Implementation Guide

22688VIC – 22692VIC Certificates in General Education for Adults 2025

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Introduction

Purpose of this Guide

This Guide is intended to support implementation of the Certificates in General Education for Adults (CGEA). The Guide is intended for both experienced and new users of the CGEA courses and provides information on the changes made to the courses during the most recent reaccreditation in 2025 as well as some examples of how the CGEA can be used.

This guide should be read in conjunction with the CGEA Course document (For information on obtaining the course document, see *Accessing Key Documents*)

VET Sector Overview

The Vocational Education and Training (VET) sector is a shared responsibility between the Australian and State/Territory governments. VET courses are designed to equip individuals with the skills and knowledge needed for further study and/or specific occupations and industries. The VET system is led by Jobs and Skills Councils (JSCs) which are a national network of industry-led organisations, working collaboratively to provide leadership in addressing skills and workforce challenges and opportunities and delivering effective outcomes across the VET sector through responsive training product development.

The VET system also encompasses Further Education in Australia including the CGEA courses and is a national system.

The system also comprises:

- National and state regulators that:

    o register training providers as 'registered training organisations (RTOs)

    o accredit vocational education and training (VET) courses

    o ensure that organisations comply with the conditions and standards for registration, including by carrying out compliance audits.

- The Australian Quality Training Framework (AQTF) and the Outcome Standards for NVR Registered Training Organisations (SRTOs) 2025 which detail the nationally agreed regulatory arrangements for the VET sector. The AQTF applies to RTOs that are State registered and the SRTOs apply to RTOs that are nationally registered. These standards specify the requirements for training and assessment, learning and assessment strategies, and trainer and assessor qualifications. The AQTF can be accessed here and the revised SRTOs can be accessed here.

- The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. More information can be accessed here.

- Training Products include endorsed training packages and accredited courses. These products have the same status and recognition in the VET system. Endorsed training packages are developed and maintained by Jobs and Skills Councils and accredited courses are owned and maintained by the copyright owner, which can be an individual, an organisation or a government department.

- Registered Training Organisations (RTOs) comprising Adult and Community Education (Learn Locals), TAFEs and private providers.

- State Training Authorities who subsidise public funding of training. In Victoria this is the Department of Jobs, Skills, Industry and Regions (DJSIR).

Together, these elements provide a system to deliver, assess, administer and ensure the quality of national vocational education and training.

The CGEA

The CGEA comprises five courses including one "Course in" and four AQF level qualifications designed to improve the literacy, numeracy and general education skills of adults. Courses include:

- 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

The courses are accredited in Victoria by the Victorian Registration and Qualifications Authority (VRQA) and are listed on training.gov.au (TGA), which is the National Register on Vocational Education and Training (VET) in Australia and can be accessed here.

Copyright of the CGEA is held by the Victorian Department of Jobs, Skills, Industry and Regions through the Adult Community and Further Education (ACFE) Board, which makes the courses available to the training system under a Creative Commons licence (see Creative Commons for more information). The courses are maintained by the General Studies and Further Education Curriculum Maintenance Manager (CMM), on behalf of the copyright owner. The CMM can provide advice on the implementation of the courses in the CGEA.

The CGEA is made up of the following three Sections:

- Section A contains Copyright, licencing and accreditation information
- Section B contains course information including mapping of unit equivalence with the previous iteration of the courses, the packaging rules for each course, nominal durations for courses, nominal hours for units and vocational competency requirements for teachers and assessors
- Section C contains the units of competency specific to the CGEA

The courses are available for delivery anywhere in Australia and are nationally recognised.

The CGEA consists of the following skill areas:

- Learning (developing learning strategies, objectives/goals and learning plans)
- Engaging with different text types (reading)
- Creating different text types (writing)
- Applying Numeracy concepts and information across different contexts
- General Knowledge across different content areas

The term "engage" in the CGEA units relates to a range of reading processes, such as identify, recognise, locate, decode, getting the gist, match, compare, predict, interpret, infer, analyse, synthesise. Please note that the use of a phonics approach has been made more explicit as a potential reading strategy in the Range of conditions in the Engage units.

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The higher levels of the CGEA may require learners to draw on and integrate all the above processes in order to demonstrate performance in a given task, while the lower levels focus on supporting learners' performance in tasks related to the more concrete and straightforward of these processes. In this way, the CGEA identifies the interrelated and diverse processes that constitute reading activities in order to support learner progression to more complex tasks and higher levels of performance.

This rationale can be seen in the way that the features of texts are identified and assigned to the five levels of the CGEA, ranging from the simple straightforward features at the lower levels to progressively greater complexity at the higher levels. Describing performance in the CGEA engage units involves the above processes of engagement and the features of the text. Teachers need to consider both these aspects of engagement when selecting appropriate texts and designing tasks.

Similarly, the term "create" in the CGEA units relates to a range of writing processes and language features. At the lower levels this involves completing simple formatted texts and entering highly familiar words and phrases progressing to production of a range of text types based on drafting and editing processes and containing highly complex language features and structures such as specialised vocabulary, register, complex grammatical structures and nuances.

What has changed?

The following changes were made to the current version of the 22688VIC-22692VIC CGEA as part of its reaccreditation and in response to feedback:

- strengthening the development of digital literacy skills through inclusion in the Foundation Skills field including references to working safely online

- reviewing the learning plan units to focus more on the why and how of learning and deletion of mandated portfolio in the Certificate I

- reviewing and maintaining the need for development of handwriting skills at the lower levels of the CGEA

- making a phonics based approach more explicit as part of reading strategies in the Range of Conditions in Engage units

- removing the need for learners to locate their own texts at the lower levels of the Engage units

- removing the requirement to use both paper based AND digital texts in the Certificates I, II and III for the Engage units making these units more flexible

- deletion of units where there was duplication with other units

- inclusion of new electives across courses

- inclusion of statement on implementation in corrections settings in Range of Conditions section in units

- re-structuring numeracy units to eliminate duplication and better align with the ACSF

- more emphasis on use of oral texts in numeracy contexts

- explicit emphasis on oral communication requirements to convey specific numerical information

- inclusion of estimation and reasonableness in every numeracy unit

- change in some numeracy unit titles with emphasis on context

- additional information added about digital literacy in Section B

- additional information about what constitutes digital texts in Section B

- integration advice removed at the unit level and included in Section B at a broader level.

- additional electives have been added to provide a wider variety of options and pathways for learners

The term "**digital texts"** used in the Engage units refers to interactive web sites and is not intended to include screen based word processed documents. Reading online requires a different set of skills from reading paper based text and both are important. Online text is multidimensional, allowing text, graphics, audio, video, animation, hyperlinking and other features to add to the reading experience and support comprehension. This supports the development and application of different reading strategies.

While all qualifications are equivalent to their previous iteration, not all units are equivalent. The transition table in section B3.2 of the course document provides information about the relationship between units from the previous iteration of the CGEA and corresponding units from the current courses. When implementing the CGEA, the current version of units being delivered must be used to develop training and assessment strategies, resources and assessment tools.

Digital literacy skills and Technology skills

The Foundation skills field of most Engage, Create and General Elective units refers to both Digital literacy skills and Technology skills if applicable to the unit.

Technology skills refer to the ability to use digital equipment, hardware and devices to access and navigate digital information whereas digital literacy refers to the ability to effectively find, make meaning from, evaluate, create, and communicate information using a digital medium.

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Accessing Key Documents

There are two main digital repositories for the key information you will need to implement the CGEA:

- The Victorian Government Accredited Courses website can be accessed [here](#)
- Training.gov.au (TGA) can be accessed [here](#).

Victorian Government Accredited Courses website

The CGEA courses are housed on the Victorian Government website and can be accessed by following the link (see above) and clicking on Service Industries (see screen shot below). Click on the CGEA link to connect to the full CGEA document which contains all the courses and units.

The Victorian Government website also houses other Crown Copyright courses, however if you choose to import units from privately owned courses you would need to contact the copyright owner. Details of copyright owners can be found on TGA.
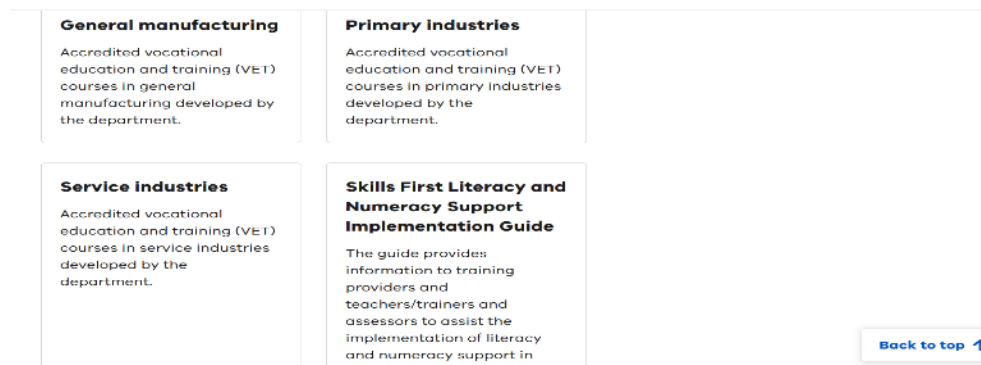
Image Description: Screen shot from the Victorian Government Website

Accredited courses are also available on the national register. Some CGEA courses contain imported units from endorsed Training Packages which can also be accessed from the National training register TGA [here](#).
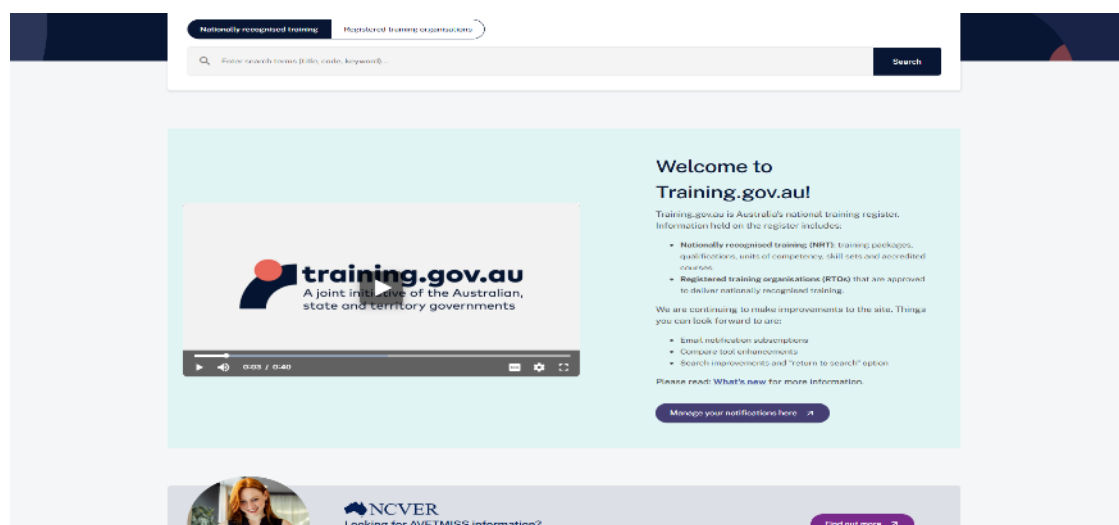
Image Description: Screen shot from : **Training.gov.au (TGA)**

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The CGEA course document

The following table provides an overview of the structure of the CGEA course document which aligns to the 2021 Standards for Accredited courses.

Section	Content	Change
Section A –	Copyright and contact details	(minimal change)
Section B Course Information		
1.2 Nominal duration of the course	Funded duration for the course/s	No change
2.1 Outcomes of the courses	Description and outcomes of the courses	No change
3. Development of the course 3.1 Legislative, enterprise or community needs	Evidence establishing need for the course/s Research/Consultation Target group Enrolment data PSC members	No change
3.2 Review for re-accreditation Mapping table	Comparing current to previous iteration	No change
4.2 Foundation Skills	Summary of Foundation Skills across a qualification which incorporates Employability Skills	Used to be Employability Skills Summary
5.1 Course structure and Packaging rules	Rules for packaging units for a program	No change
5.2 Entry Requirements	Requirements to enter a course	No change
6.1 Assessment strategies	Provides a general overview of the assessment requirements for the units to inform the development of an RTO's assessment system and assessment materials.	Includes suggested methods of assessment which were previously specified at the unit level

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Section	Content	Change
6.2 Assessor competencies	What a trainer and assessor needs to deliver and assess the courses	No change. Additional information provided regarding evidence to demonstrate assessor requirements.
7.1 Delivery modes	Delivery modes essential to the delivery of a course. Any educational support mechanisms for maximising participants' completion of the course.	No change
7.2 Resources	Resources needed for delivery and assessment	No change
8. Pathways and articulation	Pathways into other VET courses	No Change
9. Monitoring of Course	How the course/s will be monitored during the accreditation cycle	No change

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Section C: Units of competency		
Section	**Content**	**Status**
Unit Code and Title		No Change
Application	Briefly describes the content of the unit	No Change
Pre-requisite(s)		No Change
Competency Field and unit Sector	Optional	No Change
Elements and Performance Criteria	Elements describe the activities that make up the broader performance PCs specify the level of performance in relevant tasks and skills.	No Change Performance criteria no longer directly linked to a range statement
Range of Conditions	Includes only essential advisory information for delivery, for example, text complexity and context. This is not a range statement.	Major change: new section
Foundation Skills (FS)	Only listed in unit if **not** explicit in performance criteria. If FS is listed, it must be assessed	Major change: new section
Unit mapping	Relationship to previous unit: Equivalent/not equivalent/new unit	Major change
Performance evidence	New Format (Assessable) Volume specified where appropriate	Major change in format
Knowledge evidence	Specifies what the individual must know to perform the tasks	Major change in format

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Assessment Conditions	New format, suggested assessment methods no longer listed in each unit. Contains resources required, level of support and assessor requirements for the unit	Major change to layout and information. Assessor competencies included in each unit.

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Interpreting Qualification Packaging Rules

When developing a training program, you must comply with the qualification packaging rules which specify the total number of units required and the structure of the qualification. Qualification Packaging Rules can be found in Section B5.1 of the CGEA course document. The packaging rules in all CGEA qualifications aim to provide flexibility to enable individual learner needs to be met, while maintaining the integrity of the Australian Qualifications Framework level of each qualification.

The following example of interpreting packaging rules uses the Certificate I in General Education for Adults as an example.

To be eligible for the award of the 22690VIC Certificate I in General Education for Adults, learners must successfully complete a total of **16 units** comprising:

> Specifies the total number of units required to complete the qualification

Core – 2 units

> Both core units must be completed

Core Skills Reading and Oracy – 3 units

Core Skills Writing – 3 units

Core Skills Numeracy and Mathematics – 4 units

> Each of the Core Skills groupings offers choice within the grouping to enable more flexibility to meet the individual needs of learners

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

> The 4 elective units required can be selected from any combination of the 3 following dot points

- units listed in the Special Interest Electives, **which have not been previously completed**, and / or

> All or some electives can be selected from those listed in the qualification Special Interest electives

- Core Skills Reading, Writing and Numeracy & Mathematics units from the 22476VIC Certificate I in General Education for Adults (Introductory), or the 22472VIC Certificate I in General Education for Adults, or the 22473VIC Certificate II in General Education for Adults, which have not been previously completed, and / or

> All or some electives can be selected from the Core Skills units in this or other CGEA Certificate I or II qualifications

- units / modules which are first packaged in AQF level 1 or 2 qualifications in nationally endorsed training packages or accredited curriculum

> All or some electives can be selected from outside the CGEA, provided the units chosen first appear in a Certificate I or II in the source accredited course or training package and support course outcomes.

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Interpreting units of competency

Units of competency from the CGEA contain both mandatory, auditable information and advisory information to assist in implementation. Please note, the structure of units of competency in this iteration of the CGEA has changed to reflect the AQTF 2021 Standards for Accredited courses. Below is a sample unit reflecting these changes. It provides information on the different components of units of competency and their functions:

VU23795 Engage with Texts of limited complexity for personal purposes

Unit code	VU23795
Unit title	**Engage with texts of limited complexity for personal purposes**
Application The Application provides a concise description of the overall unit outcomes, the literacy focus and level that needs to be assessed and who the unit applies to.	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. 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. 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 No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

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Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are assessable

PCs specify the required performance needed to demonstrate achievement of the element. Assessment performance should be consistent with the performance evidence.

Reflects the applied knowledge that enables competent performance.

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 are advisory in nature and aimed at assisting in the delivery of the unit of competency by providing additional context and essential information. This includes type and complexity of texts and reading strategies. Generally, they are not prescriptive.

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 at least three 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

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- 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:

    o using word identification strategies such as phonic and visual letter patterns, syllabification, word origins or background knowledge of words

> Foundation skills describe performance in the unit where the skills **are not explicit** in the performance criteria. They provide a brief description of how the skill is applied and must be assessed. If the FSs are explicit in the PCs, the following statement is used: Foundation skills essential to performance are explicit in the performance criteria of this unit of competency:

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

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criteria are listed here and must be assessed.

	Description
Problem-solving skills to:	• establish relevance of information source • identify credible sources of information
Planning and organising skills to:	• select and use strategies to make meaning
Technology skills to:	• access and navigate digital texts • use digital devices safely
Digital literacy skills to:	• use search engines to identify information • search for information in a digital environment • apply routine digital netiquette conventions

Unit Mapping Information

Identifies the relationship between the current unit and the previous version of the unit for mapping purposes.	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23795 Engage with texts of limited complexity for personal purposes	VU22386 Engage with texts of limited complexity for personal purposes	Equivalent

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Assessment Requirements Template

Title	Assessment Requirements for VU23795 Engage with texts of limited complexity for personal purposes

Performance Evidence

> Identifies what the candidate must be able to do in terms of performance.

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 reading strategies to identify, scan, read and interpret information in a minimum of three personally relevant texts of limited complexity including:
  - at least one digital text
  - three different text types related to personal needs

Knowledge Evidence

> Details the knowledge that underpins performance and must be assessed. This links back to the performance criteria.

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:

- sentence structures including:
  - complex and compound sentences
  - dependent clauses
- signalling devices such as, *although, while, if, while*
- 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

> Specifies the conditions under which evidence for assessment must be gathered for example, level of support, resources required and any additional assessor requirements.

Assessment must ensure access to:

- personally relevant digital and paper based texts of limited complexity
- a digital tablet and/or personal computer or simulated digital devices suitable to context

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

At this level the learner:

- may depend on a personal or online dictionary

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- may use own familiar, personal resources which may include a teacher/ mentor
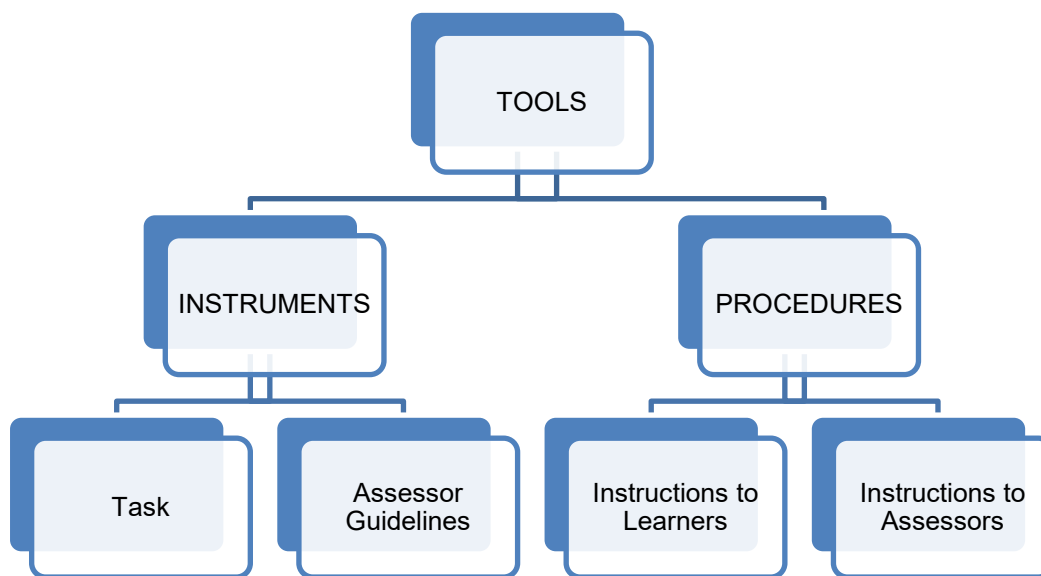
Assessor requirements

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

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Developing Assessment Tools

Assessment Tools describe the instruments and procedures for gathering, recording and evaluating evidence of learner performance.

Instruments may include the tasks, questions and evidence criteria used to make the assessment judgement, also referred to as 'decision making rules'.

Procedures may include information and instructions given to the assessor and learner relating to the set-up of the task/activity, how it is administered and how evidence is to be recorded. The diagram below identifies the components of assessment tools.

```
                         TOOLS
                           |
          ┌────────────────┴────────────────┐
     INSTRUMENTS                        PROCEDURES
          |                                 |
    ┌─────┴─────┐                    ┌───────┴───────┐
  Task      Assessor            Instructions to   Instructions to
           Guidelines             Learners          Assessors
```

Assessment tools should include the following information, as a minimum:

- unit/s to be assessed
- target group, context and conditions for the assessment
- outline of the evidence to be gathered from the candidate
- evidence criteria used to judge the quality of performance (i.e. what the decision is based on)
- administration, recording and reporting requirements.

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Using the CGEA

Placing learners

Adult learners come from diverse educational backgrounds, have diverse educational experiences, needs and aspirations. Learners may also identify specific pathways that they would like to access. It is essential to identify the current literacy, including digital literacy, and numeracy skills of learners so that these can be used as a basis to place learners in the most suitable CGEA course. This will support learners to succeed in their courses, and to support progress towards their personal, educational or employment goals.

How do I know which CGEA Certificate level best suits the learner?

Teachers must conduct an initial pre – course assessment to ensure that each learner is placed at the most appropriate level. Initial assessment provides you with valuable information about the learner which can be used in conjunction with the learner to develop an Individual Learning Plan. The pre-course assessment should assess the learner's levels in speaking, listening, reading, writing, numeracy and digital literacy. Speaking and listening are best assessed through a learner interview, which also provides vital information about the learner's past experience and in establishing their aims and aspirations for the future. Questions asked should vary in complexity to reflect progressive levels of literacy. Reading, writing and digital literacy levels should be assessed by a series of increasingly complex tasks.

The Australian Core Skills Framework (ACSF)

Although each individual CGEA learning, engage, create and numeracy unit has been broadly aligned to the Australian Core Skills Framework (ACSF), it is important to note that this refers to the contribution of the unit towards achieving the level **across the qualification**. This information can be found in the application section of each unit. The level of support has also been made more explicit in the range of conditions and the assessment conditions of each unit.

When assessing learners, it is important to consider the four performance variables described in the ACSF and reflected in the CGEA units. These variables are consistent across each of the core skills:

- the nature and degree of support available:

    - support can take many forms and come from a wide range of sources, with learners operating at the lower levels requiring individual support and prompting while those operating at the higher levels will be able to work independently and draw on and use a range of established resources through to evaluating a broad range of support resources to complete tasks.
- familiarity with the context:

    - those operating at the lower levels will do so in more familiar contexts while progression to higher levels will see learners able to transfer and adapt skills to new contexts
- complexity of the text:

    - complexity relates to aspects such as length, purpose, vocabulary, grammatical structure, explicit or embedded information and concrete or abstract information

- complexity of the task:

    o includes processed required for the task completion and ranges from concrete tasks with one or two steps to tasks requiring conceptualisation, organisation, analysis and synthesis

Access the ACSF here

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Following is a matrix (Appendix B in the course document) which provides an overview of the broad alignment of each CGEA qualification and its corresponding ACSF exit level.

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

ACSF exit level	ACSF 1	ACSF 2	ACSF 3	ACSF 4	ACSF 5
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**

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Developing a pre-course assessment

Pre-course assessments need to be broad enough in scope and complexity to enable learners to work through until they reach their ceiling or limit. The ACSF may be used as a framework on which to base the development of tasks and materials to assess listening, speaking reading, writing, numeracy and digital literacy skills. Materials used as the basis for assessment should reflect real texts and tasks. Depending on information collected from the learner through the interview stage of the assessment, tasks should be designed to be used in a wide variety of contexts ranging from generic tasks based on a personal and community domain to tasks related to work or further education. The ACSF provides some sample activities which could be utilised as the basis for developing pre-course assessment tasks.

In many cases a learner's literacy levels will show a spiky profile pattern where they demonstrate different levels across different core skills. For example, a learner may be operating at an ACSF level 2 in their reading and writing skills and at ACSF level 1 in their numeracy skills. Based on the skills the learner has demonstrated in the assessment, you will need to make a judgement on the level of the CGEA best suited to their requirements. The packaging rules for each qualification in the CGEA have been designed to enable teachers to select units one level above or below the level being undertaken to provide additional skill development in specific areas. For example a learner enrolled in the Certificate I who has lower numeracy levels could complete additional numeracy units from the Certificate I (Introductory) as part of their special electives to support further development of their numeracy skills. In making a judgement consider the following:

- Is the learner capable of achieving the outcomes specified?
- How much support will the learner need?
- Is this course the most suitable to meet the needs of the learner?
- Does the course enable the learner to access identified pathways?

To further support the judgement process check the:

- course outcomes in Section B2.1 of the CGEA course document:
- vocational or educational outcomes of the course level you are proposing
- outcomes of the courses at the levels above and below the one you are investigating.

Pre-course assessment of digital literacy skills

The Outcome Standards for Registered Training Organisations 2025 require that providers review the digital literacy skills of prospective students prior to enrolment. Existing digital literacy frameworks may guide the development of potential tasks to assess digital literacy skills. These include the Australian Digital Capability Framework which can be accessed here or the Digital Literacy Skills Framework which is aligned to the ACSF. The latter is still in draft form and can be accessed here.

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Integrating delivery and assessment of CGEA programs

Although literacy skills as represented through the Engage and Create units and the numeracy units in the CGEA courses are structured as individual units across separate domains, literacy and numeracy practices are acquired through the application of interrelated reading, writing and numeracy skills. The contexts in which these literacy practices are applied and the purposes for which they are applied, are also closely interlinked. Units could be integrated using a number of approaches such as:

- around themes

- based on workplace practice

- through logical association of ideas and practice

- around interests, aspirations or prior knowledge of learners

- on a problem, issue or inquiry basis

- around different domains and contexts of communication

- around a project

- around a set of skills

Integrating units: a sample approach

The following process enables the relationship between units to be identified for integration purposes. The aim of the process is to develop a matrix to determine coverage of the components of the units selected for integration.

1. Identify the units for integration based on clear synergies between the outcomes. This step should be based on identifying links across:

    o domains in which literacy practices are applied for example personal and community

    o interlinked literacy skills which support holistic literacy development i.e. engage and create

    o skills and knowledge

    o performance Evidence and evidence required

    o suitable methods of assessment

2. Select an appropriate theme or topic to enable contextualisation of the content relevant to the learner group

3. Determine the delivery content required to develop the skills of learners

4. Note the relationship between the content and the performance criteria of the units to ensure full coverage

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Using Themes

This approach includes delivery and assessment which can cover several core units and/or electives, under the umbrella of a common theme.

Benefits of thematic delivery:

- cohesion for learners
- learners gain a greater depth of knowledge of a topic exploring concepts across core skills, Reading, Writing, Oral Communication, Numeracy
- learning and numeracy could be accommodated
- authentic resources can be more meaningful and readily available
- elective units can be integrated into delivery of core skill unit

Selecting texts

When selecting or supporting learners to select texts for the Engage units in the CGEA, it is important to choose texts that maximise learning opportunities for each student. Consider the following:

- Does the text meet a learner's needs or interests?
- Will the text support the learner in demonstrating the prescribed elements and performance criteria for the identified unit?
- Will the text enable learners to draw on the required skills and knowledge for this unit?
- Does the text reflect the complexity detailed in the Range of Conditions?
- Are the text features consistent with those described for the unit? (see Range of Conditions of units for guidance on text features)
- What reading strategies will learners need to draw on to engage with this text?
- Will the text enable learners to demonstrate some or all the performance evidence for this unit?
- How could this text be incorporated into delivery for example, in what way could it fit into a broader topic or theme?

Authentic texts

Using authentic texts relevant to learners' interests and needs provides exposure to the reality of communication requirements in real life situations. The use of authentic texts furthers the underpinning purpose of the CGEA in supporting engagement in the four social contexts of literacy and numeracy – family and social life, workplace, education, community and civic life. Using authentic texts also provides a basis for teachers to gauge how adequately learners' actual skills and knowledge equip them to deal with the requirements of these social contexts.

Authentic texts are products of communication drawn from real life settings – workplace, community, learning, social and personal environments. Their authenticity relates to the fact that they are created for a specific purpose and an audience within a particular environment. Some examples of authentic texts across the above domains include:

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- community notices and calendars

- local council communications

- utility bills

- shopping catalogues

- ATM screens

- workplace rosters

- maps of community facilities

- newspaper articles

- blogs

- journal articles

- digital stories

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Digital literacy

The revised CGEA has a stronger emphasis on the development of digital literacy skills and the safe use of these skills. The engage and create units across the courses in the CGEA enable the development of digital literacy skills across different levels and contexts. The Engage units must include a variety of digital texts related to everyday issues and interests.

Digital literacy skills include:

- using physical operations of digital devices and their software to access, navigate and manage information (technology)
- making meaning from information presented in a digital format (digital literacy). This includes:
    - searching for and navigating information
    - managing and sharing information
    - interacting with digital information
    - critically reading and analysing information
- accessing and using information safely and ethically
- learning effectively in technology-rich environments
- producing and communicating through digital texts in a range of media
- using responsible online behaviour (netiquette)

Sample digital texts such as emails and online posts can be used to explore online behaviour and responsibility. Some sample resources are available at https://www.esafety.gov.au/key-topics.

https://staysafe.org/cyber-safety-tips-for-adults/ https://staysafe.org/cyber-safety-tips-for-adults/

Sample digital texts are included in the following examples.

Example 1: Integrating delivery and assessment using a thematic approach

Using the CGEA

The CGEA is delivered across a number of contexts, settings and programs using different approaches.

This section contains six examples using a number of models, approaches and contexts to deliver and assess sample units in the CGEA. These include:

- Example 1: Integrating CGEA units using a thematic approach
- Example 2: Using the CGEA to support VET programs
- Example 3: Integrating literacy and numeracy in the CGEA
- Example 4: Using numeracy in oral and written texts
- Example 5: Engaging with short simple texts (community focus)
- Example 6: Using the CGEA in a corrections setting

Note:

The samples are intended as examples only. They have not been quality assured for compliance with the Standards for Registered Training Organisations or the AQTF.

Example 1: Integrating delivery and assessment using a thematic approach

Example 1 is an example of using a theme based approach to integrate the delivery and assessment of CGEA units in the community participation domain as part of the 22690VIC Certificate I in General Education for Adults. It presents ideas for the selection of text types and suggestions for sample assessment tasks.

This example can be adapted for the 22689VIC Certificate I in General Education for Adults (Introductory) by changing the focus and complexity of the texts and modifying the level of engagement required of the learner. For example, at the lower level the learner may be asked to identify main ideas as opposed to integrating several ideas while at a higher level the learner can synthesise information from different sources and make some inferences about the text and its author/s.

Considerations when selecting topics and units for thematic delivery

When selecting topics for thematic delivery, it is important to consider:

- learner interests and needs
- relevance to learner experiences
- topical and current issues
- local relevance and importance
- external requirements, for example topics and themes about employment

Other considerations

- Does the topic selected have sufficient breadth to address a number of core skill units?
- What core skills / units could be integrated? Consider:

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Example 1: Integrating delivery and assessment using a thematic approach

- Application: Core skills covered in units
- Links in Elements and Performance Criteria
- Range of Conditions: Text and Task complexity
- Performance evidence: is it complementary?
- Foundation skills: can the relevant Foundation skills be covered?
- Knowledge evidence: is this complementary?
- What Elective units would work well with the core units?
- Teaching / assessment materials with appropriate levels of complexity
- Accessing authentic materials and texts
  - appropriate for the learner cohort
  - able to be contextualised
- Delivery model
  - overarching theme across a term or more
  - recurring theme: revisited intermittently over a number of terms.

Applying an approach to integrating units

The following units from the Certificate I in General Education for Adults were selected for integrated delivery and assessment due to the synergies and links between them and the opportunities they provide for integrated skills development across the domains of personal and community. There are 2 core units and an elective unit as follows:

- VU23798 Engage with texts of limited complexity to participate in the community
- VU23803 Create texts of limited complexity to participate in the community

Elective unit:

- VU23788 Identify Australian environmental issues

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Example 1: Integrating delivery and assessment using a thematic approach

The Selected Theme

A theme focussing on the environment was selected after learners discussed climate change and how they could contribute towards reducing its effects. The theme aligns with the selected units and the above considerations and has been focused specifically on "my carbon footprint". It contains a number of specific components including:

- what is a carbon footprint?

- how our carbon footprint damages the environment

- actions that increase our carbon footprint.

- reducing our carbon footprint

The following digital texts were sourced and adapted from the following websites. Content from the websites is being used for teaching and not for profit purposes.

https://www.monash.vic.gov.au/Waste-Sustainability/Living-Sustainably/Achieving-net-zero-emissions/How-to-reduce-my-carbon-footprint (accessed 14/04/2025)

 https://daiwashiryotrading.com/what-is-carbon-footprint-and-how-to-reduce-it/ (accessed 14/04/2025)

https://www.cleanup.org.au/ (accessed 14/04/2025)
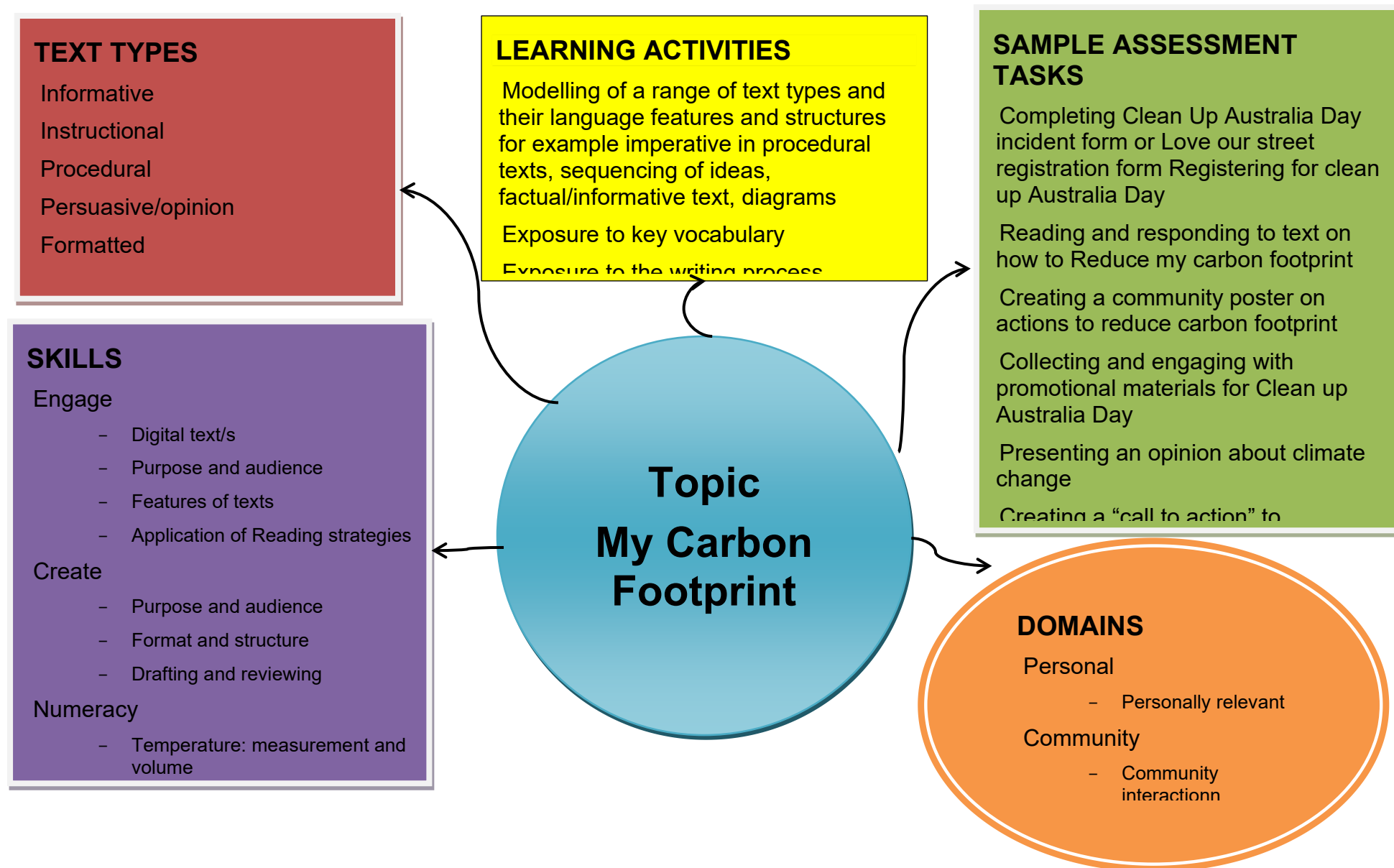
Topic: My Carbon Footprint

This topic and the sample activities and tasks associated with it provide a number of learning benefits for learners and a number of opportunities for integration. In particular it provides:

- opportunity to consolidate and apply literacy and numeracy skills in a real context and for a real purpose

- engagement with and exposure to a number of text types with different purposes and audiences

- creation of a number of text types for different purposes and audiences

- interaction with a number of external stakeholders to seek information. This interaction also enhances learning experiences, provides opportunities for community participation and establishes opportunities for potential community voluntary work

These considerations are captured in the following diagram.

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Example 1: Integrating delivery and assessment using a thematic approach

TOPIC: My Carbon Footprint

TEXT TYPES

Informative

Instructional

Procedural

Persuasive/opinion

Formatted

LEARNING ACTIVITIES

Modelling of a range of text types and their language features and structures for example imperative in procedural texts, sequencing of ideas, factual/informative text, diagrams

Exposure to key vocabulary

Exposure to the writing process

SAMPLE ASSESSMENT TASKS

Completing Clean Up Australia Day incident form or Love our street registration form Registering for clean up Australia Day

Reading and responding to text on how to Reduce my carbon footprint

Creating a community poster on actions to reduce carbon footprint

Collecting and engaging with promotional materials for Clean up Australia Day

Presenting an opinion about climate change

Creating a "call to action" to

SKILLS

Engage

  – Digital text/s

  – Purpose and audience

  – Features of texts

  – Application of Reading strategies

Create

  – Purpose and audience

  – Format and structure

  – Drafting and reviewing

Numeracy

  – Temperature: measurement and volume

Topic
My Carbon Footprint

DOMAINS

Personal

  – Personally relevant

Community

  – Community interactionn

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Example 1: Integrating delivery and assessment using a thematic approach

The following table presents some sample tasks and text types which could be contextualised for delivery and assessment for this theme and related to the personal and community domains. The sample tasks enable exposure to procedural, informative, persuasive and narrative text types across the engage and create units as well as interactive digital texts.

Sample task	Text type	Skills and knowledge	Context
		- strategies used to convey purpose, information and opinion to identified audiences and the effectiveness of this - different modes in which information is presented including digital texts - interpreting basic structural conventions of text including drawing on meaning making strategies, sequencing and description - accessing, navigating and interpreting digital information sources	Texts contain: - some familiar and less familiar elements - some embedded information - some specialised vocabulary - information requiring interpretation and integration of a number of ideas and pieces of information.
1. Read and respond to text on how to reduce carbon footprint	Persuasive / informative/instructional	- connecting ideas and information related to the topic - reading strategies to comprehend and interpret texts - features of different text types - making connections between own knowledge and experience and the purpose and structure of texts - using the process of planning, drafting and proofreading to create clearly structured texts using structural conventions appropriate for different text types	Created texts contain: - some embedded information - specialised vocabulary involving simple inferencing - integration of a number of ideas - sequencing of ideas
2. Follow online instructions to register for Clean up Australia Day	Procedural		
3. Create a poster on actions to reduce carbon footprint	Informative		
4. Recount cleanup event for community newsletter	Narrative / informative		
5. Create a call to action to participate in a clean up event	Informative / persuasive		

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Example 1: Integrating delivery and assessment using a thematic approach

Advice to the teacher

Before being assessed, learners will require a number of scaffolding activities to expose them to a range of text types related to the topic selected. This should include identifying texts relevant to own needs as well as exposure to:

- language features and structures for example imperative in procedural texts
- sample persuasive texts which demonstrate sequencing of ideas and supporting information
- layout and purpose of different text types
- sample recounts including structure, grammatical features, descriptive language
- key vocabulary related to the topic
- key steps in the writing process
- accessing and working with interactive digital text

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Example 1: Integrating delivery and assessment using a thematic approach

Sample Task Part 1: Online text: How to reduce my carbon footprint

Sample Assessment Tool

This sample assessment tool is for the first task in the above table. It contains the following components:

Assessor Instructions

- Instructions on administering and assessing the task. Each student should be given the opportunity to work with the assessor one-on-one. This tool is for teacher/assessor use

- Recording sheet which includes verbal questions and guidance as to what the assessor needs to consider to make a judgment.

Instructions to the learner

Provides instructions to the learner on how to complete the task.

Sample task – this example requires students to read and engage with the text "How to reduce my carbon footprint".

It requires learners to:

- respond verbally to questions about the text

- apply a range of strategies to read and interpret the text

- assess the effectiveness of the text in achieving purpose.

Preliminary activities which can support this task may include:

- recognising the layout of informative texts

- identifying specialised vocabulary related to the topic

- identifying and describing the features of informative texts.

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Example 1: Integrating delivery and assessment using a thematic approach

Qualification: 22690VIC Certificate 1 in General Education for Adults

Sample Task: Part 1

Units:

- VU23798 Engage with texts of limited complexity to participate in the community
- VU23803 Create texts of limited complexity to participate in the community
- VU23788 Identify Australian environmental issues**.**

Context: The class had discussed the topic of climate change and decided to investigate how they could reduce their carbon footprint.

Text type: Informative/Persuasive

Resources:

https://www.monash.vic.gov.au/Waste-Sustainability/Living-Sustainably/Achieving-net-zero-emissions/How-to-reduce-my-carbon-footprint

https://daiwashiryotrading.com/what-is-carbon-footprint-and-how-to-reduce-it/

Accessed April 14th 2025

Assessor Instructions

- Students should be familiar with the context but not familiar with the particular text to be assessed
- Students should be given the text and questions
- Student responses can be oral or written.

Assessment Procedure

- Students should work independently to answer the questions linked to the text
- Students can use dictionaries or clarify questions with the teacher
- Students should complete the assessment in class
- Students can complete this task using a hard copy of the text or a digital copy.

Note: The performance evidence for VU23798 Engage with texts of limited complexity to participate in the community requires learners to engage with at least one digital text.
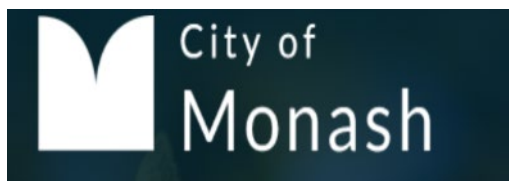
Instructions for the Learner

This assessment task is part of your assessment for the following units:

- VU23798 Engage with texts of limited complexity to participate in the community
- VU23788 Identify Australian environmental issues

For this assessment you are required to:

- Read the text below
- Answer questions about the text

You can answer the questions verbally or in writing.

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City of
Monash

How to reduce my carbon footprint

The term **carbon footprint** is used to refer to the total amount of carbon dioxide and other greenhouse gas emissions (such as methane) generated from our actions. The larger our carbon footprint, the more damage we do to the atmosphere and environment.

Many sources of greenhouse gases come from industrial processes used in industry, agriculture, food production and manufactured goods and materials.

However, as an individual, some of our actions also produce greenhouse gases that can contribute to the size of our carbon footprint. These include what modes of transport we use, the foods we eat and where they are sourced from, the type of house we live in, and how much waste we create.

About a quarter of Australia's greenhouse gas emissions come from our homes. So, changes to our activities at home and work can reduce emissions, reduce the size of our carbon footprint and, in many cases, save us money at the same time.

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Example 1: Integrating delivery and assessment using a thematic approach

How can you reduce your carbon footprint?

Everyone can help reduce the amount of greenhouse gases released into the air which impact our environment. Around the home, think about everyday changes that you could make.

Food

Compost food waste and garden waste or put them in your food and garden waste bin. A simple way to recycle food scraps is to produce nutrient-rich fertiliser. Household composting recycles food waste in an environment where lots of oxygen is available. Fungi and bacteria break down the proteins, fats and carbohydrates in the waste into compost and CO2. This CO2 is simply returned to the atmosphere when the food scraps decompose, so it's a carbon-neutral process. Create a sustainable garden by growing your own vegetables, plant native species and use your compost to help your garden thrive.

Energy: Electricity and Gas

During the colder months, wear more clothing layers to keep warm before turning on the heater. In winter, save energy by setting your heater to 18 to 20°C. The higher

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Example 1: Integrating delivery and assessment using a thematic approach

the temperature, the more energy used. Likewise, in summer, set your air conditioner to 25 to 27°C for cooling.

Turn off electric appliances at the wall when not in use. This will lower your electricity usage and save you money on energy bills. Choose energy efficient appliances, the more stars, the better.

Other options that can have a greater impact, but may require investment in time or money:

- Install solar panels

- Insulate your home and install double-glazed windows with curtains

- Replace old gas appliances, such as heaters, cooking appliances, hot water systems with electric alternatives. When gas is burned, it produces harmful greenhouse gases.

Water Usage

Water usage is one area where behavioural change can make a huge impact. Where possible, install a rainwater tank to collect water for use in your garden, in the laundry or to flush the toilet. Save water by keeping your showers to four minutes or less and install a water-efficient shower head. When brushing your teeth only turn on the tap while you are rinsing your mouth. Leaving the tap running while you are brushing wastes up to 81 litres of water a day.

Daily activities

Whether you are shopping, working, studying or visiting friends, there are many ways that you can reduce your carbon footprint.

While car journeys may seem the simplest way to get around, there are other travel options that will help reduce your carbon footprint. For shorter trips, consider walking, riding or using public transport. Car-pooling is also a great option if you are travelling to the same place as others.

When you go shopping, make a shopping list and only buy things you really need. Fruit and vegetables in season are cheaper and better for the planet. Imported or out of season food relies on costly transport which has direct impact on air quality and fuel consumption. Packaging is another issue to consider. Avoid excessive and unnecessary packaging as most of it ends up in landfill. Choose sustainable and recyclable packaging. Even better, take reuseable bags and avoid plastics altogether.

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Example 1: Integrating delivery and assessment using a thematic approach

Answer the following questions about the above text.

1. What type of text is this? How do you know?

2. Who is the text for?

3. Why was the text written?

4. What are the main ideas in the text?

5. Are there any parts of the text or words which you found difficult to understand? How did you work out the meaning of these?

6. What opinions or recommendations does the text offer?

7. Do you think the text is well written and achieves its purpose? Why/why not?

8. Do you think the advice provided will help you to reduce your carbon footprint? Why/Why not?

Sample responses

The table below provides the assessor with guidance to assist in making a judgement as to whether a learner meets the requirements of the task.

Sample question	Evidence required
1. What type of text is this? How do you know?	Learner identifies text as an informative text and refers to features of the text such as: • text title • introductory paragraph • impersonal tone • facts followed by a standard format such as general statement, factual description, conclusion • sequenced information • description of problem and solution • may follow a standard format such as statement of opinion • supporting visuals and diagrams
2. Who is the text from?	Identifies City of Monash as source of text May use logo as a cue
3. Why was the text written?	Identifies purpose of text to persuade and inform although the student may not use these exact terms Provides information about what contributes to carbon footprint Persuasive: trying to persuade reader to take action to reduce carbon footprint

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Example 1: Integrating delivery and assessment using a thematic approach

Sample question	Evidence required
4. What are the main ideas in the text?	Identifies what causes a carbon footprint and how it can be reduced
5. Are there any parts of the text or words which you found difficult to understand? How did you work out the meaning of these?	Might identify specific vocabulary Demonstrates strategies to make meaning of text such as: • Identifying key words • Re-reading • Using contextual cues • Using visual information
6. What opinions or recommendations does the text offer?	Identifies use of persuasive language, opinion and bias of writer such as: • Everyone can help reduce the amount of greenhouse gases • Changes to our activities at home, work and school can reduce emissions, lower our carbon footprint and, in many cases, save us money.
7. Do you think the text is well written and achieves its purpose? Why/why not	• Offers an opinion about the effectiveness of the text with at least one supporting reason. • May indicate whether the text has persuaded them to reduce their carbon footprint. and how they might do this.

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Example 1: Integrating delivery and assessment using a thematic approach

Sample Task 2: Registering a Clean up event

This task incorporates a procedural and informative text type:

Task Description	Text type	Units
Go to Clean up Australia's website to find out about Clean up Australia day by clicking here Go to the "How to" videos by clicking here and follow the instructions to register a Clean up event	Informative Procedural	VU23798 Engage with texts of limited complexity to participate in the community VU23803 Create texts of limited complexity to participate in the community VU23788 Identify Australian environmental issues
Register your cleanup event. Create a clean up event page. Include: • information about the area you are cleaning up and why • who can participate • event details See sample here	Informative and persuasive	

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Example 1: Integrating delivery and assessment using a thematic approach

This sample can also be extended and used to incorporate VU23794 Plan and undertake a project. Based on a Clean-up event, learners can plan, prepare, carry out and evaluate the event as part of a group project with supervision and support from teachers. When conducting a group project, thought must be given to how each individual student can evidence that they have met the assessment requirements.

Adjusting the level of texts and tasks

The above text "How to reduce my carbon footprint" can be adjusted to a Certificate I CGEA (Intro) level. The Range of Conditions in the units provides essential information around text complexity to guide text selection. The following adjustments could be made to the above text**:**

- increased focus on visuals to convey concepts for example, the visual of a footprint,

- simple pie charts to show carbon production related to specific activities

- flowcharts to show activities and consequences

- format such as larger print and more cues for text navigation

- use of bullet list to reduce continuous text and sentence complexity

- inclusion of attention grabbers for example use of bold text for key terms

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Example 2: Using the CGEA as part of Literacy and Numeracy Support

Single or groups of units from the CGEA are increasingly being used to provide literacy support for learners in mainstream vocational programs particularly through the Victorian Government's LN Support program. For information about this program click here

The following examples illustrate how units from the CGEA are being used to support learners undertaking the following VET qualifications:

- UEE30820 Certificate III in Electro-technology Electrician
- CHC30221 Certificate III in School Based Education Support
- HLT54121 Diploma of Nursing

Models of Support

Literacy and numeracy assistance can take a number of forms and approaches:

- **Team-teaching**: Literacy and numeracy (LN) teachers work alongside VET teachers in the classroom to offer support to learners.
- **Workshops**: LN teachers run 1–2-hour workshops within VET classes, tailored to specific material requested by the VET teacher. These workshops might cover topics such as essay writing, paraphrasing, structuring paragraphs, summarising, note-taking, referencing, research skills and basic numeracy concepts.
- **In class support** LN teachers support activities, group work that learners are completing in class, provide support with any questions that learners have regarding assessments and questions regarding literacy and numeracy.
- **One on one** or small group appointments to assist the student to complete course requirements.

LN assistance is provided when requested by the VET teacher (for the first three options) or by the student (last option.)

Support for learners is provided through a number of activities:

Consolidation of skills

The LN teacher consolidates the learning that occurred previously. This includes:

- working with students individually as requested in one to one sessions outside class times
- reinforcing literacy and mathematical concepts with the whole group and checking concepts during delivery
- adapting delivery documents and resources including input into assessment task design to ensure they are clearly presented and do not require literacy and/or numeracy skills which are beyond the requirements of the VET unit.

Developing a positive working partnership

To work effectively, the LN support model requires a positive and constructive partnership between the VET teacher and LN teacher where the VET teacher is

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Example 2: Using the CGEA as part of Literacy and Numeracy Support

comfortable with the LN teacher participating in the class and providing feedback. Sometimes it can take a period of time to develop this level of trust.

It is essential to build in time to plan sessions with the VET teacher before the classes and for the LN teacher to have an understanding of the VET concepts to be covered. This is vital to the success and effectiveness of any support program along with time to reflect on and evaluate successes and difficulties.

Some general issues which have arisen in using the CGEA as part of a support model include:

- Identifying CGEA units that support the VET unit outcome requirements can be difficult as there are sometimes components of the CGEA unit that are not directly aligned to the outcomes of the vocational unit, for example, learners may need to read and interpret charts but not graphs. A mapping between the VET unit outcomes and the relevant CGEA unit/s must be undertaken. However, this may no longer be an issue as the LN Support program is now non assessable.

- Finding LN teachers with enough knowledge of the particular VET content area to be able to contextualise the LLN skills to the vocational content area, for example, where the VET class has a science focus such as where LN support is required in the area of anatomy and physiology to support a nursing pathway qualification.

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Example 2: Using the CGEA as part of Literacy and Numeracy Support

Below are three examples of how CGEA units are used in LN Support programs.

1.Certificate III in Electro-technology Electrician

Context

The Certificate III in Electro-technology Electrician trainer requested support for learners for the unit *UEEEL0020 Solve problems in low voltage a.c.circuits* as the performance outcomes and knowledge evidence for this unit require the application of mathematical concepts to solve circuit problems. The unit was mapped against the Australian Core Skills Framework (ACSF) to identify the numeracy level required to successfully complete the unit.

Literacy and numeracy assessments were also conducted for each learner to identify their current LL&N skills against the ACSF. This indicated gaps between the numeracy level required to complete the unit and the current numeracy skills of some learners.

To address the gaps identified, the CGEA numeracy unit VU23830 Work with number and algebra in less familiar situations from the Certificate II in General Education for Adults was selected to support development of the required numeracy skills

The learners

The learners were Electrical apprentices, mainly male, mostly aged in their late teens and early twenties. They are enrolled in the Certificate III in Electro-technology Electrician. The students are working and come to class one day a week. The students have completed an online literacy and numeracy indicator assessment mapped to the ACSF. This indicated that there were some students in the class who would struggle with the concepts which underpin competency in the vocational qualification. It is important to note that LN support is given when requested regardless of student results. The numeracy support is provided to first and second year apprentices.

The numeracy teacher provides support in the class as a support teacher for *UEENEEG102A Solve problems in low voltage a.c. circuits*. The numeracy team teaches with the Electrical teacher to give students a deeper understanding of mathematical concepts used in Electrotechnology.

Student evaluations indicated that students felt they benefitted from the LN assistance

The VET teacher would like to further develop the model so that team teaching is more prominent in the class.

2. Certificate III in School Based Education Support

The teacher for the Certificate III in School Based Education Support requested support for learners for multiple units including:

- CHCECE033 Develop positive and respectful relationships with children
- CHCEDS040 Search and access online information
- CHCEDS057 Support students with additional needs in the classroom

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Example 2: Using the CGEA as part of Literacy and Numeracy Support

The performance outcomes and performance and knowledge evidence for these units require the application of literacy concepts to research information and write reports. The course was mapped against the Australian Core Skills Framework (ACSF) to identify the literacy level required to successfully complete the units.

Literacy and numeracy assessments were also conducted for each learner to identify their current Literacy & Numeracy skills against the ACSF. This indicated gaps between the literacy level required to complete the units and the current literacy skills of some learners.

To address the gaps identified, the following CGEA units from the 22690VIC Certificate I in General Education for Adults were selected to support development of the required literacy skills:

- VU23797 Engage with texts of limited complexity for employment purposes
- VU23801 Create texts of limited complexity for learning purposes

The support is provided in a team-teaching situation were the LN teacher works with students as they are completing work in the class. The LN teacher writes key words and meanings on the board as the VET teacher is delivering the content, asks questions or seeks clarification of the VET teacher if the students haven't grasped a concept and occasionally delivers to the class on study skills such as plagiarism, structure of essays and reports.

The learners

The learners in the Certificate III in School Based Education Support are a large group of students from ethnically diverse backgrounds including India, Iraq, Turkey and Lebanon. Most learners were born in Australia and consist mainly of female learners ranging in age between 18 and 65. There is a large group of younger learners ranging from 18 to 26 years of age.

3. HLT54121 Diploma of Nursing

The HLT54121 Diploma of Nursing includes a unit on research, *CHCPOL003 Research and Apply Evidence to Practice*, which requires learners to engage with complex texts, comprehend them, and write a literature review. To support learners in this challenging unit, literacy assistance is required.

The unit was mapped against the Australian Core Skills Framework (ACSF) to identify the literacy level needed for successful completion. Additionally, literacy and numeracy assessments were conducted for each learner, identifying their current LL&N (literacy, language, and numeracy) skills against the ACSF. This assessment revealed gaps between the required literacy level and the existing skills of some learners.

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Example 2: Using the CGEA as part of Literacy and Numeracy Support

To address these gaps, the following CGEA literacy units were chosen to support the development of the necessary skills:

- VU23820 Engage with complex texts for learning purposes
- VU23825 Create complex texts for learning purposes

These units from the 22692VIC Certificate III in General Education for Adults are designed to build the literacy skills needed for the *Diploma of Nursing* research unit.

The Learners

The learners are predominantly female, aged between 18 and 60, and come from ethnically diverse backgrounds. Many of these learners are mature-age individuals returning to study after a break, or those making a career change into nursing. They are enrolled in the HLT54121 *Diploma of Nursing*, which is offered in both face-to-face and blended formats. In the face-to-face model, learners attend class three times a week, while in the blended course, they attend classes twice a week and engage in self-directed study for the remaining time. Some learners also work part-time, others are parents balancing their studies with family responsibilities, and some focus solely on their academic work.

An online literacy and numeracy assessment, mapped to the ACSF, was completed by all students. The results indicated that several students faced challenges with the core concepts necessary for vocational competency. However, it is important to note that LN support is provided to all students upon request, irrespective of their assessment results.

Literacy Support for learners

Literacy support is available to nursing students throughout their course. The LN support teacher delivers one-hour sessions (or as needed) designed to help learners catch up on key topics, including:

- Research skills
- Essay writing
- Referencing

These sessions help bridge gaps in the learner's literacy skills, and the LN support teacher continues to assist as needed, ensuring that students have the tools to successfully complete their research assessment and achieve the competencies required in nursing practice.

In this way, the integration of CGEA units into the *Diploma of Nursing* program ensures that learners receive the necessary literacy and numeracy support to enhance their understanding and performance across both academic and vocational tasks.

LN Support Consolidates Skills

In the example above, Literacy and Numeracy (LN) support plays a vital role in consolidating the skills necessary for nursing students to succeed in their academic and vocational training. LN support helps reinforce and solidify the students' skills in

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Example 2: Using the CGEA as part of Literacy and Numeracy Support

the following areas to support the unit CHCPOL003 Research and Apply Evidence to Practice:

Enhance Research Skills

The nursing research unit requires learners to engage with complex texts and produce a literature review. The LN support teacher helps students understand how to:

- approach and extract key information from academic sources

- obtain/source journal articles required for the task

- identify keywords and refine a search as this can produce a better result

- analyse and evaluate research materials and findings, along with comprehending texts,

Strengthen Writing Skills

LN support provides learners with the tools to structure essays, which is crucial for successfully writing literature reviews. Sessions on paragraph structure, argument development, and clarity of expression help learners to present their ideas. Providing learners with a structured approach enables them to write literature reviews. LN Support focuses on areas such as reading comprehension, paraphrasing, grammar, sentence structure and vocabulary. Learners are encouraged to use language that is appropriate for an academic setting and a clinical setting. This is especially important when writing patient notes and any other documentation.

Teach / Improve Referencing Skill

Referencing is a necessary skill for nursing students, as plagiarism is not allowed. LN support teaches learners the correct way to reference research sources. Referencing is a skill that learners are required to use in their literature review and in writing essays and reports. The LN Support teacher delivers sessions on referencing, with modelling on how to reference different types of sources. Learners will be shown how to do in-text referencing. When learners are comfortable and understand why and how to reference, then they are also shown referencing websites that are available to use.

Building working relationships with VET trainers

To effectively support students, it is very important for an LN Support teacher to build a strong working relationship initially with VET trainers. There are various ways in which this relationship and rapport can be built with the VET trainers.

Open and Regular Communication

Upon commencement of the vocational course, it is essential that a meeting is organised to meet with VET trainers to understand the content of the course and the specific needs of their students. Discussions can take place around assessment requirements, literacy and numeracy challenges that their learners may face and any areas the LN Support teachers can provide sessions on.

Ongoing, not only initial meetings, are necessary to check in with what other requirements or support/ resources may be needed for learners. Any adjustments that need to be made can also be discussed along the way as support is provided.

Sharing of a student's progress by the VET trainer, establishes continuous feedback on how LN Support is impacting a learner. VET trainers can provide insight into areas

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Example 2: Using the CGEA as part of Literacy and Numeracy Support

where the LN Support teacher can provide further guidance and support to learners.

Collaborating with VET trainers

Collaboration needs to occur between the LN teacher and the VET teacher, so the LN teacher gains an understanding of the knowledge and skills that learners need to obtain and the LN teacher can tailor the appropriate support.

LN teachers should communicate how their work enhances vocational learning and is beneficial to learners. LN teachers should be able to adapt to the needs of the vocational course and the learners to produce positive outcomes.

Mutual Respect

Both the VET trainer and the LN teacher have their own areas of expertise and while supporting, the LN teacher should respect the vocational expertise of the VET trainer. Acknowledgement of expertise from both parties creates a positive environment where ideas can be shared. It is equally important for LN teachers to build a supportive relationship with students as it encourages engagement, confidence and contributes to effective learning.

Providing Professional Development and Resources

LN Support teachers can offer professional development sessions for VET trainers to build their awareness of literacy and numeracy needs within their courses. This may include sharing resources or strategies for teaching students with diverse literacy and numeracy levels.

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Example 3 – Integrating Literacy and Numeracy

Example 3: Integrating Literacy and Numeracy

Literacy and numeracy are often seen as two separate areas and, as a result, are often delivered and assessed in isolation to each other. However, in real life, literacy and numeracy are often closely interwoven in the different literacy practices in which we engage, for example reading timetables or following instructions on how to mix fertiliser for the garden.

Integrating literacy and numeracy:

- Makes sense to learners
- Provides a holistic approach to learning
- Reinforces concepts
- Cuts down on the number of assessments.

Literacy and numeracy can be brought together through:

- a theme
- an excursion
- a project
- a text
- student interest / need
- current news events

The following example shows how literacy and numeracy can be integrated by using a theme: "My Neighbourhood".

Qualification: 22688VIC Course in Initial General Education for Adults

Units:

- VU23754 Engage with short simple texts for personal purposes
- VU23765 Work with directions in highly familiar situations
- VU23768 Work with data in highly familiar situations

There are 3 tasks for this example. Only the first task includes assessment details while the other 2 sample tasks provide more general information for further development and contextualisation by teachers. Please note that these tasks do not cover all the requirements of the above units.

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Example 3 – Integrating Literacy and Numeracy

The following table presents an overview of some sample tasks and text types which could be contextualised for delivery and assessment of the identified units.

Sample Tasks	Text type	Skills and knowledge	Units
1.Read text on Outreach vans 2.Identify data in simple table on the number of mobile libraries across Victoria 3.Locate local libraries on a map	Informative Informative Informative / Transactional	Text types relevant to personal and learning purposes Application of basic reading strategies: – Use of cues – Word attack – Sight vocabulary – Using digital information Recognising symbols Locating and comparing data in tables/charts Key features of tables and charts Language of position and location	• VU23754 Engage with short simple texts for personal purposes • VU23768 Work with data in highly familiar situations • VU23765 Work with directions in highly familiar situations

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Example 3 – Integrating Literacy and Numeracy

Sample task 1: Outreach vans

Context: Learners had identified an interest in exploring their community and this task formed part of the assessment of a unit of work focussing on different components of the community. The task involves engaging with a text for the Hume mobile library Outreach vans, as this is the learners' local area. It provides evidence for engagement with a digitally based text and partial evidence for the numeracy unit VU23768 Work with data in highly familiar situations. Please note this unit also requires engagement with data in simple oral texts. An extension task could include working with local libraries such as working with digital maps to locate them and locating opening hours and services. Learners would work with information about the libraries in their own local areas. Mobile libraries are common in regional areas. The task could be contextualised to local libraries in metropolitan areas for learners in metropolitan areas. The following site allows learners to locate their local library and enables them to engage with activities across different CGEA levels. Access the site here.

The site can be used to locate simple information by clicking on an interactive map such as an address for lower level learners progressing to tasks such as accessing the website of a library in own area to investigate services and resources across the local area for higher level learners.

The questions related to the following text can be adapted for higher levels for example learners may know that local libraries are owned by councils so the text could be a council text.

Learners: The students came from diverse Non English Speaking Background (NESB) backgrounds and were mainly women aged between 25 and 45 with limited education. They were long term residents and some were not literate in their first language.

Text type: Informative/transactional

Resource: https://www.humelibraries.vic.gov.au/About-Us/Locations-and-Opening-Hours/Outreach-Vans

Accessed 11 March 2025

Scaffolded learning activities

Students were exposed to simple timetables and their features including place and time related information. They were introduced to the language of tables including column and row. They were also introduced to simple information presented in a digital medium and basic access to and navigation of a digital page.

Assessor Instructions

- Students should be familiar with the context and text type but not with the particular text to be assessed
- Students should be given the question sheet/s. Support should be provided as required
- Student responses can be oral or written

Assessment Procedure

- Students should have access to support to access and navigate digital media and to answer or clarify questions
- Students should complete the assessment in class

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Example 3 – Integrating Literacy and Numeracy

- Explain instructions for the task orally

Instructions for the Learner

Units

This assessment task is part of your assessment for these units:

- VU23754 Engage with short simple texts for personal purposes
- VU23767 Work with data in highly familiar situations

For this assessment you are required to read a text from the internet.

You need to:

- Locate the text: here
- Read the text
- Answer the questions about the text

You can answer the questions verbally or in writing

> (For assessor – digitally based text in hard copy)
>
> Hume Outreach vans (accessed 11 March 2025)

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Example 3 – Integrating Literacy and Numeracy

HUME Libraries

GROW SEARCH READ EXPLORE LEARN

Outreach Vans

VanGo – Collections Van

VanGo will be filled with hundreds of the latest releases and popular titles. We'll have regular stops across Hume, and you'll be able to pick up holds, return items, become a member, or chat to Library staff about your reading needs.

Starting in February 2025, VanGo can be found at the following:

Wednesdays 10.30am – 12.30pm

Homestead Community & Learning Centre

30 Whiltshire Drive, Roxburgh Park VIC 3064

Thursdays 4.00pm – 6.00pm (Starting 13 February)

Lort Smith Campbellfield

25-35 Berwick Road, Campbellfield VIC 3061

Contact Details

libraries@hume.vic.gov.au | 0488 998 766

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Example 3 – Integrating Literacy and Numeracy

ALL QUESTIONS MUST BE ANSWERED CORRECTLY IN CLASS TIME

1. This text is: *(Circle 1)*

a. an invitation

b. a road sign

c. information about a service with a timetable

d. a student card

2. This text:*(Circle 1 or more)*

a. has numbers

b. has symbols

c. has pictures

d. has names of places

e. has days and times

3a. What is the telephone number to find out more about this service?

3b. Which day of the week is the van in Roxburgh Park?

3c. What services does the van provide?

4. What do you do when you find words or information you do not understand?

5. This text is from:*(Circle 1)*

a. a friend

b. Hume libraries

c. a school

6. This text is about: *(Circle 1 or more)*

a. the cost of using the Hume Mobile van

b. the time and places where the van goes

c. joining the Hume Mobile Library

d. services provided by the van

7. Why was this text written? To:*(Circle 1)*

a. provide information

b. make you laugh

c. give directions

8. Do you think outreach vans are a good idea? Why/Why not?

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Example 3 – Integrating Literacy and Numeracy

The sample recording sheet below provides the assessor with guidance to assist in making a judgement as to whether a learner meets the requirements of the above task and enables evidence to be recorded.

Sample question	Learner response (record)	Evidence required	Satisfactory / additional evidence required
Text type		Learner identifies text as an informative text identifying information about services provided, where and when.	
Text features		Learner identifies place-related information such as addresses and time related information such as hours, days. May also refer to the visual of the van.	
Specific information in text		Source: identifies library logo Learner identifies telephone numbers, website address, different days of the week, times Locates and extracts simple numerical information such as time and addresses Conveys simple numerical information orally	
Reading strategies		Learner identifies unknown words and sounds out Recognises logo Uses headings, bold type to make meaning and identify important information May draw on the visual to support meaning May use dictionary to identify unknown words Offers idea about purpose of the text and whether it is clear and easy to read	
Response to text		Offers a simple opinion about the outreach van	

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Example 3 – Integrating Literacy and Numeracy

Other sample tasks to support this theme

Sample task 2

The two sample tasks below are related to this theme but have not been fully developed. They provide further ideas on how numeracy can be integrated into this theme.

The following simple tables have been developed using information from the Australian Public Libraries statistical reports which can be accessed here. It shows the number of mobile libraries in Australia. (accessed 11 March 2025)

Table 1 below can be used to integrate assessment of the unit *VU23768 Work with data in highly familiar situations*, with other tasks developed to assess the learner's ability to recognise and locate numerical information in simple highly familiar tables or charts. Tasks can include:

- Recognising the features and the number values in the tables
- Locating specific numerical information in the tables
- Reporting on the numerical information for example, there were more mobile libraries in 2022-23 compared to 2021-22

Table 1: Number of mobile libraries in Australia: 2018-2023

	2018 - 19	2019 - 20	2020 - 21	2021 - 22	2022 - 23
Number of mobile libraries	81	80	71	74	76

Source: Australian public libraries statistical report 2022 - 2023

At a higher level, learners can investigate the number of mobile libraries by state and make comparisons. They could also produce a visual representation of the data, selecting the best way to represent the data. They could compare the different variables in tables 1 and 2, for example one has data for Australia as a whole over a number of years while the other focuses on a breakdown by state for a specific year.

Table 2: Mobile libraries by state in 2021 - 2022

	ACT	NSW	NT	Qld	SA	TAS	VIC	WA	Australia
Number of mobile libraries	0	28	0	12	5	0	25	4	74

Source: Australian public libraries statistical report 2021 - 2022

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Example 3 – Integrating Literacy and Numeracy

Sample task 3

The following map shows the location of the Sunbury library and can be used as the basis for a task to integrate assessment of the unit VU23765 Work with directions in highly familiar situations. A digital map can be used.

A task can be developed in which learners are asked to identify explicit locations using simple concepts of position and location and follow and give simple, familiar directions to other learners. The map can be contextualised to a learner's own area.
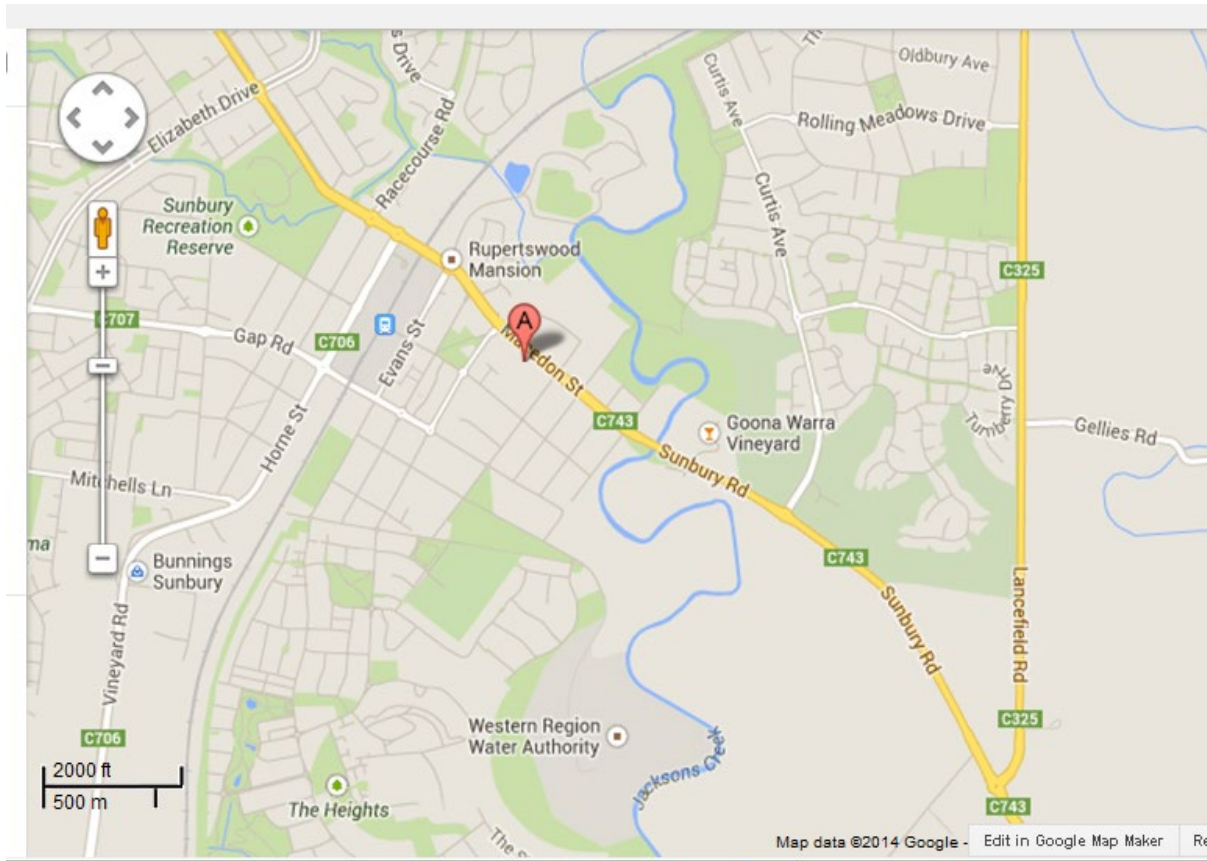
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Example 4: Using CGEA Numeracy units

Using numerical information in oral texts

The CGEA numeracy units now have an explicit focus on working with numerical concepts and information contained in oral texts. Everyday oral texts contain a wealth of numerical information and enable the application of numeracy skills to interpret and use the information. Guidance for oral texts is contained in the Range of Conditions in the numeracy units in the Certificates in General Education for Adults. The selection of oral texts should reflect authentic contexts and be culturally appropriate. The following oral texts provide examples of the different numerical information contained in them and how numerical concepts can be extracted and used. The same texts can be used across different levels of the CGEA however the numerical information contained in the texts can be adapted to suit different numeracy levels. Click on the icons to access the texts.

Oral text 1 Patrick Cripps wins second Brownlow

[YouTube Link](https://www.youtube.com/watch?v=GxAMdjTzNb8)

(https://www.youtube.com/watch?v=GxAMdjTzNb8)

In the above oral text, the following numerical concepts could be explored in the Initial or Certificate I(Intro) CGEA courses:

Mathematical information: numbers (Explicit and Implicit) such as:

- "Two Votes"
    - o Indicates Wanganeen-Milera's tally or score in this specific count
- "Three Votes"
    - o Refers to Cripps score in this round
- Winner of the Brownlow Medal
    - o Total number of rounds
    - o Implies Cripps has the highest overall score across all rounds

Mathematical reasoning (Explicit and Implicit), for example:

- Comparison and Ranking: relative value and ranking of 1, 2 and 3 votes
    - o comparison of votes with others: Cripps' three votes are higher than Wanganeen-Milera's two, leading to his win in this specific round
    - o aggregation of votes/data: Declaring Cripps as the winner indicates he accumulated the most votes overall, ranking him first.

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Example 4: Using CGEA Numeracy units

- Cumulative Scoring: total number of votes, highest number of votes, the winner is determined by summing votes from multiple rounds, requiring aggregation of numerical data.

  - Ordinal Position:
  - "Winner of the Brownlow Medal" designates Cripps as first in the competition.
  - Progression and Finality
  - The announcement "I declare the winner" suggests a conclusion to a process of tallying votes, reasoning through multiple rounds to identify the top performer.

At a higher level, numerical concepts could cover:

- Probability of winning, given total votes, votes of closest competitors and number of rounds left
- Statistics and data associated with the Brownlow such as:

  - total number of winners in the Brownlow's history
  - highest and lowest scores in the Brownlow history
  - average scored per round
  - breakdown of number of 1,2 and 3 votes scores across games
  - number of times medal awarded and to how many players counts.

The above data could also be represented in a graph or table.

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Example 4: Using CGEA Numeracy units

Oral text 2: News item ABC: Heavy rain breaks Victoria's dry spell

YouTube Link

(https://www.youtube.com/watch?v=t8pDZFbBhtM)

This commentary provides listeners with contextual information through numerical data, comparisons, and reasoning about the impacts of heavy rainfall and flooding across Melbourne. The following numerical concepts could be explored in the Initial or Certificate I(Intro) CGEA course:

Numerical Information (Explicit and Implicit):

The following numerical concepts could be explored over different CGEA levels.

- Measurement of rainfall: "more than 70 mm of rain":
  - Specific measurement of rainfall in some areas
- "One Driver"
  - Indicates a single incident involving a driver stuck in floodwaters
- "10 flooded roads"
  - Number of roads that crews responded to since midnight
- "500 calls for assistance"
  - Total calls received by emergency services during the event
- Volume over time for example a month's rain in 12 hours: "A month's worth of rain in just 12 hours":
  - Compares rainfall amount and time, suggesting a significant downpour

- Comparing rainfall in different months "February, March was our driest February, March on record":
  - Refers to a historical record of dry conditions over a two-month period
  - Calculating average rainfall

Mathematical Reasoning (Explicit and Implicit):

- Volume of Rainfall:

  - "more than 70 mm of rain" involves reasoning about precipitation volume and its impact on flooding.
  - "a month's worth of rain in just 12 hours" suggests reasoning about the intensity and abnormality of rainfall over a short time.
- Counting and Aggregation:

  - "10 flooded roads" and "500 calls for assistance" involve tallying incidents and emergencies across Melbourne.

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Example 4: Using CGEA Numeracy units

- Proportional reasoning:

    - comparing "a month's worth of rain" in "12 hours" implies understanding the ratio of typical rainfall distribution over time

    - comparing "a month's worth of rain" in "12 hours" implies understanding the ratio of typical rainfall distribution over time.

- Causation and Predictability:

    - "the results being predictable" indicates reasoning about cause-and-effect relationships, such as the likelihood of cars becoming stuck in floodwaters.
- Temporal Sequencing:

    - "since midnight" helps frame events within a specific time period for reporting, indicating the timeline of incidents.

    - "driest February March on record" involves comparing current conditions with historical weather data, indicating trends and anomalies.
- Historical Comparison:
- Spatial Awareness:

    - references to "city streets underwater" and "roads across Melbourne" involve understanding the geographical extent of the flooding.
- Directions

    - further west

    - southern Victoria

    - eastern parts of Victoria
- Estimation

    - average rainfall in a month/year

    - using language to estimate

    - assessing risk for example, taking the punt re driving through flooded areas

At a higher level, numerical information could cover:

- using the BOM website to research and analyse rainfall/temperature statistics

- comparing average rainfall/temperature across a number of years

- the chance of rain or the "Probability of Precipitation."

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Example 4: Using CGEA Numeracy units

Using numerical information in written texts

The numeracy units in the CGEA require learners to work with written texts in order to identify, extract and use numerical information. The selection of written texts should reflect authentic contexts and be culturally appropriate. The following written texts provide examples of the different numerical information that is contained in and can be extracted from written texts.

Written text 1: Library Card

If your learners are members of their local library and they want to query something, the first thing they could be asked is to read out the sequence of underlined numbers on their library card. To do this, they would need to interpret the instruction, then use the skills of locating and recognizing to find the numbers and then communicate those numbers to the librarian. The numbers are explicit and easily spotted and the mathematical information is a sequence of simple digits. The underline is a useful support because otherwise the instruction would have required to do something like read the numbers that appear after the first five numbers or read the numbers that appear after the space.

Assuming that learners are familiar with the context of a library and a library card, this could be an ACSF level 1 numeracy task and could be used at the Course in Initial level to

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Example 4: Using CGEA Numeracy units

identify simple numerical information as there is little interpretation required. It could be used with VU23763 Work with numbers in highly familiar situations to:

- identify numbers making up a phone number and different ways of reading phone numbers

- check and verify numbers

- read numbers in a bar code in the correct sequence

- repeat numbers to check

- identify orientation of text and different ways of reading numbers in bar codes for example reading only the underlined numbers, starting after a certain number

- use oral mathematical language to read out the numbers noting that this could include:

  o 0, 0

  o 651, 100, 10

  o 6 million….

The librarian may perform some kind of confirmation, for example, they might read the numbers back or they might have entered them in the system to confirm personal details. This is also a support where they are checking the reasonableness of the numbers read out using questions.

Written text 2: E-ticket for an event with e-calendar

This text can be used at the Certificate I(Intro) level. Although the mathematical information in the text itself such as date and time is simple (Course in initial), the overall text is more dense and the mathematical information is partially embedded in the text. Also, the task is more complex requiring the learner to interpret the information and perform a few steps. The nature of the task where information is extracted from the e-ticket and added to an e-calendar is more complex and requires a number of steps. The mathematical concepts that could be covered in this task could include:

- identifying time and date information

- locating corresponding month, date and time on calendar

- data matching i.e. entering correct information in correct place on e-calendar

- abbreviations related to days of the week

- time such as AM and PM

- checking information has been entered correctly on the calendar

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Example 4: Using CGEA Numeracy units

BUNJIL PLACE | City of Casey

E-TICKET

Print this ticket and present it for entry to the venue.
Please ensure you have personal ID and concession cards ready to present if required.

Bunjil Place presents Art Bites
Event: Artist Talk by MIA SALSJÖ

Venue: Bunjil Place | 2 Patrick Northeast Drive, Narre Warren
Date: Thursday, 26 May 2022
Time: 7:30 PM

Area: General Admission

Price: $0.00   Registration   1

Name: Tina Berghella   Order No: 88190   24

MAY 2022

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

www.GrabCalendar.com

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Example 5: Engage with short, simple texts (community focus)

The following sample relates to assessment of the unit VU23757 Engage with short simple texts to participate in the community from the 22688VIC Course in Initial General Education for Adults.

This sample assessment task uses information sourced from the Casey Aquatic and Recreation Centre (ARC). More information is available here. (accessed 11-03-2025)

The task can be contextualised using information of similar complexity from any local community based facility.

Context

This task is part of a Course in Initial General Education for Adults program. The students live locally and the majority are women. The students have been engaging with information about different local places and services in their local area to assist them to become more familiar with the services offered in their local community. They have engaged with different texts about places and services such as such as the library, the Council, a sports club and a park in the local area.

Casey Aquatic and Recreation Centre (ARC) emerged as being a service of interest due to news reports about drownings at beaches occurring in migrant communities. Representatives from Life Saving Victoria were invited to speak to the students about beach safety. Students wanted to find out where they could get swimming lessons for themselves and/or their children in the local community.

As a result, the "Swimming at Casey ARC" text was adapted for this sample task.

At a higher CGEA level, learners can access and interact with the Casey ARC website to access information about:

- types of fitness activities available
- facilities available
- activity timetables
- learn to swim programs

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Example 5: Engage with short, simple texts (community focus)

Sample task

Student Instructions:

This assessment task is part of your assessment for the following unit:

VU23757 Engage with short simple texts to participate in the community

For this assessment you are required to:

- Read the short text below.

- Your teacher will ask you some questions about the text.

- Answer the questions about the text.

- You can answer the questions verbally or your teacher can write your answers.

- You need to answer every question to complete this assessment.

Swimming at Casey ARC

10 Patrick Northeast Drive Narre Warren

Phone: 9705 5000

People can come to Casey ARC to enjoy a swim! Casey ARC has 5 indoor pools, the 50m indoor pool for people who want to get fit, the spa pool, the toddler pool, the wave pool and the program pool. Casey ARC has pools for everyone.

Casey ARC has swimming lessons for children aged between 6 months and 5+ years. Women and girls of different backgrounds and religions can do the Women's Only Swimming Program.

Opening hours: Monday to Thursday 5.30am to 10.00pm

Friday to 5.30am to 8.00pm

Saturday and Sunday 8.00am to 8.00pm

Pools close 15 minutes before centre closing time.

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Example 5: Engage with short, simple texts (community focus)

Source of information: www.caseyarc.ymca.org.au

Answer the following questions

1. In the text circle the words that are hard for you to read.

2. How did you work out the words that were hard for you to read?

3. Circle the Casey ARC address and phone number.

4. Circle the days of the week and the times that you can see in the text.

5. How many indoor pools does Casey ARC have?

6. Who can have swimming lessons at Casey ARC?

7. How many days a week is Casey ARC open?

8. What time does Casey ARC close Monday to Thursday?

9. What was this text about?

10. Why did you read this text?

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Example 5: Engage with short, simple texts (community focus)

Assessor Instructions

Conditions of assessment

- advise students orally and/or in writing of timeframe for assessment
- the assessment task is to be completed individually
- students can ask for assistance to clarify questions and/or task instructions

Prepare assessment tools:

- verbal and/or written instructions for learners for the assessment task
- hard copy of text titled Swimming at Casey ARC
- questions to be answered by students

Conducting the assessment: (What are the instructions for the task?).

- provide verbal or written instructions to students about how to complete the task
- ask students to read the text Swimming at Casey ARC. The student can read the text out aloud or silently
- ask questions and record responses. The student can be given the option of reading the questions.

In order to be assessed as satisfactory for this assessment task students must:

- answer every question to complete this assessment(see sample recording sheet to support judgement of competence)
- For questions 3 and 10, note the reading strategies used by the student to identify the meaning of the text: Strategies could include:

  - drawing on a bank of known words or phrases
  - word attack skills such as 'sounding out'
  - re-reading
  - predicting meaning based on previous knowledge of the context or personal experience
  - following the orientation of the text correctly
  - looking at the picture
  - reading the text aloud

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Example 5: Engage with short, simple texts (community focus)

The following table provides the assessor with guidance to assist in making a judgement as to whether a learner meets the requirements of the above task

Question	Learner response (record)	Evidence required
1 In the text, circle the words that are easy for you to read.	Learner circles or indicates at least 2 words which are easy to read	Learner identifies words which are highly familiar as easy to read for example children, families, days of the week, name of suburb
2 In the text circle the words that are hard for you to read.	Learner circles or indicates at least 2 words which are difficult to read	Learner identifies words which are unfamiliar as difficult to read for example abbreviation ARC, compound words such as background or unfamiliar vocabulary such as lap pool specific to swimming
3. How did you work out the words that were hard for you to read?	Learner refers to reading strategies such as: • looking at the picture • reading the text aloud • sounding out the word	• Observation of reading strategies such as: • drawing on a bank of known words or phrases • word attack skills such as 'sounding out', • re-reading, • predicting meaning based on previous knowledge of the context or personal experience, • following the orientation of the text correctly, • looking at the picture • reading the text aloud
4.Circle the Casey ARC address and phone number.	Learner circles address 10 Patrick Northeast Drive Narre Warren Phone number: 9705 5000	Learner demonstrates familiarity with conventions used for addresses such as number, street name and suburb and number sequences in telephone numbers
5.Circle the days of the week and the times that you	Learner circles or indicates Monday to Thursday 5:30am - 10:00pm	Learner identifies opening hours for different days of the week Locates and extracts simple numerical information related to time Demonstrates familiarity with am and pm

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Example 5: Engage with short, simple texts (community focus)

Question	Learner response (record)	Evidence required
can see in the text.	Friday 5:30am – 8:00pm Saturday and Sunday 8:00am – 8:00pm	
6. How many indoor pools does Casey ARC have?	5 indoor pools	Learner locates numerical information in the text
7. Who can have swimming lessons at Casey ARC	Children aged between 6 months and 5+ years Women and girls of different backgrounds and religions	Learner locates key information in the text such as: • Children • Women • Girls • Learner may use visual to support response • Learner identifies numerical meaning of 5+
8. How many days a week is Casey ARC open?	7 days a week	Learner identifies days of the week and adds number of days.
9. What time does Casey ARC close Monday to Thursday?	10:00pm	Learner identifies numerical information related to time. Learner recognises concept of opening and closing times Recognises pm
10. What was this text about?	Learners can provide responses such as: • "It gives people information about swimming at Casey ARC. • information about swimming programs and who they are for	Learner shows evidence of strategies to make meaning from the text such as: • title of text • layout of text including features such as address and times • use of visual to support meaning • drawing on a bank of known words or phrases, word attack skills such as 'sounding out', re-reading, predicting

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Example 5: Engage with short, simple texts (community focus)

Question	Learner response (record)	Evidence required
	• information about address and opening times ."	
11.Why did you read this text?	Learner provides responses such as : • to find out about where and when I can go for a swim • to find out where and when I can learn to swim • to find out where and when my children can learn to swim	Recognises and locates information such as: • name of facility • address • opening times and information about swimming programs

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Example 6: Using the CGEA in a Corrections setting

Corrections Education is a significant user of the Certificates in General Education for Adults, across Initial, Certificate I (Introductory), Certificate I & Certificate II levels (ASCF 1-4), for both literacy & numeracy.

The CGEA courses allow for incarcerated students to build LLN skills & confidence across all levels and domains, towards future learning goals within Corrections settings and post-release, as well as enhancing employment opportunities, community participation and personal & family outcomes.

Cohort

Students in Adult Education Programs in Corrections environments have a broad range of education experiences and levels of achievement. They frequently have a history of interrupted schooling and low levels of completion of secondary schooling, as well as poor experiences of education. Many learners present with a range of health conditions including specific learning disabilities (SLD), acquired brain injuries (ABI), and recovery from drug & alcohol addictions. Students are aged between 18 and 80 years, and include Aboriginal &/or Torres Strait Islander learners, as well as Culturally & linguistically diverse learners.

CGEA enrolment in Corrections Education

Students may move between custodial institutions and/or release arrangements frequently, and at short notice. Due to this movement in and out of custodial institutions, students may complete units of study but are unlikely to complete a full qualification at any site. Enrolments are continuous and sentence length at a single location can vary widely. Most sites operate under a policy of limiting enrolment in one CGEA unit at a time, meaning it is not possible for teachers to follow an integrated approach to assessment.

Facilities & Equipment

Corrections Education (CE) environments often have limitations with available classrooms and access to computers, and nearly all sites do not allow students access to the internet for vocational education. Many students have access to the Offender Services Network (OSN) platform, a secure intranet network with basic programs, and access to some

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Example 6: Using the CGEA in a Corrections setting

educational resources. Some allow the use of teacher-controlled data projection of the screen of laptops. Mobile phones are banned.

Digital technology skills and Digital 'netiquette'

It is a critical part of CGEA delivery in Corrections to build Foundation skills for students who have not accessed digital technology for several years, or who may have limited digital literacy skills.

There are several dimensions to building Foundation digital skills:

- Digital citizenship - legal & ethical considerations, e-safety for self & family, avoiding scams & phishing, etc.
- Evaluating safe sources of information
- Assessing own digital footprint - data privacy & privacy settings, social media conventions, etc.
- Accessing digital technology and resources - computer software, web-based resources, apps, AI options, etc.
- Digital literacy - engaging with digital texts to make meaning
- Digital 'netiquette' - understanding protocols and frameworks guiding behaviours in a digital world, especially online
- Choosing appropriate language, tone & register for audiences in the digital world
- Using digital terminology, acronyms & abbreviations for a variety of platforms & purposes

There are challenges however in incorporating digital skills training in a CE setting, and creativity is required to deliver 'technology skills to access and navigate screen based digital text' and provide access to relevant web-based text types.

Considerations for building digital literacy in Corrections Education environments:

- Students will often access foundation courses such as the CGEA before IT classes
- Students may have low confidence and significant blocks about digital learning, depending on experiences
- Low digital skills in cohort, even typing & mouse skills, and basic navigation
- Poor language & literacy skills, including chunking words, can make spellcheck tricky (no predictive or voice-to-text options available)
- Limited accessibility functions on programs as the 'live' environment disabled (eg voice to text, predictive text, formatting suggestions)
- No ability to simulate app use on mobile phones
- Teacher unable to load resources on-site for safety & security reasons
- Copyright issues for broadcasting/ distributing existing resources

Simulating digital environment for Corrections students:

Teachers must be creative to build these skills in a way that is as authentic as possible including:

- Using available MS programs

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Example 6: Using the CGEA in a Corrections setting

- Navigating file pathways

- Uploading authentic digital forms

- Printing screen shots of webpages

- Creating short videos of navigating apps (via screen recordings)

Working in the Employment or Community domains may offer an accessible entry point for all literacy levels, as it often does not have some of the same confidence blocks and negative educational experiences for Corrections students as the Personal and Learning domains.

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Example 6: Using the CGEA in a Corrections setting

Sample Activities for VU23779 Create simple texts to participate in the community:

Activity:	CGEA focus:	Digital Foundation skills:
Create a digital sign for community members about opening hours e.g. for Men's Shed	Modelling existing sign and scaffolding Audience & purpose Layout & accessibility for visual texts Spelling, grammar & punctuation	Upper & lowercase, punctuation & symbols, Spellcheck, font size & colour, alignment, copy & paste photos
Complete a simple online form e.g. library membership	Navigating formatted texts, confirming audience & purpose, arranging features	navigating formatted digital texts, using checkboxes & drop-down menus, privacy & confidentiality of personal data

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Example 6: Using the CGEA in a Corrections setting

Sample Activities for VU23802 Create texts of limited complexity to participate in the workplace

Activity:	CGEA focus:	Digital Foundation skills:
Creating a digital quote (using MS Word template)	Identify the purpose and audience for a range of employment related text types	Intro to MS Word, using templates, upper & lowercase & symbols, naming conventions & creating folders
Creating a digital invoice (using MS Excel template)	Select the appropriate format & style (template) Arrange the features of the text to meet the purpose	Intro to Excel & formulas, templates, file extensions, organising & searching for files
Creating an email for customer (using screenshot of blank Outlook email)	Audience & purpose Transactional text conventions Tone & register for various audiences within employment domain	Email conventions & digital 'netiquette' for emails for the workplace, choosing appropriate tone, effective subject lines for searching inbox, legislative & company policy frameworks/ digital protocols governing digital behaviours at work
Creating a table for engaging with job ads	Explore a range of employment related text types of limited complexity Identify the main ideas in a text to compare information Plan & sequence content	MS Word, creating tables, inserting headers & footers, sorting information, online job applications & resources, intro to bots & AI, intro video about accessing & searching on Seek.com
Creating a 'Work Wanted' / job ad Facebook Post for a community noticeboard	Plan & sequence content appropriate for purpose & audience Draft, review & finalise texts	Social media for personal & workplace use, appropriate language & photos, privacy settings, private messaging)

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Example 6: Using the CGEA in a Corrections setting

Activity:	CGEA focus:	Digital Foundation skills:
Creating a flow chart from a simple SOP	Sequencing procedural texts with a small number of sequentially ordered dot points or numbered instructions Using visual texts technical vocabulary related to the workplace	Using Smart Art on MS Word, considering formatting, layout, size, colour for audience & purpose
Completing a digital WorkSafe Incident Report form	Audience: Supervisor/ WHS Rep & WorkSafe Purpose: Presenting a factual account of events without interpretation and opinion, legal obligations	Legal documents, confidentiality & storage responsibilities, pdf files, domain types .com/ .com.au/ .org/ .gov.au etc, legal status of digital signatures

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Example 6: Using the CGEA in a Corrections setting

Sample activities for VU23774 Engage with simple texts to participate in the community

1) Training needs analysis.

Teacher asks students questions to determine what devices and software students are familiar with. This information is combined with the teacher's knowledge of CGEA requirements and students' expressed needs and interests, to choose content and topics to focus on.

2) A person who has been incarcerated for a long time may want to learn, for example, how to set up and use online banking. Screenshots of online platforms and apps can be used to show the type and layout of information and form fields. Discussion can take place, with the teacher/ trainer as an interviewee and the students able to ask questions that are relevant to them. Sometimes a class will include students with advanced digital skills, and these people may be prepared to share their knowledge.

3) If a data projector and access to YouTube on a secure internet enabled computer are possible, clips can be shown that show how to accomplish digital tasks for example https://www.youtube.com/watch?v=edg9ugeAXC4 shows how to set up a PayPal account. Where there is no access to live internet, a teacher may screen record such a clip and send it to their work account and may be able to use a secured, password protected USB to transfer it to a non-connected computer.

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Example 6: Using the CGEA in a Corrections setting

Application of Sample task

Unit: VU23802 Create texts of limited complexity to participate in the workplace

Task: Complete a digital WorkSafe Incident Notification Form

Resources:

- Student computers enabled with intranet access to Offender Services Network (OSN), with password-protected account for each student

- Form downloaded from Worksafe website, then uploaded to OSN for student access

- https://www.worksafe.vic.gov.au/resources/incident-notification-form

- Blank printed form for planning & drafting as needed, or for simulated digital form where no student access to computers exists

- Incident report scenario, with written questions Incident Report digital.docx

- Sample text if needed WHS Incident Report engage.pdf

Assessment:

Assessment Task 1: Portfolio of texts created by the learner includes the following:

- all plans & drafts (handwritten & digital)

- finalised version of the digital WorkSafe Incident Notification Form

Schedule for delivery and assessment					
Time	Delivery	Assessment	Topic and description of learning or assessment activity:	Specific Resources	Delivery Mapping
0.5	**FTF**	**Project Portfolio**	Completing WHS documentation in the workplace: • Purpose & legislative context • Audience • Language choices & terminology	Sample WorkSafe texts WHS Incident Report engage.pdf	PC 1.1-1.5, Knowledge Evidence (KE), Foundation Skills (FS)
1.5	**FTF**	**Project Portfolio**	Incident Reporting: • When? Why? Who? (audience & purpose) • Documenting a factual account of events • Features of digital forms • Reviewing for accuracy	Incident Report digital.docx https://www.worksafe.vic.gov.au/resources/incident-notification-form	PC 2.1-2.3, Performance Evidence (PE), KE, FS

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Example 6: Using the CGEA in a Corrections setting

Schedule for delivery and assessment					
Time	**Delivery**	**Assessment**	**Topic and description of learning or assessment activity:**	**Specific Resources**	**Delivery Mapping**
0.5	**FTF**	**Project Portfolio**	Introduction to technology and use of computers: • Securely logging onto OSN network with password • OSN agreements governing safe use of network & parallels with workplace protocols • Digital 'netiquette' for use	OSN agreements for signing	Foundation skills: Technology/ Digital Literacy

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Assessment Validation

Validation is a mandatory requirement of both the AQTF Standards of Registration and the Standards for Registered Training Organisations 2025 (SRTOs). Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations. (SRTOs - Accessed March 19th 2025)

The following sample Assessment Tool validation checklist is an example of how assessment tools can be validated. It contains key considerations across all components of the assessment tool not just the assessment task. The Comments column should be used to note any improvements which can be made to the assessment tool.

Please note: You should refer to your own training organisation for more information on the organisational approach to, and requirements for, assessment validation.

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Sample Assessment Tool – Validation Checklist

Qualification:

Unit / s:

Review the assessment tools against the following:	Yes	No	Comment:
Does the assessment address the Elements and Performance Criteria?			
Does the assessment obtain evidence to meet requirements of the Performance Evidence?			
Does the assessment allow the learner to apply the Knowledge evidence requirements of the unit?			
Is it clear which Elements and Performance Criteria are being assessed? If a task does not cover all Elements / Performance Criteria, it needs to indicate which elements and Performance Criteria are not being covered.			
Is the assessment designed to produce valid evidence? (Is it asking for more than is required? Can every aspect of the task be related back to the unit?)			
Does the assessment task produce sufficient evidence?			
Can evidence be gathered over time?			
Can the evidence be authenticated? (e.g. group assessment)			
Does the assessment comply with the principles of fairness?			
Is there enough guidance for the assessor to make a judgement?			
Are the assessment instructions and conditions clear and accessible to the learner? Is the level of support required provided?			
Is the material used in the assessment culturally appropriate?			
Are all sign off requirements included? 'Unit /s details ie Code and title Date and signatures			

Date: _____

Frequently Asked Questions for the CGEA

Q.	Is the CGEA a Training Package?
A.	No the CGEA is a set of accredited courses.
Q.	What is the difference between a training package and accredited course?
A.	Training packages are developed and endorsed nationally while the CGEA is developed and accredited within Victoria. Both are recognised nationally and can be delivered anywhere in Australia.
Q.	Can I get the CGEA from the Training.gov.au website?
A.	Yes, accredited courses can now be downloaded from the National Training register.
Q.	Where can I get the CGEA?
A.	The CGEA can be downloaded free of charge from the Victorian Department of Jobs, Industry, Skills and Regions (DJSIR) accredited courses website here.
Q.	Do I have to get written permission from the copyright owner before I can get the CGEA on my Scope of Registration?
A.	The copyright owner licences the CGEA courses under a Creative Commons Licence which permits use, copying and distribution in its original form. Information about the licence is available here
Q.	What does the CMM do?
A.	The CMM maintains the CGEA courses on behalf of the copyright owner and can provide advice on its implementation.
Q.	What qualifications do I have to have to deliver and assess the CGEA?
A.	Refer to Section B6.2 of the CGEA document for further information on the vocational competence of teachers and assessors. Teachers and assessors can evidence their vocational competence in a number of different ways, including holding formal teaching qualifications in literacy and / or numeracy or through demonstrable experience and expertise.
Q.	Can I purchase prepared resources for the CGEA?
A.	To support the use of authentic texts relevant to learners' interests and needs, training providers tend to develop resources based on the local environment or community, which can be adapted to suit the needs of different learner cohorts.

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Further Information

Following is a list of resources which may be useful in implementing the CGEA. All web addresses were correct at time of publication.

Resource
The General Studies and Further Education Curriculum Maintenance Manager (CMM) maintains the CGEA courses on behalf of the copyright owner and provides advice on its implementation. Nadia Casarotto: (03) 9919 5300 Mandy Penton: (03) 9919 5302 Email contact for SICMM: sicmm.generalstudies@vu.edu.au
Training.gov.au (TGA) is the national register of all endorsed training packages and accredited courses. Please note that the content of accredited courses is now available on TGA. The website can be accessed here
The Department of Jobs, Skills, Industry and Regions (DJSIR) website houses Victorian Crown Copyright courses owned by the Department. The CGEA can be downloaded from this site free of charge here This website also houses Victorian Purchasing Guides for all nationally endorsed Training Packages.
The Victorian Adult Literacy and Basic Education Council (VALBEC) is a not for profit, volunteer managed, professional organisation that has represented the adult literacy, numeracy and basic education fields in Victoria for over 30 years. The VALBEC website can be accessed here
The Australian Council for Adult Literacy (ACAL) promotes adult literacy and numeracy policy and practice. The website can be accessed here
The CGEA Champions Network is open to all CGEA practitioners and meets 3 times per year in Melbourne. Contact the CMM for details.

Appendix 1: Numeracy Units

The following provides some additional information to support delivery and assessment for checking the reasonableness of number problem solving outcomes for the identified numeracy units.

Unit code and title	Checking the reasonableness
VU23763 Work with numbers in highly familiar situations	Check the reasonableness of number problem solving outcomes in response to prompting and questioning from expert/mentor. Examples may include but are not limited to: • a warehouse worker is asked to compare the number of boxes on two pallets. One pallet has 7 boxes, and the other has 5 boxes. When prompted by their supervisor to check their comparison, the worker recounts the boxes on each pallet to ensure their comparison is correct. If they initially think both pallets have the same number, the recount confirms that 7 is greater than 5, correcting their initial assumption. • a person is organising two different events—one is a family reunion with 120 guests, and the other is a small wedding reception with 90 guests. When discussing the events with a friend, they are prompted to check their comparison. They go over their guest lists again and confirm that the family reunion has more guests than the wedding reception, ensuring the numbers are reasonable. • a social media user posts two photos on their account. One photo receives 350 likes, and the other receives 275 likes. When discussing the post with a friend, they are prompted to check which photo received more engagement. They quickly review the like counts on both posts and confirm that the first photo has more likes than the second, ensuring their comparison is accurate.
VU23764 Work with money in highly familiar situations	Check the reasonableness of number problem solving outcomes in response to prompting and questioning from expert/mentor. Examples may include but are not limited to:

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Unit code and title	Checking the reasonableness
	• a person is deciding between two items while shopping. One item costs $45, and the other costs $38. When discussing the decision with a mentor or a more experienced shopper, they are prompted to check the reasonableness of the price comparison. They recount the prices and confirm that the $45 item is more expensive than the $38 item, ensuring their comparison is correct. • a person at a restaurant is adding the cost of their meal, which is $20, to the cost of their friend's meal, which is $15, to determine the total bill. When prompted by the server or a mentor to check the reasonableness of the total, they mentally add the two amounts again and confirm that $20 plus $15 equals $35, ensuring that the total is accurate before splitting the bill. • a shopper receives a $10 discount on an item originally priced at $50. When prompted by a friend to check how much they should be paying, the shopper subtracts $10 from $50 and confirms that the final price should be $40. They verify this outcome to ensure the discount was applied correctly.
VU23765 Work with directions in highly familiar situations	Check the reasonableness of number problem solving outcomes in response to prompting and questioning from expert/mentor. Examples may include but are not limited to: • a person is given directions to walk three blocks to reach a local café. After walking two blocks, they are unsure if they've reached the destination. A friend prompts them to count the blocks again. They reflect on the directions and recount the number of blocks walked, confirming that they still need to walk one more block to reach the café, ensuring the outcome aligns with the original directions. • a person is given directions to a friend's house and is told, "Turn left when you see the big red building." They turn left after seeing a small red building, but then feel unsure. When prompted by a friend, they realise they mistook the smaller structure for the big red building and adjust their route accordingly, ensuring they are following the correct landmark. • a hospital visitor is given directions to take the lift to the third floor and head to Room 305. After reaching the second floor, they start to doubt if they should have gotten off. When prompted by a nurse, they realise the third floor is correct and continue up one more level, ensuring the directions were followed as intended.

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Unit code and title	Checking the reasonableness
VU23766 Work with measurement in highly familiar situations	Check the reasonableness of number problem solving outcomes in response to prompting and questioning from expert/mentor. Examples may include but are not limited to: • a traveller weighs their suitcase at home and gets a reading of 22 kilograms. The airline allows a maximum of 23 kilograms. When prompted by a friend to double-check the measurement, they weigh the suitcase again and confirm that it is within the limit, ensuring the reading is accurate and they won't face additional charges at the airport. • a person is doing a 10-minute workout but feels they've been exercising long enough after just 6 minutes. When their trainer prompts them to check the time, they glance at the clock and confirm that they have 4 minutes left to complete the full session. This helps them stick to the correct duration for the workout. • a person is cooking pasta and thinks it is ready after 5 minutes, even though the package instructions recommend 10 minutes. When prompted by a friend to taste the pasta, they realise it is undercooked and confirm the reasonableness of the cooking time by checking a timer and continuing to cook it for the full 10 minutes to achieve the correct texture.
VU23767 Work with shape in highly familiar situations	Check the reasonableness of number problem solving outcomes in response to prompting and questioning from expert/mentor. Examples may include but are not limited to: • a person is in the kitchen and grabs a cover for a round dish. When placing the cover on the dish, they realise it doesn't fit properly. After being prompted by a family member to check if it's the correct shape, they notice they mistakenly picked up a square lid instead of a round one. They swap it out for a round cover, ensuring the shapes match. • a person is cutting sandwiches for a party and initially cuts them into rectangles. When prompted by a friend to consider other shapes, they realise cutting them into triangles might be easier to hold and more visually appealing. They adjust their cutting method, ensuring the sandwiches are better suited for serving and eating. • a person is folding a piece of cardstock to make a greeting card, but the two sides don't align properly. When prompted by a friend to check the alignment of the fold, they realise they need to fold the paper more carefully along the centre line. After making the adjustment, the card closes neatly.

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Unit code and title	Checking the reasonableness
VU23768 Work with data in highly familiar situations	Check the reasonableness of number problem solving outcomes in response to prompting and questioning from expert/mentor. Examples may include but are not limited to: • a person is comparing the prices of two items from a digital pricelist while shopping. They think one item is more expensive but are not sure. When prompted by a friend to double-check the prices, they realise they misread the list and that the first item is actually cheaper. After confirming the correct prices, they make a more informed purchasing decision. • a person is listening to a spoken sports commentary about two football games. The commentator says Team A scored 5 goals in their game, and Team B scored 6 goals in theirs. When asked by a friend about the overall total, the person initially guesses 12 goals but realises, after checking the numbers, that the total is 11. This comparison helps them confirm the accuracy of their understanding based on the data provided. • a person listens to a spoken news report stating that a particular event happened in the morning. When a friend questions whether the information is correct, they discover that the event actually occurred in the afternoon according to a news update. After comparing the two versions, they conclude that the update news report contains the correct timing and adjust their understanding.

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Unit code and title	Checking the reasonableness
VU23780 Work with whole numbers in familiar and predictable situations	Checking the reasonableness of processes and outcomes in relation to the context. Examples may include but are not limited to: • a person tallies the number of boxes stored in two rooms. They add 7 boxes from one room to 8 boxes from another room and expect to get 15 boxes in total. To check the reasonableness of the outcome, they compare this number to their previous knowledge of how many boxes were stored to ensure the total matches their expectations. • a childcare worker distributes 10 pieces of fruit among 5 children. They divide 10 by 5 and expect each child to receive two pieces of fruit. To check the reasonableness of the outcome, they verify that each child received 2 pieces of fruit. If a child received more or less than 2 pieces of fruit, they would realise that the distribution was incorrect. • a gardener plants 3 rows of 4 plants each in a garden bed. They multiply 3 by 4 and expect 12 plants in total. To check the reasonableness of the outcome, they count the plants in each row and multiply again to ensure there are 12 plants. If they only count 10 or 14 plants in total, they might recheck the planting pattern to ensure it is correct.
VU23781 Work with fractions, decimals and percentages in familiar and predictable situations	Checking the reasonableness of processes and outcomes in relation to the context. Examples may include but are not limited to: • a person is planning a small party and adds the cost of snacks ($15.50), drinks ($10.75), and decorations ($8.25). They expect the total to be $34.50. To check the reasonableness of the outcome, they round the amounts to estimate a rough total: $15 + $11 + $8 = $34. If their actual total differs greatly from this estimation, they recheck their calculations to ensure no errors were made. • after paying $50 for groceries that cost $35, a customer expects change. To check the reasonableness of the change received, they subtract the cost of the groceries from the amount paid. If they receive only $10 instead of $15, they can question the outcome and discuss it with the cashier to resolve the discrepancy. • a customer buys 5 apples at $0.80 each. To check the reasonableness, they estimate: 5 × 1.00 is $5.00, so the total should be slightly less than that. If the cashier charges them $3.00 or $5.50, the customer can recognise that something went wrong in the calculation or pricing.

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Unit code and title	Checking the reasonableness
VU23782 Work with directions in familiar and predictable situations	Checking the reasonableness of processes and outcomes in relation to the context. Examples may include but are not limited to: • a person receives directions to walk to a nearby shop: "Walk for 2 blocks, turn left at the park, then walk 1 block and the shop is on your right." After turning left at the park, they expect the shop to be 1 block away. If, after walking 1 block, they do not see the shop, they check the reasonableness of the directions by considering whether they miscounted the blocks or turned at the wrong location, possibly leading them to retrace their steps or recheck the landmarks. • a person explains to a taxi driver how to reach their home: 'Turn left after the school, then go straight until you see a large tree. My house is the second one after the tree, on the right.' They check the reasonableness by visualising the route and confirming whether the school and tree are clear, easily recognisable landmarks. If they realise that the landmarks might be hard to spot, they offer an additional landmark or alternative step to make the instructions more reliable. • a driver is using a GPS to navigate to a delivery stop and the GPS tells them, "Turn left onto Oak Street." They notice that Oak Street is a one-way street going the opposite direction. To check the reasonableness of the GPS instructions, they realise that following the GPS as is would be dangerous and illegal. Instead, they ignore the GPS instruction and look for the next possible safe turn while continuing to follow the GPS route, checking the map view to see if the GPS reroutes them properly based on their new direction. They also reflect on whether the GPS has incorrect information about local roads.

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Unit code and title	Checking the reasonableness
VU23783 Work with measurement in familiar and predictable situations	Checking the reasonableness of processes and outcomes in relation to the context. Examples may include but are not limited to: • a person is roasting a chicken and the recipe specifies that the internal temperature should reach 75°C before it is safe to eat. They use a meat thermometer to check the temperature in the breast and thigh. To check the reasonableness of the measurement, they ensure the thermometer probe is inserted into the thickest part of the meat and not touching bone, which could give a false reading. If one area reads much lower than expected, they realise that the cooking process may need more time or adjustment. • a person is cutting a piece of fabric and measures 1 m using a tape measure. To check the reasonableness of the measurement, they ensure that the tape measure is fully extended and straight, not bent or twisted. They also double-check that they measured from the correct starting point. If the fabric looks too short or long compared to what they expected visually, they recheck their measurement to confirm accuracy. • a person is using a bus timetable that says the bus will arrive at 3:15 pm. The time is 3:14 pm and they don't see the bus approaching. To check the reasonableness, they check for delays or road conditions that could affect the bus's arrival and recheck the bus timetable to ensure that they have not misunderstood the schedule.

Unit code and title	Checking the reasonableness
VU23784 Work with shape in familiar and predictable situations	Checking the reasonableness of processes and outcomes in relation to the context. Examples may include but are not limited to: - a person is packing boxes for moving and needs to decide which objects will fit best in each box. They identify objects as either rectangular (books, laptops) or irregularly shaped (decorative items, plants). To check the reasonableness of their choices, they visually assess whether rectangular objects will stack neatly together, while irregular objects need extra padding to fit. If they try to pack a large round vase with rectangular items, they might realise it doesn't fit as expected and adjust their packing strategy. - a person organises their bookshelf by the shape of the books: tall and narrow books, short and wide books, and square-shaped books. To check the reasonableness of this process, they visually assess how well the books fit together on the shelf. If a book is taller than others in its group or does not match the overall pattern of its shape category, they may adjust its position to ensure the bookshelf looks neat and balanced based on the shape and size of the books. - when trying on eyeglasses, a person notices that the shape of the nose bridge varies between frames: some have a wide, flat bridge, while others have a narrower, arched bridge. To check the reasonableness of the fit, they ensure that the bridge sits comfortably on their nose without pinching or leaving gaps. If the shape of the bridge does not conform well to the shape of their nose, they reconsider whether that pair of glasses is suitable and look for a different shape.

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Unit code and title	Checking the reasonableness
VU23785 Work with statistics in familiar and predictable situations	Checking the reasonableness of processes and outcomes in relation to the context. Examples may include but are not limited to: • a retail assistant is creating a bar chart to display the weekly sales of four different products. After constructing the chart, they check the reasonableness of the data representation by comparing the bar heights to the actual sales figures. For example, if the chart shows that Product A had the highest sales, but the retail assistant recalls that Product B was the top seller that week, they double-check the sales numbers to ensure the bars accurately reflect the data. If needed, they adjust the chart to ensure the sales figures are represented correctly. • a person tracks their daily steps for a month and organises the data into a table. To check the reasonableness of the data, they arrange the step counts in ascending order to spot any inconsistencies. If one day's step count seems drastically higher or lower than the others (e.g., 20,000 steps on a day when they stayed home), they reflect on the activities that day and double-check their tracking device to ensure the data is accurate. • a sports article reports that one team scored 200 points in a recent Australian Rules Football match. The reader, familiar with typical AFL scores thinks that this is unusually high. To check the reasonableness of the score, they reflect on whether the match was particularly one-sided or affected by team injuries.

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Appendix 2: Numeracy units

The following provides some additional examples of oral language to support delivery and assessment for the identified numeracy units.

Unit code and title	Oral language
VU23763 Work with numbers in highly familiar situations	Oral language must be common, everyday and informal, and must include but is not limited to: • language related to numbers, such as: o one, two, three etc. o ten, twenty, thirty etc. o one hundred, two hundred, three hundred etc. o half o place value • language related to comparing, such as: o more o less o equal o the same as o bigger o smaller • language related to addition and subtraction, such as: o plus o Minus.
VU23764 Work with money in highly familiar situations	Oral language must be common, everyday and informal, and must include but is not limited to: • language related to money, such as: o dollars o cents o price o cost o change • language related to comparing, such as: o more o less

Unit code and title	Oral language
	- the same as - equal - more expensive - cheaper - language related to addition and subtraction, such as: - plus - minus.
VU23765 Work with directions in highly familiar situations	Oral language must be common, everyday and informal, and must include but is not limited to: - left - right - here - there.
VU23766 Work with measurement in highly familiar situations	Oral language must be common, every day and informal, and must include but is not limited to: - language related to length, such as: - shorter - taller - longer - thinner - thicker - language related to weight, such as: - heavier - lighter - the same as - language related to volume, such as: - more - less - smaller - bigger - language related to time, such as: - minutes - hours

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Unit code and title	Oral language

	o days
	    o weeks
	    o months
	    o years
	    o am
	    o pm
	    o half past
	    o today
	    o tomorrow
	    o yesterday
	    o morning
	    o afternoon
	    o before
	    o after
	• language related to temperature, such as:
	    o colder
	    o hotter.

VU23767 Work with shape in highly familiar situations	Oral language must be common, everyday and informal, and must include but is not limited to:
	• language related to size comparison, such as:
	    o shorter
	    o taller
	    o bigger
	    o smaller
	    o longer
	    o thicker
	    o thinner
	    o the same as
	• language related to shape, such as:
	    o straight
	    o round
	    o curved
	    o triangle

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Unit code and title	Oral language
	o square o circle.

VU23768 Work with data in highly familiar situations	Oral language must be common, everyday and informal, and must include but is not limited to:
	
	• language related to data comparison, such as:
	
	    o smaller
	
	    o bigger
	
	    o more
	
	    o less
	
	    o the same as
	
	• language related to tables and charts, such as:
	
	    o table
	
	    o row
	
	    o column
	
	    o chart
	
	    o graph.

VU23780 Work with whole numbers in familiar and predictable situations	Oral language must be mainly informal and some formal language, and must include but is not limited to language related to:
	
	• whole numbers, such as:
	
	    o a couple (such as I can bring a couple of books)
	
	    o a few (such as I have got a few things to do)
	
	    o lots (such as there will be lots of people)
	
	    o a handful (such as only a handful of people showed up)
	
	    o one thousand, two thousand etc.
	
	• adding whole numbers, such as:
	
	    o and (such as we had coffee and a cake)
	
	    o plus (such as we need to buy eggs plus milk, two plus three equals five)
	
	    o add on (such as the meal comes with chips and you can add on a salad)
	
	    o add (such as add two and four to get six)

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Unit code and title	Oral language
	- adds up to (such as two plus three adds up to five) - added (such as two added to four equals six) **subtracting whole numbers, such as:** - take away (such as if you take away four from ten, you get six) - minus (such as there were twenty guests minus the two who couldn't make it, five minus three equals two) - less (such as I invited five people and three came, so it was two less) - subtract (such as subtract two from ten and get eight) - subtracted (such as two subtracted from ten equals eight) - difference (such as the difference between five and three is two) **multiplying whole numbers, such as:** - times (such as four times five is twenty) - double (such as we must double the number of staff) - multiple (such as we visited multiple times) - multiply (such as multiply two and three and get six) - multiplied (such as two multiplied by three equals six) **dividing whole numbers, such as:** - split (such as split into two groups) - cut up (such as cut up the cake into eight pieces) - halve (such as halve the sweets so we can both have an equal share) - quarter (such as quarter the apples) - divide up (such as we can divide up the work between us) - divide (such as divide ten by five to get two)

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Unit code and title	Oral language

	o divided (such as ten divided by five equals two)
	 • equivalence of whole numbers, such as:
	   o makes (such as ten plus twenty makes thirty)
	   o is (such as the total is twenty)
	   o equals (such as two plus three equals five)
	 • estimating whole numbers:
	   o about (such as it is about five people per group)
	   o nearly (such as it is nearly two servings for each person)
	   o close to (such as it is close to two hundred people)
	   o just about (such as the cinema is just about full)
	   o roughly (such as there are roughly twenty items available).

VU23781 Work with fractions, decimals and percentages in familiar and predictable situations	Oral language must be mainly informal and some formal language, and must include but is not limited to language related to:
	 • fractions and percentages, such as:
	   o slice of (such as he ate a slice of pie)
	   o bit (such as she got a bit of a pay rise)
	   o split (such as they split the bill)
	   o most of (such as he ate most of the cake)
	   o fraction
	   o quarter
	   o tenth
	   o percent
	   o percentage
	 • decimals, such as:
	   o just over and just under (such as the price was just over $20)

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Unit code and title	Oral language
	○ about (such as the price of petrol was about $2) ○ something point something (such as the café has a rating of 4 point something) ○ decimal ○ point - money, such as: ○ cash ○ dollars ○ cents ○ price ○ cost ○ change ○ spend ○ save ○ pay ○ sale ○ discount - comparing fractions, decimals and percentages, such as: ○ equal ○ the same as ○ bigger ○ smaller - adding money amounts, such as: ○ and (such as we paid five dollars for coffee and eight dollars for a cake) ○ plus (such as we need to pay six dollars for eggs plus three dollars for milk, two dollars plus three dollars equals five dollars) ○ add on (such as the meal is ten dollars and you can add on a salad for five dollars) ○ throw in (such as pay cash and I will throw in free delivery)

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Unit code and title	Oral language
	○ add (such as add two dollars and four dollars to get six dollars) ○ adds up to (such as two dollars plus three dollars adds up to five dollars) ○ added (such as two dollars added to four dollars equals six dollars) • subtracting money amounts, such as: ○ take away (such as if you take away four dollars from ten dollars, you get six dollars change) ○ minus (such as it cost twenty dollars each minus a two dollar discount) ○ less (such as I saved one hundred dollars less than I wanted to) ○ subtract (such as subtract two dollars from ten dollars and get eight dollars change) ○ subtracted (such as two dollars subtracted from ten dollars equals eight dollars change) ○ difference (such as the difference between five dollars and three dollars is two dollars) • multiplying money amounts, such as: ○ times (such as four times five dollars is twenty dollars) ○ double (such as we must pay double the price) ○ multiply (such as multiply two dollars by three and get six dollars) ○ multiplied (such as two dollars multiplied by three equals six dollars) • dividing money amounts, such as: ○ split (such as split the bill) ○ divide up (such as divide up the bill) ○ divide (such as divide ten dollars by five to get two dollars) ○ divided (such as ten dollars divided by five equals two dollars)

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Unit code and title	Oral language

	• equivalence of money amounts, such as:
	    o makes (such as ten dollars plus twenty dollars makes thirty dollars)
	    o is (such as the total is twenty dollars)
	    o equals (such as two dollars plus three dollars equals five dollars)
	• estimation of money amounts, such as:
	    o about (such as it is about five dollars per person)
	    o nearly (such as it is nearly ten dollars for a ticket)
	    o close to (such as the total bill is close to two hundred dollars)
	    o just about (such as I have saved just about enough money)
	    o roughly (such as they cost roughly $20 each).

VU23782 Work with directions in familiar and predictable situations	Oral language must be mainly informal and some formal language, and must include but is not limited to language related to:
	• position, such as:
	    o start
	    o end
	    o finish
	    o opposite
	    o inside
	    o outside
	    o on the corner
	    o next to
	    o between
	    o over
	    o under
	    o in front of
	    o behind
	    o first
	    o second

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Unit code and title	Oral language

	o simple map coordinates (such as A2)
	• direction, such as:
	       o north
	       o south
	       o east
	       o west
	       o clockwise
	       o anti-clockwise
	       o left
	       o right
	       o up
	       o down
	       o turn
	       o straight
	       o straight ahead
	• distance, such as:
	       o close to
	       o near to
	       o far from.

VU23783 Work with measurement in familiar and predictable situations	Oral language must be mainly informal and some formal language, and must include but is not limited to language related to:
	• linear dimensions, such as:
	       o length
	       o height
	       o width
	       o thickness
	       o long
	       o short
	       o centimetre
	       o metre
	       o kilometre
	       o ruler

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Unit code and title	Oral language

	o tape measure
	
	 • weight, such as:
	   o gram
	   o kilogram
	   o kilo
	   o scales
	
	 • capacity and volume, such as:
	   o capacity
	   o volume
	   o millilitre
	   o litre
	   o mil
	   o teaspoon
	   o tablespoon
	   o cup
	   o measuring jug
	   o empty
	   o full
	
	 • time, such as:
	   o o'clock
	   o noon
	   o midnight
	   o half past
	   o quarter to
	   o quarter past
	   o last week, last month and last year
	   o this week, this month and this year
	   o next week, next month and next year
	
	 • temperature, such as:
	   o degrees
	   o Celsius
	   o thermometer
	
	 • estimating measurement, such as:

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Unit code and title	Oral language
	- o about (such as it is about five kilos) - o nearly (such as it is nearly 20 degrees) - o close to (such as it is close to three metres) - o just about (such as it is just about 3 hours long) - o roughly (such as there are roughly five litres remaining) - o double (such as it is about double the size) - o half (such as it is about half the size) - ordering, such as: - o first - o second - o third - o before - o after - o smaller - o bigger - o earlier - o sooner - o later - o lighter - o heavier - o thinner - o thicker - o shorter - o taller - o colder - o hotter - o the same as - o less than - o more than - grouping, such as: - o small and large

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Unit code and title	Oral language
	o light and heavy o cold and hot o short and long.

VU23784 Work with shape in familiar and predictable situations	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, such as:
	
	    o circle
	
	    o round
	
	    o curve
	
	    o corner
	
	    o point
	
	    o straight
	
	    o triangle
	
	    o square
	
	    o rectangle
	
	    o sphere
	
	    o cube
	
	    o box
	
	    o side
	
	    o flat
	
	• ordering shapes, such as:
	
	    o first
	
	    o second
	
	    o third
	
	    o before
	
	    o after
	
	    o smaller
	
	    o bigger
	
	• grouping shapes, such as:
	
	    o small and large
	
	    o 2D and 3D.

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Unit code and title	Oral language

VU23785 Work with statistics in familiar and predictable situations	Oral language must be mainly informal and some formal language, and must include but is not limited to language related to:
	
	• ordering data, such as:
	   o first
	   o second
	   o third
	   o middle
	   o before
	   o after
	   o smaller
	   o bigger
	   o highest
	   o lowest
	   o most
	   o least
	   o maximum
	   o minimum
	• tables, such as:
	   o title
	   o row
	   o column
	   o box
	   o header
	• charts, such as:
	   o title
	   o axis
	   o bar
	   o line
	   o pie
	   o scale
	   o point
	   o chart
	   o graph.

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Unit code and title	Oral language

VU23804 Work with numbers in familiar and some less familiar situations	Oral language must be informal and formal language, and must include but is not limited to language related to:
	
	• numbers, such as:
	    o whole number
	    o fraction
	    o numerator
	    o denominator
	    o decimal
	    o decimal place
	    o percentage
	    o percent
	• problem solving, such as:
	    o calculate
	    o order of operations
	    o add
	    o addition
	    o subtract
	    o subtraction
	    o multiply
	    o multiplication
	    o divide
	    o division
	    o equals
	    o equivalent to
	    o convert
	• estimating numbers, such as:
	    o round
	    o rounding
	    o estimate
	    o approximate.

VU23805 Work with and interpret directions in familiar and some less familiar situations	Oral language must be informal and formal language, and must include but is not limited to language related to: • position, such as:

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Unit code and title	Oral language
	- o direction - o location - o destination - o shortcut - o (A,12) • direction, such as - o north east - o south east - o north west - o south west - o quarter turn - o half turn.
VU23806 Work with measurement in familiar and some less familiar situations	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.
VU23807 Work with and interpret statistical information in familiar and some less familiar situations	Oral language must be informal and formal language, and must include but is not limited to language related to: • collecting, organising and representing data, such as: - o maximum - o minimum

Unit code and title	Oral language

	○ same as
	
	    ○ increasing
	
	    ○ decreasing
	
	    ○ constant
	
	    ○ changing
	
	    ○ horizontal axis
	
	    ○ vertical axis
	
	    ○ variable
	
	    ○ scale
	
	• probability, such as:
	
	    ○ certain
	
	    ○ likely
	
	    ○ impossible
	
	    ○ risk.

VU23808 Work with shape and angle in familiar and some less familiar situations	Oral language must be informal and formal language, and must include but is not limited to language related to:
	
	• shape and angle, such as:
	
	    ○ rectangle
	
	    ○ square
	
	    ○ triangle
	
	    ○ circle
	
	    ○ sphere
	
	    ○ cube
	
	    ○ cylinder
	
	    ○ pyramid
	
	    ○ box
	
	    ○ globe
	
	    ○ horizontal
	
	    ○ vertical
	
	    ○ diagonal
	
	    ○ parallel
	
	    ○ side
	
	    ○ edge

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Unit code and title	Oral language
	- corner - face - curve - crescent - star - oval - heart - right angle - rotate - turn 2D 3D.
VU23828 Work with measurement and geometry in less familiar situations	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.
VU23829 Work with statistics and probability in less familiar situations	Oral and written language must include informal and formal language including some specialised language, such as: - mean - average - median

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Unit code and title	Oral language
	• mode • range • interquartile range • probability • sample • population • skew • maximum • minimum • slope • constant • above average • below average • fluctuating.
VU23830 Work with number and algebra in less familiar situations	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)

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Unit code and title	Oral language
	• variable • formula • algebra • trial and error.
VU23847 Work with number and algebra in specialised situations	Oral and written language must include but is not limited to specialised mathematical and general language related to number and algebra.
VU23848 Work with measurement and geometry in specialised situations	Oral and written language must include but is not limited to specialised mathematical and general language related to measurement and geometry.
VU23849 Work with statistics and probability in specialised situations	Oral and written language must include but is not limited to specialised mathematical and general language related to statistics and probability.

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