

**22693VIC Course in Initial Adult Literacy and
Numeracy**
**22694VIC Certificate I in Initial Adult Literacy and
Numeracy**

Version 1: 10 April 2025

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

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

Version History:		Date
Version 1.1	Edit contact details	26 February 2026
Version 1	Initial release approved to commence from 1 July 2025	10 April 2025

Table of contents

Section A – Copyright and course classification information	1
1. Copyright owner of the course	1
2. Address	1
3. Type of submission	1
4. Copyright acknowledgement.....	1
5. Licensing and franchise	2
6. Course accrediting body	3
7. AVETMISS information	3
8. Period of accreditation	3
Section B – Course information	4
1. Nomenclature.....	4
1.1 Name of the qualification.....	4
1.2 Nominal duration of the course	4
2. Vocational or educational outcomes.....	4
2.1 Outcome(s) of the course.....	4
2.2 Course description	4
3. Development of the course.....	5
3.1 Industry, education, legislative, enterprise or community needs.....	5
3.2 Review for re-accreditation.....	7
4. Course outcomes	11
4.1 Qualification level.....	11
4.2 Foundation skills	11
4.3 Recognition given to the course (if applicable)	12
4.4 Licensing/regulatory requirements (if applicable)	12
5. Course rules.....	13
5.1 Course structure	13
5.2 Entry requirements.....	17
6. Assessment.....	17
6.1 Assessment strategy.....	17
6.2 Assessor competencies	18
7. Delivery	20
7.1 Delivery modes	20
7.2 Resources.....	20
8. Pathways and articulation.....	21
9. Ongoing monitoring and evaluation	22
Section C – Units of competency	22

Section A – Copyright and course classification information

<p>1. Copyright owner of the course</p>	<p>Copyright of this material is held by the Department of Jobs, Skills, Industry and Regions, Victoria; and managed by the Victorian Skills Authority.</p> <p>© State of Victoria (Department of Jobs, Skills, Industry and Regions) 2025</p>
<p>2. Address</p>	<p>Deputy CEO</p> <p>Victorian Skills Authority Department of Jobs, Skills, Industries and Regions (DJSIR) GPO Box 4509 MELBOURNE VIC 3001</p> <p>Organisational contact</p> <p>Manager, National Systems Engagement & Reform Unit Engagement & Reform Branch Victorian Skills Authority Department of Jobs, Skills, Industries and Regions (DJSIR) Email: course.enquiry@djsir.vic.gov.au</p> <p>Day-to-day contact:</p> <p>Digital, Manufacturing, Public and Business Services</p> <p>Specialist Adviser: Vocational Qualification & Skill Reform service cmmservices@chisholm.edu.au</p>
<p>3. Type of submission</p>	<p>This submission is for re-accreditation of 22554VIC Course in Initial Adult Literacy and Numeracy and 22555VIC Certificate I in Initial Adult Literacy and Numeracy</p>
<p>4. Copyright acknowledgement</p>	<p>The following units of competency</p> <ul style="list-style-type: none"> • VU23246 Complete forms • VU23236 Recognise and interpret safety signs and symbols <p>have been imported from the 22604VIC Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathways</p> <p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Jobs, Skills, Industry and Regions) 2022</p> <p>This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence (see Creative Commons for more</p>

	<p>information.)</p> <p>The following unit/s of competency:</p> <ul style="list-style-type: none"> • VU23753 Develop strategies for learning • VU23755 Engage with short simple texts for learning purposes • VU23760 Create short simple texts for learning purposes <p>have been imported from the 22688VIC Course in Initial General Education for Adults</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> • VU23792 Identify and use common digital devices <p>has been imported from the 22689VIC Certificate I in General Education for Adults (Introductory)</p> <p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Jobs, Skills, Industry and Regions 2025</p> <p>This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence (see Creative Commons for more information.)</p>
<p>5. Licensing and franchise</p>	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Jobs, Skills, Industry and Regions) 2024.</p> <p>This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence (see Creative Commons for more information).</p> <p>You are free to re-use the work under that licence, on the condition that you credit the State of Victoria (Department of Jobs, Skills, Industry and Regions), provide a link to the licence, indicate if changes were made, and comply with all other licence terms. You must not distribute modified material. Request for other use should be addressed to:</p> <p>Request for other use should be addressed to:</p> <p>Manager, National Systems Engagement & Reform Unit Engagement & Reform Branch Victorian Skills Authority Department of Jobs, Skills, Industries and Regions (DJSIR) <i>Email: course.enquiry@djsir.vic.gov.au</i></p>

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

Section B – Course information

1. Nomenclature	Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses
1.1 Name of the qualification	22693VIC Course in Initial Adult Literacy and Numeracy 22694VIC Certificate I in Initial Adult Literacy and Numeracy
1.2 Nominal duration of the course	Course in Initial Adult Literacy and Numeracy: 245 - 360 hours Certificate I in Initial Adult Literacy and Numeracy: 215 – 605 hours
2. Vocational or educational outcomes	Standard 5.1 AQTF 2021 Standards for Accredited Courses
2.1 Outcome(s) of the course	<p>The Course in Initial Adult Literacy and Numeracy provides participants with the following education outcomes:</p> <ul style="list-style-type: none"> • Developing beginning skills in: <ul style="list-style-type: none"> ○ reading and writing simple words related to own everyday needs ○ communicating information using simple words or pictures ○ communicating simple numerical information related to immediate needs including whole numbers, time and money. <p>The Certificate I in Initial Adult Literacy and Numeracy provides participants with the following education outcomes:</p> <ul style="list-style-type: none"> • Progressive development of skills in: <ul style="list-style-type: none"> ○ reading and writing simple phrases and sentences ○ communicating orally using simple phrases and sentences ○ using simple numerical concepts including whole numbers, subtraction and addition and linear and liquid measures.
2.2 Course description	<p>The Course in Initial Adult Literacy and Numeracy supports the development of beginning skills in reading, writing and numeracy to enable learners with significant cognitive disability or impairment to begin to participate in community engagement and to meet basic everyday needs.</p> <p>The Certificate I in Initial Adult Literacy and Numeracy provides learning options and pathways for adults with intellectual disability who want to improve their literacy and numeracy skills to meet their everyday needs. This includes participating in the community, meeting daily living needs or accessing further learning.</p>

3. Development of the course	Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses
<p>3.1 Industry, education, legislative, enterprise or community needs</p>	<p>Evidence to support the need for these courses comes from a number of sources. Both courses support and align with key priorities and directions in both Commonwealth and Victorian disability plans and strategies. The Commonwealth’s Disability Strategy 2021 – 2031¹ focuses on a number of education and learning outcomes for people with disability. The courses also support the Victorian State Disability Plan 2022-26². One of the key priority areas is ensuring learners with disability have access to training and job-based education. There is also a policy priority focus on pathways and accessibility to further education and training for people with disability.</p> <p>The Victorian Skills Plan for 2023 into 2024³ includes an Action (Action 15) to Improve opportunities for Victorians with disability as part of a broader goal to Lift participation in education and training. In addition , the Victorian Skills Authority recognises the need for these courses through the provision of funding for their reaccreditation.</p> <p>Disability peak bodies advocate to strengthen and promote the human rights of people with intellectual disability, including in the area of education and employment. They support the value of these courses in promoting inclusion and opportunity for learners with intellectual disability.</p> <p>VALID is the Victorian peak advocacy organisation for adults with intellectual disability. It supports the need for these courses as they align with the organisation’s aims and values. Both courses are included in the Victorian Statewide Advisory Group’s suite of courses to support learners to participate in learning and personal development. The group supports the accreditation of these courses as part of its representation of learner interests and the provision of vital support for learners with intellectual disability.</p> <p>Literacy and numeracy skills have a central role in the lives of people with intellectual disability. Research has shown that these skills significantly enhance quality of life for these individuals (Moni, Jobling 2000, 2001, 2011, Erikson 2005,). Ongoing development of literacy and numeracy skills builds the capacity of individuals with intellectual disabilities to engage in a range of meaningful multimodal texts through the development of reading, writing and oracy and contributes to the development of problem solving and social networks to negotiate daily</p>

¹: Commonwealth of Australia (Department of Social Services) 2021

² Victorian Government (Department of Families, Fairness and Housing) 2022: Inclusive Victoria: state disability plan (2022–2026)

³ State of Victoria Department of Jobs, Skills, Industry and Regions Victorian Skills Authority 2023: Victorian Skills Plan for 2023 into 2024

life in the community.

Gaunt, Visnovska and Moni (2019)⁴ identify the potential for continuing learning of adults with intellectual disability (ID) and how this learning can be proactively supported resulting in increased independence of learners which can significantly enhance quality of their lives. The findings of a longitudinal study into post-school literacy learning outcomes for young adults with intellectual disabilities (Moni, Jobling, Baffour, 2018)⁵ concluded that there is strong support for providing ongoing opportunities for literacy learning for young adults with intellectual disabilities as these opportunities for learning provide evidence of progress in literacy development (pg.164).

A number of activities were undertaken to establish the current and projected need for each course and included:

- analysis of enrolment data for the period 2020-2024
- desktop review of literature
- focus group discussion with the Statewide Advisory Group
- analysis of feedback from individual providers
- consideration of recommendations from the mid cycle review of the courses.

Target group

Both courses are for post compulsory school age learners with varying degrees of permanent cognitive and / or intellectual disability and whose disability may be accompanied by other complex conditions which inhibit access to education, training and employment. Learners will have a range of educational experiences and may include:

- younger learners with permanent cognitive and/or intellectual disability aged from 17 years of age
- learners from Special Schools or Special Developmental Schools(SDS)
- learners with permanent cognitive and/or intellectual disability from mainstream schools who have accessed integration support
- older mature aged learners with permanent cognitive and/or intellectual disability
- learners with permanent cognitive and/or intellectual disability accessing learning and support after lengthy periods at home with parents or carers.

The reaccreditation of these courses was guided by a Project Steering

⁴ Designing individual goals to enhance the numeracy of adults with intellectual disabilities:2019 Gaunt,L Moni,K, Visnovska J

⁵ Moni, K., Jobling, A., & Baffour, B. (2018). Literacy Learning Outcomes in a Longitudinal Study of a Postschool Literacy Education Program for Young Adults with Intellectual Disabilities. *Journal of Policy and Practice in Intellectual Disabilities*, 15(2), 155-165.

Committee(PSC) who provided advice on and validated the skills and knowledge requirements for each course. PSC members were as follows:

Martin Chua (Chair)	Latrobe Lifeskills
Zoe Broadway	Victorian Advocacy League for Individuals with Disability (VALID)
Paula Kilgallon	Down Syndrome Victoria
Archana (Archie) Kadam	Inclusion Training (Inclusion Melbourne)
Kathy Kondekas	Statewide Advisory Group (SWAG)
Sarah Gibson	Avenue Neighbourhood House @ Eley (Learn Local)
Pam Mahlis	Victorian Adult Literacy and Basic Education Council (VALBEC) representative

These courses:

- do not duplicate, by title or coverage, the outcomes of an endorsed training package qualification
- are not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set
- do not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification
- do not comprise units that duplicate units of competency of a training package qualification.

3.2 Review for re- accreditation

The review and redevelopment of the Course in Initial Adult Literacy and Numeracy and the Certificate I in Initial Adult Literacy and Numeracy was based on the outcomes of a mid-cycle review and ongoing monitoring of the courses. This included ongoing consultation with providers through the Statewide Advisory Group to ensure both courses continue to meet the literacy and numeracy needs of learners with intellectual disability. Feedback noted that both courses provided the opportunity to develop responsive programs for diverse learners through the flexible selection of units and the scope of course coverage. It was also noted that units from both courses provided pathways into other courses such as the Certificate I in Transition Education and the Certificate I in Work Education. This feedback has been acknowledged in this reaccreditation by maintaining the current course structures and skills and knowledge coverage. This coverage has been extended by the introduction of a new unit on digital literacy in the Course in Initial Adult Literacy and Numeracy.

Enrolment data

According to the national register, Training.gov.au, there are 12 providers with the 22554VIC Course in Initial Adult Literacy and Numeracy on their scope of registration and 10 of these had active enrolments between 2020 and 2024. There are 17 providers with the 22555VIC Certificate I in Initial Adult Literacy and Numeracy on their scope of registration and 15 of these had active enrolments between 2020 and 2024. The progressive data for 2024 for both courses represents Government Funded enrolments and suggests a consistent and stable trend in enrolments with the Course in Initial Adult Literacy and Numeracy showing an upward trend in demand. Both courses are also delivered in South Australia.

Government funded	2021	2022	2023	2024*
22554VIC Course in Initial Adult Literacy and Numeracy	76	88	124	156*
22555VIC Certificate I in Initial Adult Literacy and Numeracy	272	250	244	192*

Source: Department of Jobs, Skills, Industry and Regions (* as of May 2024)

22693VIC Course in Initial Adult Literacy and Numeracy supersedes and is equivalent to 22554VIC Course in Initial Adult Literacy and Numeracy

22694VIC Certificate I in Initial Adult Literacy and Numeracy supersedes and is equivalent to 22555VIC Certificate I in Initial Adult Literacy and Numeracy

Current Code and Title	Superseded Code and Title	Relationship
VU23854 Recognise and use letters of the alphabet	VU22892 Recognise and use letters of the alphabet	Equivalent
VU23855 Recognise pictures and symbols	VU22896 Recognise pictures and symbols	Equivalent
VU23856 Read extremely simple words	VU22897 Read simple words	Equivalent
VU23857 Communicate using pictures and symbols	VU22898 Communicate using pictures and symbols	Equivalent
VU23858 Write extremely simple words	VU22899 Write simple words	Equivalent

VU23859 Communicate orally using extremely simple words	VU22900 Communicate orally using simple words	Equivalent
VU23860 Recognise and use everyday digital devices		New unit in this course
VU23861 Recognise and use whole numbers up to 20	VU22901 Recognise and use whole numbers up to 20	Equivalent
VU23862 Recognise and use 2 digit whole numbers	VU22902 Recognise and use 2 digit whole numbers from 21	Equivalent
VU23873 Recognise and use 3 digit whole numbers up to 200	VU22903 Recognise and use 3 digit whole numbers up to 200	Equivalent
VU23863 Recognise and use time	VU22904 Recognise and use time	Equivalent
VU23864 Recognise monetary amounts	VU22905 Recognise coins and notes	Equivalent
VU23865 Recognise and use basic mathematical symbols and processes	VU22906 Identify and use basic mathematical symbols and processes	Equivalent
VU23866 Read simple phrases	VU22907 Read simple phrases	Equivalent
VU23867 Write simple phrases	VU22908 Write simple phrases	Equivalent
VU23868 Communicate orally using simple phrases	VU22909 Communicate orally using simple phrases	Equivalent
VU23869 Read simple sentences	VU22910 Read simple sentences	Equivalent
VU23870 Write simple sentences	VU22911 Write simple sentences	Equivalent
VU23871 Communicate orally using simple sentences	VU22912 Communicate orally using simple sentences	Equivalent

VU23872 Give and follow simple directions	VU22913 Give and follow simple directions	Equivalent
VU23874 Identify and use simple fractions	VU22914 Recognise and use simple fractions	Equivalent
VU23875 Count and use numbers up to 100	VU22915 Count and use numbers up to 100	Equivalent
VU23876 Use simple multiples up to 100	VU22916 Use simple multiples up to 100	Equivalent
	VU22917 Use simple multiples up to 1000	Unit deleted from course
VU23877 Use simple metric weights	VU22918 Use simple metric weights	Equivalent
VU23878 Use simple liquid measures	VU22919 Use simple liquid measures	Equivalent
VU23879 Use simple linear measures	VU22920 Use simple linear measures	Equivalent
VU23880 Work with money	VU22921 Use coins and notes	Equivalent
VU23881 Use simple addition skills	VU22922 Use simple addition skills	Equivalent
VU23882 Use simple subtraction skills	VU22923 Use simple subtraction skills	Equivalent
VU23246 Complete forms	VU22109 Complete forms	Equivalent
VU23236 Recognise and interpret safety signs and symbols	VU22099 Recognise and interpret safety signs and symbols	Equivalent
VU23753 Develop strategies for learning	VU22342 Identify learning objectives	Not equivalent
VU23755 Engage with short simple texts for learning purposes	VU22344 Engage with short simple texts for learning purposes	Equivalent

	VU23760 Create short simple texts for learning purposes	VU22349 Create short simple texts for learning purposes	Equivalent
	VU23792 Identify and use common digital devices		Newly imported

4. Course outcomes	Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses
4.1 Qualification level	<p>The 22693VIC Course in Initial Adult Literacy and Numeracy meets an identified community need but does not have the breadth, depth or volume of learning of a qualification.</p> <p>The outcomes of the Certificate I in Initial Adult Literacy and Numeracy are consistent with Australian Qualifications Framework (AQF) Level 1. The certificate develops the skills and knowledge for further learning and application within highly structured, familiar and personally relevant and routine contexts through:</p> <p>Developing knowledge of strategies to:</p> <ul style="list-style-type: none"> • read and make meaning of words, phrases and sentences and / or • convey personally relevant information orally and / or • write words, phrases and sentences • recognise and count whole number figures and / or • estimate measures of length and / or weight and / or liquids. <p>Developing skills to:</p> <ul style="list-style-type: none"> • read and write words, phrases and sentences and / or • communicate orally using words, phrases and sentences and / or • use numerical information related to time, money and / or measure of length, weight or liquids. <p>Application of skills and knowledge in highly structured, familiar and personally relevant contexts.</p> <p>The volume of learning for a Certificate I level qualification is typically between 0.5 and 1 year and incorporates structured training delivery and opportunities for practice and reinforcement of skills. This may include:</p> <ul style="list-style-type: none"> • highly structured training activities to develop reading, writing and numeracy knowledge and skills at ACSF Level 1 to enable more effective participation in everyday activities relevant to the learner • identifying simple learning objectives over time to enable own needs to be met.
4.2 Foundation skills	<p>A summary of the Foundation Skills for this qualification can be found in Appendix A. The foundation skill facets described here are broad requirements that may vary depending on qualification packaging.</p> <p>Foundation skills essential to performance and not explicit in the</p>

	performance criteria are also detailed in each unit of competency within this course.
4.3 Recognition given to the course (if applicable)	N/A
4.4 Licensing/regulatory requirements (if applicable)	N/A

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

To achieve a Statement of Attainment for 22693VIC Course in Initial Adult Literacy and Numeracy, the learner must successfully complete a total of 7 units comprising:

- 2 literacy units from the following literacy unit list
- 2 numeracy units from the following numeracy unit list
- 3 literacy and / or numeracy units from the following literacy and numeracy lists that have not previously been completed.

Where the full course is not completed, a VET Statement of Attainment will be issued for each unit successfully completed.

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

Literacy units

VU23854	Recognise and use letters of the alphabet	120103	Nil	40
VU23855	Recognise pictures and symbols	120103	Nil	40
VU23856	Read extremely simple words	120103	Nil	80
VU23857	Communicate using pictures and symbols	120103	Nil	40
VU23858	Write extremely simple words	120103	Nil	80
VU23859	Communicate orally using extremely simple words	120103	Nil	40
VU23860	Recognise and use everyday digital devices	120199	Nil	40

Numeracy units

VU23861	Recognise and use whole numbers up to 20	120103	Nil	30
VU23862	Recognise and use 2 digit whole numbers	120103	Nil	30

VU23863	Recognise and use time	120103	Nil	40
VU23864	Recognise monetary amounts	120103	Nil	40
VU23865	Recognise and use basic mathematical symbols and processes	120103	Nil	25
Total nominal hours			245 - 360	

1. Course rules	Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited Courses
5.1 Course structure	<p>To achieve the award of 22694VIC Certificate I in Initial Adult Literacy and Numeracy, the learner must successfully complete 11 units comprising:</p> <ul style="list-style-type: none"> • 3 literacy units from the following literacy units list • 3 numeracy units from the following numeracy units list • 5 literacy and / or numeracy units from the following literacy and numeracy lists that have not previously been completed. <p>Where the full course is not completed, a VET Statement of Attainment will be issued for each unit successfully completed.</p>

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

Literacy units

VU23866	Read simple phrases	120103	Nil	85
VU23867	Write simple phrases	120103	Nil	85
VU23868	Communicate orally using simple phrases	120103	Nil	80
VU23869	Read simple sentences	120103	Nil	70
VU23870	Write simple sentences	120103	Nil	70
VU23871	Communicate orally using simple sentences	120103	Nil	35
VU23872	Give and follow simple directions	120103	Nil	25
VU23246	Complete forms	120103	Nil	20
VU23755	Engage with short simple texts for learning purposes	120103	Nil	20
VU23753	Develop strategies for learning	120103	Nil	20
VU23760	Create short simple texts for learning purposes	120103	Nil	15

OFFICIAL



VU23236	Recognise and interpret safety signs and symbols	120103	Nil	10
VU23792	Identify and use common digital devices	120199	Nil	20

Numeracy units

VU23873	Recognise and use 3 digit whole numbers up to 200	120103	Nil	20
VU23874	Identify and use simple fractions	120103	Nil	20
VU23875	Count and use numbers up to 100	120103	Nil	20
VU23876	Use simple multiples up to 100	120103	Nil	50
VU23877	Use simple metric weights	120103	Nil	25
VU23878	Use simple liquid measures	120103	Nil	25
VU23879	Use simple linear measures	120103	Nil	25
VU23880	Work with money	120103	Nil	25
VU23881	Use simple addition skills	120103	Nil	40
VU23882	Use simple subtraction skills	120103	Nil	40
Total nominal hours			215 - 605	

Standard 5.11 AQTF 2021 Standards for Accredited Courses

5.2 Entry requirements

Entry to the 22693VIC Course in Initial Adult Literacy and Numeracy and the 22694VIC Certificate I in Initial Adult literacy and Numeracy is restricted to post compulsory school age learners with evidence of a permanent cognitive impairment / intellectual disability.

Permanent cognitive impairment / intellectual disability must be evidenced. Evidence may include but is not limited to:

- Formal assessment by a registered medical practitioner
- Doctors / specialist reports
- Attendance at a Special School / SDS
- Integration support at school
- Integration support at school with modified curriculum.

While learners may also have other complex conditions, these alone do not constitute a permanent cognitive impairment / intellectual disability. Complex conditions may include but are not limited to:

- Social and / or emotional issues
- Attention Deficit Hyperactivity Disorder
- Specific learning difficulties
- Mental health conditions
- Physical disability.

2. Assessment

Standard 5.12 and 5.14 AQTF 2021 Standards for Accredited Courses

6.1 Assessment strategy

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

- Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,

or

- the Standards for Registered Training Organisations 2015 (SRTOs),

or

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

Wherever possible an integrated approach to assessment should be used to:

- maximise opportunities for holistic skill development
- reduce atomisation and duplication of evidence collection

- support authentic assessment by reflecting activities that are personally relevant to the learner.

Assessment strategies for the courses should be responsive to the needs of learners with intellectual disability and should:

- incorporate feedback of individual progress toward, and achievement of, competencies
- address skill and knowledge which underpin performance
- gather sufficient evidence to judge achievement of progress towards determining competence
- utilise a variety of assessment methods as appropriate, such as written and spoken tasks, observation or projects and portfolios to assess knowledge and performance
- be flexible in regard to the range and type of evidence provided by the learner
- provide opportunity for the learner to challenge assessment provisions and participate in reassessment.
- be equitable and fair to all learners.
- comprise a clear statement of both the criteria and assessment process including instructions for assessment
- incorporate use of alternative or assistive technology where required.

A variety of assessment methods and evidence gathering techniques may be used with the overriding consideration being that the combined assessment must stress demonstrable performance by the student. Assessment tools must take into account the requirements of the unit in terms of skills, knowledge and performance.

Assessment methods may include:

- observation of performance
- records of discussion with the learner
- oral and / or written questioning to confirm knowledge.

Assessment of units of competency imported from accredited courses must comply with the assessment requirements detailed in the source training product.

6.2 Assessor competencies

Assessment must be undertaken by a person or persons in accordance with:

- Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,
- or
- the Standards for Registered Training Organisations 2015 (SRTOs),
- or

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

Vocational Competency

Relevant vocational competency to assess the Course in and / or the Certificate I in Initial Adult Literacy and Numeracy means:

- demonstrable expertise in teaching in the special education field
- in the context of assessing literacy, experience and / or a qualification in teaching literacy
- in the context of assessing numeracy, experience and / or a qualification in teaching numeracy.

Expertise in teaching in the special education field can be demonstrated by holding a qualification with a special education specialisation.

Appropriate qualifications can include:

- Bachelor of Education with a Special Education specialisation area
- Graduate Certificate of Education with a Special Education specialisation
- Master's degree which includes a Special Education specialisation such as:
 - Master of Special Education
 - Master of Education (Special Education).

OR

evidencing relevant knowledge and application of theories, methods and practices in teaching learners with a range of intellectual disabilities through a combination of activities which may include but are not limited to:

- evidence of incorporating application of theories and approaches into practice and assessment such as:
 - lessons/sessions delivered over a period of time noting approaches used, how different learner needs are addressed, how learning is contextualised, application of special education theories and approaches to practice
 - peer review of teaching / third party report detailing performance
 - documented relevant teaching experience.

Appropriate qualifications in teaching literacy and / or numeracy can include undergraduate or postgraduate qualifications which include literacy and / or numeracy development.

Where an assessor does not hold a formal relevant qualification, they must demonstrate experience and knowledge in the teaching of literacy and / or numeracy.

Units of competency imported from training packages or accredited courses must reflect the requirements for assessors specified in that

training package or accredited course.

3. Delivery

Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses

7.1 Delivery modes

The intellectual disability of learners enrolled in these courses may be diverse and complex and delivery strategies should be selected to enable learners to develop competence in the skills and knowledge contained in the units. This may include the use of alternative and assistive technology where appropriate. Face to face delivery modes should allow for active involvement of all participants. Additional support should also be provided through programs such as mentoring and peer support where appropriate.

Delivery should take into account any cognitive and / or physical constraints of individual learners and ensure delivery methods are adapted to their specific needs.

Where there are synergies between unit outcomes, integration of delivery can be appropriate. Delivery strategies should actively involve the learner and learning should be related to highly structured and familiar contexts.

To achieve quality outcomes for learners and to address complex learning needs, an appropriate ratio of teachers to students is highly recommended. Based on the recommendation of the Project Steering Committee, a ratio of one teacher to six to eight students is optimum to maximise outcomes for learners with intellectual disability. However, this can be varied according to learner needs. Variations such as one teacher and support person to ten learners may also be appropriate.

7.2 Resources

Training must be undertaken by a person or persons in accordance with:

- Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,

OR

- the Standards for Registered Training Organisations 2015 (SRTOs),

OR

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

Trainer requirements

To deliver the 22693VIC Course in Initial Adult Literacy and Numeracy and 22694VIC Certificate I in Initial Adult Literacy and Numeracy trainers must have:

- demonstrable expertise in teaching in the special education field

- in the context of teaching literacy, experience and / or a qualification in teaching literacy
- in the context of teaching numeracy, experience and / or a qualification in teaching numeracy.

Expertise in teaching in the special education field can be demonstrated by holding a qualification with a special education specialisation. Appropriate qualifications can include:

- Bachelor of Education with a Special Education specialisation area
- Graduate Certificate of Education with a Special Education specialisation
- Master's degree which includes a Special Education specialisation such as:
 - Master of Special Education
 - Master of Education (Special Education).

OR

evidencing relevant knowledge and application of theories, methods and practices in teaching learners with a range of intellectual disabilities through a combination of activities which may include but are not limited to:

- evidence of incorporating application of theories and approaches into practice and assessment such as:
 - lessons/sessions delivered over a period of time noting approaches used, how different learner needs are addressed, how learning is contextualised, application of literacy theories and approaches to practice
 - peer review of teaching / third party report detailing performance
 - documented relevant teaching experience.

Appropriate qualifications in teaching literacy and / or numeracy can include undergraduate or postgraduate qualifications which include literacy and / or numeracy development.

Where an assessor does not hold a formal relevant qualification, they must demonstrate experience and knowledge in the teaching of literacy and / or numeracy.

The units of competency imported from accredited courses must reflect the requirements for resources/trainers specified in that accredited course.

8. Pathways and articulation

Standard 5.10 AQTF 2021 Standards for Accredited Courses

There are no formal pathways from the 22693VIC Course in or 22694VIC Certificate I in Initial Adult Literacy and Numeracy.

Learners who complete units of competency from the 22604VIC Certificate I in Mumgu-dhal tyama-tiyt community, connection and

OFFICIAL



pathways and/or the 22688VIC Course in Initial General Education for Adults will be eligible for credit into other qualifications that contain those units.

Possible further study outcomes from the 22693VIC Course in Initial Adult Literacy and Numeracy may include the 22694VIC Certificate I in Initial Adult Literacy and Numeracy or the 22567VIC Certificate I In Transition Education.

A suitable pathway into the 22694VIC Certificate I in Initial Adult Literacy and Numeracy may include the 22693VIC Course in Initial Adult Literacy and Numeracy. Possible further study outcomes from the 22694VIC Certificate I in Initial Adult Literacy and Numeracy may include the 22566VIC Certificate I in Work Education or the 22631VIC Certificate II in Work Education.

Refer to the [AQF 2nd Edition, 2013 Pathways Policy](#).

9. Ongoing monitoring and evaluation	Standard 5.15 AQTF 2021 Standards for Accredited Courses
	<p>The Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of this qualification.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users of the curriculum and will consider at a minimum:</p> <ul style="list-style-type: none"> • any changes required to meet emerging or developing needs • changes to any units of competency from nationally endorsed training packages or accredited curricula. <p>Any significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the VRQA.</p>

Appendix A

Foundation skills Qualification summary

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

Qualification code:	22694VIC
Qualification title:	Certificate 1 in Initial Adult Literacy and Numeracy
Foundation skill	Industry/education/legislative/enterprise/community requirements for this qualification include the following facets:
Reading Skills to:	<ul style="list-style-type: none"> • navigate simple maps and diagrams • identify simple numerical information

	<ul style="list-style-type: none"> • use information in simple phrases and sentences.
Writing skills to:	<ul style="list-style-type: none"> • produce simple written words, phrases and sentences.
Oral communication skills to:	<ul style="list-style-type: none"> • listen to and participate in simple spoken interactions • convey simple numeracy concepts.
Numeracy skills to:	<ul style="list-style-type: none"> • apply numerical information to simple everyday tasks and activities • record simple numerical information.
Learning skills to:	<ul style="list-style-type: none"> • identify appropriate responses to simple questions • apply literacy and numeracy skills to highly familiar activities.
Problem solving skills to:	<ul style="list-style-type: none"> • select and apply simple reading strategies to make meaning from texts • apply simple strategies to complete simple numeracy tasks • apply simple communication strategies to participate in simple spoken exchanges.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • identify and participate in personally relevant activities
Teamwork skills to:	<ul style="list-style-type: none"> • apply appropriate social skills to work with other learners • participate in familiar group activities.
Planning and organising skills to:	<ul style="list-style-type: none"> • sequence words to create simple sentences • count using simple whole numbers and multiples.
Self-management skills to:	<ul style="list-style-type: none"> • seek assistance when required.
Technology skills to:	<ul style="list-style-type: none"> • operate digital scales • use everyday digital devices.
Digital literacy skills to:	<ul style="list-style-type: none"> • apply strategies to identify weights on digital scales • use digital devices for simple tasks • use digital devices to obtain information and complete simple tasks.

Section C – Units of competency

The following units of competency are imported from Accredited Courses and are available from the national training register [here](#) or the Victorian Government website [here](#)

- VU23246 Complete forms
- VU23755 Engage with short simple texts for learning purposes
- VU23753 Develop strategies for learning
- VU23760 Create short simple texts for learning purposes
- VU23792 Identify and use common digital devices
- VU23236 Recognise and interpret safety signs and symbols

The following units of competency have been developed for this course and follow in Section C:

- VU23854 Recognise and use letters of the alphabet
- VU23855 Recognise pictures and symbols
- VU23856 Read extremely simple words
- VU23857 Communicate using pictures and symbols
- VU23858 Write extremely simple words
- VU23859 Communicate orally using extremely simple words
- VU23860 Recognise and use everyday digital devices
- VU23861 Recognise and use whole numbers up to 20
- VU23862 Recognise and use 2 digit whole numbers
- VU23873 Recognise and use 3 digit whole numbers up to 200
- VU23863 Recognise and use time
- VU23864 Recognise monetary amounts
- VU23865 Recognise and use basic mathematical symbols and processes
- VU23866 Read simple phrases
- VU23867 Write simple phrases
- VU23868 Communicate orally using simple phrases
- VU23869 Read simple sentences
- VU23870 Write simple sentences
- VU23871 Communicate orally using simple sentences
- VU23872 Give and follow simple directions
- VU23874 Identify and use simple fractions
- VU23875 Count and use numbers up to 100

VU23876 Use simple multiples up to 100

VU23877 Use simple metric weights

VU23878 Use simple liquid measures

VU23879 Use simple linear measures

VU23880 Work with money

VU23881 Use simple addition skills

VU23882 Use simple subtraction skills

Unit code	VU23854
Unit title	Recognise and use letters of the alphabet
Application	<p>This unit describes the skills and knowledge to use extremely simple strategies to identify letters of the alphabet and their sounds and blend them to recognise extremely simple highly familiar words.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Reading.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of reading.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Recognise letters of the alphabet	1.1	Identify all letters of the alphabet
		1.2	Match all upper and lower case letters
2	Use letters of the alphabet	2.1	Match letters to pictures beginning with the same letter
		2.2	Match letters of the alphabet to their sounds
		2.3	Identify letters of the alphabet in simple highly familiar words
		2.4	Recognise letters of the alphabet in common signs supported by highly familiar visuals
		2.5	Compile a small bank of extremely simple highly familiar everyday words

Range of Conditions

In this context, recognition and use of letters of the alphabet, their sounds and extremely familiar words relate to immediate and personally relevant contexts. Concrete tasks of one step have an explicit purpose and may be based on highly structured modelling and support.

Texts may be in digital or paper-based format or in Braille where required.

Extremely familiar words may include but are not limited to:

- own first name
- names of family members
- pet names
- street names
- place names
- familiar objects.

Common signs may include but are not limited to:

- road signs
- safety signs
- public transport signs.

A small bank of extremely familiar words may include but are not limited to:

- family names
- names of friends / pets
- place names
- familiar objects.

Identification of extremely familiar words may include but is not limited to:

- reading aloud
- pointing
- using cues such as letter shapes.

Reading strategies may include but are not limited to relying on:

- decoding strategies such as:
 - visual shape of letters
 - sounding out words
 - recognising letters as building blocks of words
 - connection of letters to sounds
 - reading words from left to right
 - recognising upper and lower case letter forms
- building a word bank of highly familiar words
- use of flashcards

- prior experience and knowledge.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • use extremely simple decoding strategies
Planning and organising skills to:	<ul style="list-style-type: none"> • build individual words • organise words into a word bank.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23854 Recognise and use letters of the alphabet	VU22892 Recognise and use letters of the alphabet	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23854 Recognise and use letters of the alphabet</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use extremely familiar reading strategies and knowledge of the alphabet to: <ul style="list-style-type: none"> ○ identify all letters of the alphabet ○ match all upper and lower case letters ○ create a personal word bank of at least four words related to personal and practical needs.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • use of decoding strategies to: <ul style="list-style-type: none"> ○ identify letters of the alphabet in upper and lower case forms ○ identify extremely familiar words.
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative devices where required • highly familiar and concrete assessment tasks. <p>At this level, the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as in teaching literacy. Refer to Section B6.2 Assessor Competencies for further information on meeting the assessor requirements.</p>

Unit code	VU23855
Unit title	Recognise pictures and symbols
Application	<p>This unit describes the skills and knowledge to use extremely simple strategies to recognise pictures, symbols and associated words in extremely familiar contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Reading.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of reading.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Recognise pictures and symbols	1.1	Identify extremely familiar pictures and symbols
		1.2	Identify the features of the extremely familiar pictures and symbols
		1.3	Recognise extremely simple words associated with the extremely familiar pictures and symbols
2	Match pictures and symbols with words	2.1	Identify extremely familiar practical activities
		2.2	Match words with pictures and symbols related to extremely familiar practical activities

Range of Conditions

In this context, recognition of extremely familiar pictures, symbols and written words relate to extremely familiar, immediate and personally relevant contexts. Concrete tasks of one step have an explicit context and purpose and will require highly structured modelling and support.

Texts may be in digital or paper-based format.

Extremely simple familiar pictures and symbols may include but are not limited to:

- safety signs and symbols such as 'no smoking', 'stop', 'no entry'
- pictures providing visual clues may include but are not limited to:
 - foods/ beverages
 - items of clothing
 - mobile phone / smart watch / tablet / computer / game console
 - people/animals.
- practical activities may include but are not limited to:
 - eating
 - washing
 - dressing
 - shopping
 - travelling.

Extremely familiar group activities may include but are not limited to

- social activities
- work interactions
- classroom activities.

Extremely simple words may include but are not limited to:

- names of:
 - people
 - favourite foods
 - items of clothing.
- emotions such as like/dislike
- actions such as stop/go

Extremely simple information may include but is not limited to:

- size
- colours
- shapes.

Reading strategies to make meaning of words, pictures or symbols may include but are not limited to:

- using past experience and knowledge
- relying on visual clues such as shape and colour

- incorporating any partial reading skills to assist in decoding
- asking questions to clarify meaning
- building a word bank of highly familiar words and symbols.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • match pictures and symbols to own familiar activities.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23855 Recognise pictures and symbols	VU22896 Recognise pictures and symbols	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23855 Recognise pictures and symbols
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use extremely familiar reading strategies, words and visual items to make meaning of: <ul style="list-style-type: none"> ○ two different pictures or symbols ○ match two different pictures or symbols to words • compile a word bank of at least two words
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • extremely simple reading strategies to: <ul style="list-style-type: none"> ○ match words with pictures or symbols ○ make meaning of words and pictures ○ identify extremely familiar words.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with familiar and concrete contexts. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as in teaching literacy. Refer to Section B6.2 Assessor Competencies for further information on meeting the assessor requirements.</p>

Unit code	VU23856
Unit title	Read extremely simple words
Application	<p>This unit describes the skills and knowledge to use extremely simple strategies to read extremely simple words associated with highly familiar contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Reading.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of reading.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Read simple words for extremely familiar items	1.1	Identify extremely familiar items
		1.2	Recognise simple words related to the extremely familiar items
		1.3	Read simple words related to the extremely familiar items
2	Read simple words for extremely familiar activities	2.1	Identify extremely familiar activities
		2.2	Recognise words related to the extremely familiar activities
		2.3	Read simple words related to the extremely familiar activities

Range of Conditions

In this context, simple words related to extremely familiar items and activities relate to extremely familiar and immediate personally relevant contexts. Concrete tasks of one step have an explicit context and purpose and will require highly structured modelling and support.

Texts may be in digital or paper-based format or in any format using appropriate examples of accessibility where required.

Extremely familiar words may include but are not limited to:

- everyday items such as:
 - foods / beverages
 - clothing
 - people
 - pets
 - personal belongings.
- simple words such as:
 - days of the week / months of the year
 - expressive words such as like / dislike, good / bad
 - instructions such as no entry, no exit
 - imperatives such as exit / entry / stop.
- extremely familiar words related to activities or feelings such as:
 - eating, washing, dressing, shopping, travelling
 - personal comfort /discomfort
 - personal preference
 - hunger or thirst.

Reading strategies to make meaning of words, pictures or symbols may include but are not limited to:

- using past experience and knowledge
- asking questions to clarify meaning
- reading from left to right
- using word attack skills
- recognising letters of the alphabet and their sounds to decode extremely simple words.

Foundation Skills

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

Skill	Description
Planning and organising skills to:	<ul style="list-style-type: none"> connect extremely familiar words.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23856 Read extremely simple words	VU22897 Read simple words	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23856 Read extremely simple words
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use extremely familiar strategies to identify and comprehend: <ul style="list-style-type: none"> ○ two extremely simple words related to highly familiar items ○ two extremely simple words related to highly familiar activities.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • simple strategies to enable reading of extremely simple words • extremely simple phonological awareness.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with familiar and concrete contexts. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as in teaching literacy. Refer to Section B6.2 Assessor Competencies for further information on meeting the assessor requirements.</p>

Unit code	VU23857
Unit title	Communicate using pictures and symbols
Application	<p>This unit describes the skills and knowledge to use extremely simple strategies to communicate using pictures and symbols associated with highly familiar activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Reading.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of reading.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify extremely familiar pictures and symbols	1.1	Select extremely simple pictures and symbols related to extremely familiar practical activities
		1.2	Select pictures and symbols related to extremely familiar group activities
2	Give extremely simple information using pictures and symbols	2.1	Communicate simple information about selected pictures and symbols related to extremely familiar practical activities
		2.2	Communicate simple information about selected pictures and symbols related to extremely familiar group activities

Range of Conditions

In this context, recognition of extremely familiar pictures, symbols and written words relate to extremely familiar, immediate and personally relevant contexts. Concrete tasks of one step have an explicit context and purpose and will require highly structured modelling and support.

Texts may be in digital or paper-based format.

Extremely familiar pictures and symbols may include but are not limited to:

- safety signs such as 'no smoking', 'stop', 'exit'
- pictures providing visual clues, such as size, shape, colour may include but are not limited to:
 - foods/ beverages
 - items of clothing
 - mobile phone / tablet / smart watches / computer / game console
 - television
 - vehicles, such as cars, motorbikes
 - people/animals
 - places.
- practical activities may include but are not limited to:
 - eating
 - washing
 - dressing
 - shopping
 - travelling.
- group activities may include but are not limited to:
 - social interactions
 - work interactions
 - classroom situations.
- extremely simple information may include but are not limited to:
 - colours
 - shapes
 - likes/dislikes
 - modes of transport
 - food items.

Reading strategies to make meaning of pictures or symbols may include but are not limited to:

- decoding strategies such as:
 - relying on visual clues such as shape and colour
 - incorporating any partial reading skills to assist in decoding
- asking questions to clarify meaning

- prior experience and knowledge
- building a word bank of highly familiar words and symbols.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • to communicate information using pictures and symbols.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23857 Communicate using pictures and symbols	VU22898 Communicate using pictures and symbols	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23857 Communicate using pictures and symbols</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use extremely familiar reading strategies to select and communicate the meaning of pictures and symbols including: <ul style="list-style-type: none"> ○ one extremely simple picture and one symbol related to practical activities ○ one extremely simple picture and one symbol related to group activities.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • extremely simple reading strategies to communicate the meaning of pictures and/or symbols.
<p>Assessment Conditions</p>	<p>Assessment must ensure access to</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with familiar and concrete contexts. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing literacy. Refer to Section B6.2 Assessor Competencies for further information on meeting the assessor requirements.</p>

Unit code	VU23858
Unit title	Write extremely simple words
Application	<p>This unit describes the skills and knowledge to apply extremely simple personal strategies to write extremely simple, single words for a limited range of highly familiar items and activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Writing.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of writing.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Produce extremely simple words for extremely familiar items	1.1	Identify extremely simple familiar items
		1.2	Recognise words related to the extremely simple familiar items
		1.3	Write the names of the extremely simple familiar items
2	Produce extremely simple words for extremely familiar activities	2.1	Identify extremely simple familiar activities
		2.2	Recognise words related to the extremely simple familiar activities
		2.3	Write the names of the extremely simple familiar activities

Range of Conditions

In this context, extremely simple written words relate to extremely familiar, immediate and personally relevant contexts. Concrete tasks of one step have an explicit context and purpose and will require highly structured modelling and support.

Texts may be in digital or paper-based format. Digital format could include keyboard or touch screen typing or voice to text.

Strategies to support writing of words may include but are not limited to:

- relying on visual clues
- using past experience and knowledge
- asking questions to clarify meaning.

Extremely simple familiar items may include but are not limited to:

- food and beverages
- clothing
- people
- pets.

Words related to extremely simple familiar items may include but are not limited to:

- names of people
- favourite foods
- emotions such as like or dislike
- colours.

Extremely simple familiar activities may include but are not limited to:

- eating
- washing
- dressing
- shopping
- travelling.

Words related to extremely simple familiar activities may include but are not limited to:

- imperatives such as exit/entry; stop
- personal comfort/discomfort
- personal preference
- hunger/thirst.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> recognise words for extremely familiar items and activities.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23858 Write extremely simple words	VU22899 Write simple words	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23858 Write extremely simple words
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply a limited range of extremely familiar strategies to identify, recognise and write: <ul style="list-style-type: none"> ○ the names of two extremely simple familiar items ○ the names of two extremely simple familiar activities.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • letters of the alphabet • basic rules of spelling to write simple, single words • extremely simple strategies to support writing of words.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with familiar and concrete contexts. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as in teaching literacy. Refer to Section B6.2 Assessor Competencies for further information on meeting the assessor requirements.</p>

Unit code	VU23859
Unit title	Communicate orally using extremely simple words
Application	<p>This unit describes the skills and knowledge to use extremely familiar strategies to communicate orally using highly familiar words associated with practical activities and group activities and interactions.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Oral Communication.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of developing oracy.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Communicate orally using simple words for highly familiar items	1.1	Identify highly familiar items
		1.2	Give the names of the highly familiar items
		1.3	Identify words associated with the highly familiar items
		1.4	Communicate words associated with the highly familiar items
2	Communicate orally using simple words for practical activities and interactions	2.1	Identify highly familiar practical activities
		2.2	Give words associated with the highly familiar practical activities
		2.3	Identify highly familiar interactions
		2.4	Communicate words associated with the highly familiar interactions

Range of Conditions

In this context, communicating orally using simple words relates to highly familiar, immediate and personally relevant contexts. Concrete tasks of one step have an explicit context and purpose and will require highly structured modelling and support.

Where the learner has little or no speech, communication may be by way of augmentative and alternative communication devices.

Oral communication may be supported by use of body language, facial expressions and gestures. It may include but is not limited to:

- uttering words that are intelligible to the listener
- speaking words face to face or into a recording device
- using augmentative and alternative communication devices where the learner has little or no speech.

Highly familiar items may include but are not limited to

- objects
- pictures
- symbols.

Words associated with highly familiar items may include but are not limited to:

- names of people
- items of clothing
- favourite foods
- emotions such as like/dislike.

Highly familiar practical activities may include but are not limited to:

- eating
- washing
- dressing
- shopping
- travelling.

Words associated with highly familiar practical activities may include but are not limited to:

- imperatives:
 - no exit / entry
 - stop
 - walk / don't walk
- personal comfort / discomfort
- hunger / thirst.

Highly familiar interactions may include but are not limited to:

- interactions with:
 - class mates
 - family members
 - friends / social groups
 - work colleagues.

Words associated with highly familiar interactions may include but are not limited to:

- greetings/farewells
- acknowledgements.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • identify appropriate words for items, activities or group interactions.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23859 Communicate orally using extremely simple words	VU22900 Communicate orally using simple words	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23859 Communicate orally using extremely simple words</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to orally communicate four different words, including:</p> <ul style="list-style-type: none"> • use of extremely familiar communication strategies to identify and make meaning of: <ul style="list-style-type: none"> ○ one extremely simple word related to a highly familiar item ○ one extremely simple word related to a highly familiar activity • use extremely familiar communication strategies to communicate: <ul style="list-style-type: none"> ○ one extremely simple word related to a highly familiar item ○ one extremely simple word related to a highly familiar activity.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • extremely simple words for items, practical activities and interactions • extremely simple strategies to assist in communication such as body language, facial expressions and gestures.
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where the learner has little or no speech. • assessment tasks which deal with familiar and concrete contexts. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as in teaching and assessing literacy. Refer to Section B6.2 Assessor Competencies for further information on meeting the assessor requirements.</p>

Unit code	VU23860
Unit title	Recognise and use everyday digital devices
Application	<p>This unit describes the skills and knowledge to apply extremely simple strategies to recognise and use extremely familiar digital devices for simple personal activities.</p> <p>The outcomes described in this unit contribute to ACSF Pre Level 1 Reading.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of using digital devices to support literacy development. Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Recognise everyday, extremely familiar digital devices	1.1	Recognise digital devices relevant to everyday life
		1.2	Recognise the purpose of relevant digital devices
		1.3	Select a personally relevant digital device
		1.4	Identify a simple feature of the digital device
2	Use an everyday, extremely familiar digital device	2.1	Identify own personal reason for using the digital device
		2.2	Use the device for the identified personal activity

Range of Conditions

In this context, use of digital devices relates to extremely familiar and immediate, personally relevant contexts. Extremely simple tasks of a single step have an explicit context and purpose. Learners will require highly structured modelling and support.

Digital devices may include but are not limited to:

- Mobile / smart phones, laptop, iPad/tablet, classroom computer

- augmentative or alternative communication devices

Features of extremely familiar devices may include but are not limited to:

- key boards
- touch pads
- security features.

Uses of digital devices may include but are not limited to:

- communicating with teacher, family or friends
- assistance with simple, daily life activities
- learning activities such as word recognition or spelling
- relaxation activities such as computer games, musical instruments, game consoles
- Apps to check weather, calendars, play music.

Foundation Skills

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

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> • use a digital device.
Problem solving skills to:	<ul style="list-style-type: none"> • use a device for everyday activities or tasks.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23860 Recognise and use everyday digital devices		New unit

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23860 Recognise and use everyday digital devices</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use knowledge of extremely familiar digital devices to: <ul style="list-style-type: none"> ○ recognise one extremely familiar digital device ○ identify the purpose of the device ○ identify a feature of the device ○ use the device for one everyday activity.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • uses of personally relevant digital devices • uses of simple features of digital devices • reasons for using digital devices.
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where the learner has little or no speech • assessment tasks which deal with familiar and concrete contexts. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field. Refer to Section B6.2 Assessor Competencies for further information on meeting the assessor requirements.</p>

Unit code	VU23861
Unit title	Recognise and use whole numbers up to 20
Application	<p>This unit describes the skills and knowledge to apply extremely simple strategies to recognise, record and use whole number figures up to 20 in an extremely limited range of highly familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stages of number recognition. Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Recognise whole number figures up to 20	1.1	Recognise whole number figures relevant to personal activities
		1.2	Recognise whole number figures relevant to practical activities
2	Record whole number figures up to 20	2.1	Record whole numbers for personal activities
		2.2	Record whole numbers for practical activities
3	Use whole number figures up to 20	3.1	Use whole numbers in personal activities
		3.2	Use whole numbers in practical activities

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, numbers must be highly explicit. Personal and practical activities must also be highly explicit. At this level learners will require highly structured modelling and support.

Extremely simple strategies for recognition of numbers may include but is not limited to:

- stating numbers aloud
- pointing to number figures
- matching numbers
- ordering numbers
- using fingers to verify numbers.

Personal activities may include but are not limited to:

- identifying the number of immediate family members
- selecting clothing / shoes by size
- providing a personal phone number
- selecting the desired television station.

Practical activities may include but are not limited to :

- identifying bus or tram route numbers for a journey
- selecting the correct button in an elevator to go to a specific level
- identifying house numbers to visit someone
- recognising forecast temperatures to select clothing
- identifying calendar dates related to appointments
- marking a relevant date in a calendar
- filling in a number on a form.

Extremely simple strategies for recording numbers may include but are not limited to:

- writing number figures
- using relevant concrete objects
- tracing number figures .

Foundation Skills

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

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> • use extremely simple strategies to recognise and use numbers up to 20.
Problem-solving skills to:	<ul style="list-style-type: none"> • apply whole numbers up to 20 to meet own personal and practical needs.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23861 Recognise and use whole numbers up to 20	VU22901 Recognise and use whole numbers up to 20	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23861 Recognise and use whole numbers up to 20
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use at least two extremely simple strategies to: <ul style="list-style-type: none"> ○ recognise whole numbers up to 20 ○ record whole numbers up to 20 • use whole numbers up to 20 to complete at least one personal and one practical activity.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • extremely simple strategies to assist in recognising and recording whole number figures up to 20 • how numbers are part of everyday personal and practical activities.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 Assessor Competencies for further information on meeting the assessor requirements.</p>

Unit code	VU23862
Unit title	Recognise and use 2 digit whole numbers
Application	<p>This unit describes the skills and knowledge to apply extremely simple strategies to recognise, record and use 2 digit whole numbers in a limited range of highly familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of number recognition.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Recognise 2 digit whole number figures	1.1	Recognise whole number figures relevant to personal activities
		1.2	Recognise whole number figures relevant to practical activities
2	Record 2 digit whole number figures	2.1	Record whole numbers for personal activities
		2.2	Record whole numbers for practical activities
3	Use 2 digit whole number figures	3.1	Use whole numbers in personal activities
		3.2	Use whole numbers in practical activities

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, numbers must be highly explicit. Personal and practical activities must also be highly explicit.

Extremely simple strategies for recognition of numbers may include but is not limited to:

- stating numbers aloud
- pointing to number figures
- matching numbers
- breaking down numbers
- using number combinations
- using fingers to verify numbers.

Personal activities may include but are not limited to:

- providing own birth date
- providing own phone number
- identifying money amounts for personal items
- telling the time
- providing an address with 2 digit numbers.

Practical activities may include but are not limited to:

- selecting the correct floor numbers on elevator control panel to go to a specific level
- identifying page numbers
- finding room numbers
- recording calendar dates related to appointments
- using work / emergency phone number
- identifying bus or tram route numbers for a journey
- recognising forecast temperatures to select clothing.

Extremely simple strategies for recording numbers may include but are not limited to:

- writing number figures
- using relevant concrete objects
- tracing number figures
- using a keyboard.

Foundation Skills

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

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> use extremely simple strategies to recognise and use two digit numbers.
Problem-solving skills to:	<ul style="list-style-type: none"> apply two digit whole numbers to meet own personal and practical needs.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23862 Recognise and use 2 digit whole numbers	VU22902 Recognise and use 2 digit whole numbers from 21	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23862 Recognise and use 2 digit whole numbers</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use at least two extremely simple strategies to: <ul style="list-style-type: none"> ○ recognise two digit whole numbers ○ record two digit whole numbers • use two digit whole numbers to complete at least one personal and one practical activity.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • extremely simple strategies to assist in recognising and recording 2 digit whole number figures • two digit combinations • use of 2 digit whole number figures in everyday personal and practical activities.
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 Assessor Competencies for further information on meeting the assessor requirements.</p>

Unit code	VU23873
Unit title	Recognise and use 3 digit whole numbers up to 200
Application	<p>This unit describes the skills and knowledge to apply extremely simple strategies to recognise, record and use 3 digit whole number figures up to 200 in an extremely limited range of highly familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1/Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of number recognition.</p> <p>Learners at this level will require high levels of teacher/mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Recognise 3 digit whole number figures up to 200	1.1	Recognise whole number figures relevant to personal activities
		1.2	Recognise whole number figures relevant to practical activities
2	Record 3 digit whole number figures up to 200	2.1	Record whole numbers for personal activities
		2.2	Record whole numbers for practical activities
3	Use 3 digit whole number figures up to 200	3.1	Use whole numbers in personal activities
		3.2	Use whole numbers in practical activities

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, numbers must be highly explicit. Personal and practical activities must also be highly explicit. . At this level learners will require highly structured modelling and support.

Extremely simple strategies for recognition of numbers may include but is not limited to:

- stating numbers aloud
- pointing to number figures
- matching numbers
- ordering numbers
- using number combinations
- using fingers to verify numbers
- using a number line or ruler
- using relevant concrete objects.

Personal activities may include but are not limited to:

- paying bills
- making ATM withdrawals
- managing own money
- receiving wages
- shopping
- recreational activities
- social events.

Practical activities may include but are not limited to:

- assisting in catering for a group
- participating in a group activity
- participating in a game
- completing work tasks
- leisure activities and costs
- education / training activities and costs
- work / emergency phone number
- identifying bus or tram route numbers for a journey
- making purchases
- locating page numbers.

Extremely simple strategies for recording numbers may include but are not limited to:

- writing number figures
- using relevant concrete objects

OFFICIAL

- tracing number figures
- using a keyboard
- sequencing number combinations.

Foundation Skills

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

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> • use extremely simple strategies to recognise and record three digit numbers up to 200.
Problem-solving skills to:	<ul style="list-style-type: none"> • apply three digit whole numbers up to 200 to meet own personal and practical needs.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23873 Recognise and use 3 digit whole numbers up to 200	VU22903 Recognise and use 3 digit whole numbers up to 200	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23873 Recognise and use 3 digit whole numbers up to 200
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use at least two extremely simple strategies to: <ul style="list-style-type: none"> ○ recognise three digit whole numbers up to 200 ○ record 3 digit whole numbers up to 200 • use three digit whole numbers up to 200 to complete at least one personal and one practical activity.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • extremely simple strategies to assist in recognising and recording 3 digit whole number figures up to 200 • 3 digit combinations up to 200 • numerical sequence up to 200 • use of 3 digit whole number figures up to 200 in everyday personal and practical activities.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23863
Unit title	Recognise and use time
Application	<p>This unit describes the skills and knowledge to recognise and use digital or clock face time in highly familiar personal, practical and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre-Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify and record digital or clock face time	1.1	Recognise and record digital or clock face time related to personal activities
		1.2	Recognise and record digital or clock face time related to practical activities
2	Apply time to highly familiar activities	2.1	Use digital or clock face time in a personal context
		2.2	Use digital or clock face time in a practical context

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, numbers related to time must be highly explicit. Personal and practical activities related to time must also be highly explicit and familiar. Strategies to recognise digital or clock face time may be verbal, written or visual and may include using graphic representations of digital time or clock face, pictures of activities or drawing on prior knowledge of halves and quarters.

At this level learners will require highly structured modelling and support.

Digital or clock face time may include but is not limited to hours, quarter hours, half hours, am / pm, whole numbers related to digital or clockface time

Personal activities may include but are not limited to :

- waking time
- time of favourite television shows
- meal times
- attending appointments at the right time
- setting a personal alarm
- being ready to leave the house at a specific time.

Practical activities may include but are not limited to:

- work or activity start and finish times
- arrival / departure time of bus / train
- start and finish times for a social activity
- arriving / leaving work / study at the required time
- taking breaks at the specified time/s
- start and finish times for a sporting activity
- telling others what time they are expected.

Foundation Skills

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

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • recognise whole numbers.
Problem-solving skills to:	<ul style="list-style-type: none"> • match specific times with highly familiar activities.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23863 Recognise and use time	VU22904 Recognise and use time	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23863 Recognise and use time
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use extremely simple strategies to recognise and record digital or clock face time for: <ul style="list-style-type: none"> ○ two highly familiar personal activities ○ two highly familiar practical activities.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • simple strategies to recognise clock face or digital time • the difference between am / pm • highly familiar vocabulary related to using time including halves and quarters.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23864
Unit title	Recognise monetary amounts
Application	<p>This unit describes the skills and knowledge to recognise money amounts related to highly familiar everyday items and activities.</p> <p>The outcomes of this unit do not include any mathematical functions.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Recognise monetary symbols	1.1	Recognise the symbol for cents
		1.2	Recognise the symbol for dollars
		1.3	Recognise the common written form of dollars and cents
2	Identify monetary amounts and values	2.1	Identify coins and their monetary value
		2.2	Identify notes and their monetary value
		2.3	Identify monetary amounts for highly familiar items
		2.4	Identify monetary amounts for highly familiar activities

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, monetary values must be highly explicit. Items and activities must also be highly explicit and familiar and cover different whole dollar and dollars and cents monetary amounts. Identification of monetary amounts can be in spoken or written form. At this level learners will require highly structured modelling and support.

Extremely simple strategies for recognition of monetary amounts may include but are not limited to:

- stating monetary value aloud, including whole dollar amounts and dollars and cents
- recognising the decimal point to indicate dollars and cents
- pointing to monetary amounts
- matching monetary amounts to concrete items
- ordering monetary values from smallest to largest for different items
- using size, shape and colour
- picture representation
- prior knowledge of number.

Monetary amounts for highly familiar items may include but are not limited to:

- food / drinks
- clothes
- transport tickets/cards.

Monetary amounts, in both whole dollar amounts and in dollars and cents, for highly familiar activities may include but are not limited to:

- paying for:
 - a fare
 - an entry fee
 - food or drinks
 - a prepaid mobile phone card
- using a vending machine.

Foundation Skills

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

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • identify monetary values for familiar items.
Problem-solving skills to:	<ul style="list-style-type: none"> • distinguish the value of different items.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23864 Recognise monetary amounts	VU22905 Recognise coins and notes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23864 Recognise monetary amounts
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • identify number figures and symbols for monetary amounts, including whole amounts and dollars and cents, for: <ul style="list-style-type: none"> ○ two highly familiar everyday items ○ two highly familiar everyday activities • sequence monetary amounts for the above items and activities from smallest to largest.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • strategies to assist in recognising monetary values • use of decimal points to express monetary values • symbols used to express monetary values.
Assessment Conditions	<p>Assessment must ensure access to :</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete • access to relevant resources such as sets of paper notes and plastic coins, images of notes and coins, concrete items with monetary values. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>



Unit code	VU23865
Unit title	Recognise and use basic mathematical symbols and processes
Application	<p>This unit describes the skills and knowledge to recognise and use the basic mathematical symbols and processes of addition and subtraction using whole numbers up to 10 without carrying over.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of numeracy development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Recognise mathematical functions	1.1	Recognise the mathematical symbols for addition and subtraction
		1.2	Recognise the mathematical function of each symbol
2	Perform basic mathematical processes	2.1	Select familiar items
		2.2	Perform an addition calculation using familiar items and whole numbers up to 10
		2.3	Perform a subtraction calculation using familiar items and whole numbers up to 10

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, calculations must be highly explicit and items used for calculations must also be highly explicit and familiar. Calculations must include no more than one step and can be performed orally and/or in writing and do not include carrying over. At this level learners will require highly structured modelling and support.

Familiar items may include but are not limited to:

- utensils
- clothing items
- food / beverage items
- money.

Addition calculation may include using:

- concrete objects such as rods
- pen and paper
- a calculator
- in the head method.

Subtraction calculation may include using:

- concrete objects
- pen and paper
- a calculator
- in the head method.

Foundation Skills

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

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • read numbers up to ten.
Problem-solving skills to:	<ul style="list-style-type: none"> • use familiar items to undertake simple one step calculations.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23865 Recognise and use basic mathematical symbols and processes	VU22906 Identify and use basic mathematical symbols and processes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23865 Recognise and use basic mathematical symbols and processes
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none">• recognise and apply the basic mathematical symbols and use processes of addition and subtraction to:<ul style="list-style-type: none">○ perform two simple additions using whole numbers up to 10 for different items○ perform two simple subtractions using whole numbers up to 10 for different items.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none">• simple mathematical language of addition and subtraction including plus, add, minus, take away and equals• simple mathematical processes of addition and subtraction of whole numbers up to 10• whole numbers up to 10.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none">• the learners' augmentative and alternative communication devices where required• assessment tasks which deal with the familiar and concrete. <p>At this level the learner:</p> <ul style="list-style-type: none">• may require strong support from the context, including visual cues• may require extended time to demonstrate skills• can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23866
Unit title	Read simple phrases
Application	<p>This unit describes the skills and knowledge to use simple strategies to read and understand short, simple phrases related to highly familiar contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Reading.</p> <p>This unit applies to learners with intellectual disability who are at the early stage of reading.</p> <p>Learners at this level may require the support of a teacher / mentor.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Read simple phrases for highly familiar items	1.1	Identify highly familiar items
		1.2	Identify highly familiar settings related to items
		1.3	Read highly familiar phrases related to items
2	Read simple phrases for highly familiar activities	2.1	Identify highly familiar activities
		2.2	Identify simple phrases related to highly familiar activities
		2.3	Use simple strategies to make meaning of phrases related to highly familiar activities
		2.4	Follow a simple written instruction related to a highly familiar activity

Range of Conditions

In this context, simple phrases related to highly familiar items and activities relate to very restricted and immediate contexts. Short and simple tasks of one or two steps include processes of locating and recognising.

Texts may be in digital or paper-based format. Where required assistive technology may be used to assist access to texts.

Highly familiar items may include but are not limited to:

- foods/beverages
- clothing
- people
- pets
- possessions
- a piece of equipment.

Highly familiar items may be found in settings which may include but are not limited to:

- home
- school
- social situations
- community settings
- work settings.

Highly familiar phrases may include but are not limited to:

- instructional language related to:
 - operating a piece of equipment
 - preparing a simple recipe
- informative phrases related to descriptions of:
 - favourite foods
 - favourite clothing items
 - favourite shops
 - items required for a task
 - a place or person.

Highly familiar activities may include but are not limited to:

- personal, practical, group activities such as:
 - recreational activities
 - travel / mobility
 - completing forms
 - choosing meals from a menu

OFFICIAL

- preparing simple foods
- work activities / task
- everyday tasks.

Highly familiar phrases may include but are not limited to:

- information related to a task such as:
 - travel
 - cooking
 - leisure
 - using technology
- instructions for participating in an activity
- instruction for travel such as "touch on"
- simple message.

Simple written instructions may include but are not limited to:

- a simple recipe
- a short message
- a simple work task.

Reading strategies may include but are not limited to:

- using prior knowledge and experience
- using prior knowledge of words and context
- using the context of the phrase
- using non-linguistic support:
 - diagrams
 - symbols
 - illustrations / photos
 - shapes
- asking questions to clarify meaning
- use of decoding strategies, phonemic awareness, word attack skills.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select and apply reading strategies to interpret meaning.

Unit Mapping Information	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23866 Read simple phrases	VU22907 Read simple phrases	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23866 Read simple phrases
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use highly familiar strategies to read and comprehend: <ul style="list-style-type: none"> ○ three simple phrases related to highly familiar items ○ three simple phrases related to highly familiar activities.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • simple strategies to interpret meaning of highly familiar phrases • left to right orientation of written phrases • simple punctuation such as full stops • upper and lower case letters • words relevant to context • simple phonological knowledge such as letter/sound combinations.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with highly familiar contexts. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as in teaching and assessing literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23867
Unit title	Write simple phrases
Application	<p>This unit describes the skills and knowledge to use simple strategies to write short, simple phrases in highly familiar contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Writing.</p> <p>This unit applies to learners with intellectual disability who are at the early stage of writing.</p> <p>Learners at this level may require the support of a teacher / mentor.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Produce simple phrases for items	1.1	Identify highly familiar items
		1.2	Identify highly familiar settings related to items
		1.3	Write highly familiar phrases related to items
2	Produce simple phrases for activities	2.1	Identify highly familiar activities
		2.2	Identify simple phrases for highly familiar activities
		2.3	Write simple phrases related to highly familiar activities

Range of Conditions

In this context, simple phrases related to highly familiar items and activities relate to very restricted and immediate contexts. Short and simple tasks of one or two steps have a highly explicit purpose.

Texts may be in digital or paper-based format and may include voice to text format as appropriate. Phrases may be hand-written, typed using a computer or tablet, or produced using a touch screen or mobile phone, eye gaze devices or other applicable devices.

Strategies to support writing of phrases may include but are not limited to:

- drawing on past experience and existing knowledge to make connections with phrase content
- copying words from a word list
- checking spelling by copying spelling from other documents
- asking questions to clarify meaning of words.

Highly familiar items may include but are not limited to:

- foods / beverages
- clothing
- people
- pets
- possessions
- a piece of equipment.

Highly familiar settings may include but are not limited to:

- home
- school / work
- social situations
- community settings.

Highly familiar phrases may include but are not limited to:

- instructional writing which may include operating a piece of equipment
- informative words related to descriptions of:
 - favourite foods
 - favourite clothing items
 - favourite shops
 - items required for a task
 - a place or person.

Highly familiar activities may include but are not limited to:

- personal, practical, group activities such as:
 - recreational activities
 - travel / mobility
 - completing forms
 - choosing meals from a menu
 - preparing simple foods
 - work activities / tasks
 - everyday tasks.

Foundation Skills

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

Skill	Description
Planning and organising skills to:	<ul style="list-style-type: none"> sequence words into phrases.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23867 Write simple phrases	VU22908 Write simple phrases	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23867 Write simple phrases
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply a limited range of strategies to write: <ul style="list-style-type: none"> ○ three simple phrases related to highly familiar items ○ three simple phrases related to highly familiar activities.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • spatial arrangement, word separation and alignment of phrase • highly familiar words suitable to context • basic features of written phrases such as: <ul style="list-style-type: none"> ○ left to right orientation of writing ○ use of upper and lower case ○ full stops ○ simple nouns • simple phonological knowledge such as letter/sound combinations.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with highly familiar contexts. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as in teaching and assessing literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23868
Unit title	Communicate orally using simple phrases
Application	<p>This unit describes the skills and knowledge to use oral communication strategies to participate in exchanges using simple phrases and statements for highly familiar activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Oral Communication.</p> <p>This unit applies to learners with intellectual disability who are at the early stage of developing oracy.</p> <p>Learners at this level may require the support of a teacher / mentor.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Listen to simple spoken texts	1.1	Identify highly familiar activities
		1.2	Identify highly familiar settings
		1.3	Identify simple phrases related to activities
2	Communicate orally using simple phrases	2.1	Communicate simple phrases related to highly familiar activities
		2.2	Use identified phrases to communicate a simple statement about the activities
		2.3	Use phrases to communicate in highly familiar interactions

Range of Conditions

In this context, communicating orally using simple phrases relates to highly familiar, immediate and personally relevant contexts. Concrete tasks of one or two steps have an explicit purpose and contain highly familiar vocabulary.

Learners who are non-verbal can communicate using alternative or assistive technology.

Highly familiar activities may include but are not limited to:

- personal, practical, group activities such as:
 - travel/mobility needs
 - health needs
 - purchasing clothing/food
 - recreational/social activities.

Highly familiar settings for interactions may include but are not limited:

- home
- school/work
- social/recreational
- community settings.

Simple spoken texts may include but are not limited to

- greetings
- personal inquiries and responses such as:
 - How are you? Good
- Invitations such as:
 - come in/sit down
- requests
- introductions
- personal details such as name and address
- one or two word instructions related to:
 - operating a piece of equipment
 - leaving a short message
- information related to:
 - giving information
 - describing a place or person
 - requesting information
- personal / work related to:
 - a simple message
 - a task to be completed.

Highly familiar interactions may take place with but are not limited to:

- class mates
- family members
- friends/social groups
- work colleagues.

Oral communication may include but is not limited to:

- responding verbally to questions
- uttering phrases that are intelligible to the listener
- speaking words face to face or into a recording device
- using augmentative and alternative communication devices.

Oral communication strategies may include but are not limited to:

- use of body language, facial expressions or gestures to enhance communication
- drawing on a bank of highly familiar simple phrases.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • identify simple phrases for highly familiar activities.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23868 Communicate orally using simple phrases	VU22909 Communicate orally using simple phrases	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23868 Communicate orally using simple phrases
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply highly familiar oral communication strategies to: <ul style="list-style-type: none"> ○ listen to and identify three phrases related to two highly familiar activities ○ use three phrases to communicate in highly familiar activities.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • highly familiar simple words and phrases • strategies to assist in spoken communication • simple phonological patterns such as letter sound combinations.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided • learners who are non-verbal can be assessed using augmentative and alternative communication devices. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as in teaching and assessing literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Code	VU23869
Unit title	Read simple sentences
Application	<p>This unit describes the skills and knowledge to use simple strategies to read and make meaning of simple sentences and to express an opinion related to information about highly familiar activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Reading.</p> <p>This unit applies to learners with intellectual disability who are at the early stage of reading.</p> <p>Learners at this level may require the support of a teacher / mentor.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Read and respond to simple, highly familiar sentences for personal activities	1.1	Identify highly familiar personal activities
		1.2	Identify highly familiar personal settings
		1.3	Identify simple sentences related to highly familiar personal activities
		1.4	Locate specific information within the sentences
		1.5	Use simple strategies to make meaning of simple sentences related to highly familiar personal activities
		1.6	Express a simple opinion about the information in the sentences
2	Read and respond to simple, highly familiar sentences for practical activities	2.1	Identify highly familiar practical activities
		2.2	Identify simple sentences related to practical activities
		2.3	Locate specific information within the sentence

		2.4	Use simple strategies to make meaning of simple sentences related to highly familiar practical activities
		2.5	Express a simple opinion about the information in the sentences

Range of Conditions

In this context, simple sentences for highly familiar personal and practical activities relate to highly familiar, immediate and personally relevant contexts. Concrete tasks of one or two steps have an explicit purpose and contain highly familiar vocabulary.

Texts may be in digital or paper-based format. Where required, alternative or assistive technology may be used to access and respond to texts.

Highly familiar personal activities may relate to home, school or social / community settings. They may include but are not limited to:

- health and safety
- recreational / sporting activities
- travel / mobility
- shopping
- reading forms.

Simple sentences related to highly familiar activities may include but are not limited to sentences from:

- local newspapers or simple stories
- an email/ text message
- simple descriptive sentences about various topics:
 - sporting, social or group activities
 - friends and family
- simple sentences in a form.

Highly familiar practical activities and related sentences may include but are not limited to:

- workplace activities such as health and safety instructions
- pictures and sentences in magazines
- simple instructions such as:
 - health and safety / medication instructions
 - ATM or EFTPOS instructions
 - equipment in the workplace or at home.

Highly familiar reading strategies to make meaning of simple sentences may include but are not limited to:

- using past experience and knowledge
- relying on visual clues such as pictures, photos or digital images

- using surrounding words and phrases to predict words
- decoding meaning by reading and / or re-reading aloud
- asking questions to clarify meaning
- simple phonological knowledge such as letter/sound combinations.

Expression of simple opinions may include but are not limited to:

- responding verbally to questions or via communication devices
- use of gestures or Auslan signs
- pointing to pictures, words or images to express like/dislike, positive/negative opinions
- uttering phrases that are intelligible to the listener
- speaking words face to face or into a recording device
- using augmentative and alternative communication devices.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • identify personal and practical activities • form a simple opinion about information related to a personal and a practical activity.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23869 Read simple sentences	VU22910 Read simple sentences	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23869 Read simple sentences
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use highly familiar strategies to read and make meaning of: <ul style="list-style-type: none"> ○ three simple sentences related to two highly familiar activities ○ express a simple opinion about each activity.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • simple high frequency vocabulary including sight words: <ul style="list-style-type: none"> ○ related to highly familiar personal and practical activities ○ to communicate opinions about highly familiar personal and practical activities • letters of the alphabet and their combinations • simple strategies to make meaning of highly familiar, simple sentences.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with highly familiar contexts • accessible texts. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as in teaching and assessing literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23870
Unit title	Write simple sentences
Application	<p>This unit describes the skills and knowledge to use simple strategies to write short, simple sentences for highly familiar activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Writing.</p> <p>This unit applies to learners with intellectual disability who are at the early stage of writing.</p> <p>Learners at this level may require the support of a teacher / mentor.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Produce simple sentences for personal activities	1.1	Identify highly familiar personal activities
		1.2	Identify features of simple sentences
		1.3	Prepare the content for the sentences related to highly familiar personal activities
		1.4	Write simple sentences related to highly familiar personal activities
		1.5	Check the sentences with a support person
2	Produce simple sentences for practical activities	2.1	Identify highly familiar practical activities
		2.2	Prepare the content for sentences related to practical activities
		2.3	Write simple sentences related to practical activities
		2.4	Check sentences with a support person

Range of Conditions

In this context, simple sentences relate to highly familiar sentences for personal and practical activities in very restricted and immediate contexts. Short and simple tasks of one or two steps have a highly explicit purpose.

Sentences may be in digital or paper-based format and may include voice to text format as appropriate. Texts may be hand written or typed using:

- touch screens such as an ipad
- mobile phones
- eye-gaze devices
- other augmentative devices
- other alternative communication styles.

Highly familiar personal activities may relate to but are not limited to:

- health and safety
- recreational activities
- travel / mobility
- completing forms
- communicating with family and friends.

Sentences features may include but are not limited to:

- who, what (action), or where features to scaffold sentence structure.

Simple sentences related to personal activities may include but are not limited to:

- descriptive sentences of family, friends, sports, hobbies, food
- sentences offering a simple opinion
- phrases to individual words
- email/SMS text
- supporting visuals such as photos.

Highly familiar practical activities may include but are not limited to:

- workplace activities
- travel / mobility
- cooking
- shopping
- using equipment/tools in the workplace or home
- group activities.

Simple sentences related to practical activities may include but are not limited to:

- completing forms such as for memberships
- writing simple messages

OFFICIAL

- writing a shopping list.

Strategies to support writing sentences may include but are not limited to:

- drawing on past experience and existing knowledge to provide content for sentences
- sequencing information
- using words from a word list
- checking sentences by re-reading and self correcting
- asking questions to clarify meaning
- simple phonological knowledge such as letter/sound combinations.

Support persons may include but are not limited to teachers, mentors, friends or classmates.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • recognise parts of a sentence.
Planning and organising skills to:	<ul style="list-style-type: none"> • construct simple sentences.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23870 Write simple sentences	VU22911 Write simple sentences	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23870 Write simple sentences
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply a limited range of strategies to prepare and write three simple sentences, including at least: <ul style="list-style-type: none"> ○ one related to a highly familiar personal activity ○ one related to a highly familiar practical activity.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • spatial arrangement, word separation and alignment of text from left to right, top to bottom • letters of the alphabet and their combinations • simple punctuation such as full stops • a small bank of words and phrases related to highly familiar personal, practical and group contexts to enable the preparation of content • writing strategies to produce simple sentences.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with highly familiar contexts • accessible information. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as in teaching and assessing literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Code	VU23871
Unit title	Communicate orally using simple sentences
Application	<p>This unit describes the skills and knowledge to use simple oral communication strategies to participate in highly familiar interactions and activities using simple sentences.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Oral Communication</p> <p>This unit applies to learners with intellectual disability who are at the early stage of developing oracy.</p> <p>Learners at this level will require high levels of teacher/mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Participate in highly familiar spoken exchanges for personal purposes	1.1	Identify highly familiar personal interactions
		1.2	Use highly familiar greetings
		1.3	Use simple sentences to communicate information about highly familiar personal activities
		1.4	Use simple sentences to respond to questions related to personal activities
		1.5	Use simple sentences to communicate an opinion about the highly familiar interaction
		1.6	Respond to requests for repetition or clarification, if required
2	Participate in highly familiar spoken exchanges for practical	2.1	Identify highly familiar practical activities
		2.2	Use simple sentences to communicate information about highly familiar practical activities

activities	2.3	Use simple sentences to respond to questions related to practical activities
	2.4	Respond to requests for repetition or clarification

Range of Conditions

In this context, oral communication using simple sentences relates to highly familiar, immediate and personally relevant contexts. Concrete tasks of one or two steps have an explicit purpose and contain highly familiar vocabulary.

Where the learner has little or no speech, communication may be by way of augmentative and alternative communication devices.

Oral communication may include but is not limited to:

- uttering sentences that are mostly intelligible to the listener
- speaking words face to face or into a recording device
- using augmentative communication devices to communicate.

Simple sentences to communicate information may include but are not limited to:

- providing specific information about and/or describing:
 - objects / pictures
 - signs / symbols
 - people / places
 - likes / dislikes.

Highly familiar spoken interactions for personal purposes may include but are not limited to:

- spoken communication with:
 - class mates / work colleagues
 - family / friends / social groups
- using simple spoken communication conventions such as
 - greetings
 - introducing oneself
 - taking turns.

Interactions relating to highly familiar activities may include but are not limited to:

Everyday activities such as:

- health and safety
- shopping / cooking
- recreational activities
- travel / mobility / asking for directions
- using equipment / tools in the workplace or home
- communicating with family and friends.

Learning related activities such as:

- participating in a small group discussion such as:
 - presenting a group project or report
 - participating in a role play
- participating in highly familiar group interactions such as:
 - instructions / information / questions related to an interaction
 - expressing an opinion / making a suggestion
 - instructions for a group activity.

Oral communication for practical activities may include but are not limited to:

- speaking with:
 - class mates / work colleagues
 - family members / friends / social groups
- practical activities may include but are not limited to:
 - instructions for the use of specific tools or completion of tasks
 - requests for assistance
 - health and safety instructions
 - workplace rosters
 - goods and services transactions
 - identifying a problem.

Oral communication strategies may include but are not limited to:

- drawing on a bank of highly familiar words or expressions
- non-verbal techniques such as:
 - gesturing
 - using facial expressions
- verbal strategies such as:
 - repeating information
 - clarifying information
- drawing on personal experiences.

Foundation Skills

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

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> • identify appropriate response to questions.

Problem-solving skills to:

- apply communication strategies to participate in exchanges.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23871 Communicate orally using simple sentences	VU22912 Communicate orally using simple sentences	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23871 Communicate orally using simple sentences</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to apply oral communication strategies in order to participate in:</p> <ul style="list-style-type: none"> • one spoken exchange related to familiar personal activities, including: <ul style="list-style-type: none"> ○ using one highly familiar greeting ○ giving information in simple sentences ○ responding to a question ○ expressing an opinion ○ responding to a request for clarification • one spoken exchange related to familiar practical activities, including: <ul style="list-style-type: none"> ○ giving information in simple sentences ○ responding to a question ○ responding to a request for clarification.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • appropriate vocabulary in order to: <ul style="list-style-type: none"> ○ respond to questions ○ express opinions ○ provide repetition or clarification • simple sentence structure and sequence to convey information.
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices is accommodated where required • assessment tasks which deal with the familiar and concrete. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Learners who are non-verbal can be assessed using augmentative and alternative communication devices.</p>

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as in teaching and assessing literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23872
Unit title	Give and follow simple directions
Application	<p>This unit describes the skills and knowledge to give and follow simple directions in highly familiar contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Reading and Numeracy.</p> <p>For learners who are able to verbalise their responses, the outcomes described in this unit contribute to the achievement of ACSF Level 1 Oral Communication.</p> <p>Learners at this level may require the support of a teacher / mentor.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Follow simple directions in highly familiar situations	1.1	Identify the relative position of familiar places on a simple map or diagram
		1.2	Identify specific locations of items on a simple map or diagram
		1.3	Follow simple highly familiar directions from one location to another on a simple map or diagram
2	Give simple directions in highly familiar situations	2.1	Use language of direction to give the relative position of places on a simple map or diagram
		2.2	Locate and give directions from one location to another on a simple map or diagram

Range of Conditions

In this context, directions given or followed contain simple phrases related to highly familiar, immediate and personally relevant contexts. Concrete directions of one or two steps have an explicit purpose and contain highly familiar vocabulary.

Maps and diagrams used for giving and following directions may be paper based or in digital format.

Texts may be in digital or paper-based format. Where required assistive technology may be used to assist access to the maps and diagrams.

Simple concepts of position and location may include but are not limited to:

- informal language of relative position
 - over/under
 - in front / behind
 - opposite
 - on the corner
 - next to
 - between
- directional language/phrases-such as:
 - turn left/right
 - in front of/behind the...
 - between the...
- use of common, everyday informal language and gestures.

Simple diagrams and maps may include but are not limited to:

- familiar buildings such as classrooms, workplace
- local shopping centre
- local home area
- simple and familiar online maps.

Highly familiar locations may include but are not limited to:

- learner's classroom
- home
- workplace
- local shopping centre
- community centre.

Highly familiar situations may include but are not limited to:

- moving from one position to another within a room
- one room to another
- moving from one place to another in a local area.

Foundation Skills

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

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> navigate simple maps or diagrams.
Oral communication skills to:	<ul style="list-style-type: none"> give directions on a simple map or diagram.
Problem-solving skills to:	<ul style="list-style-type: none"> use simple maps and diagrams to find highly familiar locations use simple strategies to locate items on a simple map or diagram.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23872 Give and follow simple directions	VU22913 Give and follow simple directions	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23872 Give and follow simple directions</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use highly familiar strategies and knowledge of language of relative position and location to follow simple directions on highly familiar maps or diagrams, in order to: <ul style="list-style-type: none"> ○ locate the relative position of two objects or places ○ locate two objects or places ○ move from two different locations to another. • use highly familiar strategies and knowledge of language of relative position and location to give simple directions on highly familiar maps or diagrams, in order to: <ul style="list-style-type: none"> ○ describe the relative position of two objects or places ○ move from two different locations to another.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • signs, fonts and symbols used in diagrams or maps • language of relative position of objects or places • language of location to give and follow simple directions.
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices is accommodated where required • assessment tasks which deal with the familiar and concrete • accessible maps and/or diagrams. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Learners who are non-verbal can be assessed using augmentative and alternative communication devices.</p> <p>Assessor requirements</p>

Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as in teaching and assessing literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23874
Unit title	Identify and use simple fractions
Application	<p>This unit describes the skills and knowledge to identify and use familiar simple fractions of $\frac{1}{2}$ and $\frac{1}{4}$ in highly familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify and record simple fractions	1.1	Identify and record simple fractions related to personal activities
		1.2	Identify and record simple fractions related to practical activities
		1.3	Identify fractions in short and simple texts
2	Use simple fractions	2.1	Apply strategies to use simple fractions in personal activities
		2.2	Apply strategies to use simple fractions in practical activities

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, fractions must be highly explicit and activities must be concrete with a highly explicit purpose. Simple fractions are limited to $\frac{1}{2}$ and $\frac{1}{4}$ and must be identified and recorded using numerals and may be identified and recorded

using words. At this level learners will require structured support and prompting.

Personal activities may include but are not limited to:

- sharing items with others equally in halves or quarters
- eating out such as splitting a bill
- identifying when an item is on sale such as “half price”
- sharing a cake equally between 2 or 4 people
- identifying halves and quarters in sporting contests such as half time, quarter time.

Practical activities may include but are not limited to:

- purchasing $\frac{1}{2}$ or $\frac{1}{4}$ quantities of items
- taking breaks of specified time such as $\frac{1}{2}$ an hour
- identifying quantities such as $\frac{1}{2}$ teaspoon for dosages such as taking medicines
- identifying quantities such as $\frac{1}{4}$ cup for recipes
- splitting group members into twos or fours
- sharing items with others in work or social groups
- time related to public transport arrivals or departures such as half hour, quarter hour.

Simple texts which contain fractions may include but are not limited to:

- catalogues such as $\frac{1}{2}$ price
- sales signs.

Strategies to use simple fractions in activities may include but are not limited to:

- using concrete objects or liquids that can be halved and quartered
- using graphic representations of halves and quarters.

Foundation Skills

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

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • locate fractions in activities.
Problem-solving skills to:	<ul style="list-style-type: none"> • connect fractions to personal and practical activities.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23874 Identify and use simple fractions	VU22914 Recognise and use simple fractions	Equivalent

OFFICIAL



Assessment Requirements

Title	Assessment Requirements for VU23874 Identify and use simple fractions
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use simple strategies to identify and record the simple fractions of $\frac{1}{2}$ and $\frac{1}{4}$ either verbally or as written figures and apply them to: <ul style="list-style-type: none"> ○ two highly familiar, personal activities ○ two highly familiar practical activities • identify two simple fractions in one short and simple text.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • conventions relevant to representing fractions including $\frac{1}{2}$, $\frac{1}{4}$ • strategies to recognise and make meaning of simple fractions
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • the learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example identifying items on sale may apply to both the personal and practical context.</p> <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23875
Unit title	Count and use numbers up to 100
Application	<p>This unit describes the skills and knowledge to count whole number figures up to 100 and apply this knowledge to highly familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify whole number figures from 1 to 100	1.1	Identify number figures relevant to personal activities
		1.2	Identify number figures relevant to practical activities
2	Count and record whole number figures by multiples of 1 up to 100	2.1	Apply simple strategies to count and record numbers for personal activities
		2.2	Apply simple strategies to count and record numbers for practical activities
3	Use whole numbers up to 100	3.1	Use numbers up to 100 for personal activities
		3.2	Use numbers up to 100 for practical activities

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, numbers must be highly explicit and activities must be concrete with a highly explicit purpose. Numbers may be identified and recorded using numerals or words and counting and recording may be in spoken, written or visual

form. At this level learners will require structured support and prompting.

Strategies to count numbers may include but are not limited to:

- using relevant concrete objects or counting aids
- using a number line or ruler to assist in counting
- ordering/sequencing numbers
- asking questions to clarify meaning.

Personal activities may include but are not limited to:

- numbers related to money:
 - bill payments
 - savings deposits
 - wages
- personal information such as age or birthday
- clothes or shoe size
- calendar dates related to appointments
- work / emergency phone numbers
- personal activities such as shopping, dining out, social, recreational or sporting activities.

Practical activities may include but are not limited to:

- items to be purchased
- speed limits
- assisting in catering for a group or participating in a group activity
- participating in a game
- work tasks
- travel costs
- education / training activities and costs.

Foundation Skills

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

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> identify and count numbers.
Problem-solving skills to:	<ul style="list-style-type: none"> connect use of whole number figures to personal and practical activities.
Planning and organising skills to:	<ul style="list-style-type: none"> count whole number figures up to 100 in sequence.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23875 Count and use numbers up to 100	VU22915 Count and use numbers up to 100	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23875 Count and use numbers up to 100
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use simple strategies to identify, count and record whole numbers up to 100 in sequence • apply whole numbers up to 100 to: <ul style="list-style-type: none"> ○ two highly familiar, personal activities ○ two highly familiar practical activities.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • strategies to assist in identifying and counting number figures up to 100 • number sequences up to 100 • importance of numbers in everyday activities.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete • access to counting aids. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23876
Unit title	Use simple multiples up to 100
Application	<p>This unit describes the skills and knowledge to use simple multiples up to 100 and apply this to highly familiar personal and practical activities. The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify simple multiples up to 100	1.1	Identify simple multiples relevant to personal activities
		1.2	Identify simple multiples relevant to practical activities
2	Count and record simple multiples up to 100	2.1	Apply simple strategies to count in simple multiples
		2.2	Apply simple strategies to record simple multiples
3	Use simple multiples up to 100	3.1	Use simple multiples up to 100 for personal activities
		3.2	Use simple multiples up to 100 for practical activities

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, multiples must be highly explicit and activities must be concrete with a highly explicit purpose. Multiples may be identified and recorded using numerals or words and counting and recording may be in spoken, written or visual form such as counting multiples aloud, writing number figures, using objects or number line or visual number charts. Simple multiples of 100 may include 2,5,10,20. At this level learners will require structured support and prompting.

Personal activities may include but are not limited to:

- paying bills
- depositing or withdrawing money
- working out time allowances.

Practical activities may include but are not limited to:

- purchasing items such as items which come in a pack of 5
- counting number of items required for a task
- grouping items
- counting items to be packed at work
- counting out change or money
- working out the frequency of public transport.

Foundation Skills

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

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • identify and count numbers.
Problem-solving skills to:	<ul style="list-style-type: none"> • connect use of simple multiples to personal and practical activities.
Planning and organising skills to:	<ul style="list-style-type: none"> • count in simple multiples up to 100 in sequence.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23876 Use simple multiples up to 100	VU22916 Use simple multiples up to 100	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23876 Use simple multiples up to 100
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use simple strategies to count and record simple multiples up to 100 for: <ul style="list-style-type: none"> ○ two highly familiar personal activities ○ two highly familiar practical activities.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • strategies to assist in counting simple multiples up to 100 • simple mathematical language of 'plus' and 'times' to use simple multiples.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete • access to counting aids. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example identifying multiples of 100 may apply to both the personal and practical context.</p> <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23877
Unit title	Use simple metric weights
Application	<p>This unit describes the skills and knowledge to use simple metric weights related to highly familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the early stage of numeracy development.</p> <p>Learners at this level may require the support of a teacher / mentor.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Use simple metric weights for personal activities	1.1	Recognise whole numbers into the hundreds related to weights
		1.2	Identify highly familiar personal activities that require the use of weights
		1.3	Use whole numbers to estimate the weight of familiar everyday objects related to highly familiar activities
		1.4	Use simple metric weights to carry out a familiar personally relevant activity
		1.5	Use common words for comparing weights
2	Use simple metric weights for practical activities	2.1	Identify highly familiar practical activities that require the use of weights
		2.2	Use whole numbers to estimate the weight of familiar everyday objects related to practical activities
		2.3	Use simple metric weights to carry out a highly familiar practical activity
		2.4	Compare weights related to practical activities

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, metric weights must be highly explicit and activities must be concrete with a highly explicit purpose. Whole numbers related to weights may be recognised in spoken, written or visual form. Strategies to estimate weight may include using concrete objects, visuals, scales, using previous knowledge of a product or item, checking and confirming estimations, using personal experience. At this level learners will require structured support and prompting.

Highly familiar personal activities related to the use of weights may include but are not limited to:

- shopping such as weighing fruits and vegetables
- cooking such as weighing ingredients
- personal health such as weighing oneself.

Highly familiar practical activities related to the use of weights may include but are not limited to

- checking the weight of a product at work
- estimating the weight of an item before moving it
- weighing parcels at the post office.

Foundation Skills

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

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • identify information on digital weight scales.
Oral communication skills to:	<ul style="list-style-type: none"> • compare weights.
Problem-solving skills to:	<ul style="list-style-type: none"> • apply measures of weight to estimate and calculate weight for different items.
Technology skills to:	<ul style="list-style-type: none"> • use digital scales.
Digital literacy skills to:	<ul style="list-style-type: none"> • use information on digital weight scales.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23877 Use simple metric weights	VU22918 Use simple metric weights	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23877 Use simple metric weights
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • recognise and apply appropriate metric units to estimate and compare the weight of two products or items • apply simple problem solving strategies to use simple metric weights to perform <ul style="list-style-type: none"> ○ one highly familiar personal activity ○ one highly familiar practical activity.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • simple vocabulary for comparing weights including heavier and lighter • common units used to measure weight including grams and kilograms • abbreviations associated with highly familiar weights including kg and g.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete • access to weighing equipment such as digital weight scales. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessment should take into account the integration of activities where this is relevant to the needs of the learner, for example using metric weights may apply to both personal and practical activities.</p> <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23878
Unit title	Use simple liquid measures
Application	<p>This unit describes the skills and knowledge to use simple metric liquid measures for highly familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the early stage of numeracy.</p> <p>Learners at this level may require the support of a teacher / mentor.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Use simple metric liquid measures for personal activities	1.1	Identify highly familiar personal activities that require the use of liquid measures
		1.2	Recognise whole numbers into the hundreds related to liquids on everyday containers related to personal activities
		1.3	Use whole numbers to estimate the volume of liquid for everyday containers
		1.4	Use simple metric liquid measures to carry out a highly familiar personal activity
		1.5	Use common words for comparing liquid measures
2	Use simple metric liquid measures for practical activities	2.1	Identify highly familiar practical activities that require the use of liquid measures
		2.2	Recognise whole numbers into the hundreds related to liquids on everyday containers related to practical activities
		2.3	Use whole numbers to estimate the volume of liquid for everyday containers related to practical activities
		2.4	Use simple metric liquid measures to carry out a highly

		familiar practical activity
	2.5	Compare liquid measures for practical activities.

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, liquid measures must be highly explicit and activities must be concrete with a highly explicit purpose. Whole numbers related to liquid measures may be recognised in spoken, written or visual form. Strategies to estimate liquid measures may include using concrete objects, visuals, containers, using previous knowledge of a product or item, checking and confirming estimations, using personal experience. At this level learners will require structured support and prompting.

Highly familiar personal activities may include:

- shopping for example comparing liquid measures of items for value
- prepare a drink
- healthcare for example measuring medication
- cooking for example measuring liquid ingredients
- gardening for example preparing liquid fertilizer.

Highly familiar practical activities may include:

- measuring liquids for a work task
- estimating the liquid volume of a container before moving it
- measuring liquid for a cleaning task.

Foundation Skills

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

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • recognise numbers on containers.
Oral communication skills to:	<ul style="list-style-type: none"> • compare liquid measures.
Problem-solving skills to:	<ul style="list-style-type: none"> • apply measures of liquid to estimate volume of liquid for familiar everyday containers • compare volume of liquid for different activities.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23878 Use simple liquid measures	VU22919 Use simple liquid measures	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23878 Use simple liquid measures</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • recognise and apply appropriate metric units to measure and compare the liquid volume of two everyday containers • apply simple problem solving strategies to use simple liquid measures to perform <ul style="list-style-type: none"> ○ one highly familiar personal activity ○ one highly familiar practical activity.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • small bank of common words for comparing liquid measures including less, more • common units used to measure liquids such as litres and millilitres and their differences • abbreviations associated with highly familiar liquid measurements such as l and ml.
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete • access to measuring equipment for liquid. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example using liquid measures may apply to both personal and practical activities.</p> <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23879
Unit title	Use simple linear measures
Application	<p>This unit describes the skills and knowledge to use simple metric linear measures for a limited range of highly familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the early stage of numeracy.</p> <p>Learners at this level may require the support of a teacher / mentor.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Use simple metric linear measures for personal activities	1.1	Identify highly familiar personal activities that require the use of linear measures
		1.2	Recognise whole numbers into the hundreds related to length
		1.3	Use whole numbers to estimate simple linear measures related to familiar personal activities
		1.4	Use whole numbers to carry out and confirm simple linear measures related to a familiar personal activity
		1.5	Use common words for comparing linear measures
2	Use simple metric linear measures for practical activities	2.1	Identify highly familiar practical activities
		2.2	Use whole numbers to estimate linear measurements related to familiar practical activities
		2.3	Use whole numbers to carry out and confirm simple linear measures related to a familiar practical activity

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, linear measures must be highly explicit and activities must be concrete with a highly explicit purpose. Whole numbers related to linear measures may be recognised in spoken, written or visual form. Strategies to estimate linear measures may include, using previous knowledge of a product or item, checking and confirming estimations, using personal experience, checking estimation through questioning, using measurement aids.

At this level learners will require structured support and prompting.

Highly familiar personal activities related to linear measures/estimation may include but are not limited to:

- shopping for furniture for example measuring the height of an object or item
- travelling to a destination or measuring the distance between two places
- measuring own height.

Highly familiar practical activities using linear measurement to measure/estimate may include but are not limited to:

- checking the length of materials for a workplace task
- arranging household items to fit in a given space
- checking the distance from one location to another
- measuring/estimating:
 - length of an object at work
 - distance to or from a place
 - size of a room
 - size for a garden plot.

Foundation Skills

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

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • recognise whole numbers on measurement equipment.
Oral communication skills to:	<ul style="list-style-type: none"> • compare linear measures.
Problem-solving skills to:	<ul style="list-style-type: none"> • check and confirm estimations • recognise and use appropriate simple measurement equipment • use appropriate unit of measurement for an item such as a ballpoint pen being measured in centimetres not metres.

Unit Mapping Information	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23879 Use simple linear measures	VU22920 Use simple linear measures	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23879 Use simple linear measures
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • recognise and apply appropriate metric units to perform linear estimations and measures including: <ul style="list-style-type: none"> ○ applying simple problem solving strategies to use linear measurement to estimate and measure two familiar personal activities ○ applying simple problem solving strategies to use linear measurement to estimate and measure two familiar practical activities.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • common units used to describe linear measures including centimetres, metres, kilometres and their difference • difference between length and width as part of linear measurement • abbreviations associated with highly familiar linear measurement units including cm, m and km • simple strategies to estimate linear measures.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete • access to simple measurement equipment such as rulers and tape measures. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessment should take into account the integration of activities where this is relevant to the needs of the learner, for example undertaking linear measurement activities may apply to both personal and practical activities.</p> <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23880
Unit title	Work with money
Application	<p>This unit describes the skills and knowledge to identify and use money into the hundreds and halves to estimate rounded amounts for everyday purchases for highly familiar personal items and practical activities.</p> <p>The outcomes of this unit do not include any mathematical functions.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the early stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify monetary amounts and values	1.1	Identify Australian coins and their monetary value
		1.2	Identify Australian notes and their monetary value
		1.3	Identify different ways to pay for items or activities
2	Estimate rounded amounts	2.1	Identify essential everyday items and activities
		2.2	Estimate the amount required for personal items
		2.3	Estimate the amount required for practical activities

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, monetary amounts must be highly explicit (into the hundreds and halves) and items and activities must be concrete with a highly explicit purpose. Whole numbers related to monetary values may be identified in spoken, written or visual form. Strategies to estimate monetary amounts may include but are not limited to, using previous knowledge of a product or item, checking and confirming estimations, using personal experience, checking estimation through questioning, using visual representation, using round numbers.

Highly familiar items and activities may include:

- buying
 - food / drinks
 - clothes
 - entertainment items
- paying for a haircut
- using a vending machine
- participating in a social activity
- contributing to a group activity
- buying a raffle ticket.

Practical activities may include but are not limited to:

- paying:
 - a train or tram fare
 - an entry fee
 - for a movie ticket
- purchasing a prepaid mobile phone card.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • distinguish monetary values • estimate rounded amounts required for everyday purchases.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23880 Work with money	VU22921 Use coins and notes	Equivalent

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23880 Work with money</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use strategies to estimate rounded money amounts for: <ul style="list-style-type: none"> ○ two highly familiar personal items or activities ○ two highly familiar practical activities.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • common representations of monetary amounts including: <ul style="list-style-type: none"> ○ symbols used to represent dollars and cents ○ numerical representation of notes and coins including decimals ○ written form of dollars and cents • strategies to assist in estimating monetary amounts • differences between using cash and credit • vocabulary related to payment methods including cash, credit, debit.
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete • access to coins and notes. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessment should take into account the integration of activities where this is relevant to the needs of the learner, for example estimating money amounts for items that relate to both personal and practical activities.</p> <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU23881
Unit title	Use simple addition skills
Application	<p>This unit describes the skills and knowledge to use simple addition skills, which may involve the use of a calculator, with simple whole number amounts for highly familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the early stage of numeracy development.</p> <p>Learners at this level may require the support of a teacher / mentor.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Use simple addition for personal activities	1.1	Identify highly familiar personal activities
		1.2	Recognise and locate simple whole numbers related to own immediate personal activities
		1.3	Use whole numbers to perform simple addition tasks related to own immediate personal activities
		1.4	Use simple strategies to undertake simple addition tasks related to highly familiar personal activities
		1.5	Check the addition result for personal activities with support
2	Use simple addition for practical activities	2.1	Identify highly familiar practical activities
		2.2	Recognise and locate simple whole numbers related to own immediate practical activities
		2.3	Use whole numbers to perform simple addition tasks related to own immediate practical activities

2.4	Use simple strategies to undertake simple addition tasks related to own immediate practical activities
2.5	Check the addition result for practical activities with support

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, addition tasks must be highly explicit and include simple one step addition calculations adding no more than two entities together using whole numbers into the hundreds. Activities and items must be concrete with a highly explicit purpose. Calculations may be spoken, written or in visual form.

Strategies to undertake simple additions may include but are not limited to:

- counting up & counting on
- using number grids
- doubles & near doubles
- using
 - concrete objects
 - informal "in the head" methods
 - fingers
 - alternative communication aids, supports and systems
 - technology such as tablets and smart phones
 - calculators
 - non-linguistic cues such as body language, facial expressions and gestures to support meaning.

Highly familiar addition tasks related to immediate personal activities may include but are not limited to:

- cooking such as adding quantities for cooking and sharing food
- shopping such as using addition to calculate increases in price of goods or adding the cost of two items to determine cost
- using transport
- paying bills
- social activities such as adding number of people per table for a group function
- workplace activities such as packing quantities of goods in a workplace setting.

Highly familiar addition tasks related to immediate practical activities may include but are not limited to:

- purchasing goods such as adding money amounts for:
 - purchasing lunch
 - purchasing transport fares

- participating in sports teams such as adding scores in a sporting event or adding own scores in a game
- performing workplace tasks such as adding number of items as part of task at work, calculating number of people required to complete a workplace task
- participating in social activities such as purchasing items for a number of people for a group activity.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • use different strategies to calculate results • check calculations to confirm results.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23881 Use simple addition skills	VU22922 Use simple addition skills	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23881 Use simple addition skills
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply simple problem solving strategies to undertake and check simple addition calculations for: <ul style="list-style-type: none"> ○ two highly familiar personal activities ○ two highly familiar practical activities.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • whole numbers into the hundreds • mathematical symbols used for addition • simple mathematical vocabulary including addition, plus and equals.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete • access to aids to assist with addition activities <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessment should take into account the integration of activities where this is relevant to the needs of the learner, for example undertaking addition activities may apply to both personal and practical activities. In order to support authentic assessment this unit can be assessed with the unit VU23882 Use simple subtraction skills.</p> <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>
Unit code	VU23882
Unit title	Use simple subtraction skills

Application	<p>This unit describes the skills and knowledge to use simple subtraction skills with simple whole number amounts for a limited range of highly familiar personal and practical activities. This may involve the use of a calculator.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p> <p>This unit applies to learners with intellectual disability who are at the early stage of numeracy development.</p> <p>Learners at this level may require the support of a teacher / mentor.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Use simple subtraction for personal activities	1.1	Identify highly familiar personal activities
		1.2	Recognise and locate simple whole numbers related to own immediate personal activities
		1.3	Use whole numbers to perform simple subtraction tasks related to own personal activities
		1.4	Use simple strategies to undertake simple subtraction tasks related to highly familiar personal activities
		1.5	Check the subtraction result for personal activities
2	Use simple subtraction for practical activities	2.1	Identify highly familiar practical activities
		2.2	Recognise and locate simple whole numbers related to own practical activities
		2.3	Use whole numbers to perform simple subtraction tasks related to own practical activities
		2.4	Use simple strategies to undertake simple subtraction tasks related to highly familiar practical activities
		2.5	Check the subtraction result for practical activities

Range of Conditions

The context must be highly familiar, concrete and immediate. In this context, subtraction tasks must be highly explicit and include simple one step addition calculations subtracting no more than two entities together using whole numbers into the hundreds. Activities and items must be concrete with a highly explicit purpose. Calculations may be spoken, written or in visual form.

Strategies to undertake simple subtractions may include but are not limited to:

- counting on & counting back
- using number grids or number lines
- using
 - concrete objects or visuals
 - coins and notes
 - informal "in the head" methods
 - fingers
 - games
 - alternative communication aids, supports and systems
 - technology such as tablets and smart phones
 - calculators
 - non-linguistic cues such as body language, facial expressions and gestures to support meaning.

Highly familiar subtraction tasks related to immediate personal activities may include but are not limited to:

- shopping such as working out expected change for a transaction, subtracting the cost of an item from a fixed amount, working out differences in price of goods
- using transport such as subtracting a fee from a total amount for example with a trip using myki
- paying bills such as subtracting instalments from total amounts
- social activities such as calculating differences between number of people at a group function and those initially expected or subtracting own share from total meal price.

Highly familiar subtraction tasks related to immediate practical activities may include but are not limited to:

- subtracting money amounts from a fixed amount for:
 - purchasing lunch
 - purchasing transport fares
 - paying bills
- workplace activities such as:
 - subtracting number of items as part of task at work
 - working out how much time is left to complete a work task from a fixed time

- using subtraction to calculate:
 - change from purchasing items for a group activity
 - difference between team scores to determine the winner.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • undertake simple one step subtraction activities • use different strategies to calculate results • estimate if a given answer is correct.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23882 Use simple subtraction skills	VU22923 Use simple subtraction skills	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23882 Use simple subtraction skills
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply simple problem solving strategies to undertake and check simple subtraction calculations for: <ul style="list-style-type: none"> ○ two highly familiar personal activities ○ two highly familiar practical activities.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • whole numbers into the hundreds • mathematical symbol used for subtraction and its function • simple mathematical vocabulary such as subtraction/minus and equals.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners' augmentative and alternative communication devices where required • assessment tasks which deal with the familiar and concrete • access to aids to assist with addition activities. <p>At this level the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues • may require extended time to demonstrate skills • can work alongside an expert / mentor where prompting and advice can be provided. <p>Assessment should take into account the integration of activities where this is relevant to the needs of the learner, for example undertaking subtraction activities may apply to both personal and practical activities. In order to support authentic assessment this unit can be assessed with the unit VU23881 Use simple addition skills.</p> <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field as well as teaching and assessing numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>