to exchange and respond to spoken information.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Oral Communication at Level 3: 3.07, 3.08.</p> <p>This unit applies to those who wish to improve their oral communication skills for personal, community, learning or employment purposes. Learners at this level work independently and use their own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Engage in spoken exchanges of limited complexity	1.1	Determine the purpose and audience for the exchanges
		1.2	Apply appropriate register for the exchanges
		1.3	Use interaction conventions to maintain and participate in the exchanges
		1.4	Identify and interpret the main ideas in the exchanges
		1.5	Determine the need for additional information, as required
		1.6	Evaluate the effectiveness of the exchanges
2	Respond to spoken texts of limited complexity	2.1	Determine the purpose and audience for the spoken texts

		2.2	Use strategies to interpret the texts
		2.3	Identify and interpret main ideas in texts
		2.4	Identify the features of spoken information
		2.5	Provide an opinion on the texts

Range of Conditions

In this context, spoken texts of limited complexity contain some familiar and less familiar elements, some embedded information, the need for abstraction and some specialised vocabulary. Spoken interactions can take place in personal, community, learning or employment contexts and may involve one or more people.

Spoken texts may include texts delivered face to face, in real time or recorded texts.

Exchanges in interactions of limited complexity may include but are not limited to:

- giving instructions
- expressing an opinion
- presenting an argument
- exploring an issue
- solving a problem
- providing an explanation
- providing information

Interaction conventions may include but are not limited to:

- turn taking
- rebuttals
- interruptions
- rephrasing
- discourse indicators for introducing an idea or changing a topic
- identifying cues and non-verbal feedback

Effectiveness of the exchange may include but is not limited to:

- choice of register to suit purpose
- use of non-verbal feedback

Strategies to interpret the texts may include but are not limited to:

- making simple inferences
- integrating pieces of connected information
- taking notes
- sequencing

Features of the spoken information may include but are not limited to:

- tone
- emphasis
- speed
- use of supporting visuals
- use of persuasive language

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select appropriate register for exchanges • apply conventions to establish and maintain exchanges
Self-management skills to:	<ul style="list-style-type: none"> • apply appropriate interaction strategies in exchanges

Unit Mapping Information

Current Version	Previous Version	Comments
VU23799 Participate in spoken interactions of limited complexity	VU22390 Participate in spoken interactions of limited complexity	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23799 Participate in spoken interactions of limited complexity
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • select and apply appropriate interaction strategies to: <ul style="list-style-type: none"> ○ exchange information in at least two spoken interactions, each for a different purpose ○ respond to one spoken text, in a different context to the spoken interactions
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • key vocabulary related to the exchanges including some specialised vocabulary • interactional strategies to maintain and respond to exchanges • relationship between register, audience and purpose • use sentences with dependent clauses and a range of verb tenses • use pronunciation which does not interfere with meaning • grammatical structures appropriate to the context of the exchange
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners or others to participate in spoken exchanges • oral texts of limited complexity for response <p>Learners at this level:</p> <ul style="list-style-type: none"> • work independently and use their own familiar support resources • use pronunciation, stress and intonation to convey meaning although occasional clarification may be required <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23800
Unit title	Create texts of limited complexity for personal purposes
Application	<p>This unit describes the skills and knowledge to develop writing skills and create familiar, and some less familiar paper based and digital texts for personal purposes. It requires the ability to plan, produce and review texts of limited complexity in contexts related to personal purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 3: 3.05, 3.06.</p> <p>The unit applies to those who can write independently in familiar and some less familiar contexts, and who are seeking to produce texts of greater complexity, in order to further improve their writing skills for personal purposes. Learners at this level work independently and use their own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan personally relevant texts of limited complexity	1.1	Determine the purpose and audience for texts
		1.2	Source information for the texts
		1.3	Select the appropriate format for the texts
		1.4	Determine features of texts according to text type
		1.5	Plan and sequence content for texts
2	Produce personally relevant texts of limited complexity	2.1	Follow plan to produce draft text
		2.2	Review each draft text and adjust for accuracy and effect
		2.3	Complete final texts

Range of Conditions

In this context, written texts of limited complexity for personal purposes contain some familiar and less familiar contexts. Texts may include some embedded information and specialised vocabulary in tasks involving simple inferencing, integration of a number of ideas and sequencing.

Texts must include both handwritten and digital texts.

Where handwriting cannot be undertaken due to a physical impairment, assistive technology may be used to simulate or assist handwriting.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Text types of limited complexity for personal purposes may include but are not limited to:

- formal and informal messages such as detailed SMS, 'X' (formerly Twitter), email or hand written messages to family members, friends, a child's teacher or notes taken from a telephone message
- narrative texts, reflective writing in personal letters, short stories/autobiographical accounts, diary entries, recounts
- expressive texts such as poetry, songs, notes in a visual diary
- informative texts such as blogs, online posts, short articles for newsletters, reports of limited complexity
- procedural texts such as detailed instructions, complex recipes
- opinion texts such as opinion letters to local newspapers
- persuasive texts such as presentation of an argument for or against with a recommendation
- formatted texts such as surveys, competition entry forms, accessing goods and services
- texts containing visual elements such as digital stories, social media posts, notices / posters / signs
- model texts or collaborative texts

Features of texts related to personal purposes may include but are not limited to:

- clearly structured texts using structural conventions
- variation between public and private writing
- narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication and resolution in narrative texts; use of descriptive language
- procedural and informative texts such as transparent text organisation with sequentially ordered dot points, numbered instructions, alphabetical or numerical listings, spacing, headings
- persuasive texts which include facts and opinions, standard format such as statement of opinion, argument, summing up or recommendation
- navigation features such as grids, arrows, dot points
- information formatted into a table
- sentence structures may include but are not limited to:
 - consistent use of grammatically correct simple sentence forms
 - use of dependent clauses introduced by words such as '*although*', '*when*', '*if*', and '*while*'
 - use of complex and compound sentences

- use of generic grammatical forms including personal pronouns and temporal links
- devices to refer to words or phrases used in previous clauses / sentences

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • source appropriate information to produce texts
Learning skills to:	<ul style="list-style-type: none"> • review and amend own writing
Problem-solving skills to:	<ul style="list-style-type: none"> • locate information to create texts • match audience and purpose to appropriate text type • use grammatical forms appropriate to text purpose
Technology skills to:	<ul style="list-style-type: none"> • use digital devices safely • use search engines to locate information
Digital literacy skills to:	<ul style="list-style-type: none"> • select and use appropriate digital applications to produce texts such as email or word applications • use appropriate layout conventions to produce digital documents • apply routine digital netiquette conventions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23800 Create texts of limited complexity for personal purposes	VU22391 Create texts of limited complexity for personal purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23800 Create texts of limited complexity for personal purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> plan and produce two personally relevant texts of limited complexity, including: <ul style="list-style-type: none"> one digital and one handwritten text two different text types related to personal needs
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> process of planning, drafting and proofreading the major differences between public and private writing difference between formal and informal registers layout related to specific text types complex and compound sentences verb tenses used appropriately according to text type use of vocabulary to convey shades of meaning
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> real/authentic texts for personal purposes a digital tablet and/or a personal computer <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context.</p> <p>Handwriting must be legible in a style appropriate to audience and purpose.</p> <p>Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> may work independently using own support resources as required may use an online dictionary or thesaurus <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23801
Unit title	Create texts of limited complexity for learning purposes
Application	<p>This unit describes the skills and knowledge to develop writing skills and create familiar, and some less familiar paper based and digital texts for learning purposes. It requires the ability to plan, produce and texts of limited complexity in contexts related to learning.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 3: 3.05, 3.06.</p> <p>The unit applies to those who can write independently in familiar and some less familiar contexts, and who are seeking to produce texts of greater complexity in order to further improve their writing skills to support personal learning. Learners at this level work independently and use their own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan texts of limited complexity for learning purposes	1.1	Determine the purpose and audience for texts
		1.2	Source information for texts
		1.3	Select the appropriate format for the texts
		1.4	Determine features of texts according to text type
		1.5	Plan and sequence content for texts
2	Produce texts types of limited complexity for learning purposes	2.1	Follow plan to produce draft of text
		2.2	Review each draft text and adjust for accuracy and effect
		2.3	Complete final texts

Range of Conditions

In this context, written texts of limited complexity for learning purposes contain some familiar and less familiar contexts. Texts may include some embedded information and specialised vocabulary in tasks involving simple inferencing, integration of a number of ideas and sequencing.

Texts must include both handwritten and digital texts.

Where handwriting cannot be undertaken due to a physical impairment, assistive technology may be used to simulate or assist handwriting.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Text types of limited complexity for learning purposes may include but are not limited to:

- informal and formal email or handwritten messages about familiar and immediate matters such as requesting information about an assignment from a fellow class member or the teacher
- notes taken from a Podcast, TED talk, public lecture, training session or verbal instructions such as how to complete a task
- project report or assignment containing graphs or diagrams for a specific purpose
- simple spreadsheet or PowerPoint presentation
- detailed blogs/text for a webpage
- SMS / email / digital stories
- individual learning plans
- self assessments, training / student evaluations or feedback forms
- book reviews
- reflective writing related to learning experience
- collaborative texts

Features of text types related to learning purposes may include but are not limited to:

- clearly structured text using structural conventions
- variation between public and private writing
- narrative and expressive texts such as chronological sequencing of events; cohesive prose narrative texts; use of descriptive language
- procedural and informative texts such as transparent organisation, sequentially ordered dot points, numbered instructions, alphabetical or numerical listings, spacing, headings
- persuasive texts which include facts and opinions, standard format such as statement of opinion, argument, summing up or recommendation
- navigation features such as grids, arrows, dot points
- information formatted into a table
- visuals to support text such as:
 - symbols or place of colour
 - drawings / sketches / illustrations / photographs
 - labels / labelled diagrams
 - maps

- sentences structures such as:
 - consistent use of grammatically correct sentence forms
 - occasional use of complex and compound sentences
 - use of dependent clauses introduced by words such as 'although', 'when', 'if', and 'while'
 - use of generic grammatical forms including personal pronouns and temporal links
 - devices to refer to words or phrases used in previous clauses / sentences
- vocabulary such as:
 - precise /relevant use of vocabulary
 - use of introductory phrases to indicate an opinion or fact is being offered
 - use of appropriate language for audience and purpose

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • source appropriate information to produce texts
Learning skills to:	<ul style="list-style-type: none"> • review and amend own writing
Problem-solving skills to:	<ul style="list-style-type: none"> • locate information to create texts • match audience and purpose to appropriate text type • use grammatical forms appropriate to text purpose
Technology skills to:	<ul style="list-style-type: none"> • use digital devices safely • use search engines to locate information
Digital literacy skills to:	<ul style="list-style-type: none"> • select and use appropriate digital applications to produce texts such as email or word applications • use appropriate layout conventions to produce digital documents • apply routine digital netiquette conventions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23801 Create texts of limited complexity for learning purposes	VU22392 Create texts of limited complexity for learning purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23801 Create texts of limited complexity for learning purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> plan and produce two texts of limited complexity relevant to learning, including: <ul style="list-style-type: none"> one digital and one handwritten text two different text types related to learning needs
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> the major differences between public and private writing process of planning, drafting and proofreading difference between formal and informal registers layout related to specific text types complex and compound sentences verb tenses used appropriately according to text type use of vocabulary to convey shades of meaning
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> real / authentic text types for learning purposes a digital tablet and/or a personal computer <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context.</p> <p>Handwriting must be legible in a style appropriate to audience and purpose. Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> may work independently using own support resources as required may use an online dictionary or thesaurus <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23802
Unit title	Create texts of limited complexity to participate in the workplace
Application	<p>This unit describes the skills and knowledge to develop writing skills and create familiar, and some less familiar paper based and digital texts for employment purposes. It requires the ability to plan, produce and review texts of limited complexity in contexts related to participation in the workplace.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 3: 3.05, 3.06.</p> <p>The unit applies to those who can write independently in familiar and some less familiar contexts and who are seeking to produce texts of greater complexity in order to further improve their employment participation options. This unit is suitable for those in employment and those who aspire to employment. Learners at this level work independently and use their own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan employment related texts of limited complexity	1.1	Determine the purpose and audience of the text
		1.2	Select text types to be created
		1.3	Select the appropriate format for the texts
		1.4	Determine features of texts according to text type
		1.5	Plan and sequence content for texts
2	Produce employment related texts of limited complexity	2.1	Follow plan to produce draft text
		2.2	Review each draft text and adjust for accuracy and effect
		2.3	Complete final texts

Range of Conditions

In this context, written texts of limited complexity for participation in the workplace purposes contain some familiar and less familiar contexts. Texts may include some embedded information and specialised vocabulary in tasks involving simple inferencing, integration of a number of ideas and sequencing.

Texts must include both handwritten and digital texts.

Where handwriting cannot be undertaken due to a physical impairment, assistive technology may be used to simulate or assist handwriting.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Text types of limited complexity for employment purposes may include but are not limited to:

- letters of application for an advertised position
- informative texts such as OHS / WHS materials, company newsletters, routine reports such as an incident report, shift notes
- procedural texts such as standard operating procedures, job specifications, manufacturers' specifications, equipment manuals, flowcharts, customer requirements
- formatted texts such as employment application forms, incident report forms/pre-operational checklists, material safety data sheets, performance appraisal forms
- transactional texts such as letters or emails requesting action or response or response to customer feedback

Features of text types for employment purposes may include but are not limited to:

- procedural texts with sequential steps and key headings such as standard operating procedures
- informative texts using a standard format such as manufacturer's information, workplace reports
- transactional texts with a formal opening, statement of purpose, details, requests, action required, formal close
- persuasive texts in which there may be bias explicit or implicit bias, emotive and persuasive language, facts and opinions
- formatted texts with headings, numbered sections, sequentially organised information such as safety data sheets, award documentation, workplace forms
- explicit navigation features such as, headings, table of contents, site map / menus
- sentences structures may include but are not limited to:
 - complex and compound sentences
 - devices used to refer to words or phrases used in previous clauses / sentences
 - dependent clauses introduced by words such as although, when, if, while
- familiar words / phrases / abbreviations such as:
 - vocabulary / technical terms related to a particular workplace or industry
 - common idioms used in the workplace such as 'on the same page', 'have a lot on your plate'
 - acronyms such as OHS / WHS, HR / P&C, MSDS / PSDS
- simple diagrams such as flowcharts of work processes

- numerical information such as:
 - information which summarises data formatted into a table or chart
 - standard measurements
 - calculations for example ratios
 - pay rates / costs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • source appropriate information to produce texts
Learning skills to:	<ul style="list-style-type: none"> • review and amend own writing
Problem-solving skills to:	<ul style="list-style-type: none"> • locate information to create texts • match audience and purpose to appropriate text type • use grammatical forms appropriate to text purpose
Technology skills to:	<ul style="list-style-type: none"> • use digital devices safely • use search engines to locate information
Digital literacy skills to:	<ul style="list-style-type: none"> • select and use appropriate digital applications to produce texts such as email or word applications • use appropriate layout conventions to produce digital documents • apply routine digital netiquette conventions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23802 Create texts of limited complexity to participate in the workplace	VU22393 Create texts of limited complexity to participate in the workplace	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23802 Create texts of limited complexity to participate in the workplace
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> plan and produce two employment related texts of limited complexity including: <ul style="list-style-type: none"> one digital and one handwritten text two different employment related text types
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> processes of writing including planning, drafting and editing text structures and appropriate language for audience and purpose difference between formal and informal registers technical vocabulary and acronyms relevant to the workplace complex and compound sentences verb tenses used appropriately according to text type dependent clauses with simple connectives such as <i>when, if</i>
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> real / authentic text types for employment purposes a digital tablet and/or a personal computer <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context.</p> <p>Handwriting must be legible in a style appropriate to audience and purpose. Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> may work independently using own support resources as required may use an online dictionary or thesaurus <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23803
Unit title	Create texts of limited complexity to participate in the community
Application	<p>This unit describes the skills and knowledge to develop writing skills and create familiar, and some less familiar paper based and digital texts for community participation purposes. It requires the ability to plan and produce texts of limited complexity in contexts related to community participation.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 3: 3.05, 3.06.</p> <p>The unit applies to those who can write independently in familiar and some less familiar contexts, and who are seeking to produce texts of greater complexity to further improve their writing skills in order to engage in the community. Learners at this level work independently and use their own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan texts of limited complexity relevant to community participation	1.1	Determine the purpose and audience for the texts
		1.2	Source information for the texts
		1.3	Select the appropriate format for the texts
		1.4	Determine features of texts according to text type
		1.5	Plan and sequence content for texts
2	Produce texts of limited complexity relevant to community participation	2.1	Follow plan to produce draft texts
		2.2	Review each draft text and adjust for accuracy and effect
		2.3	Complete final texts

Range of Conditions

In this context, written texts of limited complexity for community participation purposes contain some familiar and less familiar contexts. Texts may include some embedded information and specialised vocabulary in tasks involving simple inferencing, integration of a number of ideas and sequencing.

Texts must include both handwritten and digital texts.

Where handwriting cannot be undertaken due to a physical impairment, assistive technology may be used to simulate or assist handwriting.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Text types of limited complexity for community participation purposes may include but are not limited to:

- informal and formal messages about familiar and immediate matters:
- SMS, 'X' (former Twitter), email or handwritten messages to familiar others in the community
- community blog or contribution to a community newsletter
- letters in local community newsletter / newspapers
- online survey to express satisfaction or concern with an online service or product
- letters of support for local community organisations
- narrative texts such as scripts for radio presentations or Podcasts, family or local history, recount for a newspaper article
- opinion texts such as an article for local paper, response to council request for feedback, objection to proposed local development
- informative texts such as:
 - posters / leaflets to support community initiatives or events
 - summary of main points of an argument for or against an issue in the community
 - community announcements and events
- procedural and formatted texts such as:
 - instructions for a community activity,
 - instructions for online access to MyGov or similar apps
 - agendas and minutes for meetings
 - written material to advertise community activities
 - forms / surveys / questionnaires
- visual texts such as:
 - photographs / diagrams / / illustrations
 - symbols / colours / maps
 - interactive touch screens

Features of text types related to participation in the community may include but are not limited to:

- clearly structured texts using structural conventions
- variation between public and private writing
- narrative and expressive texts such as chronological sequencing of events, logically sequenced and cohesive prose; narrative texts; use of descriptive language

- procedural and informative texts such as transparent organisation, sequentially ordered dot points, numbered instructions, alphabetical or numerical listings, spacing, headings
- persuasive texts which include facts and opinions
- navigation features such as grids, arrows, dot points
- information formatted into a table
- sentences such as:
 - consistent use of grammatically correct simple sentence forms
 - use of dependent clauses introduced by words such as 'although', 'when', 'if', and 'while'
 - complex and compound sentences
 - use of generic grammatical forms including personal pronouns and temporal links
 - devices to refer to words or phrases used in previous clauses / sentences
 - use of introductory phrases to indicate an opinion or fact is being offered
 - use of appropriate language for audience and purpose.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • source appropriate information to produce texts
Learning skills to:	<ul style="list-style-type: none"> • review and amend own writing
Problem-solving skills to:	<ul style="list-style-type: none"> • locate information to create texts • match audience and purpose to appropriate text type • use grammatical forms appropriate to text purpose
Technology skills to:	<ul style="list-style-type: none"> • use digital devices safely • use search engines to locate information
Digital literacy skills to:	<ul style="list-style-type: none"> • select and use appropriate digital applications to produce texts • use appropriate layout conventions to produce digital documents • apply routine digital netiquette conventions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23803 Create texts of limited complexity to participate in the community	VU22394 Create texts of limited complexity to participate in the community	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23803 Create texts of limited complexity to participate in the community
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> plan and produce two texts of limited complexity related to community participation, including: <ul style="list-style-type: none"> one digital and one handwritten text two different text types related to community participation needs
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> the major differences between public and private writing difference between formal and informal registers layout related to specific text types grammatical forms including personal pronouns, a range of tenses and temporal links process of planning, drafting and proofreading
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> real / authentic text types for community participation purposes a digital tablet and/or a personal computer <p>In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context.</p> <p>Handwriting must be legible in a style appropriate to audience and purpose. Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> may work independently using own support resources as required may use an online dictionary or thesaurus <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23804
Unit title	Work with numbers in familiar and some less familiar situations
Application	<p>This unit describes the skills and knowledge to interpret, comprehend, use problem-solving strategies and convey mathematical information about numbers in a range of familiar and some less familiar situations.</p> <p>It requires the ability to make estimations, select and perform arithmetic calculations, and check and reflect on the outcomes and its appropriateness to the context and task.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.09, 3.10, 3.11. At this level, individuals work independently and use own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Interpret number information	1.1	Identify and interpret information about numbers embedded in familiar and routine oral texts
		1.2	Identify and interpret mathematical symbols for, and information about, numbers embedded in familiar and routine written texts
2	Solve number problems	2.1	Select methods to solve multi-step arithmetic problems involving numbers
		2.2	Use estimation methods to approximate solutions to multi-step arithmetic problems involving numbers
		2.3	Apply order of arithmetic operations to solve multi-step arithmetic problems involving numbers
		2.4	Convert between equivalent forms of fractions, decimals and percentages

		2.5	Use computational tool to undertake problem-solving process
		2.6	Check and reflect on number problem-solving outcome and its appropriateness to the context and task
3	Communicate number information	3.1	Record and report on the problem-solving process and results
		3.2	Present and discuss the problem-solving process and results

Range of Conditions

The context must include a range of familiar and some less familiar contexts with some specialisation in familiar contexts.

In this context, oral and written texts must be familiar and routine, include some unfamiliar elements, embedded information and abstractions, and some specialised vocabulary.

The mathematical information in the texts must be embedded where some scanning of written texts and selective listening of oral texts is required to be able to interpret, locate and extract the mathematical information.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed, digital, radio or television advertisements
- printed or digital articles
- printed or digital brochures or catalogues
- printed or digital workplace procedures
- printed or digital public information
- printed, digital or spoken information relevant to purchases, household bills or goods and services tax (GST)
- printed, digital or spoken information relevant to planning holidays
- printed, digital or spoken information relevant to fuel prices
- printed or digital financial documents (such as bank statements, budgets, salary statements or pay packets)
- spoken sports commentary or printed results
- printed, digital or spoken health information.

Numbers must include but are not limited to:

- whole numbers into the millions
- routine fractions (such as halves, thirds, quarters, fifths, tenths and hundredths)

- routine decimals to three decimal places
- money amounts into the millions
- routine percentages (such as 10%, 20%, 75% and 100%).

Problem-solving tasks must be limited to:

- multi-step arithmetic calculations involving whole numbers
- multi-step arithmetic calculations involving whole numbers and a fraction
- multi-step arithmetic calculations involving whole numbers and a decimal
- multi-step arithmetic calculations involving whole numbers and a percentage
- dividing by small numbers with or without a remainder
- division by decimal values and long division using a computational tool
- multiplication of fractions by whole number values
- percentages of whole numbers
- converting between fractions, decimals and percentages (such as $25\% = \frac{1}{4} = 0.25$).

Estimation methods may include but are not limited to:

- rounding (such as \$345.04 becomes \$345.00)
- benchmark numbers (such as $8 + 9$ becomes $10 + 10$)
- leading digit (such as $387 + 162$ becomes $300 + 200$)
- rounding to multiples (such as 3×8 becomes 3×10).

Computational tools are technology that can be used for arithmetic problem-solving, such as calculators, spreadsheets, mobile applications and online calculators.

The term, present, refers to one-way oral communication.

The term, discuss, refers to two-way oral communication.

Oral language must be informal and formal language and must include but is not limited to language related to numbers, problem solving and estimating numbers.

Individuals draw on a combination of hands-on, in-context materials, personal experience and mathematical and other knowledge to work with numbers in familiar and some less familiar situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Self-management skills to:	<ul style="list-style-type: none"> • work independently and use own familiar support resources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23804 Work with numbers in familiar and some less familiar situations	VU22395 Work with a range of numbers and money in familiar and routine situations VU22400 Work with and interpret numerical information in familiar and routine texts	Not equivalent

Assessment Requirements

Title	Assessment Requirements for VU23804 Work with numbers in familiar and some less familiar situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with numbers in familiar and some less familiar situations involving: <ul style="list-style-type: none"> at least one oral text at least one written text.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real-world relevance of numbers in familiar and some less familiar situations real-world relevance of multi-step arithmetic problem solving and converting equivalent fractions, decimals and percentages in familiar and some less familiar situations arithmetic order of operations methods of estimation relevant to working with numbers common equivalent forms of fractions, decimals and percentages mathematical symbols: <ul style="list-style-type: none"> space and comma as the separator for thousands in whole numbers into the millions routine fractions, decimals and percentages informal and formal oral language related to: <ul style="list-style-type: none"> numbers problem solving estimation.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> familiar and routine authentic oral and written texts where the mathematical information is embedded computational tools. <p>At this level the individual:</p> <ul style="list-style-type: none"> uses a blend of personal in the head methods and formal pen and paper methods to calculate and uses computational tools to undertake problem-solving processes works independently and uses own familiar support resources.

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23805
Unit title	Work with and interpret directions in familiar and some less familiar situations
Application	<p>This unit describes the skills and knowledge to interpret, comprehend, use problem-solving strategies and convey information about directions in a range of familiar and some less familiar situations.</p> <p>It requires the ability to make estimations, select and use methods to solve navigation problems, and check and reflect on the outcomes and its appropriateness to the context and task.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.09, 3.10, 3.11. At this level, individuals work independently and use own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Interpret direction information	1.1	Identify and interpret information about directions embedded in familiar and routine oral texts
		1.2	Identify and interpret information about directions embedded in familiar and routine written texts, maps and plans
2	Solve navigation problems	2.1	Select methods to solve navigation problems
		2.2	Apply selected method to plan route to destination
		2.3	Use estimation methods to approximate distance and travel time
		2.4	Check and reflect on navigation problem-solving outcome and its appropriateness to the context and task
3	Communicate direction	3.1	Write directions to locations

	information	3.2	Present and discuss directions to locations, and the navigation problem-solving process and results
		3.3	Record and report on navigation problem-solving process

Range of Conditions

The context must include a range of familiar and some less familiar contexts with some specialisation in familiar contexts.

In this context, oral and written texts must be familiar and routine, include some unfamiliar elements, embedded information and abstractions, and some specialised vocabulary.

The mathematical information in the texts must be embedded where some scanning of written texts and selective listening of oral texts is required to be able to interpret, locate and extract the mathematical information.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed, digital or spoken information about directions
- printed, digital or spoken information about destinations
- printed, digital or spoken accommodation check in instructions
- printed, digital or spoken event information
- printed, digital or spoken parcel delivery instructions
- spoken or digital navigation system instructions
- emergency evacuation plans or spoken instructions
- printed or digital floor plans
- printed or digital maps or plans.

Maps and plans must be familiar and routine and must include but are not limited to:

- coordinates
- simple scales with metric units and simple ratios (such as 1 cm : 1 km, 1 cm : 10 km and 1 cm : 100 km)
- labels
- symbols
- keys to read.

Navigation problems must include but are not limited to:

- finding a location
- determining a route to a location
- following directions

- giving directions.

Routes must include but are not limited to:

- a path to a destination
- a sequence of steps
- at least two changes in direction.

Problem-solving methods may include but are not limited to:

- using maps or plans
- using digital navigation system
- asking for directions
- following signage
- using printed directions
- using landmarks
- using an online route planner.

Estimation methods for distance may include but are not limited to:

- familiar landmarks to gauge distance (such as the park is about two blocks away from the shops)
- visual (such as approximating by eye how far away a location appears)
- pacing (such as counting steps)
- known distance (such as it is about the same distance as my walk to the shops)
- using grids (such as counting map grid lines between locations)
- using scales and tools (such as using a ruler or string on a map and multiplying the measured distance by the scale)
- using digital navigation system (such as identifying a familiar landmark of a known distance).

Estimation methods for travel time may include but are not limited to:

- previous experience (such as it usually takes me 15 minutes to drive to mum's place)
- speed assumptions (such as it is a 1 hour walk or a 5 minute drive away)
- landmark timing (such as it takes me 10 minutes to get home and that is twice as far)
- rule of thumb (such as it takes about 30 minutes to get to the city by train)
- using digital navigation system (such as identifying a familiar landmark of a known travel time).

The term, present, refers to one-way oral communication.

The term, discuss, refers to two-way oral communication.

Oral language must be informal and formal language and must include but is not limited to language related to position and direction.

Individuals draw on a combination of hands-on, in-context materials, personal experience and mathematical and other knowledge to work with and interpret directions in familiar and some less familiar situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Self-management skills to:	<ul style="list-style-type: none"> work independently and use own familiar support resources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23805 Work with and interpret directions in familiar and some less familiar situations	VU22396 Work with and interpret directions in familiar and routine situations	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23805 Work with and interpret directions in familiar and some less familiar situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with and interpret directions in familiar and some less familiar situations involving: <ul style="list-style-type: none"> at least one oral text at least one written text at least one map at least one plan.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real-world relevance of directions in familiar and some less familiar situations real-world relevance of solving navigation problems in familiar and some less familiar situations route planning key elements of maps and plans: <ul style="list-style-type: none"> coordinates simple scales labels naming physical features symbols representing physical features keys methods of solving navigation problems methods of estimation mathematical symbols: <ul style="list-style-type: none"> map coordinates informal and formal oral language related to: <ul style="list-style-type: none"> position direction.
Assessment Conditions	<p>Assessment must ensure access to familiar and routine authentic oral and written texts where the mathematical information is embedded, and familiar and routine maps and plans.</p> <p>At this level the individual:</p> <ul style="list-style-type: none"> uses a blend of personal in the head methods and formal pen and paper methods to undertake problem-solving processes works independently and uses own familiar support resources.

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23806
Unit title	Work with measurement in familiar and some less familiar situations
Application	<p>This unit describes the skills and knowledge to interpret, comprehend, use problem-solving strategies, and convey mathematical information about measurement in a range of familiar and some less familiar situations.</p> <p>It requires the ability to make estimations, measure quantities, perform measurement calculations, convert between metric units, use rates, and check and reflect on the outcomes and its appropriateness to the context and task.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.09, 3.10, 3.11. At this level, individuals work independently and use own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Interpret measurement information	1.1	Identify and interpret information about measurement and rates embedded in familiar and routine oral texts
		1.2	Identify and interpret the mathematical symbols for, and information about, measurement and rates embedded in familiar and routine written texts
2	Solve measurement problems	2.1	Select methods to solve measurement problems
		2.2	Use estimation methods to approximate measurement
		2.3	Select and use measuring tools to measure properties of items
		2.4	Use arithmetic operations to solve arithmetic problems involving measurement

		2.5	Convert between metric units
		2.6	Check and reflect on measurement problem-solving outcome and its appropriateness to the context and task
3	Communicate measurement information	3.1	Record and report on the problem-solving process and results
		3.2	Present and discuss the problem-solving process and results

Range of Conditions

The context must include a range of familiar and some less familiar contexts with some specialisation in familiar contexts.

In this context, oral and written texts must be familiar and routine, include some unfamiliar elements, embedded information and abstractions, and some specialised vocabulary.

The mathematical information in the texts must be embedded where some scanning of written texts and selective listening of oral texts is required to be able to interpret, locate and extract the mathematical information.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed, digital, radio or television advertisements
- printed or digital shopping catalogues
- spoken cooking instructions
- printed or digital recipes
- product labelling
- printed or spoken invitations or appointments
- personal shopping lists
- spoken sports commentary or printed results
- printed, digital or spoken health information
- printed, digital or spoken garden information
- printed, digital or spoken building information
- printed or digital timesheets
- stock levels.

Measurement properties must include but are not limited to:

- length
- perimeter

- weight
- capacity
- volume
- time
- temperature
- calculating simple area of rectangle ($A = L \times W$).

Rates may include but are not limited to:

- kilometres per hour
- cost per kilo
- cost per metre.

Metric units of measurement, symbols and abbreviations may include but are not limited to:

- length:
 - millimetre (mm)
 - centimetre (cm)
 - metre (m)
 - kilometre (km)
- area:
 - square centimetre (cm²)
 - square metre (m²)
 - hectare (ha)
 - square kilometre (km²)
 - area (A)
 - length (L)
 - width (W)
- weight:
 - milligram (mg)
 - gram (g)
 - kilogram (kg)
 - metric ton (t)
- capacity and volume:
 - millilitre (ml)
 - litre (L)
- temperature:
 - degrees Celsius (°C)
- time:
 - second (s)
 - minute (min)
 - hour (h)
- rates:
 - kilometre per hour (km/h)
 - cost per kilogram (\$/kg)

- cost per metre (\$/m).

Estimation methods may include but are not limited to:

- comparative (such as comparing to a body part to estimate length)
- counting (such as counting steps to estimate length)
- using familiar objects (such as comparing to a 1 litre milk carton to estimate volume)
- range (such as lifting an item and using personal experience to estimate weight range)
- analogous (such as comparing to similar past experiences getting to a location to estimate travel time)
- sensation (such as touching an object to estimate temperature)
- observation (such as observing rising steam to estimate temperature)
- categorising (such as categorising an item as cool, cold, warm or hot to estimate temperature).

The term, present, refers to one-way oral communication.

The term, discuss, refers to two-way oral communication.

Oral language must be informal and formal language and must include but is not limited to language related to:

- linear dimensions
- weight
- capacity
- volume
- time
- temperature
- perimeter
- area
- rates
- taking measurements
- measuring tools
- estimating measurement
- calculating measurement
- metric conversion.

Individuals draw on a combination of hands-on, in-context materials, personal experience and mathematical and other knowledge to work with measurement in familiar and some less familiar situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Self-management skills to:	<ul style="list-style-type: none"> work independently and use own familiar support resources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23806 Work with measurement in familiar and some less familiar situations	VU22397 Work with measurement in familiar and routine situations	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23806 Work with measurement in familiar and some less familiar situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with measurement in familiar and some less familiar situations involving: <ul style="list-style-type: none"> at least one oral text at least one written text estimating, measuring and calculating length, perimeter, weight, capacity, volume, time and temperature calculating simple area of a rectangle converting between metric units for length, weight, and capacity or volume. <p>The above measurement representations must include both the estimated, measured or calculated quantity and unit of measurement.</p>
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real-world relevance of measurement in familiar and some less familiar situations real-world relevance of rates in familiar and some less familiar situations real-world relevance of measurement calculations in familiar and some less familiar situations real-world relevance of metric conversion in familiar and some less familiar situations measuring tools relevant to measuring length, perimeter, weight, capacity, volume, time and temperature methods for estimating, measuring and calculating length, perimeter, weight, capacity, volume, time and temperature method for calculating rates method for calculating area of a simple rectangle method for metric conversion mathematical relationship between time measurement: <ul style="list-style-type: none"> minutes in an hour hours in a day days in a week weeks in a month months in a year days in a year

	<ul style="list-style-type: none"> • metric units of measurement • metric unit of measurement symbols and abbreviations • informal and formal oral language related to measurement.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • familiar and routine authentic oral and written texts where the mathematical information is embedded • measuring tools • computational tools. <p>At this level the individual:</p> <ul style="list-style-type: none"> • uses a blend of personal in the head methods and formal pen and paper methods to calculate and use measurement and computational tools to undertake problem-solving processes • works independently and uses own familiar support resources. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23807
Unit title	Work with and interpret statistical information in familiar and some less familiar situations
Application	<p>This unit describes the skills and knowledge to interpret, comprehend, use problem-solving strategies and convey statistical information in a range of familiar and some less familiar situations.</p> <p>It requires the ability to collect and organise data, solve problems, and check and reflect on the outcomes and its appropriateness to the context and task.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.09, 3.10, 3.11. At this level, individuals work independently and use own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Interpret statistical information	1.1	Identify and interpret statistical information embedded in familiar and routine oral texts
		1.2	Identify and statistical information embedded in familiar and routine written texts
		1.3	Identify and interpret statistical information in tables and charts
2	Solve statistical problems	2.1	Select methods to collect, organise and represent data
		2.2	Collect data according to selected method
		2.3	Organise data according to selected method
		2.4	Construct tables and charts to represent data according to selected method

		2.5	Compare the likelihood of common chance events
		2.6	Check and reflect on statistical problem-solving outcome and its appropriateness to the context and task
	3	3.1	Record and report on the problem-solving process and results
		3.2	Present and discuss the problem-solving process and results
		3.3	Discuss common chance events using qualitative terms

Range of Conditions

The context must include a range of familiar and some less familiar contexts with some specialisation in familiar contexts.

In this context, oral and written texts must be familiar and routine, include some unfamiliar elements, embedded information and abstractions, and some specialised vocabulary.

The mathematical information in the texts must be embedded where some scanning of written texts and selective listening of oral texts is required to be able to interpret, locate and extract the mathematical information.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital household bills
- spoken sports commentary or digital or printed sports information
- printed or digital workplace documents
- printed, digital or spoken pricing information
- printed, digital or spoken news reports
- printed or digital product parts lists
- printed or digital articles
- printed, digital or spoken public information
- printed, digital or spoken health information
- printed, digital or spoken weather forecast information
- printed, digital or spoken population statistics.

Statistical information must include but is not limited to:

- text-based data
- number-based data
- common chance events.

Data may include but is not limited to:

- whole numbers
- routine fractions
- routine decimals
- routine percentages
- text.

Methods to collect, organise and represent data may include but are not limited to:

- tally charts
- surveys.

Common chance events may include but are not limited to:

- weather events
- coin toss
- dice roll
- health and safety risks.

Statistical problem-solving must include but is not limited to:

- collecting, organising and representing data
- comparing likelihood of chance events.

Charts may include but are not limited to:

- pictograph
- horizontal bar chart
- vertical bar chart
- line chart
- pie chart.

Scales must count in 1s, 2s, 5s, 10s or 100s and may be expressed as percentages.

The term, present, refers to one-way oral communication.

The term, discuss, refers to two-way oral communication.

Oral language must be informal and formal language and must include but is not limited to language related to collecting, organising and representing data and probability.

Individuals draw on a combination of hands-on, in-context materials, personal experience and mathematical and other knowledge to work with and interpret statistical information in familiar and some less familiar situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Self-management skills to:	<ul style="list-style-type: none"> work independently and use own familiar support resources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23807 Work with and interpret statistical information in familiar and some less familiar situations	VU22398 Work with and interpret statistical information in familiar and routine texts	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23807 Work with and interpret statistical information in familiar and some less familiar situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with and interpret statistical information in familiar and some less familiar situations involving: <ul style="list-style-type: none"> at least one oral text at least one written text comparing the likelihood of a chance event constructing at least one table creating scales and constructing at least one bar chart creating scales and constructing at least one line chart.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real-world relevance of statistics in familiar and some less familiar situations real-world relevance of data collection, organisation and representation in familiar and some less familiar situations types, structures, key features, conventions and application of tables and charts informal and formal oral language related to: <ul style="list-style-type: none"> collecting, organising and representing data probability.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> familiar and routine authentic oral and written texts where the mathematical information is embedded tables charts. <p>At this level the individual:</p> <ul style="list-style-type: none"> uses a blend of personal in the head methods and formal pen and paper methods to calculate and uses digital technology to undertake problem-solving processes works independently and uses own familiar support resources. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23808
Unit title	Work with shape and angle in familiar and some less familiar situations
Application	<p>This unit describes the skills and knowledge to interpret, comprehend, use problem-solving strategies and convey mathematical information about shape and angle in a range of familiar and some less familiar situations.</p> <p>It requires the ability to make estimations, draw shapes, assemble objects, and check and reflect on the outcomes and its appropriateness to the context and task.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.09, 3.10, 3.11. At this level, individuals work independently and use own familiar support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Interpret shape and angle information	1.1	Identify and interpret information about shape and angle embedded in familiar and routine oral texts
		1.2	Identify and interpret information about shape and angle embedded in familiar and routine written texts
		1.3	Identify and interpret information about shape and angle in diagrams and plans
2	Solve shape and angle problems	2.1	Use estimation methods to approximate the shape of objects
		2.2	Use estimation methods to approximate angles
		2.3	Draw diagrams representing the shape of objects
		2.4	Follow plans and instructions to assemble objects
		2.5	Check and reflect on shape problem-solving outcome

			and its appropriateness to the context and task
3	Communicate shape and angle information	3.1	Record and report on the problem-solving process and results
		3.2	Present and discuss the problem-solving process and results
		3.3	Describe the shape of objects

Range of Conditions

The context must include a range of familiar and some less familiar contexts with some specialisation in familiar contexts.

In this context, oral and written texts must be familiar and routine, include some unfamiliar elements, embedded information and abstractions, and some specialised vocabulary.

The mathematical information in the texts must be embedded where some scanning of written texts and selective listening of oral texts is required to be able to interpret, locate and extract the mathematical information.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital diagrams or plans
- printed, digital or spoken garden information
- printed, digital or spoken product information
- printed, digital or spoken building information
- printed, digital or spoken plans or instructions to build an object.

Everyday objects may include but are not limited to:

- household objects
- workplace objects
- buildings
- furniture.

The term, shape, must include but is not limited to:

- lines
- points
- angles
- curves
- surfaces
- familiar and routine 2D and 3D shapes and must include but are not limited to:
 - cylinder
 - pyramid.

Angles must be common and must include but are not limited to:

- 90 degrees
- 360 degrees.

Problem-solving tasks must include but are not limited to:

- drawing diagrams representing the shape of objects
- assembling 3D shapes
- recognising full turns as 360° and right angles as 90° .

Estimation methods may include but are not limited to:

- comparing properties (such as it has six sides, so it is probably a hexagon)
- using familiar objects (such as it looks like a can, so it is probably a cylinder)
- rule of thumb (such as it looks like an L, so it is probably a right angle)
- familiar experiences (such as if I spin around and end up facing the same direction it is a 360° turn).

The term, present, refers to one-way oral communication.

The term, discuss, refers to two-way oral communication.

Oral language must be informal and formal language and must include but is not limited to language related to shape and angle.

Individuals draw on a combination of hands-on, in-context materials, personal experience and mathematical and other knowledge to work with shape and angle in familiar and some less familiar situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Self-management skills to:	<ul style="list-style-type: none"> • work independently and use own familiar support resources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23808 Work with shape and angle in familiar and some less familiar situations	VU22399 Work with design and shape in familiar and routine situations	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23808 Work with shape and angle in familiar and some less familiar situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with shape and angle in familiar and some less familiar situations involving: <ul style="list-style-type: none"> at least one oral text at least one written text.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real-world relevance of shape and angle in familiar and some less familiar situations real-world relevance of solving shape problems in familiar and some less familiar situations estimation methods relevant to working with shape and angle properties of shapes: <ul style="list-style-type: none"> cylinder pyramid common angles: <ul style="list-style-type: none"> full rotation right angle shape and angle symbols and abbreviations: <ul style="list-style-type: none"> two dimensional, 2D three dimensional, 3D degrees, ° informal and formal oral language related to: <ul style="list-style-type: none"> shape angle estimation.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> familiar and routine authentic oral and written texts where the mathematical information is embedded drawing tools diagrams and plans authentic objects that approximate the shape of a cylinder and a pyramid. <p>At this level the individual:</p> <ul style="list-style-type: none"> uses a blend of personal in the head methods, formal pen and paper methods and tools to undertake problem-solving processes

- works independently and uses own familiar support resources.

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23809
Unit title	Undertake a simple investigation of science in the community
Application	<p>This unit describes the skills and knowledge required to undertake a simple research project on a scientific issue and its impact on an individual or the community. It requires the ability to select and investigate a scientific issue and present the findings.</p> <p>This unit applies to learners wishing to improve their educational and vocational participation options in the science field.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Select a scientific issue	1.1	Identify an issue of scientific research or development
		1.2	Identify the scientific basis of the issue
		1.3	Determine the general effects of the issue
2	Investigate the scientific issue	2.1	Develop a plan to investigate the scientific issue in consultation with a relevant person
		2.2	Select appropriate investigation methods in consultation with a relevant person
		2.3	Follow the plan and identify the impact of the issue
		2.4	Record the results of the investigation using appropriate scientific terminology
3	Report on the investigation	3.1	Present the findings of the investigation
		3.2	Discuss the impact of the issue on an individual or the community

Range of Conditions

In the context of this unit an issue of scientific research or development may include but is not limited to an area that has generated new knowledge in areas such as environmental, conservation, industrial, health/medical. The research may also be based on new developments in the application of science such as technology, substances, materials, or processes.

The impact on the community or an individual maybe positive or negative and may include but not limited to the health and wellbeing of people, animal or environment, changes in lifestyle, financial costs, ethical issues, ways of working.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed resources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> identify the main idea and key and supporting information in texts related to the issue
Oral communication skills to:	<ul style="list-style-type: none"> discuss and convey information about the impact of the scientific issue under investigation
Teamwork skills to:	<ul style="list-style-type: none"> collaborate with another person to form a plan
Digital literacy skills to:	<ul style="list-style-type: none"> interpret information sourced in a digital format

Unit Mapping Information

Current Version	Previous Version	Comments
VU23809 Undertake a simple investigation of science in the community	VU22401 Undertake a simple investigation of science in the community	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23809 Undertake a simple investigation of science in the community
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> plan and conduct a simple investigation of a scientific issue and its impact on an individual or the wider community, and report on the outcomes using appropriate scientific terminology
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> strategies to make meaning scientific terminology to enable information and ideas to be expressed verbally and in writing components of a research project work plan
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> sources of information related to scientific issues access to a computer or a digital device with internet access. In technology restricted environments such as corrections settings, activities maybe offline and/or simulated. <p>At this level the learner may:</p> <ul style="list-style-type: none"> require strong support to search for and navigate science related information and issues, including defining the meaning of science-based terminology. depend on the teacher / mentor for guidance and support where prompting and advice is required. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23810
Unit title	Undertake a simple investigation of health and wellbeing
Application	<p>This unit describes the skills and knowledge required to undertake a simple research project on an issue related to health and wellbeing.</p> <p>It requires the ability to select and investigate a health and wellbeing related issue or initiative and present the findings.</p> <p>This unit applies to learners wishing to improve their educational and vocational participation options in the science field.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Select a health and wellbeing issue	1.1	Identify an issue which has an effect on health and wellbeing
		1.2	Identify the body systems and the functions which could be affected by the issue
		1.3	Outline the general effects of the issue
2	Investigate the health and wellbeing issue	2.1	Develop a plan to investigate the health and wellbeing issue in consultation with a relevant person
		2.2	Select appropriate investigation methods in consultation with a relevant person
		2.3	Follow the plan and identify the impact of the issue
		2.4	Record the results of the investigation using appropriate scientific terminology
3	Report on the investigation	3.1	Present the findings of the investigation
		3.2	Discuss the impact of the issue on an individual or the community

Range of Conditions

In the context of this unit a health and wellbeing issue or initiative may include but is not limited to different types of diets, vaccines, exercise regimes, traditional medicine, alternative medicine, sun sense, blood pressure, genetically modified foods, operations or procedures such as cataract removal, chiropractic, podiatry, dental, transplants/replacements.

The impact on an individual maybe positive or negative and may include but not limited to bodily function, mobility, access to support, costs, side effects, appearance, emotional responses.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> identify the main idea and key and supporting information in texts related to the issue
Oral communication skills to:	<ul style="list-style-type: none"> discuss and convey information about the impact of the health and wellbeing issue under investigation
Teamwork skills to:	<ul style="list-style-type: none"> collaborate with another person to form a plan
Digital literacy skills to:	<ul style="list-style-type: none"> interpret information sourced in a digital format

Unit Mapping Information

Current Version	Previous Version	Comments
VU23810 Undertake a simple investigation of health and wellbeing	VU22402 Undertake a simple investigation of health and wellbeing	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23810 Undertake a simple investigation of health and wellbeing
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> plan and conduct a simple investigation of a health and wellbeing issue or initiative, and report on the outcomes using appropriate scientific terminology.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> strategies to make meaning. scientific terminology to enable health and wellbeing information and ideas to be expressed verbally and in writing. components of a research project work plan
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> sources of information related to health and wellbeing issues and/or initiatives. access to a computer or a digital device with internet access. In technology restricted environments such as corrections settings, activities maybe offline and/or simulated. <p>At this level the learner may:</p> <ul style="list-style-type: none"> require strong support to search for and navigate science related information and issues, including defining the meaning of science-based terminology. depend on the teacher / mentor for guidance and support where prompting and advice is required. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23811
Unit title	Undertake a simple investigation of an environmental issue
Application	<p>This unit describes the skills and knowledge required to undertake a simple research project on an environmental issue. It requires the ability to select and investigate an environmental issue and present the findings.</p> <p>This unit applies to learners wishing to improve their educational and vocational participation options in the science field.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Select an environmental issue	1.1	Identify an environmental issue
		1.2	Identify the key scientific basis of the environmental issue
2	Investigate the environmental issue	2.1	Develop a plan to investigate the environmental issue in consultation with a relevant person
		2.2	Select appropriate investigation methods in consultation with a relevant person
		2.3	Follow the plan and identify the impact of the environmental issue
		2.4	Record the results of the investigation using appropriate scientific terminology
3	Report on the investigation	3.1	Present the findings of the investigation
		3.2	Discuss the impact of the issue on an individual or the community

Range of Conditions

In the context of this unit an environmental issue may include but is not limited to protecting waterway/s, fuel consumption, renewable energy, impacts of pollution, climate change and severe weather events, mining, changes to eco systems.

The impact on the community maybe positive or negative and may include the effects of human interaction with the environment and human intervention as a way to resolve an issue, such as waste management, water conservation, regeneration.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed resources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> identify the main idea and key and supporting information in texts related to the issue
Oral communication skills to:	<ul style="list-style-type: none"> develop a plan and identify appropriate investigation methods with a relevant person
Teamwork skills to:	<ul style="list-style-type: none"> collaborate with another person to form a plan
Digital literacy skills to:	<ul style="list-style-type: none"> interpret information sourced in a digital format

Unit Mapping Information

Current Version	Previous Version	Comments
VU23811 Undertake a simple investigation of an environmental issue	VU22403 Undertake a simple investigation of an environmental issue	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23811 Undertake a simple investigation of an environmental issue
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> plan and conduct a simple investigation of an environmental issue and its impact on an individual or the wider community, and report on the outcomes using appropriate scientific terminology
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> strategies to make meaning of and interpret information related to the investigation scientific terminology to enable information and ideas to be expressed verbally and in writing components of a research project work plan
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> sources of information related to environmental issues access to a computer or a digital device with internet access. In technology restricted environments such as corrections settings, activities maybe offline and/or simulated. <p>At this level the learner may:</p> <ul style="list-style-type: none"> require strong support to search for and navigate science related information and issues, including defining the meaning of science-based terminology. depend on the teacher / mentor for guidance and support where prompting and advice as required. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23812
Unit title	Undertake a simple investigation of how the earth, moon, and sun interact
Application	<p>This unit describes the skills and knowledge required to undertake a simple investigation on the effects of the interaction between the earth, moon and sun. It requires the ability to investigate how the earth, moon and sun interacts and report on the findings.</p> <p>This unit applies to learners wishing to improve their educational and vocational participation options in the science field.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan an investigation of the interaction between the earth, moon and sun	1.1	Identify the general effects of the interaction between the earth, moon and sun
		1.2	Develop a plan to conduct simple experiments to investigate the effects of the interaction between the earth, moon and sun in consultation with a relevant person
2	Examine the interaction between the earth, moon and sun	2.1	Conduct simple experiments to investigate the effects of the interaction between the earth, moon and sun
		2.2	Record the results of the investigation using appropriate scientific terminology
3	Report on the investigation	3.1	Present the findings of the investigation
		3.2	Discuss the findings of the investigation using appropriate scientific terminology

Range of Conditions

In the context of this unit interaction refers to the relative positions of the earth, moon and sun and the effects that the earth, moon and sun have on each other. The general effects may include, but are not limited to, the seasons (Summer, winter, autumn, spring), tides, day/night cycle, the atmosphere, time, and process of measuring and recording time.

The types of simple investigation may be conducted as an individual or as a proactive member of a group and include but not limited to:

- making a model (such as solar system to scale, sundial, eclipse)
- timelines (such as day to night, different seasons, history of ideas about earth's place in the solar system and/or connection to the sun and the moon)
- model or role play of the relative actions of the earth, the sun and the moon
- describing different methods for keeping track of time through human history
- comparing the description and importance of the seasons in other cultures.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed resources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • identify the main idea and key and supporting information in texts
Oral communication skills to:	<ul style="list-style-type: none"> • develop a plan and identify appropriate investigation methods with a relevant person • discuss findings of the investigation
Planning and organising skills to:	<ul style="list-style-type: none"> • follow a plan to conduct simple experiments
Teamwork skills to:	<ul style="list-style-type: none"> • collaborate with another person to form a plan
Digital literacy skills to:	<ul style="list-style-type: none"> • interpret information sourced in a digital format

Unit Mapping Information

Current Version	Previous Version	Comments
VU23812 Undertake a simple investigation of how the earth, moon, and sun interact	VU22406 Undertake a simple investigation of how the earth, moon, and sun interact	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23812 Undertake a simple investigation of how the earth, moon, and sun interact
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> plan and conduct a simple investigation into the effects of the interaction between the earth, moon and sun, and report on the outcomes using appropriate scientific terminology.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> strategies to make meaning to interpret information related to the investigation scientific terminology relevant to this subject area to enable information and ideas to be expressed verbally and in writing. components of a work plan for simple experiments
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to a computer or a digital device with internet access. In technology restricted environments such as corrections settings, activities maybe offline and/or simulated. <p>At this level the learner may:</p> <ul style="list-style-type: none"> require direct support to search for and navigate science related information and issues, including defining the meaning of science-based terminology. depend on the teacher / mentor for guidance and support where prompting and advice as required. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23813
Unit title	Undertake a simple investigation of factors for continuity of life
Application	<p>This unit describes the skills and knowledge required to undertake a simple investigation on the conditions and the processes required for life and its continuation. It requires the ability to plan and conduct a simple investigation into the conditions and the processes required for life and its continuation, and report on the outcomes.</p> <p>This unit applies to learners wishing to improve their educational and vocational participation options in the science field.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan a simple scientific observation of a living entity	1.1	Select a living entity for observation in consultation with a relevant person
		1.2	Develop a plan to investigate the conditions and processes required for survival of the living entity in consultation with a relevant person
2	Conduct a simple scientific observation of a living entity	2.1	Observe and record the characteristics of the living entity that allow it to survive using appropriate scientific terminology
		2.2	Observe and record the conditions required for survival of the living entity using appropriate scientific terminology
		2.3	Record the key stages of the life cycle of the living entity using appropriate scientific terminology
3	Report on the scientific bases of the living entity	3.1	Present the findings of the observation
		3.2	Describe the scientific bases of processes required for continuation of life of the living entity using appropriate scientific terminology

Range of Conditions

In the context of this unit living entity interaction may include but are limited to, plants, human beings, domestic or farm animals, insects, planted seeds, micro-organisms, bacteria.

The types of simple investigation may be conducted as an individual or as a proactive member of a group.

The conditions and processes required for survival may include but are limited to:

- conditions or factors of habitats that help living things to survive
- abiotic factors such as weather conditions, availability of water, soil types that help living things to survive
- biotic factors such as living things within an ecosystem such as plants, animals and bacteria that help living things to survive
- temperature, solar radiation, water, atmosphere, oxygen, nitrogen, carbon dioxide, soil, minerals
- interdependent relationships between living things
- food chains

The characteristics of the living entity may include but are limited to:

- nutrients needed in order to survive
- reproductive parts
- genetic make-up
- inherited characteristics
- life cycle

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed resources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • identify the main idea and key and supporting information in texts
Writing skills to:	<ul style="list-style-type: none"> • record findings of the investigation
Oral communication skills to:	<ul style="list-style-type: none"> • develop a plan and identify appropriate investigation methods with a relevant person • discuss findings of the investigation
Planning and organising skills to:	<ul style="list-style-type: none"> • follow a plan to conduct an investigation
Teamwork skills to:	<ul style="list-style-type: none"> • collaborate with another person to form a plan

Digital literacy skills to:

- interpret information sourced in a digital format

Unit Mapping Information

Current Version	Previous Version	Comments
VU23813 Undertake a simple investigation of factors for continuity of life	VU22407 Undertake a simple investigation of factors for continuity of life	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23813 Undertake a simple investigation of factors for continuity of life
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> plan and conduct a simple investigation into the conditions and the processes required for life and its continuation, and report on the outcomes using appropriate scientific terminology
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> strategies to make meaning to interpret information related to the investigation scientific terminology relevant to this subject area to enable information and ideas to be expressed verbally and in writing components of a work plan for an investigation
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to a computer or a digital device with internet access. In technology restricted environments such as corrections settings, activities maybe offline and/or simulated. <p>At this level the learner may:</p> <ul style="list-style-type: none"> require strong support to search for and navigate science related information and issues, including defining the meaning of science-based terminology. depend on the teacher / mentor for guidance and support where prompting and advice is required. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23814
Unit title	Identify the Australian electoral system
Application	<p>This unit describes the skills and knowledge required to develop familiarity with the Australian system of government and participation in the electoral process. It requires the ability to describe key points relevant to the Australian electoral system, processes and the rights and responsibilities of its citizens.</p> <p>This unit applies to learners wishing to develop their general knowledge to enable them to participate in the Australian electoral system and as a means of developing their literacy and numeracy skills.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Describe the system of government in Australia	1.1	Identify the levels of government in Australia
		1.2	Outline the role of each level of government
		1.3	Identify the key players in federal, state and local government
2	Describe the election process in Australia	2.1	Outline the key steps taken in the election process
		2.2	Outline the main features of the Australian voting system
		2.3	Locate a range of election material provided as part of the election process
3	Describe the electoral rights and responsibilities of residents and citizens of Australia	3.1	Identify sources of information about participating in the electoral system
		3.2	Identify the advantages of participating in the electoral system
		3.3	Identify the requirements to participate in an election in Australia

Range of Conditions

In the context of this unit, it is important learners can identify the key roles of the three levels of government within Australia: federal, state and local. Other key roles that maybe identified but are not limited to include the governor general, prime minister, state premiers, ministers of parliament, mayor, councillors.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> interpret basic structural conventions of text such as informative texts with impersonal tone, headings, writer's views expressed as facts and which might follow a standard format such as general statement, factual description.
Oral communication skills to:	<ul style="list-style-type: none"> convey information about the electoral system in Australia
Digital literacy skills to:	<ul style="list-style-type: none"> access digital information on Australian electoral system

Unit Mapping Information

Current Version	Previous Version	Comments
VU23814 Identify the Australian electoral system	VU22408 Identify the Australian electoral system	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23814 Identify the Australian electoral system
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> locate, interpret, and describe key information about <ul style="list-style-type: none"> three levels of Australian Government two features of the election process for any of the levels of Australian government the electoral rights and responsibilities of Australian citizens
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> specialised vocabulary related to elections and election processes texts have different audiences and different purposes strategies to make meaning of and interpret information related to the Australian electoral system
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> sources of information related to the Australian electoral system access to a computer or a digital device with internet access. In technology restricted environments such as corrections settings, activities maybe offline and/or simulated. <p>At this level the learner may:</p> <ul style="list-style-type: none"> require support to search for and navigate information, including terminology related to Australian electoral system depend on the teacher / mentor for guidance and support where prompting and advice is required. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23815
Unit title	Investigate the legal system
Application	<p>This unit describes the skills and knowledge required to become familiar with the Australian legal system and the ways in which it can be accessed. It requires the ability describe key points relevant to the Australian legal system and the process of engaging legal representation.</p> <p>This unit applies to learners wishing to develop their general knowledge of the legal system and their literacy and numeracy skills.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Describe the main features of the Australian legal system	1.1	Identify the main differences between civil and criminal law
		1.2	Identify the powers, rights and responsibilities of the police in Australia
		1.3	Outline the main features of the court system and the role of each court
		1.4	Identify methods of punishment in Australia
2	Access information about legal representation	2.1	Identify key features of the system of legal representation
		2.2	Locate legal resources in the community
		2.3	Describe the process of accessing legal representation

Range of Conditions

In the context of this unit, it is important learners can identify:

the key roles of the different roles of people working as part of the legal system in Australia, this may include but not limited to police, legal advocacy, solicitor, barrister, King's Counsel, judge.

Learners should also be able to identify basic information on the Australian court hierarchy.

Investigations of the Australian legal system may include but not be limited to:

- methods of punishment in Australia such as a prison sentence, good behaviour bond/recognisance, a fine, a probation order, a community service order, graffiti removal order, driver license disqualification.
- legal resources in the community such as legal aid, legal centres /services such as, Victorian Aboriginal legal service, solicitors, information about human rights and equal opportunity, Victorian Civil and Administrative Tribunal (VCAT), court network or other relevant resources applicable to other states and territories.
- what is federal law and what may differ in law in different areas of Australia if it is a state law?
 - federal laws such as foreign affairs, defence, immigration, marriage and divorce, taxation
 - different state laws such as driver's licence, road rules, quarantine of food stuffs, real estate, probate, apprehended violence order (AVO).

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skills	Description
Reading skills to:	<ul style="list-style-type: none"> source appropriate information about the Australian legal system
Oral communication skills to:	<ul style="list-style-type: none"> convey and discuss information about the Australian legal system
Digital literacy skills to:	<ul style="list-style-type: none"> access digital information on Australian legal system

Unit Mapping Information

Current Version	Previous Version	Comments
VU23815 Investigate the legal system	VU22409 Investigate the legal system	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23815 Investigate the legal system
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • source and interpret information on the key features of the Australian legal system including different types of legal representation • investigate and list two sources of legal support in the community • discuss information related to two features of the Australian legal system
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • specialised vocabulary related to features of the legal system • texts have different audiences and different purposes • strategies to make meaning of and interpret information related to the legal system
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • sources of information related to the Australian legal system • access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities maybe offline and/or simulated.</p> <p>At this level the learner may:</p> <ul style="list-style-type: none"> • require strong support to search for and navigate information, including terminology related to the legal system. • depend on the teacher / mentor for guidance and support where prompting and advice is required. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23816
Unit title	Investigate driving and owning a car
Application	<p>This unit describes the skills and knowledge required to develop familiarity with the requirements of driving a car in Australia and issues surrounding motor vehicle ownership. It requires the ability to describe the requirements for driving a car, as well as the process for purchasing one.</p> <p>This unit applies to learners wishing to develop their knowledge of basic requirements for driving in Australia and issues surrounding motor vehicle ownership.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Describe the requirements for driving in Australia	1.1	Identify the legal requirements for driving in Australia
		1.2	Identify factors particular to the local area as appropriate
		1.3	Identify and interpret key road signs
		1.4	Identify circumstances that may cause a driver to lose a licence
2	Describe the process of buying a car	2.1	Identify sources where cars can be purchased
		2.2	Identify the advantages and disadvantages of each source
		2.3	Identify some of the considerations when buying a car
		2.4	Identify the responsibilities of a car owner

Range of Conditions

In the context of this unit, it is important learners can identify:

- the legal requirements of driving and owning a car which may include but are not limited to, what is difference between an Australian licence and international licence, what are the different status of these licences, driving age, probationary period, requirements road laws, use of alcohol and other drugs while driving.
- the different requirements of driving and owning a car in different states and territories as the laws are dependent on state laws and requirements may vary in different aspects. Learning may be a comparison of different state laws or specific for a given state as relevant to a learner's needs and location. For example, a learner who lives close to state borders may need to be aware of differences of bordering state/s requirements while it may not be as applicable for others.
- factors that need to be considered when driving in a local area which may include but are not limited to, road signs, speed limits, tolls, fines, road conditions, major intersections, school zones, parking restrictions wildlife / livestock.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> interpret and make meaning from information about the requirements for driving and buying a car
Digital literacy skills to:	<ul style="list-style-type: none"> access and interpret digital information on driving and owning a car in Australia

Unit Mapping Information

Current Version	Previous Version	Comments
VU23816 Investigate driving and owning a car	VU22410 Investigate driving and owning a car	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23816 Investigate driving and owning a car
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • source, interpret and list basic information on requirements for driving in Australia • interpret and list basic information about purchasing cars
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • legal requirements for driving and owning a vehicle in Australia • specialised vocabulary related to purchasing and owning a car • texts that have different audiences and different purposes • strategies to make meaning of and interpret information related to purchasing a car
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to sources of information on legal requirements for driving and owning a vehicle in Australia • access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities maybe offline and/or simulated.</p> <p>At this level the learner may:</p> <ul style="list-style-type: none"> • require strong support to search for and navigate information, including terminology related to the legal system. • depend on the teacher / mentor for guidance and support where prompting and advice is required. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23817
Unit title	Research pathways and produce a learning plan and portfolio
Application	<p>This unit describes the skills and knowledge to investigate pathway options and plan skills development to access pathways, in discussion with an appropriate support person.</p> <p>It requires the ability to collect information about pathway options, develop a formal learning plan and prepare and maintain a portfolio of evidence over time.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Learning at Level 4: 4.01, 4.02.</p> <p>This unit applies to learners with further learning goals who would like to access further study or employment pathways. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Establish own learning needs	1.1	Determine potential areas of interest for further study or employment
		1.2	Identify learning goals
		1.3	Determine any gaps in own current skills and knowledge
		1.4	Discuss how previous experiences could support achievement of identified goals
2	Examine potential pathways	2.1	Source information about potential pathway options
		2.2	Analyse information about possible options

		2.3	Discuss pathway options with an appropriate support person
		2.4	Determine any additional skills requirements related to identified pathway options
3	Develop and implement a formal learning plan	3.1	Discuss the purpose of a formal learning plan
		3.2	Identify and discuss the components of a formal learning plan
		3.3	Determine and apply the process for developing a learning plan
		3.4	Document the learning plan
		3.5	Determine and apply learning strategies to support achievement of learning goals
4	Prepare portfolio of completed work samples	4.1	Identify possible audiences and uses for the portfolio
		4.2	Determine requirements of the portfolio
		4.3	Select and discuss types of evidence for inclusion
		4.4	Assemble examples of evidence for portfolio
5	Monitor and update the formal learning plan	5.1	Review progress towards achievement of goals
		5.2	Determine factors which contributed to success towards meeting goals
		5.3	Evaluate learning plan and revise as necessary

Range of Conditions

In this context, formal learning plans relate to unfamiliar contexts and include specialised vocabulary and some abstraction. The formal learning plan documents an agreed program that the learner begins to implement during the course. Learning goals may relate to further study or employment pathways and may include short term skills improvement or longer term career development.

Support persons may include but are not limited to teachers, careers coaches/councillors, community workers, networking, job and skills centres

A formal learning plan contains a structured approach to learning such as what will be learned, how it will be learned, by when, what criteria will be used to evaluate the learning.

Learning strategies may include but are not limited to:

- undertaking self directed learning
- applying reflective practices
- identifying own strengths and weaknesses

- undertaking self assessment
- accessing and using support resources and digital learning tools
- transferring skills to different contexts
- collaborating with others
- modifying approaches to learning

The portfolio may have different purposes and uses including but not limited to accessing an identified pathway, providing evidence of employability skills to support a pathway, building a picture of personal attributes, identifying areas for further skill development, supporting a job application.

The portfolio may be digital or hard copy and may be presented in different formats and organised in different ways such as by date, topic area, unit of study. It may contain different types of evidence such as:

- collections of samples compiled by the learner
- products with supporting documentation
- journal/log book

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • interpret information about potential pathways • gather and use information to support development of the learning plan
Learning skills to:	<ul style="list-style-type: none"> • apply learning strategies to achieve goals
Problem-solving skills to:	<ul style="list-style-type: none"> • identify, select and organise evidence for the portfolio • compare own skills to pathway options
Planning and organising skills to:	<ul style="list-style-type: none"> • select and organise evidence for portfolio
Self-management skills to:	<ul style="list-style-type: none"> • determine own learning approaches • evaluate own skills and knowledge to identify gaps
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital devices safely and responsibly
Digital literacy skills to:	<ul style="list-style-type: none"> • search for information about pathways in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23817 Research pathways and produce and implement a learning plan and portfolio	VU22411 Research pathways and produce a learning plan and portfolio	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23817 Research pathways and produce and implement a learning plan and portfolio
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • investigate at least two pathway options • develop, document, monitor and update a formal learning plan based on a selected pathway option including: <ul style="list-style-type: none"> ○ at least two short and/or long term learning goals and indicators of success ○ actions and tasks to achieve goals including monitoring arrangements ○ potential barriers and possible solutions ○ at least three learning strategies to support achievement of each goal ○ at least two learning tools to support achievement of goals ○ own responsibilities ○ timelines ○ how the plan will be evaluated • compile a portfolio containing at least three pieces of evidence for selected pathway option
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • purpose of a formal learning plan • factors which can support or hinder progress in achievement of learning goals • different learning approaches to support achievement of learning goals • methods to carry out a self assessment of own skills and knowledge • methods to review progress towards learning goals
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • appropriate persons and support resources to assist with development of the plan • relevant information about potential pathway options <p>Assessment of performance requirements in this unit must be undertaken over the course of the program so the learning plan can be implemented, reviewed and amended.</p>

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23818
Unit title	Research, implement and review a project
Application	<p>This unit describes the skills and knowledge to research, implement and review a project of interest. It requires the ability to research and develop a project proposal, design and plan tasks for the project, carry out the project and evaluate the outcome.</p> <p>This unit applies to learners who need to extend their literacy and oral communication skills through practical application as part of a project. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Develop a project proposal	1.1	Select and research an area or topic of interest
		1.2	Determine the scope of the project
		1.3	Identify and confirm proposed project objectives and outcomes with appropriate support people
		1.4	Evaluate current skills, knowledge, interests and resources in relation to the proposal
2	Plan the project	2.1	Determine the elements of the project
		2.2	Determine the processes for completing the project
		2.3	Identify responsibilities for project participation
		2.4	Identify and access required resources
		2.5	Develop a project plan

3	Complete the project	3.1	Conduct research and analyse relevant information
		3.2	Undertake project tasks
		3.3	Record work undertaken to meet project objectives
		3.4	Monitor activities against project plan
		3.5	Revise and amend project plan as needed.
4	Evaluate the project	4.1	Identify and analyse factors which contributed to success in meeting project objectives
		4.2	Examine barriers to success of project and ways to address them in future
		4.3	Determine strategies which can be applied to other projects

Range of Conditions

Content for the project can be drawn from any area of learner interest or need. The project can be completed either individually or as a member of a group. It can be completed in a range of contexts such as learning, personal, workplace or community contexts. The project must include at least one digital source of information.

Projects may include but are not limited to activities such as:

- producing a newsletter or brochure
- planning a community activity
- designing and producing a community mural
- setting up a community garden
- investigating a community or neighbourhood issue

Elements of a project may include but are not limited to:

- what is needed such as resource requirements, contingencies if there are problems
- who will be involved
- how the project will be carried out such as key steps and milestones, evaluation strategies
- when key parts of the project will be completed such as timelines

Factors contributing to success of the project may include but are not limited to

- transferring learning from one area to a new area
- applying appropriate teamwork strategies
- practising new skills
- seeking support of teacher, peers, other interested parties when needed
- role definitions

- applying problem-solving techniques
- developing co-operative learning techniques

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • research and analyse information for the project
Problem-solving skills to:	<ul style="list-style-type: none"> • gather required resources • complete tasks according to agreed project plan • apply contingencies to address barriers
Planning and organising skills to:	<ul style="list-style-type: none"> • plan and follow steps to complete a project
Self-management skills to:	<ul style="list-style-type: none"> • complete tasks or activities according to identified time frames
Technology skills to:	<ul style="list-style-type: none"> • use digital devices and tools safely
Digital literacy skills to:	<ul style="list-style-type: none"> • access and navigate digital information to plan and complete the project • apply a range of digital netiquette conventions to conduct online research responsibly

Unit Mapping Information

Current Version	Previous Version	Comments
VU23818 Research, implement and review a project	VU22412 Implement and review a project	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23818 Research, implement and review a project
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> research, implement and review a project of interest including: <ul style="list-style-type: none"> selecting an activity/topic researching and preparing a project proposal including project objectives preparing a project plan and implementing the project against the plan evaluating the project including identifying successful outcomes and barriers to completion of the project
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> sources of information to research a topic or idea different project methodologies to complete project work benefits of a project plan contingencies to address potential barriers for project completion process of project evaluation
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> texts and information to support the project and/or activities selected resources to complete the project such as facilities such as libraries computers and digital devices to access information for the project access to support people as required <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments</p> <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23819
Unit title	Engage with complex texts for personal purposes
Application	<p>This unit describes the skills and knowledge to engage with complex texts for personal purposes. It requires the ability to analyse and critically evaluate structurally complex texts which are relevant to personal purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 4: 4.03, 4.04.</p> <p>This unit applies to those who need to broaden their reading skills for application in personal contexts. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Source complex texts for personal purposes	1.1	Establish own purpose and need for accessing the texts
		1.2	Access and select texts to meet purpose and need
		1.3	Compare and confirm relevance of texts to own purpose or need
2	Analyse content in texts	2.1	Select and apply reading strategies to make meaning from the texts
		2.2	Analyse features of texts
		2.3	Extract and summarise main ideas in texts
		2.4	Analyse supporting information

3	Critically evaluate texts	3.1	Evaluate means used by the author to achieve the purpose of the text
		3.2	Apply strategies to critically analyse texts
		3.3	Assess the relevance of the texts to intended audience and purpose
		3.4	Evaluate effectiveness of texts

Range of Conditions

In this context, texts related to personal purposes are structurally intricate with embedded information which includes abstraction and symbolism. They include some specialisation and unpredictable contexts.

Texts may include both paper based and digital texts and must include different text types related to personal needs.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Texts for personal purposes may include but are not limited to:

- personal or formal letters related to personal matters, emails, social media posts
- fiction, short stories
- songs and poetry
- newspapers
- non-fiction texts of personal interest such as weblogs, biographical pieces, newsletters, magazine articles
- complex instructions such as using equipment
- visual texts such as digital stories, posters, art work, advertisements
- opinion pieces such as letters to the editor, articles in journals

Features of texts use complex syntactic structures, language features and sentence structures and may include but are not limited to:

- narrative text with a chronological sequence of events, orientation, complication, resolution, use of complex descriptive language, variations in author's voice
- informative texts that follow a standard format such as general statement, factual description, conclusion, uses impersonal tone, uses numbered outlines, discourse markers, expresses writer's views as facts or might include abstract nouns that condense ideas, processes and descriptions
- persuasive texts that use emotive and persuasive language, include facts and opinions, author's bias may be explicit or implicit, may include supporting materials and evidence, may include opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation
- procedural texts such as sequential steps required to achieve goals or apply a process

- transactional texts with formal opening, statement of purpose, details, request, action required, formal close
- words / phrases/ abbreviations
 - vocabulary which creates nuances of meaning
 - vocabulary with non literal meanings
- visuals which convey abstract information and concepts

Reading strategies to make meaning from texts may include but are not limited to:

- connecting separate pieces of information within a text, rather than treating them as separate units of information
- using knowledge of structure and layout to skim key information
- using knowledge of principal conventions of text types to assist with constructing meaning
- recognising that language relates to social contexts and when social relations change, language may also change
- employing a variety of strategies when interpreting text such as self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people
- recognising how supporting material is used effectively
- distinguishing fact from opinion
- noting cues such as particular words which indicate a new or important point is about to be made
- making notes from written texts of personal relevance
- comparing information from different sources
- using de-coding and word identification strategies such as visual and phonic patterns, word derivations and meanings

Strategies to critically analyse texts may include but are not limited to:

- clarifying the purpose of the writer including stated and inferred purpose
- brainstorming activities to discuss features of the text such as ways in which the text reflects the author's culture, experiences and value system
- identifying key words and phrases critical to gaining meaning from the text
- discussing effect of language choices on effectiveness of the text for example, emotive and descriptive words, use of slang, use of inclusive pronouns
- commenting on the structure and content, expressing an opinion on the text such as personal impact of the text, feelings about an aspect of the text
- comparing similar texts of personal relevance in terms of language used or text structure
- discussion of writer's voice
- comparing ideas from different texts
- evaluating sources of information such as validity and accuracy of information

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> select, analyse and critically evaluate structurally complex texts relevant to own purposes
Technology skills to:	<ul style="list-style-type: none"> access and navigate digital texts use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> use search engines to locate texts search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23819 Engage with complex texts for personal purposes	VU22413 Engage with a range of complex texts for personal purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23819 Engage with complex texts for personal purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> source and apply reading strategies to analyse and evaluate information in a minimum of two personally relevant texts including: <ul style="list-style-type: none"> at least one digital text two text types related to personal needs
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> complex syntactic structures with multiple clauses including use of abstract meanings, modality and complex tenses vocabulary including some specialised vocabulary to support comprehension techniques used by writers to convey meaning and achieve purpose linking devices to demonstrate conceptual connections and/or causal relationships reading strategies to make meaning-from texts ways in which punctuation conveys a range of emotions or intentions strategies to critically analyse texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> authentic texts for personal purposes relevant to the learner digital technology and software as appropriate <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation initiates and uses support from a range of established sources <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23820
Unit title	Engage with complex texts for learning purposes
Application	<p>This unit describes the skills and knowledge to engage with complex texts for learning purposes. It requires the ability to analyse and interpret structurally intricate texts which are relevant to own learning purposes or needs.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 4: 4.03, 4.04.</p> <p>This unit applies to those seeking to improve their further education participation options and who need to extend their critical reading skills for application in a learning context. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Source complex texts for learning purposes	1.1	Establish own purpose and need for accessing the texts
		1.2	Access and select texts relevant to own learning purpose and need
		1.3	Compare and confirm relevance of texts to own purpose or need
2	Analyse content in texts	2.1	Select and apply reading strategies to make meaning from the texts
		2.2	Analyse features of selected texts
		2.3	Extract and summarise main ideas in texts

3	Critically evaluate texts	2.4	Analyse supporting information
		2.5	Compare information from different sources
		3.1	Evaluate means used by the author to achieve the purpose of the text
		3.2	Apply strategies to critically analyse texts
		3.3	Assess the relevance of the texts to intended audience and purpose
		3.4	Evaluate effectiveness of texts

Range of Conditions

In this context, texts related to learning purposes are structurally intricate with embedded information which includes abstraction, symbolism and specialised vocabulary. They include some specialisation and unpredictable contexts.

Texts may include both paper based and digital texts and must include different text types related to learning needs from different sources.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Texts related to learning purposes may include but are not limited to:

- text books, research material on the internet, weblogs
- classroom based learning materials notes taken from whiteboard, notes taken from a variety of sources
- manuals / learner guides, work books
- course information such as VTAC guide
- journal articles, reports, including technical information
- instructions or technical procedures on how to complete a learning task such as a science experiment or project
- informal and formal emails, tweets, online postings or hand written messages about matters related to learning for example, information about an assignment from a fellow class member or the teacher
- individual learning plans, portfolios, diary entries related to study plans, task lists
- diagrams with supporting information related to a specific area of study or discipline

Features of texts use complex syntactic structures, language features and sentence structures and may include but are not limited to:

- instructional texts with headings and sub-headings to organise the text; format that typically includes a statement of learning goals, materials needed or other requirements, sequential steps required to achieve goals; and icons to provide guidance to the learner as to what is required

- informative texts with impersonal tone, headings, author's views expressed as facts, might include abstract nouns that condense ideas, processes and descriptions, and might follow a standard format such as general statement, factual description, conclusion
- persuasive texts with emotive and persuasive language, including facts and opinions, author's bias may be explicit or implicit, may include supporting materials, may include opposing views on a subject and follows a standard format such as statement of opinion, argument, summing up or recommendation
- narrative texts with a chronological sequence of events, use of complex descriptive language, variations in author's voice
- visuals such as tables, graphs containing formatted data with explicit navigation features such as headings, table of contents, site map/ menus, numbered contents, dot points, arrows
- words / phrases/ abbreviations
 - vocabulary associated with personally relevant education activities
 - technical terms linked to areas of learning
 - abbreviations associated with further education such as TAFE, VET, VCE, HE,

Reading strategies to make meaning from texts may include but are not limited to:

- relating separate pieces of information within a text, rather than treating them as separate units of information
- using knowledge of structure and layout to skim key information
- using knowledge of principal conventions of texts to assist with constructing meaning
- recognising that language relates to social contexts and when social relations change, language may also change
- employing a variety of strategies when interpreting text such as self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people
- recognising how supporting information is used effectively
- distinguishing fact from opinion
- noting cues such as particular words which indicate a new or important point is about to be made
- making notes from written texts of personal relevance
- comparing information from different sources
- using de-coding and word identification strategies such as visual and phonic patterns, word derivations and meanings

Strategies to critically analyse texts may include but are not limited to:

- clarifying the purpose of the writer including stated and inferred purpose
- analysis to identify misleading information, underlying values, subtle nuances, evidence to support judgements/conclusions
- brainstorming activities to discuss features of the text such as ways in which the text reflects the author's culture, experiences and value system
- identifying key words and phrases critical to gaining meaning from the text
- discussing effect of language choices on effectiveness of the text for example, emotive and descriptive words, use of slang, use of inclusive pronouns
- commenting on the structure, content and coherence

- evaluating sources of information such as validity and accuracy of information
- expressing an opinion on the text such as the personal impact of the text
- comparing similar texts in terms of language or text structure used
- discussion of writer's voice
- comparing ideas from different texts

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select, analyse and critically evaluate structurally complex texts relevant to own purposes
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • use search engines to locate texts • search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23820 Engage with complex texts for learning purposes	VU22414 Engage with a range of complex texts for learning purposes	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23820 Engage with complex texts for learning purposes</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> source and apply reading strategies to analyse and critically evaluate information in a minimum of two texts relevant to learning needs or purposes including: <ul style="list-style-type: none"> at least one digital text at least two text types relevant to learning purposes
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> complex syntactic structures with multiple clauses including abstract meaning, modality and complex tenses linking devices to demonstrate conceptual connections and/or causal relationships reading strategies to make meaning from texts vocabulary related to learning including some specialised vocabulary to support comprehension techniques used by writers to convey meaning and achieve purpose factors that influence a text such as an author's culture, experiences and value system ways in which punctuation conveys emotions or intentions strategies to critically analyse the validity of information in texts differences in how paper based and digital information is represented
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> texts relevant to learning purposes digital technology and software <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated websites</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation initiates and uses support from a range of established sources

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23821
Unit title	Engage with complex texts for employment purposes
Application	<p>This unit describes the skills and knowledge to engage with complex texts for employment purposes. It requires the ability to analyse and critically evaluate structurally complex texts which are relevant to employment purposes or needs.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 4: 4.03, 4.04.</p> <p>This unit applies to those seeking to improve their employment options and who need to further extend their reading skills for application in an employment context. This unit is suitable for those already in employment and those who aspire to employment.</p> <p>Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Source complex texts for employment purposes	1.1	Establish own purpose and need for accessing the texts
		1.2	Access and select texts to meet own purpose and need
		1.3	Compare and confirm relevance of texts to own purpose or need
2	Analyse content in texts	2.1	Select and apply reading strategies to make meaning from the texts
		2.2	Locate any relevant explanatory or additional information

			needed to interpret the texts
		2.3	Analyse features of texts
		2.4	Extract and summarise main ideas in texts
		2.5	Analyse supporting information
		2.6	Confirm content of texts meets own purposes or needs
3	Critically evaluate texts	3.1	Evaluate means used by the author to achieve the purpose of the text
		3.2	Apply strategies to critically analyse texts
		3.3	Assess the relevance of the texts to intended audience and purpose
		3.4	Evaluate effectiveness of texts

Range of Conditions

In this context, texts related to employment purposes are structurally intricate with embedded information which includes abstraction and symbolism. They include some specialisation and unpredictable contexts.

Texts may include both paper based and digital texts and must include different text types related to employment needs.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Texts for employment purposes may include but are not limited to:

- information from government agencies such as Job Networks, My Gov, advertisements and application processes
- human resource and employment contracts
- workplace documents or policies such as Fair Work statements
- induction materials / job specifications
- OHS / WHS materials
- manufacturers' specifications / standard operating procedures
- workplace plans, drawings, and specifications
- information from unions
- workplace newsletters
- workplace apps
- workplace reports
- workplace forms

Features of texts use complex syntactic structures, language features and sentence structures and may include but are not limited to:

- informative texts that use impersonal tone, numbered outlines / dot points, technical terms, abstract nouns that condense ideas, processes and descriptions, and follow a standard format such as statement of purpose, steps, diagrams / photographs and may include data such as statistical information
- persuasive texts with author's bias that may be explicit or implicit, use emotive and persuasive language, includes facts and opinions, include supporting materials, may include opposing views on a subject and follow a standard format such as statement of opinion, argument, summing up or recommendation.
- procedural texts with sequential steps which may be supported by diagrams, icons, symbols
- formatted texts such as workplace forms or job applications with headings, instructions and symbols
- tables, graphs containing formatted data with explicit navigation features such as headings, table of contents, site map/ menus, numbered contents, dot points
- words / phrases/ abbreviations:
 - workplace technical terms
 - abbreviations such as OHS / WHS, MSDS, HR
- visuals
 - diagrams, process flowchart
 - charts, graphs to encapsulate data
 - posters to convey messages such as OHS / WHS information
- numerical information:
 - measurements and calculations using common measuring instruments
 - awards / salary information such as ordinary hours and penalty rates

Reading strategies to make meaning from texts may include but are not limited to:

- connecting separate pieces of information within a text, rather than treating them as separate units of information
- using knowledge of structure and layout to skim key information
- using knowledge of principal conventions of text types to assist with constructing meaning
- recognising that language relates to social contexts and when social relations change, language may also change
- employing a variety of strategies when interpreting text such as self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people
- recognising how supporting material is used effectively
- distinguishing fact from opinion
- noting cues such as particular words which indicate a new or important point is about to be made
- making notes from written texts of personal relevance
- comparing information from different sources
- using a range of technical vocabulary of relevance to particular industry or workplace

- using de-coding and word identification strategies such as visual and phonic patterns, word derivations and meanings

Strategies to critically analyse texts may include but are not limited to:

- clarifying the purpose of the writer including stated and inferred purpose
- examining ways in which the text reflects the author's culture, experiences and value system
- identifying key words and phrases critical to gaining meaning from the text
- discussing effect of language choices on effectiveness of the text for example, emotive and descriptive words, use of slang, use of inclusive pronouns
- commenting on structure, coherence and content,
- expressing an opinion on the text such as its impact on the reader or an opinion on an aspect of the text
- comparing similar texts of personal relevance in terms of language used or text structure
- discussion of writer's voice
- comparing ideas from different texts
- evaluating sources of information such as validity and accuracy of information

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select, analyse and critically evaluate structurally complex texts relevant to own purposes
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • use search engines to locate texts • search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23821 Engage with complex texts for employment purposes	VU22415 Engage with a range of complex texts for employment purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23821 Engage with complex texts for employment purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> source and apply reading strategies to analyse and critically evaluate information in a minimum of two texts relevant to employment needs or purposes including: <ul style="list-style-type: none"> at least one digital text at least two text types relevant to employment purposes
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> complex syntactic structures with multiple clauses including use of abstract meaning, modality and complex tenses linking devices to demonstrate conceptual connections and/or causal relationships reading strategies to make meaning from texts vocabulary related to employment including some specialised vocabulary to support comprehension techniques used by writers to convey meaning and achieve purpose factors that influence a text such as an author's culture, experiences and value system ways in which punctuation conveys emotions or intentions strategies to critically analyse the validity of information in texts differences in how paper based and digital information is represented
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> texts relevant to work and employment purposes digital technology and software <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation initiates and uses support from a range of established sources <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements</p>

Unit code	VU23822
Unit title	Engage with complex texts to participate in the community
Application	<p>This unit describes the skills and knowledge to engage with complex texts which are relevant to participation in the community. It requires the ability to analyse and critically evaluate structurally complex texts which are relevant to community participation needs.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 4: 4.03, 4.04.</p> <p>This unit applies to those seeking to improve their community participation options and who need to extend their reading skills for application in a community context.</p> <p>Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Source texts relevant to community participation	1.1	Establish own purpose and need for accessing the texts
		1.2	Access and select texts to meet purpose and need
		1.3	Confirm source of the texts
		1.4	Compare and confirm relevance of texts to own community participation needs
2	Analyse content in texts	2.1	Select and apply reading strategies to make meaning from the texts
		2.2	Analyse the features of texts
		2.3	Extract and summarise main ideas in texts

3	Critically evaluate texts	2.4	Analyse supporting information
		2.5	Confirm content of texts meets own purposes or needs
		3.1	Evaluate means used by the author to achieve the purpose of the text
		3.2	Apply strategies to critically analyse texts
		3.3	Assess the relevance of the texts to intended audience and purpose
		3.4	Evaluate effectiveness of texts

Range of Conditions

In this context, the 'community' can have a range of definitions, depending on the learner's situation. Community may signify local environment in the case of rural or regional learners. While community is most often defined geographically, it can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense and mean 'society'.

In this context, texts related to community participation purposes are structurally intricate with embedded information which includes abstraction and symbolism. They include some specialisation and unpredictable contexts. Texts may include both paper based and digital texts and must include different text types related to community participation needs.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Complex texts for community participation may include but are not limited to:

- newspaper articles about community issues
- council brochures, community newsletters, government pamphlets
- community directories
- community and political advertisements, leaflets about community matters or issues
- letters from government/council or other organisations
- local government surveys on everyday community matters,
- agenda and minutes of council or community meetings

Features of texts use complex syntactic structures, language features and sentence structures and may include but are not limited to:

- persuasive texts which use emotive and persuasive language, include facts and opinion where the writer's bias may be explicit or implicit, include supporting materials, may include opposing views on a subject or issue and might follow a standard format such as statement of opinion, argument, summing up or recommendation
- informative texts which use impersonal tone, numbered outlines, discourse markers where the writer's views are expressed as facts, might include abstract nouns that condense ideas, processes and descriptions, and might follow a standard format such as general statement, factual description, conclusion

- procedural texts with sequential steps and which may be supported by diagrams, icons, symbols
- transactional texts such as letters with formal opening, statement of purpose, details, request, action required, formal close
- supporting visuals, symbols and logos indicating community and public facilities, names of service providers
- words / phrases/ abbreviations such as vocabulary:
 - which creates nuances of meaning
 - associated with personally relevant community, recreation and leisure activities
 - related to community environment or issues
 - precise selection of vocabulary to convey shades of meaning
- numbers as whole numbers, fractions, decimals, and percentages such as tables, graphs, charts which contain data formatted into a of a number of columns and rows or connected with money such as comparative costs of community events, alternative travel arrangements
- explicit navigation features such headings, table of contents, site map/ menus, numbered contents, hyperlinks

Reading strategies to make meaning from texts may include but are not limited to:

- connecting separate pieces of information within a text, rather than treating them as separate units of information
- using knowledge of:
 - structure and layout to skim key information
 - principal conventions of text types to assist with constructing meaning
- recognising that language relates to social contexts and when social relations change, language may also change
- employing a variety of strategies such as self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people
- recognising how supporting material is used effectively
- distinguishing fact from opinion
- noting cues such as particular words which indicate a new or important point is about to be made
- making notes from written texts of personal relevance
- comparing information from different sources
- using de-coding and word identification strategies such as visual and phonic patterns, word derivations and meanings

Strategies to critically analyse texts may include but are not limited to:

- clarifying the purpose of the writer including stated and inferred purpose
- brainstorming activities to discuss features of the text such as ways in which the text reflects the author's culture, experiences and value system
- identifying key words and phrases critical to gaining meaning from the text

- discussing effect of language choices on effectiveness of the text for example, emotive and descriptive words, use of slang, use of inclusive pronouns
- commenting on the structure and content, expressing an opinion on the text such as the personal impact of the text or an aspect of the text
- comparing similar texts of personal relevance in terms of language used or text structure or comparing ideas from different texts
- examination of writer's voice
- evaluating sources of information such as validity and accuracy of information

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select, analyse and critically evaluate structurally complex texts relevant to own purposes
Technology skills to:	<ul style="list-style-type: none"> • access and navigate digital texts • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • use search engines to locate texts • search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23822 Engage with complex texts to participate in the community	VU22416 Engage with a range of complex texts to participate in the community	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23822 Engage with complex texts to participate in the community
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> source and apply reading strategies to analyse and critically evaluate information in a minimum of two texts relevant to community participation needs or purposes including: <ul style="list-style-type: none"> at least one digital text at least two text types relevant to community participation purposes
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> complex syntactic structures with multiple clauses including use of abstract meaning, modality and complex tenses linking devices to demonstrate conceptual connections and/or causal relationships reading strategies to make meaning from texts vocabulary related to community contexts including some specialised vocabulary to support comprehension techniques used by writers to convey meaning and achieve purpose factors that influence a text such as an author's culture, experiences and value system ways in which punctuation conveys emotions or intentions strategies to critically analyse the validity of information in texts differences in how paper based and digital information is represented
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> authentic texts from a community related environment relevant to the learner digital technology and software <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation initiates and uses support from a range of established sources

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements

Unit code	VU23823
Unit title	Participate in complex spoken interactions
Application	<p>This unit describes the skills and knowledge to participate in complex and sustained spoken interactions in familiar and unfamiliar contexts. It requires the ability to select and apply spoken interactional strategies to exchange complex spoken information and analyse spoken texts.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Oral Communication at Level 4: 4.07, 4.08</p> <p>This unit applies to those who wish to further improve their oral communication skills for application in personal, community, learning or employment contexts. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Exchange information in complex interactions	1.1	Determine the purpose and audience for the exchanges
		1.2	Select and apply an appropriate register for the exchanges
		1.3	Use interaction strategies to sustain and participate in the exchanges
		1.4	Identify and interpret inferences and nuances in the exchanges
		1.5	Use linguistic structures to support the purpose of the exchanges
		1.6	Evaluate the effectiveness of the exchanges
2	Analyse complex spoken texts	2.1	Determine the purpose and audience for the information
		2.2	Use strategies to interpret and extract ideas from the

			texts
		2.3	Analyse the relationship between ideas in the spoken texts
		2.4	Request clarification through questioning
		2.5	Conduct a critical review of the spoken texts

Range of Conditions

In this context, spoken interactions are complex and include abstraction, symbolism and specialised vocabulary and take place in unfamiliar contexts and can involve one or more people. They can take place in personal, community, learning or employment contexts.

Exchanges in complex interactions may include but are not limited to:

- conducting a transaction
- exploring points of view
- negotiating an outcome
- presenting a report to a meeting
- relating a narrative
- leading a discussion
- participating in an interview

Interaction strategies may include but are not limited to:

- confirming what has been said
- responding to topic shifts or making a topic shift
- clarifying or repairing understanding
- making constructive contributions
- rephrasing
- using pace and change in tone or emphasis to enhance meaning
- interpreting non verbal features

Strategies to interpret and extract ideas from the texts may include but are not limited to:

- linking ideas within the text
- taking notes
- identifying changes in stress and intonation to indicate emphasis of important points
- identifying the relationship between register and context
- identifying embedded information

Critical review of spoken texts may include but are not limited to:

- use of implied assumptions
- generalisations
- unsupported statements

- use of anecdotes
- use of emotive language

Spoken texts may include texts delivered face to face, in real time or recorded structure. They may include but are not limited to complex presentations, detailed radio or news programs, complex instructions, announcements which contain embedded information, specialised vocabulary related to a topic or field with some abstraction and symbolism.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select linguistic features to support different types of interactions • select and apply strategies to enhance effectiveness of exchanges
Self-management skills to:	<ul style="list-style-type: none"> • manage and adjust exchanges using appropriate interaction strategies

Unit Mapping Information

Current Version	Previous Version	Comments
VU23823 Participate in complex spoken interactions	VU22417 Participate in complex spoken interactions	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23823 Participate in complex spoken interactions
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • select and apply appropriate interaction strategies and linguistic structures to: <ul style="list-style-type: none"> ○ exchange information in at least two complex spoken interactions, each for a different purpose ○ respond to at least two complex spoken texts each with a different purpose
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • specialised vocabulary related to the exchanges • techniques used to maximise the impact of exchanges • different types of interactions and the linguistic features related to them • complex grammatical structures including sentences with multiple clauses and verb tenses • non-verbal communication features to suit purpose of exchanges • strategies to sustain spoken exchanges • relationship between register and context in an exchange • strategies to critically review spoken texts • sources of spoken information related to validity and accuracy of information
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners or others to participate in spoken exchanges • complex spoken texts for response <p>Learners at this level:</p> <ul style="list-style-type: none"> • work independently and initiate and use support from a range of established resources. • use intelligible pronunciation, stress and intonation to convey shades of meaning <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23824
Unit title	Create complex texts for personal purposes
Application	<p>This unit describes the skills and knowledge to support the extended development of writing skills to create complex texts for personal purposes. It requires the ability to plan, produce and review complex texts for personal purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 4: 4.05, 4.06</p> <p>This unit applies to those who wish to extend their writing skills to meet personal needs. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan complex texts for personal purposes	1.1	Determine the purpose and audience for the texts
		1.2	Source information for the texts
		1.3	Research relevant content required to create texts
		1.4	Determine the features of the texts
		1.5	Select the format and organise the structure of the texts
2	Produce complex texts for personal purposes	2.1	Arrange and integrate selected content to meet identified purpose of texts
		2.2	Develop and draft complex texts
		2.3	Review texts and check for accuracy
		2.4	Edit texts to enhance meaning and effectiveness in response to feedback

		2.5	Complete texts according to specified requirements
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Range of Conditions

In this context, complex texts contain embedded information and include specialised vocabulary, abstraction and symbolism and are based on less familiar contexts.

Texts produced must include different text types related to personal purposes and may include digital and handwritten texts.

Complex texts related to personal purposes or needs may include but are not limited to:

- informal or formal emails or posts on personal topics or issues
- notes taken from a book or article of interest
- poetry / songs / digital stories
- reflective writing in personal letters, autobiographical accounts
- opinion letters to local newspapers about an issue
- community or club newsletter
- recounts / short stories
- diary entries / notes in a visual diary
- blogs / text for a webpage
- detailed speech for a special occasion

Features of texts use complex syntactic structures, language features and sentence structures and may include but are not limited to:

- narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
- transactional texts such as formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- informative texts such as factual description or logically sequenced explanation and conclusion, transparent organisation with sequentially ordered dot points, alphabetical, numerical listings, spacing, headings, general statement
- procedural texts such as sequential instructions: statement of the goal, requirements and steps to achieve the goal
- persuasive texts such as argument: statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations
- complex forms requiring detailed personal information
- layout features, styles and structure for specific text types
- language and vocabulary appropriate for audience and purpose
 - use of appropriate language for audience and purpose, such as descriptive language, techniques to convey feelings and ideas, figures of speech, tone and register
 - non - standard Australian English such as slang and colloquialisms
- use of vocabulary specific to topic

- use of punctuation to convey meaning
- use of generic grammatical forms including temporal links such as “meanwhile”, abstract nouns and referential devices
- navigation features such as grids, arrows, dot points
- visual information such as diagrams, graphs, tables formatted into one or two columns, photographs / drawings / sketches / illustrations, symbols

In technology restricted environments such as corrections settings, information for texts may be sourced from offline or simulated online environments.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> • apply the writing process to draft and review texts in response to feedback
Problem-solving skills to:	<ul style="list-style-type: none"> • convey complex relationships between ideas • apply spelling strategies such as visual and phonic patterns • select and apply appropriate register according to context
Technology skills to:	<ul style="list-style-type: none"> • use digital devices safely • use search engines to locate information for texts • search for information in a digital environment
Digital literacy skills to:	<ul style="list-style-type: none"> • select and use appropriate digital applications to produce texts such as email or word applications • use appropriate layout conventions to produce digital documents • apply a range of digital netiquette conventions to source and use information responsibly

Unit Mapping Information

Current Version	Previous Version	Comments
VU23824 Create complex texts for personal purposes	VU22418 Create a range of complex texts for personal purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23824 Create complex texts for personal purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to apply the writing process and use appropriate format and structure to:</p> <ul style="list-style-type: none"> plan, produce and review two complex texts for personal purposes including: <ul style="list-style-type: none"> at least one digital text two text types related to personal purposes one of which consists of a series of linked paragraphs to connect ideas at least two different audiences and purposes
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> structure of complex sentences with multiple clauses including use of abstract meaning, modal verbs and more complex tenses use of abstract nouns to condense ideas, processes and descriptions and/or explanations use of linking devices appropriate to text type difference between public and private writing vocabulary appropriate for audience, purpose and topic area how selection of vocabulary conveys shades of meaning techniques to convey feelings and ideas register to enable appropriate selection and application to context structural conventions of different text types stages of the writing process AI generated texts which may not acknowledge use of copyrighted material
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> authentic texts relevant to personal contexts digital devices or technology as appropriate <p>In technology restricted environments such as corrections settings:</p> <ul style="list-style-type: none"> information for texts may be sourced from offline or simulated online environments digital texts may be produced on offline or simulated platforms <p>At this level the learner:</p>

- works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation
- initiates and uses support from a range of established sources
- spells frequently used words with accuracy

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23825
Unit title	Create complex texts for learning purposes
Application	<p>This unit describes the skills and knowledge to support the extended development of writing skills to create complex texts which are relevant to learning needs and the learning environment. It requires the ability to plan, produce and review complex texts related to learning purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 4: 4.05, 4.06</p> <p>This unit applies to those who wish to extend their writing skills for application in a learning or study environment. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan complex texts for learning purposes	1.1	Determine the purpose and audience for the texts
		1.2	Source information for the texts
		1.3	Research relevant content required to create texts
		1.4	Determine the features of the texts
		1.5	Select format and organise the structure of the texts
2	Produce complex texts for learning purposes	2.1	Arrange and integrate selected content to meet identified purpose of texts
		2.2	Develop and draft complex texts
		2.3	Review texts and check for accuracy
		2.4	Edit texts to enhance meaning and effectiveness in

			response to feedback
		2.5	Complete texts according to specified requirements

Range of Conditions

In this context, complex texts contain embedded information and include specialised vocabulary, abstraction and symbolism and are based on less familiar contexts.

Texts produced must include different text types related to learning purposes and may include digital and handwritten texts.

Complex texts related to learning may include but are not limited to:

- informal and formal emails, posts or messages such as requesting information about an assignment from a fellow class member or the teacher
- summaries / essays / structured writing based on notes taken from whiteboard/smartboard or presentation
- individual learning plans / portfolios
- work books / extended journal entry
- story boards, digital stories
- reflective writing related to learning
- weblogs, text for a webpage
- collaborative text / report
- text to support verbal / visual presentation
- survey or survey analysis

Features of texts use complex syntactic structures, language features and sentence structures and may include but are not limited to:

- narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
- transactional texts such as formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- informative texts such as transparent organisation with sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings, general statement, factual description or logically sequenced explanation, conclusion
- procedural texts such as instructions: statement of the goal, requirements and steps to achieve the goal
- persuasive texts such as argument: statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations
- layout features, styles and structure for specific text types
- language and vocabulary appropriate for audience and purpose
 - use of appropriate language for audience and purpose, such as descriptive language, techniques to convey feelings and ideas, figures of speech

- non - standard Australian English such as slang and colloquialisms
- use of vocabulary specific to topic
- use of punctuation to convey meaning
- use of generic grammatical forms including temporal links such as “meanwhile”, abstract nouns and referential devices
- navigation features such as grids, arrows, dot points, headings
- visual information such as diagrams, graphs, tables formatted into one or two columns, photographs / drawings / sketches / illustrations, symbols

In technology restricted environments such as corrections settings, information for texts may be sourced from offline or simulated online environments.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> • apply the writing process to draft and review texts in response to feedback
Problem-solving skills to:	<ul style="list-style-type: none"> • convey complex relationships between ideas • apply spelling strategies such as visual and phonic patterns • select and apply appropriate register according to context
Technology skills to:	<ul style="list-style-type: none"> • use digital devices safely • use search engines to locate information for texts • search for information in a digital environment
Digital literacy skills to:	<ul style="list-style-type: none"> • select and use appropriate digital applications to produce texts such as email or word applications • use appropriate layout conventions to produce digital documents • apply a range of digital netiquette conventions to source and use information responsibly

Unit Mapping Information

Current Version	Previous Version	Comments
VU23825 Create complex texts for learning purposes	VU22419 Create a range of complex texts for learning purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23825 Create complex texts for learning purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to apply the writing process and use appropriate format and structure to:</p> <ul style="list-style-type: none"> • plan, produce and review two texts related to learning purposes including: <ul style="list-style-type: none"> ○ at least one digital text ○ two text types related to learning purposes one of which consists of a series of linked paragraphs to connect ideas ○ at least two different audiences and purposes
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • structure of complex sentences with multiple clauses including use of abstract meaning, modal verbs and more complex tenses • use of abstract nouns to condense ideas, processes and descriptions and/or explanations • use of linking devices appropriate to text type • difference between public and private writing • vocabulary appropriate for audience, purpose and topic area • how selection of vocabulary conveys shades of meaning • techniques to convey feelings and ideas • register to enable appropriate selection and application to context • structural conventions of different text types • stages of the writing process • features of AI generated texts which may not acknowledge use of copyrighted material
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • authentic texts relevant to learning contexts • digital devices or technology as appropriate <p>In technology restricted environments such as corrections settings:</p> <ul style="list-style-type: none"> • information for texts may be sourced from offline or simulated online environments • digital texts may be produced on offline or simulated platforms <p>At this level the learner:</p> <ul style="list-style-type: none"> • works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation

- initiates and uses support from a range of established sources
- spells frequently used words with accuracy

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23826
Unit title	Create complex texts to participate in the workplace
Application	<p>This unit describes the skills and knowledge to support the extended development of writing skills in the workplace. It requires the ability to plan, produce and review complex texts related to the workplace.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 4: 4.05, 4.06</p> <p>This unit applies to those who wish to extend their writing skills for application in a workplace environment. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan complex texts for the workplace	1.1	Determine the purpose and audience for the texts
		1.2	Source information for the texts
		1.3	Research relevant content required to create texts
		1.4	Define the features of the texts
		1.5	Select format and organise the structure of the texts
2	Produce complex texts for workplace purposes	2.1	Arrange and integrate selected content to meet identified purpose of texts
		2.2	Develop and draft complex texts
		2.3	Review texts and check for accuracy

		2.4	Edit texts to enhance meaning and effectiveness in response to feedback
		2.5	Complete texts according to specified requirements

Range of Conditions

In this context, complex texts contain embedded information and include specialised vocabulary, abstraction and symbolism and are based on less familiar contexts.

Texts produced must include different text types related to the workplace and may include digital and handwritten texts.

Complex texts related to the workplace may include but are not limited to:

- work related emails, posts, workplace apps
- agendas / minutes / meeting notes
- instructions / manuals
- work related letters / memos / messages
- workplace reports
- standard operating procedures/technical instructions
- occupational health and safety procedures
- style manuals
- forms requiring extended details such as incident form, inspection form, travel forms / petty cash forms
- flowcharts for workplace processes

Features of texts use complex syntactic structures, language features and sentence structures and may include but are not limited to:

- transactional texts such as formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- informative texts such as factual description or logically sequenced explanation with conclusion, sequentially ordered dot points, alphabetical, numerical listings, spacing, headings, general statement
- procedural texts such as numbered instructions: statement of the goal, requirements and steps to achieve the goal
- persuasive texts such as argument: statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations
- complex forms requiring detailed information
- layout features, styles and structure for specific text types
- use of vocabulary specific to the workplace such as language within legislative requirements for work for example discrimination or vilification
- use of punctuation to convey meaning
- use of generic grammatical forms such as temporal links such as “meanwhile” abstract nouns and referential devices

- navigation features such as grids, arrows, dot points
- visual information such as diagrams, graphs, tables formatted into one or two columns, photographs / drawings / sketches / illustrations, symbols

In technology restricted environments such as corrections settings, information for texts may be sourced from offline or simulated online environments.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> • apply the writing process to draft and review texts in response to feedback
Problem-solving skills to:	<ul style="list-style-type: none"> • convey complex relationships between ideas • apply spelling strategies such as visual and phonic patterns • select and apply appropriate register according to context
Technology skills to:	<ul style="list-style-type: none"> • use digital devices safely • use search engines to locate information for texts • search for information in a digital environment
Digital literacy skills to:	<ul style="list-style-type: none"> • select and use appropriate digital applications to produce texts such as email or word applications • use appropriate layout conventions to produce digital documents • apply a range of digital netiquette conventions to source and use information responsibly

Unit Mapping Information

Current Version	Previous Version	Comments
VU23826 Create complex texts to participate in the workplace	VU22420 Create a range of complex texts to participate in the workplace	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23826 Create complex texts to participate in the workplace</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to apply the writing process and use appropriate format and structure to:</p> <ul style="list-style-type: none"> plan, produce and review two complex texts for employment purposes including: <ul style="list-style-type: none"> at least one digital text two text types related to employment purposes one of which consists of a series of linked paragraphs to connect ideas at least two different audiences and purposes
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> structure of complex sentences with multiple clauses including use of abstract meaning, modal verbs and more complex tenses use of abstract nouns to condense ideas, processes and descriptions and/or explanations use of linking devices appropriate to text type difference between public and private writing vocabulary appropriate for audience, purpose and topic area how selection of vocabulary conveys shades of meaning techniques to convey feelings and ideas register to enable appropriate selection and application to context structural conventions of different text types stages of the writing process features of AI generated texts which may not acknowledge use of copyrighted material
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> authentic texts relevant to workplace contexts digital devices or technology as appropriate <p>In technology restricted environments such as corrections settings:</p> <ul style="list-style-type: none"> information for texts may be sourced from offline or simulated websites digital texts may be produced on offline or simulated platforms <p>At this level the learner:</p> <ul style="list-style-type: none"> works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation

- initiates and uses support from a range of established sources
- spells frequently used words with accuracy

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23827
Unit title	Create complex texts to participate in the community
Application	<p>This unit describes the skills and knowledge to support the extended development of writing skills to create complex texts which are relevant to community participation. It requires the ability to plan, produce and review complex texts relevant to community participation.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 4: 4.05, 4.06</p> <p>This unit applies to those who wish to extend their writing skills to enable greater access to and participation in community activities. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan complex texts for community participation	1.1	Determine the purpose and audience for the texts
		1.2	Source information for the texts
		1.3	Research relevant content required to create texts
		1.4	Determine the features of the texts
		1.5	Select format and organise the structure of the texts
2	Produce complex texts for community participation	2.1	Arrange and integrate selected content to meet identified purpose of texts
		2.2	Develop and draft complex texts
		2.3	Review texts and check for accuracy
		2.4	Edit texts to enhance meaning and effectiveness in response to feedback

		2.5	Present texts according to specified requirements
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Range of Conditions

In this context, complex texts contain embedded information and include specialised vocabulary, abstraction and symbolism and are based on less familiar contexts.

Texts produced must include different text types related to community participation and may include digital and handwritten texts.

Complex texts related to community participation may include but are not limited to:

- reports/ letters in local community newsletter / newspapers such as opinions, descriptive accounts, letters to the editor
- letters of support for local community organisations
- posters/ leaflets to support community initiatives
- script for a short talk which may include presentation of visual or other information for a community presentation
- agendas and detailed and accurate minutes for community meetings
- summary of main points of an argument for or against an issue in the community
- scripts for community radio presentations, interviews
- written material to advertise community activities
- submission for funding of a community initiative
- procedures for a community organisation such as safety, emergency, fire
- detailed instructions for a community event such as fete rosters, responsibilities and activities

Features of texts use complex syntactic structures, language features and sentence structures and may include but are not limited to:

- narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
- transactional texts such as formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- informative texts such as transparent organisation with sequentially ordered dot points, alphabetical, numerical listings, spacing, headings, general statement, factual description or logically sequenced explanation, conclusion
- procedural texts such as numbered instructions: statement of the goal, requirements and steps to achieve the goal
- persuasive texts such as argument: statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations
- layout features, styles and structure for specific text types
- language and vocabulary appropriate for audience and purpose
 - use of appropriate language for audience and purpose, such as descriptive language, techniques to convey feelings and ideas, figures of speech

- non - standard Australian English such as slang and colloquialisms
- use of vocabulary specific to topic
- use of punctuation to convey meaning
- use of generic grammatical forms including temporal links such as “meanwhile”, abstract nouns and referential devices
- navigation features such as grids, arrows, dot points, headings
- visual information such as diagrams, graphs, tables formatted into one or two columns, photographs / drawings / sketches / illustrations, symbols

In technology restricted environments such as corrections settings, information for texts may be sourced from offline or simulated online environments.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> • apply the writing process to draft and review texts in response to feedback
Problem-solving skills to:	<ul style="list-style-type: none"> • convey complex relationships between ideas • apply spelling strategies such as visual and phonic patterns • select and apply appropriate register according to context
Technology skills to:	<ul style="list-style-type: none"> • use digital devices safely • use search engines to locate information for texts • search for information in a digital environment
Digital literacy skills to:	<ul style="list-style-type: none"> • select and use appropriate digital applications to produce texts such as email or word applications • use appropriate layout conventions to produce digital documents • apply a range of digital netiquette conventions to source and use information responsibly

Unit Mapping Information

Current Version	Previous Version	Comments
VU23827 Create complex texts to participate in the community	VU22421 Create a range of complex texts to participate in the community	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23827 Create complex texts to participate in the community</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to apply the writing process and use appropriate format and structure to:</p> <ul style="list-style-type: none"> plan, produce and review two complex texts related to community participation including: <ul style="list-style-type: none"> at least one digital text two text types related to community participation, one of which consists of a series of linked paragraphs to connect ideas at least two different audiences and purposes
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> structure of complex sentences with multiple clauses including use of abstract meaning, modal verbs and more complex tenses use of abstract nouns to condense ideas, processes and descriptions and/or explanations use of linking devices appropriate to text type difference between public and private writing vocabulary appropriate for audience, purpose and topic area how selection of vocabulary conveys shades of meaning techniques to convey feelings and ideas register to enable appropriate selection and application to context structural conventions of different text types stages of the writing process AI generated texts which may not acknowledge use of copyrighted material
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> authentic texts relevant to community participation contexts digital devices or technology as appropriate <p>In technology restricted environments such as corrections settings:</p> <ul style="list-style-type: none"> information for texts may be sourced from offline or simulated websites digital texts may be produced on offline or simulated platforms <p>At this level the learner:</p> <ul style="list-style-type: none"> works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation

- initiates and uses support from a range of established sources
- spells frequently used words with accuracy

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23828
Unit title	Work with measurement and geometry in less familiar situations
Application	<p>This unit describes the skills and knowledge to extract, interpret, comprehend, use problem-solving strategies and convey mathematical information about measurement and geometry in less familiar situations.</p> <p>It requires the ability to make estimations, select and use mathematical processes, and reflect on and evaluate the mathematics used and the outcomes relative to real-world implications.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 4: 4.09, 4.10, 4.11. At this level, individuals work independently and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Interpret measurement and geometry information	1.1	Extract and interpret information about measurement and geometry embedded in less familiar and complex oral texts
		1.2	Extract and interpret mathematical symbols for, and information about, measurement and geometry embedded in less familiar and complex written texts
2	Solve measurement and geometry problems	2.1	Represent mathematical information as an aid to problem solving
		2.2	Select and apply methods to solve measurement and geometry problems
		2.3	Select and use measuring and computational tools to support problem-solving process
		2.4	Decide on the accuracy of the outcome appropriate for the context

		2.5	Assess and adjust processes and outcomes relative to personal, contextual and real-world implications
3	Communicate measurement and geometry information	3.1	Document and report on the problem-solving process, outcomes and real-world implications
		3.2	Discuss and explain the problem-solving process, outcomes and real-world implications

Range of Conditions

The context must include some unfamiliar or unpredictable contexts and some specialisation in less familiar contexts.

In this context, oral and written texts must be complex, and unfamiliar or non-routine, and include specialised vocabulary, abstraction and symbolism.

The mathematical information in the texts must be embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital articles
- spoken, printed or digital workplace information
- spoken, printed or digital public information
- detailed maps or plans.

Geometry must include but is not limited to:

- points, lines and planes
- 2D and 3D shapes and compound shapes
- right, obtuse and acute angles
- symmetry and asymmetry.

Problem-solving tasks must include but is not limited to:

- drawing or constructing compound shapes
- calculating the perimeter and area of circles, triangles, squares and rectangles using formulae
- measuring and calculating volumes of cubes, rectangular prisms and cylinders using formulae
- measuring angles
- converting between metric and non-metric units of measurement
- using and calculating information based on maps and plans, including scales, bearings, travel distances, speeds, times and time zones.

Estimation methods may include but are not limited to:

- rounding measurements (such as $4.76 \text{ m}^3 \approx 5 \text{ m}^3$)

- using benchmarks (such as using knowledge that a door is 2 m high to estimate the height of the room)
- proportional reasoning (such as using a map scale indicating that 1 cm represents 10 kilometres, using a ruler to measure the map distance and multiplying by the scale factor)
- decomposition (such as dividing a garden bed design into simple shapes, and then calculating and summing each area)
- visual (such as comparing the angles to known angles such as 90° and 45°)
- bearing estimation (such as aligning a path with a known cardinal direction)
- travel distance-speed estimation (such as using known distance and average speed to determine travel time).

Computational tools may include but are not limited to calculators, spreadsheets, mobile applications and online calculators.

Tools for measuring angles may include but are not limited to protractors and digital tools, such as laser digital angle finders, laser levels, digital compasses and graphic design software.

Assessing and adjusting processes and outcomes must include but are not limited to:

- comparing the outcome to the estimate
- reflecting on personal, contextual and real-world implications (such as calculating the volume of soil needed to fill a garden bed and evaluating whether the outcome is realistic by reflecting on personal experience of the volume of soil that typically fits in a trailer)
- adjusting the process (such as checking and correcting the selected formula, substitution and units of measure).

Oral and written language must include informal and formal language including some specialised language, such as:

- formula
- symmetrical
- asymmetrical
- right angle
- acute angle
- obtuse angle
- time zone
- perimeter
- area
- pi
- parallel
- perpendicular
- surface area.

Individuals draw on prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to work with measurement and geometry in less familiar situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Self-management skills to:	<ul style="list-style-type: none"> work independently and initiate and use support from a range of established resources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23828 Work with measurement and geometry in less familiar situations	VU22422 Investigate and interpret shapes and measurements and related formulae	Equivalent

Assessment Requirements

Title

Assessment Requirements for VU23828 Work with measurement and geometry in less familiar situations

Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:

- work with measurement and geometry in less familiar situations involving:
 - at least one oral text
 - at least one written text

Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:

- real-world relevance of measurement in less familiar situations
- real-world relevance of geometry in less familiar situations
- methods of problem solving relevant to measurement and geometry
- methods of estimation relevant to measurement and geometry
- metric and non-metric units of measurement and their abbreviations
- measuring tools:
 - selecting according to property to be measured
 - purpose of calibration
 - how and when to set scales to zero
 - how to use the measuring tool
 - how to read and interpret the scale
 - units of measurement
- types of lines:
 - parallel
 - perpendicular
 - intersecting lines
 - horizontal
 - vertical
 - diagonal
- relationship between the radius, diameter, circumference and area of a circle
- types and properties of triangles:
 - equilateral
 - isosceles
 - scalene
 - angle sum
- types and properties of quadrilaterals:
 - parallelogram
 - rhombus

	<ul style="list-style-type: none"> ○ angle sum • basic properties of hexagons, spheres, cubes, cylinders, rectangular prisms and pyramid • geometric properties and relationships: <ul style="list-style-type: none"> ○ symmetry ○ similarity ○ congruence • types of angles and angle relationships: <ul style="list-style-type: none"> ○ acute ○ right ○ obtuse ○ alternate ○ corresponding ○ vertically opposite ○ co-interior • mathematical symbols, representations and conventions: <ul style="list-style-type: none"> ○ angle, \angle ○ right angle, \perp ○ degrees, $^\circ$ ○ pi, π ○ scales expressed as ratios, 1:2 500 000 ○ parallel lines \parallel ○ metres squared, m^2 ○ centimetres cubed, cm^3 ○ millilitres, ml ○ metres cubed, m^3 ○ dollars per metre, $\\$/m$ ○ dollars per square metre, $\\$/m^2$ ○ dollars per cubic metre, $\\$/m^3$ ○ similarity, \sim ○ congruence, \cong • informal and formal language including some specialised language related to measurement and geometry.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • complex, unfamiliar or non-routine, and authentic oral and written texts where the mathematical information is embedded • measurement tools • metric and non-metric unit conversion factors • formulae for perimeter and area of circles, triangles, squares and rectangles • formulae for volume of cubes, rectangular prisms and cylinders • detailed maps and plans • computational tools.

At this level the individual:

- flexibly uses both in the head methods and formal pen and paper methods to calculate, and uses technological processes and tools to undertake problem-solving processes
- works independently and initiates and uses support from a range of established resources.

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23829
Unit title	Work with statistics and probability in less familiar situations
Application	<p>This unit describes the skills and knowledge to extract, interpret, comprehend, use problem-solving strategies and convey statistical information in less familiar situations.</p> <p>It requires the ability to make estimations, select and use mathematical processes, and reflect on and evaluate the mathematics used and the outcomes relative to real-world implications.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 4: 4.09, 4.10, 4.11. At this level, individuals work independently and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Interpret statistical information	1.1	Extract and interpret statistical information embedded in less familiar and complex oral texts
		1.2	Extract and interpret statistical information embedded in less familiar and complex written texts, tables and graphs
2	Solve statistics and probability problems	2.1	Develop tool to collect data relevant to problem
		2.2	Collect data using data collection tool, and collate data
		2.3	Represent and summarise data to aid problem solving
		2.4	Select and apply methods to solve statistics and probability problems
		2.5	Select and use computational tools to support problem-solving process
		2.6	Decide on the accuracy of the outcome appropriate for

3	Communicate statistical information		the context
		2.7	Assess and adjust processes and outcomes relative to personal, contextual and real-world implications
		3.1	Document and report on the problem-solving process, outcomes and real-world implications
		3.2	Discuss and explain the problem-solving process, outcomes and real-world implications

Range of Conditions

The context must include some unfamiliar or unpredictable contexts and some specialisation in less familiar contexts.

In this context, oral and written texts must be complex, and unfamiliar or non-routine, and include specialised vocabulary, abstraction and symbolism.

The mathematical information in the texts must be embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital articles
- spoken sports commentary or digital or printed sports information
- spoken, printed or digital workplace information
- spoken, printed or digital public health information
- spoken, printed or digital weather information
- spoken, printed or digital financial information
- printed or digital tables, spreadsheets or graphs
- printed, digital or spoken news reports.

Statistical information must include but is not limited to:

- quantitative data
- qualitative data
- measures of central tendency
- simple measures of spread
- common chance events.

Problem-solving tasks must include but is not limited to:

- collecting data
- representing and summarising data in tables and graphs
- determining measures of central tendencies including mean, median and mode

- determining simple measures of spread including range and interquartile range
- calculating and comparing common chance events.

Computational tools may include but are not limited to calculators, spreadsheets, mobile applications and online calculators.

Assessing and adjusting processes and outcomes must include but are not limited to:

- comparing the outcome to the context of the problem
- reflecting on personal, contextual and real-world implications (such as collecting, representing and summarising data from 10 people on their daily screen time and hours of sleep, finding that less screen time equals better sleep and reflecting on one's own screen time and sleep quality, as well as the impact on personal performance and mental health)
- adjusting the process (such as increasing the sample size to make the findings of the investigation more accurate).

Oral and written language must include informal and formal language including some specialised language, such as:

- mean
- average
- median
- mode
- range
- interquartile range
- probability
- sample
- population
- skew
- maximum
- minimum
- slope
- constant
- above average
- below average
- fluctuating.

Individuals draw on prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to work with statistics and probability in less familiar situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Self-management skills to:	<ul style="list-style-type: none"> work independently and initiate and use support from a range of established resources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23829 Work with statistics and probability in less familiar situations	VU22423 Investigate numerical and statistical information	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23829 Work with statistics and probability in less familiar situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with statistics and probability in less familiar situations involving: <ul style="list-style-type: none"> at least one oral text at least one written text representing and summarising data in at least one table and in at least one graph.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real-world relevance of statistics in less familiar situations real-world relevance of probability in less familiar situations misuse and ethical use of statistics and probability methods of problem solving relevant to statistics and probability methods of estimation relevant to statistics and probability statistics and probability as a method of estimation in less familiar situations types of data: <ul style="list-style-type: none"> qualitative quantitative types of data representation: <ul style="list-style-type: none"> pie chart bar chart column graphs line graph pictogram methods of determining and interpreting measures of central tendency and measures of spread outliers and the effects of outliers on measures of central tendency informal and formal language including some specialised language related to statistics and probability.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> complex, unfamiliar or non-routine, and authentic oral and written texts where the mathematical information is embedded computational tools. <p>At this level the individual:</p>

- flexibly uses both in the head methods and formal pen and paper methods to calculate, and uses technological processes and tools to undertake problem-solving processes
- works independently and initiates and uses support from a range of established resources.

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23830
Unit title	Work with number and algebra in less familiar situations
Application	<p>This unit describes the skills and knowledge to extract, interpret, comprehend, use problem-solving strategies and convey mathematical information about number and algebra in less familiar situations.</p> <p>It requires the ability to make estimations, select and use mathematical processes, and reflect on and evaluate the mathematics used and the outcomes relative to real-world implications.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 4: 4.09, 4.10, 4.11. At this level, individuals work independently and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Interpret number and algebra information	1.1	Extract and interpret information about number and algebra embedded in less familiar and complex oral texts
		1.2	Extract and interpret mathematical symbols for, and information about, number and algebra embedded in less familiar and complex written texts
2	Solve number and algebra problems	2.1	Represent mathematical information as an aid to problem solving
		2.2	Select and apply methods to solve number and algebra problems
		2.3	Select and use computational tools to support problem-solving process
		2.4	Decide on the accuracy of the outcome appropriate for the context

		2.5	Assess and adjust processes and outcomes relative to personal, contextual and real-world implications
3	Communicate number and algebra information	3.1	Document and report on the problem-solving process, outcomes and real-world implications
		3.2	Discuss and explain the problem-solving process, outcomes and real-world implications

Range of Conditions

The context must include some unfamiliar or unpredictable contexts and some specialisation in less familiar contexts.

In this context, oral and written texts must be complex, and unfamiliar or non-routine, and include specialised vocabulary, abstraction and symbolism.

The mathematical information in the texts must be embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital articles
- oral, printed or digital workplace information
- oral, printed or digital public information
- oral, printed or digital financial information.

Problem-solving tasks must include but are not limited to:

- using and applying ratios, rates and proportions
- calculating with fractions, decimals and percentages
- converting between equivalent forms of fractions, decimals, percentages and ratios
- calculating with positive and negative numbers
- using numbers expressed as roots and powers
- developing linear equations with no more than two variables (such as $5x + 2y = 16$)
- using inverse operations to isolate variables in algebraic equations
- applying routine algebraic equations (such as area of a rectangular prism, Australian Rules football scores or Pythagoras' theorem).

Estimation methods may include but are not limited to:

- simplifying squares (such as $5 \cdot 3^2 \approx 5^2 = 25$)
- using nearby perfect square roots (such as $\sqrt{50} \approx \sqrt{49} = 7$)
- using known squares (such as 24^2 is between 20^2 and 30^2)
- benchmarking rates (such as walking speed ≈ 5 km/hr)

- simplifying rates (such as if it took 3 hours to travel 300 km, speed ≈ 100 km/hr)
- rounding to significant figures (such as $2.5 \times 3.42 = 8.6$)
- rounding numbers (such as $3.8x + 8.2 = 16$ becomes $4x + 8 \approx 16$, therefore $x \approx 2$)

Computational tools may include but are not limited to calculators, spreadsheets, mobile applications and online calculators.

Assessing and adjusting processes and outcomes must include but are not limited to:

- comparing the outcome to the estimate
- reflecting on personal, contextual and real-world implications (such as developing an algebraic equation to calculate how long it takes to save up for a gift and evaluating whether the savings goal is realistic)
- adjusting the process (such as modifying the algebraic equation by increasing the savings amount, reducing the savings goal or extending the timeline).

Oral and written language must include informal and formal language including some specialised language, such as:

- ratio
- proportion
- rate
- square root
- square
- squaring
- cube
- significant figures
- rounding
- percentage of
- percentage change
- A as a percentage of B
- fraction (such as two and five thousandths)
- numerator
- denominator
- decimal (such as ten point one two five)
- variable
- formula
- algebra
- trial and error.

Individuals draw on prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to work with number and algebra in less familiar situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Self-management skills to:	<ul style="list-style-type: none"> work independently and initiate and use support from a range of established resources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23830 Work with number and algebra in less familiar situations	VU22424 Investigate and use simple mathematical formulae and problem solving techniques	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23830 Work with number and algebra in less familiar situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with number and algebra in less familiar situations involving: <ul style="list-style-type: none"> at least one oral text at least one written text creating at least one linear equation from an oral or written word problem.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real-world relevance of ratios, rates, proportions, positive and negative numbers, roots and powers in less familiar situations real-world relevance of algebra in less familiar situations methods of problem solving relevant to number and algebra methods of estimation relevant to number and algebra rounding rules perfect squares of the numbers one to ten structure of algebraic equations: <ul style="list-style-type: none"> variables constants operations equals sign mathematical symbols, representations and conventions: <ul style="list-style-type: none"> square root, $\sqrt{\quad}$ approximately equals, \approx square, x^2 cube, x^3 ratio, $x:y$ rate, x/y algebraic equations, $A = \pi r^2$ greater than, $>$ less than, $<$ equal or greater than, \geq equal or less than, \leq not equal, \neq informal and formal language including some specialised language related to number and algebra.

Assessment Conditions

Assessment must ensure access to:

- complex, unfamiliar or non-routine, and authentic oral and written texts where the mathematical information is embedded
- computational tools.

At this level the individual:

- flexibly uses both in the head methods and formal pen and paper methods to calculate, and uses technological processes and tools to undertake problem-solving processes
- works independently and initiates and uses support from a range of established resources.

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23831
Unit title	Investigate an environmental issue
Application	<p>This unit describes the skills and knowledge to use an evidence based approach to investigate an environmental issue. It requires the ability to plan, conduct and present an investigation into an environmental issue using an evidence based approach.</p> <p>This unit applies to those who wish to develop their knowledge and understanding of Australian environmental issues.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan an investigation of an event which has affected the environment	1.1	Identify a natural or human event which has impacted the environment
		1.2	Discuss and confirm with a relevant person an experiment or investigation to research the event
		1.3	Select investigation methods and confirm with a relevant person
		1.4	Develop a plan to investigate the event and confirm with a relevant person
2	Examine the environmental impact of the event	2.1	Examine scientific ideas or explanations of the event
		2.2	Investigate the impact of the event on the environment
		2.3	Record the results of the investigation using appropriate scientific terminology

3	Report on the investigation	3.1	Present the findings of the investigation
		3.2	Discuss the outcomes of the investigation using appropriate scientific terminology

Range of Conditions

In the context of this unit:

- an environmental event may include but is not limited to:
 - extreme natural events such as drought, bushfires, earthquakes, floods, tsunamis
 - natural events related to climatic change, atmospheric change, movements of the earth's crust and mantle
 - human induced events such as introduction of invasive species of flora or fauna, global warming, land clearing, irrigation, use of chemicals, mining
 - nuclear power
- an environmental impact may include but is not limited to:
 - global warming / climate change / erosion
 - extreme natural events such as hurricanes, bushfires, earthquakes, floods, tsunamis, drought
 - extinction of flora or fauna
 - health problems
 - changes to ecosystems
 - population movement
 - changes to lifestyle

A relevant person to confirm with, a plan to investigate an event which has affected the environment, may include but is not limited to a teacher, trainer, facilitator, academic support person, mentor, technician and may be dependent on the type of investigation.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • source and analyse information to inform the investigation
Writing skills to:	<ul style="list-style-type: none"> • document findings of investigation
Oral communication skills to:	<ul style="list-style-type: none"> • discuss the outcomes of investigations

Problem-solving skills to:	<ul style="list-style-type: none"> analyse scientific information
Planning and organising skills to:	<ul style="list-style-type: none"> develop and follow a plan
Teamwork skills to:	<ul style="list-style-type: none"> collaborate with another person to form an investigative plan
Digital literacy skills to:	<ul style="list-style-type: none"> analyse information sourced in a digital format

Unit Mapping Information

Current Version	Previous Version	Comments
VU23831 Investigate an environmental issue	VU22425 Investigate an environmental issue	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23831 Investigate an environmental issue
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use an evidence based approach to plan and conduct an investigation into an environmental issue • present a report on the outcomes of the investigation using appropriate scientific terminology
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • scientific terminology to enable information and ideas to be expressed verbally and in writing • strategies to make meaning including the ability to interpret and analyse a series of connected paragraphs • sources of scientific information about environmental issues and their impact.
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to sources of information on the Australian environment at a literacy level appropriate for the learner • access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities maybe offline and/or simulated.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> • works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation • initiates and uses support from a range of established sources. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23832
Unit title	Investigate the characteristics of living things
Application	<p>This unit describes the skills and knowledge to use an evidence based approach to classify and research the characteristics of living things. It requires the ability to investigate and classify the main characteristics of living things and present a report on the outcomes of the investigation.</p> <p>This unit applies to learners wishing to improve their educational and vocational participation options in the science field.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify classification systems of living things	1.1	Identify the main characteristics of living things
		1.2	Identify the scientific bases of characteristics of living things
		1.3	Identify the classification systems for explaining the diversity of life
2	Plan an investigation of characteristics of a subject	2.1	Select a subject for further investigation
		2.2	Develop a plan to investigate the characteristics of the subject and confirm with a relevant person
		2.3	Select a classification system and confirm with a relevant person
3	Investigate and classify the main characteristics of the subject	3.1	Apply the classification system to the subject
		3.2	Record the results of the investigation using appropriate scientific terminology

4	Report on the investigation	4.1	Present the findings of the investigation
		4.2	Discuss the findings of the investigation using appropriate scientific terminology

Range of Conditions

In the context of this unit the investigation can be informed by a classification system of living things such as:

- patterns of similarities and differences between a range of living things
- major characteristics used in the five-kingdom system of classification
- using keys to classify organisms, for example, dichotomous keys.

The subject for investigation could be based on any chosen living thing and may include but not limited to insects, animals, plants, humans.

A relevant person to confirm with, a plan to investigate characteristics of a subject, may include but is not limited to a teacher, trainer, facilitator, academic support person, mentor, technician and may be dependent on the type of investigation.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • source and analyse information to inform the investigation
Writing skills to:	<ul style="list-style-type: none"> • document findings of investigation
Oral communication skills to:	<ul style="list-style-type: none"> • discuss the outcomes of investigations
Problem-solving skills to:	<ul style="list-style-type: none"> • select and apply appropriate classification system to investigation
Planning and organising skills to:	<ul style="list-style-type: none"> • develop and follow an investigative plan
Teamwork skills to:	<ul style="list-style-type: none"> • collaborate with another person to form an investigative plan
Digital literacy skills to:	<ul style="list-style-type: none"> • analyse information sourced in a digital format

Unit Mapping Information

Current Version	Previous Version	Comments
VU23832 Investigate the characteristics of living things	VU22426 Investigate the characteristics of living things	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23832 Investigate the characteristics of living things
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use an evidence based approach to investigate and classify the main characteristics of living things • present a report on the outcomes of an investigation into a living thing using appropriate scientific terminology
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • scientific terminology to enable information and ideas to be expressed verbally and in writing • strategies to make meaning including the ability to interpret and analyse a series of connected paragraphs • sources of scientific information about living things
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • sources of information related to classification of living things • access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities maybe offline and/or simulated.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> • works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation • initiates and uses support from a range of established sources <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23833
Unit title	Investigate the impact of a scientific issue on the community
Application	<p>This unit describes the skills and knowledge to use an evidence based approach to investigate the impact of a scientific issue on the community. It requires the ability to plan, conduct and present an investigation into a scientific issue that has an impact on the community using an evidence based approach.</p> <p>This unit applies to learners wishing to improve their educational and vocational participation options in the science field.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan an investigation of a contemporary scientific issue	1.1	Identify a scientific issue which has an impact on the community
		1.2	Identify the context of the issue
		1.3	Select investigation methods and confirm with a relevant person
		1.4	Develop a plan to investigate the issue and confirm with a relevant person
2	Examine the relationship between the scientific issue and the community	2.1	Examine the impact of the issue on the community
		2.2	Record the results of the investigation using appropriate scientific terminology
3	Report on the investigation	3.1	Present the outcomes of the investigation
		3.2	Discuss the outcomes of the investigation using appropriate scientific terminology

Range of Conditions

In the context of this unit the scientific issue may include but is not limited to areas such as: genetic engineering or modification, medical developments (for example: stem cell research, transplants, testing on humans, interspecies transfer of viruses), environmental, space program, weapons research, new technologies.

Examples of a scientific issue for a community can be diverse and any science related issue may be selected, below are some examples of what may be appropriate:

- consequences relating to activity in the home such as consumption of water or power, waste disposal, using new technology and/or materials / equipment.
- consequences relating to activity outside the home such as transport, renewable energy sources, managing waste
- ethical impacts such as birth control measures, animal testing, genetic testing/modification
- benefit or harm to a person, specific groups in the community or society as a whole
- changes to scientific understanding such as medical, genetics, greenhouse effect, artificial intelligence, biochemistry and immunisation.

The context of the scientific impact may be but not limited to:

- environmental impacts such as sewerage system, pollution, recycling
- industrial impacts such as robotics, hygiene practices, tools and practices to promote safety and wellbeing.
- impacts to person such as health treatments, sporting equipment, technology
- principles of science to support community such as conservation, transfer and transformation of energy, achievement of equilibrium/balance
- applications of science such as technologies (telecommunications, electricity, calculators) substances (medicinal drugs, catalysts in industry) or processes (water purification, waste management)
- scientific inventions such as vaccination, refrigeration, telecommunications.

A relevant person to confirm with, a plan to investigate a contemporary scientific issue, may include but is not limited to a teacher, trainer, facilitator, academic support person, mentor, technician and will be dependent on the type of investigation.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • source and analyse information to inform the investigation
Writing skills to:	<ul style="list-style-type: none"> • document findings of investigation

Oral communication skills to:	<ul style="list-style-type: none"> discuss the outcomes of investigations
Problem-solving skills to:	<ul style="list-style-type: none"> analyse scientific information analyse the impacts of scientific issues
Planning and organising skills to:	<ul style="list-style-type: none"> develop and follow an investigative plan
Teamwork skills to:	<ul style="list-style-type: none"> collaborate with another person to form an investigative plan
Digital literacy skills to:	<ul style="list-style-type: none"> analyse information sourced in a digital format

Unit Mapping Information

Current Version	Previous Version	Comments
VU23833 Investigate the impact of a scientific issue on the community	VU22427 Investigate the impact of a scientific issue on the community	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23833 Investigate the impact of a scientific issue on the community
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use an evidence based approach to plan and conduct an investigation into the impact of a scientific issue on the community • present a report on the outcomes of the investigation using appropriate scientific terminology.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • scientific terminology to enable information and ideas to be expressed verbally and in writing • strategies to make meaning including the ability to interpret and analyse a series of connected paragraphs • sources of scientific information.
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • sources of information related to classification of living things. • access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities maybe offline and/or simulated.</p> <ul style="list-style-type: none"> • laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment. <p>At this level, the learner:</p> <ul style="list-style-type: none"> • works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation • initiates and uses support from a range of established sources. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23834
Unit title	Investigate features of Australian culture
Application	<p>This unit describes the skills and knowledge to investigate and become familiar with aspects of contemporary Australian culture. It requires the ability to investigate and present information relating to Australian identity and culture.</p> <p>This unit applies to learners wishing to develop their general knowledge of features of Australian culture as a means of developing their literacy and numeracy skills.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Investigate concepts of contemporary Australian identity and culture	1.1	Identify the international perception-of Australian identity and culture
		1.2	Discuss your own perceptions of Australian identity and culture
		1.3	Compare your own perceptions and broader perceptions of Australian identity and culture
		1.4	Describe Australian cultural icons and why they are identified as an icon
2	Investigate a local example of Australian art or culture	2.1	Locate an example of Australian art or culture
		2.2	Describe the significance of the example
		2.3	Describe the key characteristics of the example
		2.4	Explain reasons for selection and give an opinion of the example

3	Describe the features of an Australian film	3.1	Identify the title, creators and key participants
		3.2	Describe the setting and location of the film
		3.3	List the key events of the film
		3.4	Identify any significant issues or themes
		3.5	Apply a range of strategies to critically analyse the film

Range of Conditions

In the context of this unit Australian identity and culture maybe defined by, but not limited to, language (and versions of), common behavioural traits, influences such as indigenous people/ heritage, waves of migration, landscape/climate, population patterns and regional differences.

International perception of Australian culture is often identified as and may include but is not limited to the following, easy going lifestyle, attitudes to work and work/life balance, social etiquette, family, sport and leisure, informality, optimism, sense of humour, multicultural society, democratic government and society, government support, education and employment opportunities.

An Australian icon can be any, but not limited to, any of these diverse examples:

- Australians who may have had successes in areas such as sport, science, politics, the arts
- Iconic places in Australia such as Uluru, Great Barrier Reef, Cradle Mountain, Daintree Rainforest, Twelve Apostles on the Great Ocean Road, Sydney Harbour Bridge, Sydney Opera House
- Iconic events, including sporting events such as the Melbourne Cup, AFL Grand Final, Cricket, Sydney to Hobart Yacht race, the Australian Tennis Open, Formula 1 Grand Prix, Olympics and/or Commonwealth games or other events such as Fireworks on New Year Eve, Moomba, Royal shows,
- Native animals, songs, food
- Institutions or brands such as Royal flying doctor service, Akubra Hat, Qantas, Vegemite, Tim Tams.

Australian Art and Culture may include but not limited to music, theatre, film, painting, drawing, print making, textile / craft work, ceramics, sculpture, photography, architecture, food and drink, sport.

The presentation of the assessable work / information is not limited to any one medium and maybe a combination of any of the following, visual, oral or written and include but limited to notes, digital presentations such as 'PowerPoint', video clip, photographs, diagrams, models

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> select and apply reading strategies to interpret and analyse texts about Australian art and culture apply critical analysis skills to interpret information assess relevance of texts to own purposes and needs
Writing skills to:	<ul style="list-style-type: none"> document findings of investigation
Oral communication skills to:	<ul style="list-style-type: none"> discuss features and content of information to establish relevance and effectiveness
Technology skills to:	<ul style="list-style-type: none"> access and navigate digital texts use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> analyse information sourced in a digital format

Unit Mapping Information

Current Version	Previous Version	Comments
VU23834 Investigate features of Australian culture	VU22429 Investigate features of Australian culture	Not Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23834 Investigate features of Australian culture
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <p>Present information on Australian identity and culture that includes:</p> <ul style="list-style-type: none"> • analysis of reliable information on Australian cultural identity and offer a personal opinion on findings. • source and review either a piece of Australian art or a cultural experience and provide a personal analysis • interpret and respond to Australian film and provide a simple critique.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • vocabulary related to arts and culture including some specialised vocabulary to support comprehension • techniques used by writers to convey meaning and achieve purpose • factors that influence a text such as an author's culture, experiences and value system
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to reliable sources of information related to Australian identity, culture and art • access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities maybe offline and/or simulated.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> • works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation • initiates and uses support from a range of established sources <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23835
Unit title	Investigate continuity of life
Application	<p>This unit describes the skills and knowledge to use an evidence based approach to investigate the conditions required for life, and the continuity of life. It requires the ability to plan, conduct and present an investigation into a condition required to allow living things to survive and diversify and analyse the impact of the condition on living things</p> <p>This unit applies to learners wishing to improve their educational and vocational participation options in the science field.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan an investigation of the conditions required for life, and the continuity of life	1.1	Select a condition required to allow living things to survive and diversify for investigation
		1.2	Select investigation methods and confirm with a relevant person
		1.3	Develop a plan to investigate the condition and confirm with a relevant person
2	Examine the condition and its impact	2.1	Investigate the impact of the condition on living things
		2.2	Record the results of the investigation using appropriate scientific terminology
3	Report on the investigation	3.1	Present the findings of the investigation
		3.2	Discuss the findings of the investigation using appropriate scientific terminology

Range of Conditions

In the context of this unit a condition required for life, and the continuity of life may include but is not limited to areas such as: common reproductive mechanisms and or features and functions of the main parts of reproductive systems for either plant or animal, the genetic basis for inheritance and/or how it can be manipulated by human intervention, the outcome of mitosis and meiosis, dominant or recessive genes, the basic structure of chromosomes in terms of DNA and genes

The range of appropriate types of investigation may include but are not limited to:

- different interactions in an ecosystem, including competition, predation, collaboration, parasitism, pollination, reproduction or parenting
- a food web of organisms in an ecosystem
- relationships between members of food chains, including a parasite-host relationship and producer-consumer relationship

The impact of the condition on the living thing may include but is not limited to the effect of changes in the environment, conditions that change over time that affect the diversity and survival of living things, the impact of humans either indirectly or through intervention.

A relevant person to confirm with, a plan to investigate the conditions required for life, and the continuity of life, may include but is not limited to a teacher, trainer, facilitator, academic support person, mentor, technician and will be dependent on the type of investigation.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • source and analyse information to inform the investigation
Writing skills to:	<ul style="list-style-type: none"> • document findings of investigation
Oral communication skills to:	<ul style="list-style-type: none"> • discuss the outcomes of investigations
Problem-solving skills to:	<ul style="list-style-type: none"> • analyse scientific information
Planning and organising skills to:	<ul style="list-style-type: none"> • develop and follow an investigative plan
Teamwork skills to:	<ul style="list-style-type: none"> • collaborate with another person to form an investigative plan
Digital literacy skills to:	<ul style="list-style-type: none"> • analyse information sourced in a digital format

Unit Mapping Information

Current Version	Previous Version	Comments
VU23835 Investigate continuity of life	VU22430 Investigate continuity of life	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU23835 Investigate continuity of life
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use an evidence based approach to plan and conduct an investigation into a condition required to allow living things to survive and diversify and analyse the impact of the condition on living things • present a report on the outcomes of the investigation using appropriate scientific terminology
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • major components and characteristics of living things • conditions which impact on living things • scientific terminology to enable information and ideas to be expressed verbally and in writing • strategies to make meaning including the ability to interpret and analyse a series of connected paragraphs • sources of scientific information.
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • sources of information related to classification of living things • access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities maybe offline and/or simulated.</p> <p>At this level, the learner:</p> <ul style="list-style-type: none"> • works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation • initiates and uses support from a range of established sources. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23836
Unit title	Investigate energy, force and matter
Application	<p>This unit describes the skills and knowledge to use an evidence based approach to investigate the interactions between energy, force and matter. It requires the ability to plan, conduct and present an investigation into the scientific basis of the laws of motion and energy transformation, behaviours of light, operation of familiar electrical devices and the effects of electronic components.</p> <p>This unit applies to learners wishing to improve their educational and vocational participation options in the science field.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan an investigation of interactions between energy, force and matter	1.1	Select subjects for investigation
		1.2	Identify the scientific basis of the laws of motion and energy transformation
		1.3	Plan experiments or investigations based on the laws of motion or energy transformation and confirm with a relevant person
2	Examine interactions between energy, force and matter	2.1	Investigate the behaviours of light
		2.2	Investigate the operation of familiar electrical devices and the effects of electronic components
		2.3	Record the results of the experiments or investigations using appropriate scientific terminology
3	Report on the investigation	3.1	Present the findings of the experiments
		3.2	Discuss the findings of the experiments using appropriate scientific terminology

Range of Conditions

In the context of this unit a subject may include but not limited to behaviours of light, operation of electronic components, energy conversion

The range of appropriate types of experiments/investigations may include but are not limited to:

- considering the conservation of energy principles in terms of transfer and transformation of energy in simple familiar activities
- explaining the movements of an aircraft as the result of interactions between lift, weight, thrust and drag
- explaining the structure and operation of an electromagnet using diagrams
- using a prism to provide an explanation of how a rainbow is formed
- linking the relationship between stopping distance and speed to issues of speed limits and road safety
- describing the similarities and differences in the way light, heat and sound are transmitted
- researching the processes required to produce electricity
- using a light box to investigate the path of light through lenses

A relevant person to confirm with, a plan to investigate interactions between energy, force and matter, may include but is not limited to a teacher, trainer, facilitator, academic support person, mentor, technician and will be dependent on the type of investigation.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • source and analyse information to inform the investigation
Writing skills to:	<ul style="list-style-type: none"> • document findings of experiments
Oral communication skills to:	<ul style="list-style-type: none"> • discuss the outcomes of experiments
Problem-solving skills to:	<ul style="list-style-type: none"> • apply laws of motion and energy transformation to investigation
Teamwork skills to:	<ul style="list-style-type: none"> • collaborate with another person to form an investigative plan
Digital literacy skills to:	<ul style="list-style-type: none"> • analyse information sourced in a digital format

Unit Mapping Information

Current Version	Previous Version	Comments
VU23836 Investigate energy, force and matter	VU22431 Investigate energy, force and matter	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23836 Investigate energy, force and matter
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use an evidence based approach to plan and conduct an investigation from two of the following areas: <ul style="list-style-type: none"> ○ scientific basis of the laws of motion and energy transformation ○ behaviours of light ○ operation of a familiar electrical device and the effects of electronic component/s • present a report on the outcomes of each investigation using appropriate scientific terminology
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • scientific terminology related to energy, force and matter to enable information and ideas about the investigation to be expressed verbally and in writing. • strategies to make meaning including the ability to interpret and analyse information in a series of connected paragraphs, related to the investigation of sources of scientific information about energy, force and matter. • sources of scientific information.
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • sources of information and equipment related to the investigation • access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities may be offline and/or simulated.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> • works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation • initiates and uses support from a range of established sources. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23837
Unit title	Investigate chemical behaviour of common substances
Application	<p>This unit describes the skills and knowledge to use an evidence based approach to investigate the chemical behaviour of common substances. It requires the ability to plan, conduct and present an investigation into the chemical behaviour of common substances including the use of formulae and balanced equations to represent common chemical reactions.</p> <p>This unit applies to learners wishing to improve their educational and vocational participation options in the science field.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan an investigation of chemical reactions of common substances	1.1	Select common substances for investigation
		1.2	Develop a plan to conduct experiments to investigate the chemical behaviour of common substances and confirm with a relevant person
2	Examine chemical reactions of common substances	2.1	Identify chemical reactions of common substances
		2.2	Represent chemical reactions using formulae and balanced equations
		2.3	Record the results of the experiments appropriate scientific terminology
3	Report on the investigation	3.1	Present the findings of the experiments
		3.2	Discuss the findings of the experiments using appropriate scientific terminology

Range of Conditions

In this context of this unit common substances may include solids, liquid or gas such as but not limited to household chemicals found in cleaning, beauty, gardening and auto products.

The range of appropriate types of experiments/investigations may include but are not limited to:

- investigating the reactions of metals with water and diluted acids and placing the metals in order of reactivity
- investigating the effect of different grain size of an effervescent tablet compared to a spoonful of powder on the rate of production of bubbles when mixing it with water
- constructing a timeline of the discovery of the elements and suggesting reasons for the difficulty in identifying more recently isolated elements
- separating components of various food dyes or plant pigments, using chromatography
- describing changes of states in water using appropriate concepts and terminology
- investigating and discussing changes that accompany rusting, and explaining why the rust is described as a new and different substance
- using diagrams to depict how atoms rearrange into different molecules as a result of a chemical reaction.
- researching alchemy

A relevant person to confirm with, a plan to investigate chemical reactions of common substances, may include but is not limited to a teacher, trainer, facilitator, academic support person, mentor, technician and will be dependent on the type of investigation.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> interpret and analyse information to inform the investigation
Writing skills to:	<ul style="list-style-type: none"> document findings of the investigations
Oral communication skills to:	<ul style="list-style-type: none"> discuss the outcomes of investigations
Problem-solving skills to:	<ul style="list-style-type: none"> analyse scientific information
Teamwork skills to:	<ul style="list-style-type: none"> collaborate with another person to form an investigative plan
Digital literacy skills to:	<ul style="list-style-type: none"> analyse information sourced in a digital format

Unit Mapping Information

Current Version	Previous Version	Comments
VU23837 Investigate chemical behaviour of common substances	VU22432 Investigate chemical behaviour of common substances	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23837 Investigate chemical behaviour of common substances</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use an evidence based approach to plan and conduct an investigation into the chemical behaviour of three common substances • use formulae and balanced equations to represent three common chemical reactions • present a report on the findings of the investigation using appropriate scientific terminology
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • the periodic table and aspects of structure • electronic configuration of common elements • characteristics and behaviour of matter • scientific terminology related to chemical behaviour of common substances to enable information and ideas about the investigation to be expressed verbally and in writing • strategies to make meaning including the ability to interpret and analyse information related to the investigation of sources of scientific information about chemical behaviours of common substances, in a series of connected paragraphs. • sources of scientific information.
<p>Assessment Conditions</p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • sources of information and equipment related to the investigation • laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment • access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities may be offline and/or simulated.</p> <p>At this level the learner may:</p> <ul style="list-style-type: none"> • require additional contextual support when analysing and interpreting unfamiliar information or technical jargon.

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23838
Unit title	Investigate the solar system
Application	<p>This unit describes the skills and knowledge to use an evidence based approach to investigate a feature of the solar system and its impact on the earth or other parts of the solar system. It requires the ability to plan, conduct and present an investigation into a feature of the solar system and its impact on the earth or other parts of the solar system.</p> <p>This unit applies to learners wishing to improve their educational and vocational participation options in the science field.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan an investigation of a feature of the solar system	1.1	Select a feature of the solar system for investigation
		1.2	Select investigation methods and confirm with a relevant person
		1.3	Develop a plan to investigate the feature and confirm with a relevant person
2	Examine the feature and its impact	2.1	Investigate the impact of the feature on the earth or on other parts of the solar system
		2.2	Record the results of the investigation using appropriate scientific terminology
3	Report on the investigation	3.1	Present the findings of the investigation
		3.2	Discuss the outcomes of the investigation using appropriate scientific terminology

Range of Conditions

In this context of this unit a feature of the solar system may include but not limited to the sun, earth, moon and their relative positions, known planets and their moons, known minor planets, asteroid belts, asteroids, gravitational field.

The range of investigations appropriate to plan conduct and report on a feature of the solar system are diverse and may include but are not limited to some of these:

- how the sun produces energy (nuclear fusion)
- how the relative positions of the earth and sun affect day and night and the seasons
- calculating the time, it would take to travel to another planet in the solar system, using a variety of modes of travel
- making systematic observations of the sky including significant stars, constellations, moon and planets
- making models to explain phenomena including eclipses, equinoxes and solstices
- researching aspects of space programs or the International Space Station
- explaining how scientists have modified and rejected ideas relating to the solar system that previously were considered to be correct
- researching the possibility of living in space and/or detailing the probability of human habitation of the moon or mars
- investigating the development and use of satellites

The impact of the feature on the earth or on other parts of the solar system will vary depending on the feature selected and the type of investigation undertaken but some examples may include but not limited to the aurora, proton events, geomagnetic storms, coronal storms, nuclear fusion, solar prominences, solar wind, magnetic fields, ultraviolet emission, radiation hazards, disrupted communication systems, meteorites, changes to weather patterns

A relevant person to confirm with, a plan to investigate a feature of the solar system, may include but is not limited to a teacher, trainer, facilitator, academic support person, mentor, technician and will be dependent on the type of investigation.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • interpret and analyse information to inform the investigation
Writing skills to:	<ul style="list-style-type: none"> • document findings of investigation
Oral communication skills to:	<ul style="list-style-type: none"> • discuss the outcomes of investigation
Problem-solving skills to:	<ul style="list-style-type: none"> • analyse scientific information

Teamwork skills to:	<ul style="list-style-type: none"> collaborate with another person to form an investigative plan
Digital literacy skills to:	<ul style="list-style-type: none"> analyse information sourced in a digital format

Unit Mapping Information

Current Version	Previous Version	Comments
VU23838 Investigate the solar system	VU2243 Investigate the solar system	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23838 Investigate the solar system
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use an evidence based approach to plan and conduct an investigation into a feature of the solar system and its impact on the earth or other parts of the solar system • present a report on the outcomes of the investigation using appropriate scientific terminology
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • scientific terminology related to the solar system to enable information and ideas about the investigation to be expressed verbally and in writing • strategies to make meaning including the ability to interpret and analyse a series of connected paragraphs of information on the solar system • sources of scientific information.
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • sources of information and equipment related to the investigation • access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities maybe offline and/or simulated.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> • works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation • initiates and uses support from a range of established sources. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23839
Unit title	Evaluate pathway options and create a learning plan and portfolio
Application	<p>This unit describes the skills and knowledge to investigate future study or employment pathway options, establish learning goals, and create a formal pathway plan, including skills development to access investigated pathways. Future pathway plans will be developed in discussion with an appropriate support person.</p> <p>It requires the ability to research and identify future study or employment pathways, develop a learning plan to support identified pathways and compile a learning portfolio of supporting evidence over time.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Learning at Level 5: 5.01, 5.02</p> <p>This unit applies to those with future personal, learning, employment and/or community participation goals. Learners at this level work autonomously and use and evaluate a broad range of support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Establish own future study or employment goals	1.1	Determine future study/employment options
		1.2	Identify and prioritise learning goals
		1.3	Critically evaluate current skills and knowledge against identified goals
		1.4	Examine potential barriers to success in meeting identified goals

2	Critically assess potential pathway options	2.1	Source information about future pathway options
		2.2	Critically evaluate sources of information about options
		2.3	Synthesise and compare information about possible options
		2.4	Critically evaluate options in relation to own interests, skills and knowledge
3	Develop and implement a formal future pathway plan	3.1	Determine the purpose and features of the plan
		3.2	Determine the processes for developing an individual plan
		3.3	Determine and apply learning strategies to support achievement of study/employment goals
		3.4	Identify strategies to manage identified barriers
		3.5	Document the pathway plan
		3.6	Implement the pathway plan
4	Prepare work samples for the future pathway portfolio	4.1	Identify possible audiences and uses for the portfolio
		4.2	Identify requirements of the portfolio
		4.3	Select and evaluate types of evidence
		4.4	Assemble samples of evidence for portfolio
		4.5	Seek feedback on the effectiveness of the portfolio from advisors and respond accordingly
5	Monitor and update the formal future pathway plan	5.1	Review and critically evaluate progress towards goals and objectives
		5.2	Identify and discuss factors which contributed to success in meeting goals
		5.3	Identify learning strategies which can be applied to other contexts
		5.4	Evaluate individual study/ employment plan and revise as required.

Range of Conditions

In this context, individual future pathway plans are highly complex and include highly specialised language. Production of pathway plans requires the ability to establish goals, synthesise information and to critically evaluate and update plans on a regular basis. Future pathway plans may be in digital or hard copy format.

The formal future pathway plan documents an agreed program that the learner must undertake during the course.

The future pathway plan must include:

- evaluating own needs, capacities and limitations
- identifying gaps in own underpinning skills and knowledge and how to address these
- development of short and long term study/employment goals and indicators of success
- actions and activities to be undertaken, including monitoring arrangements
- identification of short term study/employment objectives
- identification of potential barriers and strategies to address them
- learning strategies and approaches to implement the study/employment plan
- support and learning resources
- own responsibilities
- timelines

Learning strategies to support future study/employment objectives may include but are not limited to:

- undertaking self directed learning
- applying reflective practices
- identifying own strengths and weaknesses
- undertaking self assessment
- accessing and using support resources and digital learning tools
- transferring skills to different contexts
- collaborating with others
- modifying approaches to learning

The portfolio may have different purposes including but not limited to accessing an identified pathway, providing evidence of employability skills to support a pathway, building a picture of personal attributes

The portfolio may be digital or hard copy and be presented in different formats.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> source and interpret information about potential study/employment pathways gather and use information to support development of the plan
Oral communication skills to:	<ul style="list-style-type: none"> participate in discussions to develop a study/employment pathway plan
Learning skills to:	<ul style="list-style-type: none"> review and revise plan
Problem-solving skills to:	<ul style="list-style-type: none"> identify and select content for portfolio evaluate own skills against identified goals
Planning and organising skills to:	<ul style="list-style-type: none"> organise content for study/employment portfolio
Self-management skills to:	<ul style="list-style-type: none"> monitor progress towards achievement of identified goals

Unit Mapping Information

Current Version	Previous Version	Comments
VU23839 Evaluate pathway options and create a learning plan and portfolio	VU22434 Evaluate pathway options, design a learning plan and compile a portfolio	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23839 Evaluate pathway options and create a learning plan and portfolio</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> investigate at least two pathway options and evaluate suitability of own personal skills and knowledge for each option. develop, document, monitor and update a learning plan including: <ul style="list-style-type: none"> at least three future pathway study or employment goals actions and tasks to achieve goals at least three learning strategies to support achievement of goals at least two learning tools to support achievement of goals compile a portfolio containing at least three pieces of evidence for future pathway options.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> how a future pathway plan supports pathway options factors which can support or present barriers to achievement methods to self assess own skills and knowledge different learning approaches to support achievement of study goals
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> appropriate persons and support resources to assist with development of the learning plan relevant information about further study options or employment opportunities access to a computer or a digital device with internet access to source information <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments</p> <p>Assessment of performance requirements in this unit is best undertaken over the course of the program so the learning plan can be implemented, monitored, reviewed and amended</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> works autonomously and uses and evaluates a broad range of support resources <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23840
Unit title	Engage with highly complex texts for personal purposes
Application	<p>This unit describes the skills and knowledge to engage with highly complex texts for personal purposes. It requires the ability to interpret, synthesise, critically evaluate and analyse highly complex texts relevant to personal purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 5: 5.03, 5.04.</p> <p>This unit applies to those who have the ability to read highly complex, lexically dense texts across a broad range of contexts with some specialisation who are seeking to read sophisticated texts for personal purposes. Learners at this level work autonomously and use and evaluate a broad range of support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Source highly complex texts for personal purposes	1.1	Establish own specified purpose for accessing texts
		1.2	Access and select texts to meet purpose
		1.3	Analyse, compare and select texts relevant to own purpose
2	Read and review selected texts	2.1	Identify the purpose and audience of selected texts
		2.2	Identify features of selected texts
		2.3	Apply critical reading strategies to interpret and synthesise ideas and supporting arguments in texts
3	Analyse selected texts	3.1	Critically evaluate techniques used by the author to convey and influence meaning

		3.2	Apply strategies to critically analyse texts
		3.3	Critically compare and contrast texts
		3.4	Evaluate the relevance of the texts to intended purpose and audience

Range of Conditions

In this context, texts relating to personal purposes are structurally highly complex with highly embedded information, specialised language and symbolism, requiring the ability to synthesise information and critically evaluate content.

Texts may include paper based and digital texts and must include different text types related to personal purposes.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Highly complex texts for personal purposes may include but are not limited to:

- personal or formal letters related to personal matters, emails, social media posts
- fiction and short stories
- songs and poetry
- book reviews
- non-fiction texts of personal interest such as weblogs, newsletters, magazines, reports, information about health or car insurance
- opinion pieces, letters to the editor, articles in journals
- texts from different perspectives on a matter of public concern
- letters to the editor
- instructions such as using complex equipment
- visual texts such as digital stories, posters, art work, advertisements
- texts including satirical cartoons, exaggeration (caricature) or emojis containing embedded irony or sarcasm

Features of text types use highly complex syntactic structures, language features and sentence structures. They may include but are not limited to:

- informative texts containing multiple cause and effect relationships, comparison and contrast, order of importance, problem and solution with complex discourse markers, specialised and technical vocabulary
- procedural texts with integrated steps required to achieve goals and which may include precautions or warnings, options or alternatives, hints and advice and supporting explanations
- persuasive texts which may include use of emotive and persuasive language, rhetorical questions, facts and opinions, explicit or implicit writer's bias, opposing views on a subject or factual accounts of the same information or topic by different writers offering different perspectives on the same issue, and may follow a standard format such as statement of opinion, argument, summing up and recommendation

- transactional texts such as informal personal letters or formal letters with structures such as formal opening, statement of purpose, details, request, action required, formal close

Critical reading strategies may include but are not limited to:

- reading headings, first sentences of paragraphs, scanning visual content to gain an overall meaning of the text
- using knowledge of text layout, structure and features to support comprehension
- using prior knowledge of the topic to integrate new information presented in multiple texts
- re-reading entire or critical sections of the text to confirm understanding
- confirming understanding and accuracy of information by consulting other texts / experts in the field
- taking notes, using mind maps or tables to integrate information across texts related to the same topic
- using decoding and word identification strategies including word derivations and meanings
- noting how stylistic devices such as rhetorical questions, metaphor or figures of speech may influence the reader

Strategies to critically analyse texts may include but are not limited to:

- clarifying the author's purpose including stated and inferred purpose
- reflecting on relevance of information presented to identified purpose
- questioning how the author's use of language may reflect bias or alternative agenda
- identifying how the author's tone may affect the reader
- recognising explicit and implied meaning in texts
- interpreting the author's reason for inclusion or omission of information
- recognising how use of visuals can influence or create shades of meaning
- determining credibility and reliability of information in texts

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select highly complex texts relevant to own needs and purposes
Technology skills to:	<ul style="list-style-type: none"> • access, navigate and assess digital texts • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • use search engines to locate texts • search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23840 Engage with highly complex texts for personal purposes	VU22435 Engage with a range of highly complex texts for personal purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23840 Engage with highly complex texts for personal purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> source texts and apply reading strategies to review, interpret and critically evaluate a minimum of two highly complex, personally relevant texts including: <ul style="list-style-type: none"> at least one digital text two different text types related to personal needs
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> integrated concepts across syntactically complex texts including multiple clauses in sentences ways in which language is used to make hypotheses and convey implicit meaning to influence others vocabulary including some specialisation to support comprehension devices used by writers to influence meaning and achieve purpose register and its influence on expression and meaning of texts reading strategies to make meaning from texts strategies to critically analyse texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> authentic text types for personal purposes relevant to the learner digital technology and software as appropriate <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> works autonomously across a number of highly complex texts initiates and uses own support resources <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23841
Unit title	Engage with highly complex texts for learning purposes
Application	<p>This unit describes the skills and knowledge to engage with highly complex texts for learning purposes. It requires the ability to interpret, synthesise, critically evaluate and analyse highly complex texts for learning purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 5: 5.03, 5.04.</p> <p>This unit applies to those who have the ability to read highly complex, lexically dense texts across a broad range of contexts with some specialisation who are seeking to read sophisticated texts for personal purposes. Learners at this level work autonomously and use and evaluate a broad range of support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Source highly complex texts for learning purposes	1.1	Establish own specified purpose for accessing texts
		1.2	Access and select texts to meet purpose
		1.3	Analyse, compare and select texts relevant to own purpose
2	Read and review selected texts	2.1	Identify the purpose and audience of selected texts
		2.2	Identify features of selected texts
		2.3	Apply critical reading strategies to interpret and synthesise ideas and supporting arguments in texts
3	Analyse selected texts	3.1	Critically evaluate techniques used by the author to convey and influence meaning

		3.2	Apply strategies to critically analyse texts
		3.3	Critically compare and contrast texts
		3.4	Evaluate the relevance of the texts to intended purpose and audience

Range of Conditions

In this context, texts relating to learning purposes are structurally highly complex with highly embedded information, specialised language and symbolism, requiring the ability to synthesise information and critically evaluate content.

Texts may include paper based and digital texts and must include different text types related to learning needs.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Highly complex texts for learning purposes may include but are not limited to:

- informative texts for example, text books, research material/data, academic reports and abstracts including technical information, newspaper and journal articles instructional materials such as learner resources to support participation in tertiary courses, classroom based learning materials
- persuasive texts such as newspaper editorials and opinion pieces on complex subjects or issues
- procedural manuals/learner guides
- lecture notes about a specialist area
- complex fiction texts

Features of text types use highly complex syntactic structures, language features and sentence structures. They may include but are not limited to:

- lexically dense texts with highly complex text structures, which use a variety of language and structures to convey and influence meaning which may include highly complex narrative and expressive texts with highly embedded information, multiple points of view and perspectives, conflict development and resolution, different characters' point of view, multiple plot lines converging at the end, flash back or forwards, different time frames
- informative texts containing multiple cause and effect relationships, comparison and contrast, multiple sources, problem and solution with complex discourse markers, specialised vocabulary including technical vocabulary
- procedural texts with integrated and inferred steps required to achieve goals and which may include precautions or warnings, options or alternatives, inferred hints and advice and supporting explanations
- persuasive texts with intended messages that use emotive and persuasive language, may pose rhetorical questions, include facts and opinions, writer's bias which may be explicit or implicit, includes supporting materials and evidence, may include opposing views and opinions on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation

Critical reading strategies may include but are not limited to:

- reading headings, first sentences of paragraphs, scanning visual content to gain an overall meaning of the text
- using knowledge of text layout, structure and features to support comprehension
- using prior knowledge of the topic to integrate new information presented in multiple texts
- re-reading entire or critical sections of the text to confirm understanding
- confirming understanding and accuracy of information by consulting other texts / experts in the field
- taking notes, using mind maps or tables to integrate information across texts related to the same topic
- using decoding and word identification strategies including word derivations and meanings
- noting how stylistic devices such as rhetorical questions, metaphor or figures of speech may influence the reader

Strategies to critically analyse texts may include but are not limited to:

- clarifying the author's purpose including stated and inferred purpose
- reflecting on relevance of information presented to identified purpose
- Identifying key words or phrases critical to gaining meaning from texts
- expressing an opinion on how the content and structure affected the reader
- giving an opinion on a particular aspect of the text
- questioning how the author's use of language may reflect bias or alternative agenda
- identifying how the author's tone/voice may affect the reader
- recognising explicit and implied meaning in texts
- interpreting the author's reason for inclusion or omission of information
- recognising how use of visuals can influence or create shades of meaning
- determining credibility and reliability of information in texts
- comparing ideas from different texts

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select highly complex texts relevant to own needs and purposes
Technology skills to:	<ul style="list-style-type: none"> • access, navigate and assess digital texts • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • use search engines to locate texts • search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23841 Engage with highly complex texts for learning purposes	VU22436 Engage with a range of highly complex texts for learning purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23841 Engage with highly complex texts for learning purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> source texts and apply reading strategies to review, interpret and critically evaluate a minimum of two highly complex texts relevant to learning purposes including: <ul style="list-style-type: none"> at least one digital text two different text types related to learning needs
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> integrated concepts across syntactically complex texts including multiple clauses in sentences ways in which language is used to make hypotheses and convey implicit meaning to influence others broad vocabulary including idiom, colloquialisms, and cultural references, and specialised vocabulary to support comprehension devices used by writers to convey and influence meaning and achieve purpose register and its influence on expression and meaning in text types reading strategies to make meaning from texts strategies to critically analyse texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> authentic text types for learning purposes relevant to the learner digital technology and software as appropriate <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> works autonomously across a number of highly complex texts initiates and uses own support resources <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23842
Unit title	Engage with highly complex texts for employment purposes
Application	<p>This unit describes the skills and knowledge to engage with highly complex texts for employment purposes. It requires the ability to interpret, synthesise, critically evaluate and analyse highly complex texts relevant to employment purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 5: 5.03, 5.04.</p> <p>This unit applies to those who have the ability to read highly complex, lexically dense texts across a broad range of contexts with some specialisation who are seeking to read sophisticated texts for employment purposes. Learners at this level work autonomously and use and evaluate a broad range of support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Source highly complex texts for employment purposes	1.1	Establish own specified purpose for accessing texts
		1.2	Access and select texts to meet purpose
		1.3	Analyse, compare and select texts relevant to own purpose
2	Read and review selected texts	2.1	Identify the purpose and audience of selected texts
		2.2	Identify features of selected texts
		2.3	Apply critical reading strategies to interpret and synthesise ideas and supporting arguments in texts
3	Critically evaluate Analyse selected texts	3.1	Critically evaluate techniques used by the author to convey and influence meaning

		3.2	Apply strategies to critically analyse texts
		3.3	Critically compare and contrast texts
		3.4	Evaluate the relevance of the texts to intended purpose and audience

Range of Conditions

In this context, texts relating to employment purposes are structurally highly complex with highly embedded information, specialised language and symbolism, requiring the ability to synthesise information and critically evaluate content.

Texts may include paper based and digital texts and must include different text types related to personal needs.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Highly complex texts for employment purposes may include but are not limited to:

- job applications
- work performance assessments
- OHS/WHS materials and procedures
- policy statements or induction materials such as information about the company / workplace, superannuation information
- standard operating instructions and procedures
- human resources information such as employment contracts and policy statements such as discrimination, sexual harassment, bullying
- complex workplace plans, drawings, specifications or diagrams
- Australian Standards applicable to industry sectors
- Industrial information from unions and employee associations
- position descriptions and selection criteria
- company profiles such as mission statements, annual reports, company projections
- complex workplace reports
- procedures on how to use digital platforms to seek employment opportunities or information
- visually presented information and data in charts, tables, graphs, diagrams or flow charts

Features of text types use highly complex syntactic structures, language features and sentence structures. They may include but are not limited to:

- informative texts with highly embedded information and containing multiple cause and effect relationships, comparison and contrast, multiple sources, problem and solution options with complex discourse markers, specialised vocabulary including technical vocabulary
- procedural texts with integrated and inferred steps required to achieve goals and which may include precautions or warnings, options or alternatives, inferred hints and advice and supporting explanations

- persuasive texts with intended messages that use emotive and persuasive language, may pose rhetorical questions, include facts and opinions, writer's bias which may be explicit or implicit, includes supporting materials and evidence, may include opposing views or perspectives on a subject or issue and might follow a standard format such as statement of opinion, argument, summing up or recommendation

Critical reading strategies may include but are not limited to:

- reading headings, first sentences of paragraphs, scanning visual content to gain an overall meaning of the text
- using knowledge of text layout, structure and features to support comprehension
- using prior knowledge of the topic to integrate new information presented in multiple texts
- re-reading entire or critical sections of the text to confirm understanding
- confirming understanding and accuracy of information by consulting other texts / experts in the field
- taking notes, using mind maps or tables to integrate information across texts related to the same topic
- using decoding and word identification strategies including word derivations and meanings
- noting how stylistic devices such as rhetorical questions, metaphor or figures of speech may influence the reader

Strategies to critically analyse texts may include but are not limited to:

- clarifying the author's purpose including stated and inferred purpose
- reflecting on relevance of information presented to identified purpose
- questioning how the author's use of language may reflect bias or alternative agenda
- identifying how the author's tone may affect the reader
- recognising explicit and implied meaning in texts
- interpreting the author's reason for inclusion or omission of information
- recognising how use of visuals can influence or create shades of meaning
- determining credibility and reliability of information in texts

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select highly complex texts relevant to own needs and purposes
Technology skills to:	<ul style="list-style-type: none"> • access, navigate and assess digital texts • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • use search engines to locate texts • search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23842 Engage with highly complex texts for employment purposes	VU22437 Engage with a range of highly complex texts for employment purposes	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU23842 Engage with highly complex texts for employment purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> source texts and apply reading strategies to review, interpret and critically evaluate a minimum of two highly complex texts relevant to employment purposes including: <ul style="list-style-type: none"> at least one digital text two different text types related to employment needs
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> integrated concepts across syntactically complex texts including multiple clauses in sentences ways in which language is used to make hypotheses and convey implicit meaning to influence others broad and specialised work related vocabulary including idiom and cultural references as appropriate to support comprehension devices used by writers to convey and influence meaning and achieve purpose register and its influence on expression and meaning in text types reading strategies to: <ul style="list-style-type: none"> interpret and critically evaluate structurally complex texts assess the validity and credibility of complex concepts across different texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> authentic text types for employment purposes relevant to the learner digital technology and software as appropriate <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> works autonomously across a number of highly complex texts initiates and uses own support resources <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23843
Unit title	Engage with highly complex texts to participate in the community
Application	<p>This unit describes the skills and knowledge to engage with highly complex texts for community participation purposes. It requires the ability to interpret, synthesise, critically evaluate and analyse highly complex texts which are relevant to participation in the community.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 5: 5.03, 5.04.</p> <p>This unit applies to those who have the ability to read highly complex, lexically dense texts across a broad range of contexts with some specialisation who are seeking to read sophisticated texts for community participation purposes. Learners at this level work autonomously and use and evaluate a broad range of support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Source highly complex texts for community participation purposes	1.1	Locate and access a range of highly complex text types
		1.2	Clarify own specified purposes for engaging with texts
		1.3	Critically evaluate and select text types relevant to own community participation purposes/needs
2	Read and review selected texts	2.1	Identify the purpose and audience of selected texts
		2.2	Identify features of selected texts
		2.3	Apply critical reading strategies to interpret and synthesise ideas and supporting arguments in texts
3	Analyse selected texts	3.1	Critically evaluate techniques used by the author to convey and influence meaning

		3.2	Apply strategies to critically analyse texts
		3.3	Critically compare and contrast texts
		3.4	Evaluate the relevance of the texts to intended purpose and audience

Range of Conditions

In this context, texts relating to community participation purposes are structurally highly complex with highly embedded information, specialised language and symbolism, requiring the ability to synthesise information and critically evaluate content.

Texts may include paper based and digital texts and must include different text types related to participation in the community.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Highly complex texts for learning purposes may include but are not limited to:

- visual/diagrammatic texts such as reports on community issues such as improving child care options in the local community
- council reports
- commentaries
- information about local history
- information about project or community grants
- letters to the editor
- opinion pieces, reviews in local community newsletters/newspapers
- discussion papers on community initiatives such as community plans, environmental sustainability
- documents for election campaigns
- speeches/talks including accompanying applications which require highly complex arguments or explanations
- minutes from community or council meetings/forums
- applications for building permit in local area

Features of text types use highly complex syntactic structures, language features and sentence structures. They may include but are not limited to:

- lexically dense texts with highly complex text structures, which use a variety of language and structures to convey and influence meaning which may include highly complex informative texts with highly embedded information and containing multiple cause and effect relationships, comparison and contrast, problem and solution with highly complex discourse markers, specialised vocabulary including technical vocabulary
- procedural texts with integrated and inferred steps required to achieve goals and which may include precautions or warnings, options or alternatives, inferred hints and advice and supporting explanations

- persuasive texts with intended messages that use emotive and persuasive language, may pose rhetorical questions, include facts and opinions, writer's bias may be explicit or implicit, includes supporting materials and evidence, may include opposing views or perspectives on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation
- appropriate specialised vocabulary relevant to the topic and community context vocabulary which creates nuances of meaning
- information and numerical information and data presented visually such as:
 - charts, tables, graphs of statistical data to support arguments
 - demographic data
 - diagrams and flowcharts

Critical reading strategies may include but are not limited to:

- reading headings, first sentences of paragraphs, scanning visual content to gain an overall meaning of the text
- using knowledge of text layout, structure and features to support comprehension
- using prior knowledge of the topic to integrate new information presented in multiple texts
- re-reading entire or critical sections of the text to confirm understanding
- confirming understanding and accuracy of information by consulting other texts / experts in the field
- taking notes, using mind maps or tables to integrate information across texts related to the same topic
- using decoding and word identification strategies including word derivations and meanings
- noting how stylistic devices such as rhetorical questions, metaphors or figures of speech may influence the reader

Strategies to critically analyse texts may include but are not limited to:

- clarifying the author's purpose including stated and inferred purpose
- reflecting on relevance of information presented to identified purpose
- Identifying key words or phrases critical to gaining meaning from texts
- expressing an opinion on how the content and structure affected the reader
- giving an opinion on a particular aspect of the text
- questioning how the author's use of language may reflect bias, alternative agenda, underlying values or subtle nuances
- identifying how the author's tone/voice may affect the reader
- recognising explicit and implied meaning in texts
- interpreting the author's reason for inclusion or omission of information
- recognising how use of visuals can influence or create shades of meaning
- determining credibility and reliability of information in texts
- making comparisons of information contained in different texts

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> select highly complex texts relevant to own needs and purposes
Technology skills to:	<ul style="list-style-type: none"> access, navigate and assess digital texts use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> use search engines to locate texts search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23843 Engage with highly complex texts to participate in the community	VU22438 Engage with a range of highly complex texts to participate in the community	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23843 Engage with highly complex texts to participate in the community
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> locate and apply reading strategies to review, interpret and critically evaluate a minimum of two highly complex texts relevant to community participation, including: <ul style="list-style-type: none"> at least one digital text two different text types related to participation in the community
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> integrated concepts across syntactically complex texts including multiple clauses in sentences the ways in which language is used to make hypotheses and convey implicit meaning to influence others broad or specialised vocabulary related to community participation to support comprehension including cultural references as appropriate devices used by writers to convey and influence meaning and achieve purpose register and its influence on expression and meaning in text types reading strategies to make meaning from texts strategies to critically analyse texts
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> authentic text types for learning purposes relevant to the learner digital technology and software as appropriate <p>In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> works autonomously across a number of highly complex texts initiates and uses own support resources <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23844
Unit title	Create highly complex texts for personal purposes
Application	<p>This unit describes the skills and knowledge to develop specialised writing skills to create highly complex texts relevant to personal purpose needs. It requires the ability to plan, produce, edit and review highly complex texts for personal purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 5: 5.05, 5.06</p> <p>This unit applies to those who wish to strengthen their writing skills to meet personal needs. Learners at this level work autonomously and evaluate a broad range of support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan highly complex texts for personal purposes	1.1	Determine the purpose and audience for the texts
		1.2	Research and gather relevant content for the texts
		1.3	Determine appropriate structure, format and features for the texts
		1.4	Select, organise and synthesise content for the texts to meet identified purpose and audience
2	Produce highly complex texts for personal purposes	2.1	Use prepared plan to develop highly complex texts
		2.2	Proof read and edit texts prior to seeking feedback
		2.3	Edit texts to enhance meaning and effectiveness in response to feedback
		2.4	Present completed texts according to specified requirements

Range of Conditions

In this context, texts for personal purposes are highly complex, contain highly specialised language and symbolism requiring specialisation and adaptability within and across contexts.

Texts produced must include different text types related to personal purposes and may include digital and handwritten texts.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Complex texts related to personal purposes may include but are not limited to:

- formal or informal blogs, texts for webpages or complex online posts
- informative texts based on research such as biographical pieces
- notes taken from both written and aural sources such as local history or family history
- opinion pieces / letters to the editor / articles from different sources presenting alternative views based on evidence
- personal texts / letters detailing complex personal circumstances or responses
- narratives or recounts

Features of texts related to personal purposes may include but are not limited to:

- layout, features and style appropriate to text type
- use of specialised vocabulary specific to topic
- visual information such as flowcharts, charts, tables, graphs of statistical data, demographic data, photographs / illustrations
- use of appropriate language and grammatical structures to achieve precise meaning
- idiom, colloquialism or cultural references appropriate to purpose
- use of punctuation, font and layout to support meaning and purpose
- use of appropriate organisational conventions such as footnotes and references
- navigation features such as grids, arrows, dot points
- linking devices to demonstrate highly complex conceptual connections and or causal relationships appropriate to text
- highly complex sentence structure including stylistic devices such as nominalisation

Text types may include but are not limited to:

- clearly structured texts displaying logical connections and transparent organisational structures, including conventions such as format, layout or appropriate references to research
- narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
- informative texts such as transparent organisation using sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; structuring writing to move from introduction through several connected ideas / evidence / points of view to a summary / recommendations

- procedural texts such as integrated instructions: statement of a goal, requirements and steps to achieve the specific goal
- transactional texts such as formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- persuasive texts with structures such as:
 - argumentative: statement of opinion and supporting evidence, arguments and summing up
 - discursive: opening statement, arguments for and against, conclusion or recommendations

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> • apply the writing process to draft, edit, review and clarify meaning in response to feedback
Problem-solving skills to:	<ul style="list-style-type: none"> • convey highly complex relationships between ideas • apply organisational conventions such as footnotes and references
Technology skills to:	<ul style="list-style-type: none"> • use digital devices safely • use search engines to locate information for texts • search for information in a digital environment
Digital literacy skills to:	<ul style="list-style-type: none"> • select and use appropriate digital applications to produce texts such as email, word or other applications • use appropriate layout conventions to produce digital documents • apply a range of digital netiquette conventions to source and use information responsibly

Unit Mapping Information

Current Version	Previous Version	Comments
VU23844 Create highly complex texts for personal purposes	VU22439 Create a range of highly complex texts for personal purposes	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU23844 Create highly complex texts for personal purposes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <p>Apply the writing process and use appropriate format and structure to:</p> <ul style="list-style-type: none"> plan, produce, edit and review two highly complex texts for personal purposes including: <ul style="list-style-type: none"> at least one digital text two text types related to personal purposes one of which consists of a series of linked paragraphs to connect ideas at least two different audiences and purposes
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> variation in writing style between public and private writing use of format and content relevant to text type structural conventions of different text types use of appropriate register relevant to text type use of specialised vocabulary, abstract or technical concepts use of words and grammatical structures to achieve precise meaning effective use of linking devices appropriate to text type stages of the writing process what constitutes plagiarism appropriate referencing methods to acknowledge works from other authors AI generated texts which may not acknowledge use of copyrighted material
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> authentic texts relevant to personal contexts digital devices or technology as appropriate <p>In technology restricted environments such as corrections settings:</p> <ul style="list-style-type: none"> information for texts may be sourced from offline or simulated online environments digital texts may be produced on offline or simulated platforms <p>At this level the learner:</p> <ul style="list-style-type: none"> works autonomously to produce highly complex texts across contexts

- initiates and uses support from a range of established sources
- critically reflects on and incorporates feedback as appropriate to produce final texts

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23845
Unit title	Create highly complex texts for learning purposes
Application	<p>This unit describes the skills and knowledge to develop specialised writing skills to create highly complex texts relevant to own learning needs. It requires the ability to plan, produce, edit and review complex texts related to learning purposes.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 5: 5.05, 5.06</p> <p>This unit applies to those who wish to strengthen their writing skills to meet learning needs. Learners at this level work autonomously and evaluate a broad range of support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan highly complex texts for learning purposes	1.1	Determine the purpose and audience for the texts
		1.2	Research and gather relevant content for the texts
		1.3	Determine appropriate structure, format and features for the texts
		1.4	Select, organise and synthesise content for the texts to meet identified purpose and audience
2	Produce highly complex text types for learning purposes	2.1	Use prepared plan to develop highly complex texts
		2.2	Proof read and edit texts prior to seeking feedback
		2.3	Edit texts to enhance meaning and effectiveness in response to feedback
		2.4	Present completed texts according to specified requirements

Range of Conditions

In this context, highly complex, texts for learning purposes contain highly specialised language and symbolism requiring specialisation and adaptability within and across contexts.

Texts produced must include different text types related to personal purposes and may include digital and handwritten texts.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Complex texts related to learning purposes may include but are not limited to:

- Research / reflective or project reports
- essays such as exploring application of a theory to practice
- journals such as a critical reflection on own learning to date, application of learning theories / processes / practices, difficulties encountered, insights transferable to other contexts
- articles on a topic related to learning / academic / social issues using clear organisational structures and drawing conclusions or making recommendations

Features of texts related to learning purposes may include but are not limited to:

- layout, features and style appropriate to text type
- use of specialist vocabulary specific to the topic
- style conventions of academic writing such as referencing and footnotes
- visual information such as flowcharts, charts, tables, graphs of statistical data, demographic data, photographs/illustrations
- navigation features such as grids, arrows, dot points, web links
- linking devices to demonstrate highly complex conceptual connections and or causal relationships appropriate to text
- highly complex sentence structure including stylistic devices such as nominalisation
- appropriate register to support purpose and audience
- grammatical forms such as cause and effect relationships, conceptual connections, conjunctions, modal structures, clause markers such as *if*, *although*

Text types may include but are not limited to:

- clearly structured texts displaying logical connections and transparent organisational structures and conventions
- narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
- informative texts with transparent organisation such as sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; structuring writing to move from introduction through several connected ideas / evidence / points of view to a summary / recommendations
- procedural texts such as integrated instructions: statement of a goal, requirements and steps to achieve the specific goal

- transactional texts such as formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- persuasive texts with structures such as:
 - argumentative: statement of opinion and supporting evidence, arguments and summing up
 - discursive: opening statement, arguments for and against, conclusion or recommendations

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> • apply the writing process to draft, edit, review and clarify meaning in response to feedback
Problem-solving skills to:	<ul style="list-style-type: none"> • convey highly complex relationships between ideas
Technology skills to:	<ul style="list-style-type: none"> • use digital devices safely • use search engines to locate information for texts • search for information in a digital environment
Digital literacy skills to:	<ul style="list-style-type: none"> • select and use appropriate digital applications to produce texts such as email, word or other applications • use appropriate layout conventions to produce digital documents • apply a range of digital netiquette conventions to source and use information responsibly

Unit Mapping Information

Current Version	Previous Version	Comments
VU23845 Create highly complex texts for learning purposes	VU22440 Create a range of highly complex texts for learning purposes	Equivalent

Assessment Requirements

Title Performance Evidence	<p>Assessment Requirements for VU23845 Create highly complex texts for learning purposes</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <p>Apply the writing process and use appropriate format and structure to:</p> <ul style="list-style-type: none"> plan, produce, edit and review two highly complex texts for learning purposes including: <ul style="list-style-type: none"> at least one digital text two text types related to learning purposes one of which consists of a series of linked paragraphs to connect ideas at least two different audiences and purposes
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> variation in writing style between public and private writing genres and styles of writing related to learning specialised / broad vocabulary to accurately and effectively express content use of register and the influence on expression, meaning and relationships grammatical structures to accurately and effectively express content stages of the writing process what constitutes plagiarism appropriate referencing methods to acknowledge works from other authors AI generated texts which may not acknowledge use of copyrighted material
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> authentic texts relevant to learning contexts digital devices or technology as appropriate <p>In technology restricted environments such as corrections settings:</p> <ul style="list-style-type: none"> information for texts may be sourced from offline or simulated online environments digital texts may be produced on offline or simulated platforms <p>At this level the learner:</p> <ul style="list-style-type: none"> works autonomously to produce highly complex texts across contexts initiates and uses support from a range of established sources

- critically reflects on and incorporates feedback as appropriate to produce final texts

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23846
Unit title	Create highly complex texts to participate in the community
Application	<p>This unit describes the skills and knowledge to develop specialised writing skills to create highly complex texts relevant to the needs of participation in the community. It requires the ability to plan, produce, edit and review complex texts related to community participation.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 5: 5.05, 5.06</p> <p>This unit applies to those who wish to strengthen their writing skills to meet the needs of community participation. Learners at this level work autonomously and evaluate a broad range of support resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan highly complex texts for community participation purposes	1.1	Determine the purpose and audience for the texts
		1.2	Research and gather relevant content for the texts
		1.3	Determine appropriate structure, format and features for the texts
		1.4	Select, organise and synthesise content for the texts to meet identified purpose and audience
2	Produce highly complex texts for community participation purposes	2.1	Use prepared plan to develop highly complex texts
		2.2	Proof read and edit texts prior to seeking feedback
		2.3	Edit texts to enhance meaning and effectiveness in response to feedback
		2.4	Present completed texts according to specified requirements

Range of Conditions

In this context, texts for community participation purposes are highly complex, contain highly specialised language and symbolism requiring specialisation and adaptability within and across contexts.

Texts produced must include different text types related to personal purposes and may include digital and handwritten texts.

In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments.

Complex texts related to community participation purposes may include but are not limited to:

- reports/letters in local community newsletters/newspapers such as opinion pieces, reviews
- reports for community/government agencies
- letters of support for local community organisations
- leaflets to support community initiatives
- local government election material
- transcripts of speeches/talks
- applications which require highly complex arguments, explanations or rationales
- submissions for funding
- a report as a committee member of a community group on group's activities
- minutes from a meeting including representation of different perspectives

Features of texts related to community participation purposes may include but are not limited to:

- layout, features and style appropriate to text type
- use of specialised vocabulary specific to topic, issue and community context
- selection and control of appropriate register
- visual information such as flowcharts, charts, tables, graphs of statistical data, demographic data, photographs/illustrations
- navigation features such as grids, arrows, dot points, web links
- highly complex sentence structure including stylistic devices such as nominalisation
- linking devices to demonstrate highly complex conceptual connections and or causal relationships appropriate to text
- use of style conventions, such as referencing, headers, footers, numbered pages, appendices, tables of contents
- use of style conventions such as footnotes and references

Text types may include but are not limited to:

- informative texts with transparent organisation using sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; structuring writing to move from introduction through several connected ideas/evidence/points of view to a summary/recommendations

- procedural texts with sequential steps and integrated instructions required to achieve goals and which may include precautions or warnings, options or alternatives, inferred hints and advice and supporting explanations
- transactional texts such as formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- persuasive texts with structures such as:
 - argumentative: statement of opinion and supporting evidence, arguments and summing up.
 - discursive: opening statement, arguments for and against, conclusion or recommendations

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> • apply the writing process to draft, edit, review and clarify meaning in response to feedback • apply organisational conventions such as footnotes and references
Problem-solving skills to:	<ul style="list-style-type: none"> • convey highly complex relationships between ideas
Technology skills to:	<ul style="list-style-type: none"> • use digital devices safely • use search engines to locate information for texts • search for information in a digital environment
Digital literacy skills to:	<ul style="list-style-type: none"> • select and use appropriate digital applications to produce texts such as email, word or other applications • use appropriate layout conventions to produce digital documents • apply a range of digital netiquette conventions to source and use information responsibly

Unit Mapping Information

Current Version	Previous Version	Comments
VU23846 Create highly complex texts to participate in the community	VU22441 Create a range of highly complex texts to participate in the community	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23846 Create highly complex texts to participate in the community</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to apply the writing process and use appropriate format and structure to:</p> <ul style="list-style-type: none"> • plan, produce, edit and review two highly complex texts for community participation purposes including: <ul style="list-style-type: none"> ○ at least one digital text ○ two text types related to community participation purposes one of which consists of a series of linked paragraphs to connect ideas ○ at least two different audiences and purposes
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • use of format and content relevant to text type • structural conventions of different text types • use of appropriate register relevant to text type • use of words and grammatical structures to achieve precise meaning • accurate spelling and punctuation • specialised/broad vocabulary to accurately and effectively express content • stages of the writing process • what constitutes plagiarism • appropriate referencing methods to acknowledge works from other authors • AI generated texts which may not acknowledge use of copyrighted material
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • authentic texts relevant to community participation contexts • digital devices or technology as appropriate <p>In technology restricted environments such as corrections settings:</p> <ul style="list-style-type: none"> • information for texts may be sourced from offline or simulated online environments • digital texts may be produced on offline or simulated platforms. <p>At this level the learner:</p> <ul style="list-style-type: none"> • works autonomously to produce highly complex texts across contexts • initiates and uses support from a range of established sources

- critically reflects on and incorporates feedback as appropriate to produce final texts

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23847
Unit title	Work with number and algebra in specialised situations
Application	<p>This unit describes the skills and knowledge to extract, comprehend, analyse, use problem-solving strategies and convey mathematical information in specialised situations relevant to number and algebra.</p> <p>It requires the ability to make estimations, organise and represent mathematical information, select and use mathematical processes, and critically review the mathematics used and the outcomes relative to real-world implications.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 5: 5.09, 5.10, 5.11. At this level, individuals work independently and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Evaluate number and algebra information	1.1	Extract, interpret and analyse number and algebra information highly embedded in highly complex texts
		1.2	Gather additional information to support mathematical investigation of number and algebra problems
2	Investigate number and algebra problems	2.1	Organise and represent number and algebra information as an aid to problem solving
		2.2	Select and apply methods to estimate and solve number and algebra mathematical problems
		2.3	Select and use tools to support number and algebra problem-solving process
		2.4	Decide on the accuracy of the outcome appropriate for the number and algebra context

		2.5	Assess and adjust processes and outcomes relative to real-world implications
3	Communicate number and algebra information	3.1	Document, interpret and report on mathematical reasoning, problem-solving process, outcomes and real-world implications of number and algebra investigations
		3.2	Discuss, explain and interpret the problem-solving process, outcomes and real-world implications of number and algebra investigations

Range of Conditions

The context must include a broad range of contexts and at least one specialised context, such as a vocational trade area or a science, technology, engineering or mathematics higher education study area.

In this context, texts must be highly complex and include highly specialised language and symbolism.

The mathematical information in the texts must be highly embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital articles
- spoken, printed or digital workplace information
- spoken, printed or digital public health information
- spoken, printed or digital financial or business information
- spoken, printed or digital technical publications.

Number and algebra information must include but is not limited to concepts and information from at least one specialised area of number and algebra relevant to the learner's needs.

Specialised situations may include but are not limited to:

- algebra in electrotechnology
- calculus in engineering
- number theory in computer science
- financial mathematics in business.

Problem-solving tasks must include but are not limited to:

- calculating with rational and irrational numbers
- using and solving equations using algebraic techniques
- applying graphical techniques to analyse and solve algebraic relationships and equations.

Tools may include but are not limited to calculators, spreadsheets, mobile applications and online calculators.

Estimation methods may include but are not limited to:

- approximating numbers in algebraic substitution (such as substituting $x = 3$ in an algebraic equation to approximate $x = 2.98$)
- approximating irrational numbers (such as approximating $\sqrt{50}$ as $\sqrt{49}$ and approximating π as 3.14)
- slope estimation of linear graphs (such as approximating the slope by calculating the rise over run between two points)
- vertex estimation (such as approximating the maximum or minimum point of a parabola by identifying the vertex visually from the graph of a quadratic equation).

Assessing and adjusting the processes and the outcomes must include but is not limited to:

- using estimation and assessment to check the outcomes and decide on the degree of accuracy required
- critically reviewing the mathematics used and the outcomes obtained
- reflecting on and questioning the outcomes and real-world implications
- adjusting the process.

Oral and written language must include but is not limited to specialised mathematical and general language related to number and algebra.

Individuals use prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to work with number and algebra in specialised situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • apply mathematical concepts and methods related to number and algebra within and across contexts.
Self-management skills to:	<ul style="list-style-type: none"> • work autonomously accessing and evaluating support from a broad range of sources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23847 Work with number and algebra in specialised situations	VU22442 Analyse and evaluate numerical and statistical information VU22443 Use algebraic techniques to analyse mathematical problems VU22444 Use formal mathematical concepts and techniques to analyse and solve problems	Not equivalent

Assessment Requirements

Title	Assessment Requirements for VU23847 Work with number and algebra in specialised situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with number and algebra in at least one specialised situation involving at least two texts
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real-world relevance of number and algebra in specialised situations number and algebra problem solving and estimation methods mathematical symbols, representations and conventions related to number and algebra specialised language related to number and algebra in real life in specialised situations.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> highly complex and authentic texts that include highly specialised language and symbolism and where the mathematical information is highly embedded tools relevant to the specialised situation. <p>At this level the individual:</p> <ul style="list-style-type: none"> uses a range of mathematical processes flexibly and interchangeably selecting from formal pen and paper and mental and technological assisted processes and tools works autonomously accessing and evaluating support from a broad range of sources. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23848
Unit title	Work with measurement and geometry in specialised situations
Application	<p>This unit describes the skills and knowledge to extract, comprehend, analyse, use problem-solving strategies and convey mathematical information in specialised situations related to measurement and geometry.</p> <p>It requires the ability to make estimations, organise and represent mathematical information, select and use mathematical processes, and critically review the mathematics used and the outcomes relative to real-world implications.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 5: 5.09, 5.10, 5.11. At this level, individuals work independently and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Evaluate measurement and geometry information	1.1	Extract, interpret and analyse measurement and geometry information and symbols highly embedded in highly complex written texts
		1.2	Gather additional information to support mathematical investigation of measurement and geometry problems
2	Investigate measurement and geometry problems	2.1	Organise and represent measurement and geometry information as an aid to problem solving
		2.2	Select and apply methods to estimate and solve measurement and geometry problems
		2.3	Select and use tools to support measurement and geometry problem-solving process

		2.4	Decide on the accuracy of the outcome appropriate for the measurement and geometry context
		2.5	Assess and adjust processes and outcomes relative to real-world implications
3	Communicate measurement and geometry information	3.1	Document, interpret and report on mathematical reasoning, problem-solving process, outcomes and real-world implications of measurement and geometry investigations
		3.2	Discuss, explain and interpret the problem -solving process, outcomes and real-world implications of measurement and geometry investigations

Range of Conditions

The context must include a broad range of contexts and at least one specialised context, such as a vocational trade area or a science, technology, engineering or mathematics higher education study area.

In this context, texts must be highly complex and include highly specialised language and symbolism.

The mathematical information in the texts must be highly embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital articles
- spoken, printed or digital workplace information
- spoken, printed or digital public health information
- spoken, printed or digital financial or business information
- spoken, printed or digital technical publications.

Measurement and geometry information must include but is not limited to concepts and information from at least one specialised area of measurement and geometry relevant to the learner's needs.

Specialised situations may include but are not limited to:

- trigonometry in plumbing
- geometry in sports science
- measurement in nursing
- scale plans and drawings in landscape design.

Problem-solving tasks must include but are not limited to:

- describing, drawing and constructing accurate 2D and 3D shapes, plans and drawings
- estimating, measuring and calculating quantities for complex areas and volumes using formulae

- converting between metric and non-metric units.

Tools may include but are not limited to calculators, spreadsheets, mobile applications, online calculators and measuring tools.

Estimation methods may include but are not limited to:

- rounding to approximate whole numbers, decimal places and significant figures (such as subtracting two measurements with different significant figures, 3525 mg – 1200 mg, and rounding to 2300 mg using 2 significant figures)
- comparative estimation to approximate dimensions and areas by comparing with known benchmarks (such as estimating the area of an irregularly shaped plot of land by comparing it to a known rectangular area with similar dimensions)
- quantitative estimation using interpolation and extrapolation (such as estimating the height of a structure's shadow at different times of the day using linear interpolation based on known shadow lengths at specific times).

Assessing and adjusting the processes and the outcomes must include but is not limited to:

- using estimation and assessment to check the outcomes and decide on the degree of accuracy required
- critically reviewing the mathematics used and the outcomes obtained
- reflecting on and questioning the outcomes and real-world implications
- adjusting the process.

Oral and written language must include but is not limited to specialised mathematical and general language related to measurement and geometry.

Individuals use prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to work with measurement and geometry in specialised situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • apply mathematical concepts and methods related to measurement and geometry within and across contexts.
Self-management skills to:	<ul style="list-style-type: none"> • work autonomously accessing and evaluating support from a broad range of sources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23848 Work with measurement and geometry in specialised situations	VU22442 Analyse and evaluate numerical and statistical information VU22443 Use algebraic techniques to analyse mathematical problems VU22444 Use formal mathematical concepts and techniques to analyse and solve problems	Not equivalent

Assessment Requirements

Title	Assessment Requirements for VU23848 Work with measurement and geometry in specialised situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with measurement and geometry in at least one specialised situation involving at least two texts'
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real-world relevance of measurement and geometry in specialised situations measurement and geometry problem solving and estimation methods specialised calculation functions related to measurement and geometry mathematical symbols, representations and conventions related to measurement and geometry specialised language related to measurement and geometry in real life in specialised situations.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> highly complex and authentic texts that include highly specialised language and symbolism and where the mathematical information is highly embedded tools relevant to the specialised situation. <p>At this level the individual:</p> <ul style="list-style-type: none"> uses a range of mathematical processes flexibly and interchangeably selecting from formal pen and paper and mental and technological assisted processes and tools works autonomously accessing and evaluating support from a broad range of sources. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23849
Unit title	Work with statistics and probability in specialised situations
Application	<p>This unit describes the skills and knowledge to extract, comprehend, analyse, use problem-solving strategies and convey mathematical information in specialised situations related to statistics and probability.</p> <p>It requires the ability to make estimations, organise and represent mathematical information, select and use mathematical processes, and critically review the mathematics used and the outcomes relative to real-world implications.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 5: 5.09, 5.10, 5.11. At this level, individuals work independently and use support from a range of established resources.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Evaluate statistical information	1.1	Extract, interpret and analyse statistical information and symbols highly embedded in highly complex texts
		1.2	Gather additional statistical information to support mathematical investigation of statistical problems
2	Investigate statistical problems	2.1	Organise and represent statistical information as an aid to problem solving
		2.2	Select and apply methods to estimate and solve statistical problems
		2.3	Select and use tools to support statistical problem-solving-process
		2.4	Decide on the accuracy of the outcome appropriate for the statistical context

		2.5	Assess and adjust processes and outcomes relative to real-world implications
3	Communicate statistical information	3.1	Document, interpret and report on mathematical reasoning, problem-solving process, outcomes and real-world implications of statistical investigations
		3.2	Discuss, explain and interpret the problem-solving process, outcomes and real-world implications of statistical investigations

Range of Conditions

The context must include a broad range of contexts and at least one specialised context, such as a vocational trade area or a science, technology, engineering or mathematics higher education study area.

In this context, texts must be highly complex and include highly specialised language and symbolism.

The mathematical information in the texts must be highly embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital articles
- spoken, printed or digital workplace information
- spoken, printed or digital public health information
- spoken, printed or digital financial or business information
- spoken, printed or digital scientific or technical publications.

Statistical information must include concepts and information from at least one specialised area of statistics and probability relevant to the learner's needs.

Specialised situations may include but are not limited to:

- occupational health and safety
- quality control
- public health
- marketing.

Problem-solving tasks must include but are not limited to:

- collecting organising and analysing data including grouped data, measures of central tendency, percentiles and measures of spread, and interpreting and drawing conclusions about trends and data reliability
- calculating theoretical probabilities and using tree diagrams to investigate the probability of outcomes in simple multievent trials.

Tools may include but are not limited to calculators, spreadsheets, mobile applications and online calculators.

Estimation methods may include but are not limited to:

- proportional estimation to approximate one value based on its proportional relationship with another known value (such as estimating the population of a city based on a proportional sample of households)
- statistical estimation to approximate values using statistical methods (such as using average global temperatures to investigate climate change trends)
- range estimation to approximate the probability of an event occurring within certain bounds (such as estimating the probability of a flight arriving on time by calculating the likelihood of different delay scenarios based on historical data)
- quantitative estimation using interpolation and extrapolation (such as estimating sales growth using linear interpolation).

Assessing and adjusting the processes and the outcomes must include but is not limited to:

- using estimation and assessment to check the outcomes and decide on the degree of accuracy required
- critically reviewing the mathematics used and the outcomes obtained
- reflecting on and questioning the outcomes and real-world implications
- adjusting the process.

Oral and written language must include but is not limited to specialised mathematical and general language related to statistics and probability.

Individuals use prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to work with statistics and probability in specialised situations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • apply mathematical concepts and methods related to statistics and probability within and across contexts.
Self-management skills to:	<ul style="list-style-type: none"> • work autonomously accessing and evaluating support from a broad range of sources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23849 Work with statistics and probability in specialised situations	VU22442 Analyse and evaluate numerical and statistical information VU22443 Use algebraic techniques to analyse mathematical problems VU22444 Use formal mathematical concepts and techniques to analyse and solve problems	Not equivalent

Assessment Requirements

Title	Assessment Requirements for VU23849 Work with statistics and probability in specialised situations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> work with statistics and probability in at least one specialised situation involving at least two texts.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> real-world relevance of statistics and probability in real life in specialised situations statistics and probability problem solving and estimation methods mathematical symbols, representations and conventions related to statistics and probability specialised language related to statistics and probability in real life in specialised situations.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> highly complex and authentic texts that include highly specialised language and symbolism and where the mathematical information is highly embedded tools relevant to the specialised situation. <p>At this level the individual:</p> <ul style="list-style-type: none"> uses a range of mathematical processes flexibly and interchangeably selecting from formal pen and paper and mental and technological assisted processes and tools works autonomously accessing and evaluating support from a broad range of sources. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23850
Unit title	Investigate current issues
Application	<p>This unit describes the skills to develop knowledge of national and international current affairs. It requires the ability to source, interpret and analyse information on a national and an international current issue.</p> <p>This unit applies to learners wishing to develop and broaden their knowledge of current national and international issues as a means of developing their literacy and numeracy skills.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Describe a current issue of significance in Australia	1.1	Select a current national issue
		1.2	Determine why the issue is of national significance
		1.3	Describe the main facts of the current national issue
		1.4	Analyse and evaluate different perspectives on the issue
		1.5	Discuss and present own opinion on the current issue
2	Describe a current issue of international significance	2.1	Select a current international issue
		2.2	Determine why the issue is of international significance
		2.3	Describe the main facts of the international issue
		2.4	Analyse and evaluate different perspectives on the issue
		2.5	Discuss and present own opinion on the current issue

Range of Conditions

In this context of this unit a current national and international issue may be of a similar focus or completely different focus for each issue. The issue/s may include but are not limited to:

- political issues for example, refugees, immigration policy, elections, war, political unrest
- economic issues such as employment, financial interest rates, exchange rates, stock market, cost of living
- environmental issues which may include man-made or natural disasters, innovations.
- education issues such as funding, types of learning, learning with a disability, bullying, student retention.
- social diversity such as equality, housing, religion,
- science such as medication, genetically modified product, nuclear, space travel, artificial intelligence (AI)

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> • discuss features and content of information to establish relevance and effectiveness to present an opinion
Problem-solving skills to:	<ul style="list-style-type: none"> • select and apply reading strategies to interpret and analyse information about current issues • apply critical analysis skills to interpret and evaluate the effectiveness of information • assess relevance of texts to own purposes and needs
Planning and organising skills to:	<ul style="list-style-type: none"> • gather information about current national and international issues
Technology skills to:	<ul style="list-style-type: none"> • access, navigate and assess digital texts • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • use search engines to locate texts • search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23850 Investigate current issues	VU22445 Investigate current issues	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23850 Investigate current issues
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • Prepare a report that includes a final evaluation to analyse and reflect on investigation findings with own opinion on two current issues by: <ul style="list-style-type: none"> ○ sourcing, interpreting and analysing information on a national current issue ○ sourcing, interpreting and analysing information on an international current issue
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • sources of information on current national and international issues • strategies including the ability to interpret and analyse a series of connected paragraphs • a range of vocabulary related to specific issues or areas including some specialised vocabulary to support comprehension • techniques used by writers to convey meaning and achieve purpose • understanding that a text reflects an author's culture, experiences and value system
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to sources of information on national and international current affairs • access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities maybe offline and/or simulated.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> • works autonomously only seeking support for new and/or complex theories or processes. • initiates and uses own support resources <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23851
Unit title	Design and review a project
Application	<p>This unit describes the skills and knowledge to design, conduct and critically examine a project's processes and outcomes. The unit is intended to be delivered over sufficient time to enable learners to develop and demonstrate all outcomes. It requires the ability to plan, conduct and evaluate the success of a project.</p> <p>This unit applies to learners wishing to develop their literacy, numeracy and oral communication skills in the context of a defined project, which may be individual or group based.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify the context for requirements of a project proposal	1.1	Clarify the context and purpose of the proposal
		1.2	Explore the resources required to support the proposal
2	Develop project methodology	2.1	Define the components, products and resources required for the project
		2.2	Assess the feasibility of a range of approaches
		2.3	Establish the criteria for assessing the success of the project
3	Finalise project planning	3.1	Develop the project action plan
		3.2	Organise the required resources
4	Undertake the project	4.1	Confirm own roles, responsibilities and tasks and those of others involved in the project if applicable

5	Review the project	4.2	Undertake project activities according to the action plan
		4.3	Monitor progress of the project and address issues as required
		5.1	Assess project outcomes against established criteria
		5.2	Identify factors which contributed to the successful conduct and outcomes of the project
		5.3	Identify factors which negatively influenced the project outcomes
		5.4	Identify strategies or actions which may be applied to future projects

Range of Conditions

In this context of this unit a project maybe group based or an individual project. The context and purpose of the project proposal may include but is not limited to projects relating to:

- the community such as development of a newsletter, community garden, an event
- a personal interest such as producing a family history archive or tree, developing a personal web page
- an educational outcome such as competing a practical placement or an assignment.

The project action plan may include but is not limited to clearly specified project tasks, roles and responsibilities and timelines such as dates, calendar/s, milestones.

Resource requirements for the project may include but are not limited to:

- human resource such as people with specialist skills or knowledge, or additional people required to complete certain activities within the project.
- technical resources such as computer hardware and/or software
- financial resources for a project budget as required such as labour, material, service costs
- physical resources such as equipment/tools, a suitable location

The different components for the project may include but are not limited to required permissions and/or authorisations, safety requirements, risk management strategy.

Issues to be addressed through the action plan and project implementation may include but are not limited to budget overruns, unplanned events, loss of project personnel, personal conflicts, not meeting planned timelines and/or deadlines.

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> interpret and synthesise information required to develop, implement and review a project action plan
Oral communication skills to:	<ul style="list-style-type: none"> negotiate with others to achieve successful outcomes to support project planning
Numeracy skills to:	<ul style="list-style-type: none"> assign appropriate and achievable timelines to project plan calculate costs to processes/activities as required by the project
Problem-solving skills to:	<ul style="list-style-type: none"> assess the feasibility of a project proposal recognise and address issues affecting the successful completion of a project
Planning and organising skills to:	<ul style="list-style-type: none"> source, interpret and synthesise information required to develop, implement and review a project action plan
Digital literacy skills to:	<ul style="list-style-type: none"> search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23851 Design and review a project	VU22446 Design and review a project	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23851 Design and review a project
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • select a project and develop a project plan to achieve identified outcomes <ul style="list-style-type: none"> ○ implement a project plan and conduct the project. ○ evaluate the success of the project relevant to the learner
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • features of project action plans to enable a plan to be developed • criteria used to assess the outcomes of projects such as costs, time frames, customer satisfaction • strategies for dealing with unexpected or unforeseen circumstances. • the place of legislative requirements such as OHS / WHS, environmental protection and licensing in project planning and implementation.
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • sufficient time to enable the learner to design, implement and review a project • access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities maybe offline and/or simulated.</p> <ul style="list-style-type: none"> • access to online tools where appropriate to support project planning. <p>At this level the learner:</p> <ul style="list-style-type: none"> • works autonomously only seeking support for new and/or complex theories or processes. • initiates and uses own support resources <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23852
Unit title	Analyse science in the community
Application	<p>This unit describes the skills to critically evaluate scientific methodology and issues in the community. It requires the ability to plan, conduct and present an investigation of an issue of scientific interest, including the issue's scientific basis, and analyse its impact on the community or self.</p> <p>This unit applies to learners wishing to improve their educational and vocational participation options in the science field.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan an investigation of an issue of scientific interest	1.1	Identify an issue of scientific interest which has contributed to the community or personal experience
		1.2	Select investigation methods and confirm with a relevant person
		1.3	Develop a plan to investigate the issue and confirm with a relevant person
2	Analyse the impact of the issue	2.1	Research the area of science which underpins the issue
		2.2	Examine factors which have an impact on the research and development of the issue
		2.3	Analyse the impact of the issue on the community or personal experience
		2.4	Record the results of the investigation using appropriate scientific terminology
3	Report on the investigation	3.1	Present the findings of the investigation
		3.2	Discuss the findings of the investigation using appropriate scientific terminology

Range of Conditions

In this context of this unit an issue of scientific interest may include but is not limited to:

- carbon dioxide, greenhouse effect and average rises to temperature
- ergonomics in the workplace
- use and abuse of medications
- technology and artificial intelligence
- biochemistry and immunisation
- Minimal Intervention Models being introduced in modern medical treatment regimes
- sound technology and MRI decreasing our dependence on X-rays
- space stations and future travel
- weapons research including biological and chemical weapons
- drug testing on humans and sportspeople
- transplant technologies
- advancement in movie cameras or 3D virtual reality
- genetic connection to an illness
- cloning
- stem cell research
- genetic engineering
- impact of diet on specific health issues

In this context of this unit the area of science that underpins an identified issue may include but is not limited to:

- a branch of science such as archaeology, astronomy, biochemistry, biology, biotechnology, chemistry, cosmology, meteorology, physics, virology
- combinations of areas of science in an application such as biological and psychological understanding of human endurance applied to occupational health and safety in working environments
- principles of science such as conservation, achievement of equilibrium/balance, transfer and transformation of energy, levers/inclined plane applied to simple machines/toys
- applications of science:
 - technology such as telecommunications, electricity, calculators, plastics, flight and aviation
 - substance such as medicinal drugs, catalysts in industry
- processes such as desalination, water purification and waste management

Factors that may impact the identified issue may include but is not limited to:

- details involved in setting up a research and/or experimental project including the roles, responsibilities and rights of funding bodies, management and staff
- details involved in deciding ownership of the results of a project
- economic considerations

- political considerations
- cultural/religious views
- social views
- ethical guidelines for research involving living subjects including humans:
 - informed consent of participants
 - roles and responsibilities of all parties involved
 - motivation behind the research
 - publication of findings
- treatment of living subjects before, during and after experimentation

The impact of the issue on an individual or community may relate to but is not limited to:

- beneficial or harmful impacts
- cultural / social
- economic / financial
- environmental
- ethical
- industrial / technological
- physical / health and wellbeing / psychological
- political / religious
- sporting

In technology restricted environments such as corrections settings, information that would normally be sourced from the internet may include information from offline, simulated websites or printed sources (where appropriate).

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> • discuss the outcomes of experiments
Problem-solving skills to:	<ul style="list-style-type: none"> • analyse scientific information related to the issue
Planning and organising skills to:	<ul style="list-style-type: none"> • gather, select, organise and analyse information about the issue
Technology skills to:	<ul style="list-style-type: none"> • access and navigate reliable and relevant scientific information • use digital devices safely
Digital literacy skills to:	<ul style="list-style-type: none"> • use search engines to locate information in a digital environment • assess reliable and relevant scientific information

Unit Mapping Information

Current Version	Previous Version	Comments
VU23852 Analyse science in the community	VU22447 Analyse science in the community	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23852 Analyse science in the community
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> investigate an issue of scientific interest, including its scientific basis, and analyse its impact on the community or personal experience present a report on the outcomes of the investigation using appropriate scientific terminology respond to questions and other feedback on the presentation of the report
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> strategies to make meaning of texts including the ability to interpret and analyse a series of connected paragraphs a broad vocabulary including scientific terminology related to the issue to enable information and ideas to be expressed verbally and in writing sources of scientific information related to the scientific issue
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to sources of information related to the scientific issue access to a computer or a digital device with internet access. <p>In technology restricted environments such as corrections settings, activities may be offline and/or simulated.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> works autonomously only seeking support for new and/or complex theories or processes. initiates and uses own support resources <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>