

## **EAL FRAMEWORK**

**22636VIC Course in Initial EAL**  
**22637VIC Course in EAL**  
**22638VIC Certificate I in EAL (Access)**  
**22639VIC Certificate II in EAL (Access)**  
**22640VIC Certificate III in EAL (Access)**  
**22641VIC Certificate IV in EAL (Access)**  
**22642VIC Certificate II in EAL (Employment)**  
**22643VIC Certificate III in EAL (Employment)**  
**22644VIC Certificate IV in EAL (Employment / Professional)**  
**22645VIC Certificate III in EAL (Further Study)**  
**22646VIC Certificate IV in EAL (Further Study)**

**Version 1**

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

**Accredited for the period:**

**1 January 2024 to 31 December 2028**

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## Section A – Copyright and course classification information

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<p><b>2. Address</b></p>	<p><b>Executive Director</b> Deputy CEO Victorian Skills Authority Department of Jobs Skills, Industry and Regions (DJSIR) GPO Box 4509 Melbourne Vic 3001</p> <p><b>Organisational Contact:</b> Manager, Training and Learning Products Unit Engagement Branch Victorian Skills Authority Email: <a href="mailto:course.enquiry@djsir.vic.gov.au">course.enquiry@djsir.vic.gov.au</a></p>
<p><b>3. Type of submission</b></p>	<p>This submission is for re-accreditation of:</p> <p>22482VIC Course in Initial EAL 22483VIC Course in EAL 22484VIC Certificate I in EAL (Access) 22485VIC Certificate II in EAL (Access) 22486VIC Certificate III in EAL (Access) 22487VIC Certificate IV in EAL (Access) 22488VIC Certificate II in EAL (Employment) 22489VIC Certificate III in EAL (Employment) 22490VIC Certificate IV in EAL (Employment / Professional) 22491VIC Certificate III in EAL (Further Study) 22492VIC Certificate IV in EAL (Further Study)</p>
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- BSB Business Services Training Package
  - BSBCRT311 Apply critical thinking skills in a team environment
  - BSBINS201 Process and maintain workplace information
  - BSBINS301 Develop and use information literacy skills
  - BSBINS302 Organise workplace information
  - BSBINS401 Analyse and present research information
  - BSBLDR301 Support effective workplace relationships
  - BSBLDR413 Lead effective workplace relationships
  - BSBTEC101 Operate digital devices
  - BSBTEC201 Use business software applications
  - BSBTEC301 Design and produce business documents
  - BSBTEC302 Design and produce spreadsheets
  - BSBTWK301 Use inclusive work practices
  - BSBTWK401 Build and maintain business relationships
  - BSBWHS211 Contribute to the health and safety of self and others
  - BSBWRT411 Write complex documents
- HLT Health Training Package
  - HLTAID010 Provide basic emergency life support
- ICT information and Communications Training Package
  - ICTICT214 Operate application software packages
  - ICTWEB306 Develop web presence using social media
- TLI Transport and Logistics Training Package
  - TLIE0010 Identify, analyse and report workplace data and information
- SIT Tourism, Travel and Hospitality Training Package
  - SITXFSA005 Use hygienic practices for food safety

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The following units are imported from the 22471VIC Course in Initial General Education for Adults

- VU22352 Recognise numbers and money in simple, highly familiar situations
- VU22353 Recognise, give and follow simple and familiar directions

- VU22354 Recognise measurements in simple, highly familiar situations
- VU22355 Recognise shape and design in simple, highly familiar situations
- VU22356 Recognise and locate simple numerical information in short, simple highly familiar texts
- VU22357 Recognise and locate numerical information in simple, highly familiar tables and graphs

The following units are imported from the 22476VIC Certificate I in General Education for Adults (Introductory)

- VU22358 Develop learning goals
- VU22359 Conduct a project with guidance
- VU22369 Work with simple numbers and money in familiar situations
- VU22370 Work with simple measurements in familiar situations
- VU22372 Work with and interpret simple numerical information in familiar texts

The following units are imported from the 22472VIC Certificate I in General Education for Adults

- VU22384 Develop and document a learning plan and portfolio
- VU22385 Plan and undertake a project
- VU22395 Work with a range of numbers and money in familiar and routine situations
- VU22397 Work with measurement in familiar and routine situations
- VU22398 Work with and interpret statistical information in familiar and routine texts
- VU22399 Work with design and shape in familiar and routine situations
- VU22400 Work with and interpret numerical information in familiar and routine texts
- VU22402 Undertake a simple investigation of health and wellbeing

The following units are imported from the 22473VIC Certificate II in General Education for Adults

- VU22411 Research pathways and produce a learning plan and portfolio
- VU22412 Implement and review a project
- VU22422 Investigate and interpret shapes and measurements and related formulae
- VU22423 Investigate numerical and statistical information
- VU22424 Investigate and use simple mathematical formulae and problem solving techniques

The following unit is imported from the 22474VIC Certificate III in General Education for Adults



	<ul style="list-style-type: none"> <li>• VU22446 Design and review a project</li> </ul> <p>The following units are imported from the 22604VIC Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathways</p> <ul style="list-style-type: none"> <li>• VU23235 Recognise and use basic mathematical symbols and processes</li> <li>• VU23236 Recognise and interpret safety signs and symbols</li> <li>• VU23243 Use recipes to prepare food</li> </ul> <p>The following units are imported from the 22605VIC Certificate II in Mumgu-dhal tyama-tiyt community, connection and pathways</p> <ul style="list-style-type: none"> <li>• VU23255 Develop written job application skills</li> <li>• VU23256 Develop interview skills</li> </ul> <p>The following units are imported from the 22606VIC Certificate III in Mumgu-dhal tyama-tiyt community, connection and pathways</p> <ul style="list-style-type: none"> <li>• VU23258 Apply further study skills</li> <li>• VU23262 Respond to an advertised job</li> </ul> <p>The following unit is imported from the 22582VIC Certificate IV in Tertiary Preparation</p> <ul style="list-style-type: none"> <li>• VU23097 Participate in collaborative learning</li> </ul>
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<p><b>6. Course accrediting body</b></p>	<p>Victorian Registration and Qualifications Authority</p>
<p><b>7. AVETMISS</b></p>	<p><b>ANZSCO Code</b> – GEN19 General Education – not occupationally</p>



<p><b>information</b></p>	<p>specific</p> <p><b>ASCED Code</b> – 0915 Language and Literature</p> <p><b>National course codes:</b></p> <p>22636VIC Course in Initial EAL</p> <p>22637VIC Course in EAL</p> <p>22638VIC Certificate I in EAL (Access)</p> <p>22639VIC Certificate II in EAL (Access)</p> <p>22640VIC Certificate III in EAL (Access)</p> <p>22641VIC Certificate IV in EAL (Access)</p> <p>22642VIC Certificate II in EAL (Employment)</p> <p>22643VIC Certificate III in EAL (Employment)</p> <p>22644VIC Certificate IV in EAL (Employment / Professional)</p> <p>22645VIC Certificate III in EAL (Further Study)</p> <p>22646VIC Certificate IV in EAL (Further Study)</p>
<p><b>8. Period of accreditation</b></p>	<p>1 January 2024 to 31 December 2028</p>

## Section B – Course information

1. Nomenclature	Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses
<b>1.1 Name of the qualifications</b>	Course in Initial EAL Course in EAL Certificate I in EAL (Access) Certificate II in EAL (Access) Certificate III in EAL (Access) Certificate IV in EAL (Access) Certificate II in EAL (Employment) Certificate III in EAL (Employment) Certificate IV in EAL (Employment / Professional) Certificate III in EAL (Further Study) Certificate IV in EAL (Further Study)
<b>1.2 Nominal duration of the courses</b>	22636VIC Course in Initial EAL - 445 hours 22637VIC Course in EAL - 445 hours 22638VIC Certificate I in EAL (Access) 382 - 500 hours 22639VIC Certificate II in EAL (Access) 412 - 505 hours 22640VIC Certificate III in EAL (Access) 420 - 500 hours 22641VIC Certificate IV in EAL (Access) 480 - 515 hours 22642VIC Certificate II in EAL (Employment) 335 - 420 hours 22643VIC Certificate III in EAL (Employment) 340 - 440 hours 22644VIC Certificate IV in EAL (Employment / Professional) 360 - 555 hours 22645VIC Certificate III in EAL (Further Study) 440 - 515 hours 22646VIC Certificate IV in EAL (Further Study) 480 - 555 hours
2. Vocational or educational outcomes	Standard 5.1 AQTF 2021 Standards for Accredited Courses
<b>2.1 Outcome(s) of the course</b>	<p>The EAL Framework prepares adults learning English as an Additional Language for a range of educational and vocational pathways. The Framework consists of eleven courses including two Courses in and a range of AQF qualifications across the areas of Access, Employment/Professional and Further Study. The courses are designed for the diverse range of adult learners of English as an additional language needing to develop their English language proficiency skills in order to participate in a range of further education,</p>

training, employment and community participation contexts.

The 22636VIC Course in Initial EAL is designed for pre-literate students many of whom arrive in Australia with severely interrupted education and little or no previous education or learning experiences. These pre arrival experiences may influence their ability to settle in Australia and apply the skills required to learn a new language. These learners need to develop an identity as a learner and establish learning routines. The course is intended to provide participants with the following educational outcomes:

- basic decoding and encoding skills
- handwriting skills such as copying and hand-eye coordination
- recognition of common high frequency function words and nouns to convey familiar personal information
- conventions of an Australian classroom such as punctuality and attendance.

The 22637VIC Course in EAL is designed for EAL participants who have little prior educational experience or whose circumstances have resulted in disrupted education and who need to develop initial level basic English speaking, listening, reading and writing, numeracy and learning skills prior to accessing further English language education and possible employment. The course is intended to provide participants with the following education outcomes:

- extremely familiar vocabulary for immediate needs
- extremely simple grammatical structures (spoken and written)
- written representations of sounds and words
- numbers, time and dates related to time and location.

The 22638VIC Certificate I in EAL (Access) focuses on the development of English language speaking, listening, reading and writing skills directly related to immediate personal and social needs and also includes the development of relevant social, settlement and numeracy skills and knowledge. The purpose of this qualification is preparation for participation in further English language study or vocational training which may include English language support or employment. The course is intended to provide participants with the following education outcomes:

- features and conventions of short and simple written and spoken texts
- simple writing conventions for example in short and simple messages and forms
- simple text structures
- simple grammatical structures.

The 22639VIC Certificate II in EAL (Access) focuses on the development of simple English language speaking, listening, reading and writing skills for everyday communication and community participation to enable participants to move into further English

language education or vocational training or a combination of both, or employment. The course is intended to provide participants with the following education outcomes:

- responding to simple texts in different genres such as information and instructions
- conventions of writing simple texts
- features and conventions of simple written texts and conversations
- simple text and grammatical structures
- paralinguistic features to support communication
- simple vocabulary for different purposes and contexts.

The 22640VIC Certificate III in EAL (Access) outcomes focus on the consolidation of English language speaking, listening, reading and writing skills so that participants can access a range of further education and/or vocational education options which may require some specialisation. The course is intended to provide participants with the following education outcomes:

- responding to straightforward texts in different genres including informational, transactional and narrative texts
- applying conventions and format to write straightforward texts
- using features and conventions of straightforward written texts and conversations
- using straightforward text and grammatical structures
- using a range of paralinguistic features to support communication.

The 22641VIC Certificate IV in EAL (Access) consolidates complex English language speaking and listening, reading and writing skills to access a range of community options. Outcomes include development of a range of complex communication and language skills and knowledge and cultural knowledge based on contemporary issues. The course is intended to provide participants with the following education outcomes:

- responding to complex texts in different genres such as transactional, advisory and creative texts
- applying conventions and format to write complex texts
- using features and conventions of complex written texts and conversations
- responding to and presenting spoken information
- using complex text and grammatical structures
- using a range of paralinguistic features to support communication.

The 22642VIC Certificate II in EAL (Employment) outcomes focus on the development of English language speaking, listening, reading and writing skills and knowledge in the context of the Australian workplace. Participants may have differing levels of work experience and in diverse contexts prior to coming to Australia. Others will have had no workplace experience. The course is intended to provide participants with the following education outcomes:

- responding to simple written and spoken texts related to workplace contexts
- participating in simple conversations and transactions which are routine and relevant to the employment context
- developing and using simple vocabulary related to familiar workplace activities
- writing simple messages in a workplace context.

Certificate 22643VIC III in EAL (Employment) outcomes focus on the consolidation of English language speaking, listening, reading and writing skills for the Australian workplace. Outcomes include development of workplace skills and knowledge to participate safely and communicate effectively in the workplace. Participants may have prior work experience either overseas or in Australia and wish to access similar work or prepare for new employment options as work roles change. The course is intended to provide participants with the following education outcomes:

- responding to straightforward written and spoken texts related to workplace contexts
- participating in straightforward workplace interactions using appropriate linguistic conventions
- developing and using vocabulary related to familiar workplace issues and activities
- using register appropriate to workplace context
- writing workplace texts using appropriate text structures and format
- using a range of straightforward grammatical structures.

The 22644VIC Certificate IV in EAL (Employment/Professional) supports EAL learners who require high level English speaking and listening, reading and writing skills to gain skilled or specialised jobs such as various technical and IT jobs or jobs in the medical or engineering professions. Participants may have specialised knowledge and technical skills and need to develop a higher level of English language proficiency to successfully gain access to their field. The course is intended to provide participants with the following education outcomes:

- applying conventions of complex written and spoken texts related to specialised workplace contexts
- using vocabulary related to complex workplace issues and activities
- using appropriate register in a workplace context
- knowledge of Australian workplaces
- using complex grammatical structures and discourse features
- participating in complex workplace interactions and presenting complex information using appropriate linguistic structures and conventions.

The 22645VIC Certificate III in EAL (Further Study) focuses on the

consolidation of English speaking and listening, reading, writing and study skills to participate in a range of Australian further study contexts such as Vocational Education and Training (VET) or Higher Education. Outcomes include linguistic knowledge and skills to access further education pathways. The course is intended to provide participants with the following education outcomes:

- developing vocabulary related to further study contexts and tasks including some specialist terminology
- applying conventions of straightforward written and spoken texts related to further study contexts
- participating in straightforward further study interactions using appropriate linguistic conventions
- writing straightforward further study texts using appropriate structures
- applying stages, processes and conventions of writing for study purposes.

Certificate 22646VIC IV in EAL (Further Study) outcomes support EAL learners who require consolidation of advanced level English speaking and listening, reading and writing skills and study skills prior to accessing a range of further study pathways including Higher Education or VET. The course develops English language communication and research skills and knowledge at a complex level together with knowledge of the Australian education system. The course is intended to provide participants with the following education outcomes:

- developing vocabulary related to further study contexts and tasks including some specialist terminology
- applying conventions of complex written and spoken texts related to further study contexts
- applying study conventions related to interpreting, researching, planning, drafting and referencing complex written texts for further study purposes
- using note-taking methods from complex written and spoken texts in further study contexts.

## 2.2 Course description

The 22636VIC Course in Initial EAL supports pre-literate students to develop an identity as a learner and establish learning routines. It supports the development of basic decoding and encoding skills and handwriting skills such as copying and hand-eye coordination.

The 22637VIC Course in EAL develops initial level English speaking, listening, reading and writing, numeracy and learning skills in highly familiar contexts prior to accessing further English language education and possible employment.

The 22638VIC Certificate I in EAL (Access) develops basic English language speaking, listening, reading and writing skills directly related to immediate personal, social and settlement needs including

numeracy skills and knowledge.

The 22639VIC Certificate II in EAL (Access) develops simple English language speaking, listening, reading and writing skills to develop relevant knowledge and skills for simple everyday communications, transactions and community participation.

The 22640VIC Certificate III in EAL (Access) consolidates the development of straightforward English language speaking, listening, reading and writing skills so that learners can access a range of further study and vocational education options which may require some specialisation.

The 22641VIC Certificate IV in EAL (Access) develops complex English language speaking and listening, reading and writing skills to access a range of community options such as potential leadership roles.

The 22642VIC Certificate II in EAL (Employment) develops simple English language speaking, listening, reading and writing skills and knowledge in the context of preparation for employment in the Australian workplace.

The 22643VIC Certificate III in EAL (Employment) consolidates the development of straightforward English language speaking, listening, reading and writing skills to participate in the Australian workplace and become familiar with Australian workplace culture.

The 22644VIC Certificate IV in EAL (Employment/Professional) develops complex English speaking and listening, reading and writing skills to gain skilled jobs or employment in specialised fields.

The 22645VIC Certificate III in EAL (Further Study) develops straightforward English speaking and listening, reading, writing and study skills to access further study pathways and participate in a range of Australian further study contexts.

The 22646VIC Certificate IV in EAL (Further Study) develops complex English speaking and listening, reading and writing skills and study skills in English prior to accessing a range of further study pathways including Higher Education or VET. It develops linguistic and research skills and knowledge at a complex level together with knowledge of the Australian education system.

### 3. Development of the course

#### Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses

#### 3.1 Industry, education, legislative, enterprise or community needs

The EAL Framework was first accredited in 1998 and was developed to prepare adults learning English as an additional language for a range of educational and vocational pathways. The Framework covers the following streams: Entry (Courses in), Access, Employment, Further Study and Professional which were designed to support a range of diverse learner needs.

The current Framework was reaccredited in 2019 with a focus on providing greater flexibility to meet the changing needs and profiles of

English language learners. A number of key changes were made to the Framework structure and content at the last reaccreditation as a result of feedback received. This included the introduction of a new Course, (Course in Initial EAL), at the beginner level to cater for students coming from pre-literate or oral tradition backgrounds and/or who may be humanitarian refugees.

The EAL courses in the Framework support key government programs and initiatives as part of commitments made by all governments under the Heads of Agreement for Skills Reform to provide stronger support for foundation skills. The courses meet a clearly defined need to develop English language proficiency to support diverse needs and provide access to diverse pathways for different learner cohorts.

In Victoria, the courses from the EAL Framework have been included on the Victorian Government's 2023 priority skills list, except for the two lower level 'Courses in'. This indicates that the courses are seen to contribute to Government priority areas that will provide Victorians with essential English language skills and in-demand skills to meet the future needs of industry and employers. The Victorian Skills Plan 2022 into 2023<sup>1</sup> identifies the importance of building foundation skills as a key action including acquiring adult English language skills for full participation in the community and to enter further study or get a job: (Action 4: Build foundation skills to enhance workforce participation pg. 36).

Although still in draft form, the identified outcomes and indicators in the National Foundation Skills Framework 2022 to 2032<sup>2</sup> recognise the critical role foundation skills, including English language skills, play in equipping Australian adults to participate confidently in the community, the workplace and in education and training. The plan requires each Australian jurisdiction to develop action plans to support the delivery of activities to achieve nationally agreed outcomes and identifies a number of domains including:

- access and inclusion: addressing barriers to participation by supporting learners to access training appropriate to their needs, increasing their ability to participate in society
- economic security: supporting adults to reach their full potential and share in economic prosperity (Page 2).

The EAL Framework is used across a number of educational settings including in Adult & Community Education (ACE), TAFE and private

<sup>1</sup> Victorian Skills Authority, *Victorian Skills Plan for 2022 into 2023*, Victoria State Government, accessed 15 September 2022, <<https://content.vic.gov.au/sites/default/files/2022-09/Victorian-Skills-Plan-for-2022-into-2023.pdf>>

<sup>2</sup> Department of Employment and Workplace Relations, *Draft National Foundation Skills Framework 2022 to 2032*, Australian Government, accessed 15 September 2022, <<https://www.dewr.gov.au/download/14764/draft-national-foundation-skills-framework/31029/document/pdf>>

RTOs both in Victoria and nationally. The courses are used in key Commonwealth Government programs to support broader Government settlement, employment and training initiatives. This includes the Adult Migrant English Program (AMEP) and the Skills for Education and Employment (SEE) program. Some EAL Framework courses are also delivered through Corrections Victoria in a range of correctional facilities

Some of the courses in the EAL Framework have also been mandated for delivery in the Commonwealth Government's Adult Migrant English Program (AMEP) commencing in 2025. The AMEP program supports migrants and humanitarian entrants with low English levels to improve their English language skills and increase their participation socially and economically in the Australian community. The program is part of broader Government settlement initiatives.

The courses also provide support for the Commonwealth's Skills for Education and Employment (SEE) program. The program assists eligible jobseekers from Culturally and Linguistically Diverse (CALD) backgrounds to improve their English language skills and enable them to participate more effectively in training or to obtain employment.

The federal government's recent announcement of an increase in Australia's permanent migration for 2022/23 to address economy wide skills shortages may result in increased demand for the courses in the EAL Framework.

The Framework also continues to support the Victorian Asylum seeker VET program to provide accredited training to asylum seekers. This includes the development of English language skills to participate in the community and access employment or further study pathways.

A number of papers and reports highlight the importance of English language for participation in social, economic and civic domains and that the employment of migrants in Australia is strongly correlated with their knowledge of and proficiency in the English language.

In a 2019 report, *Community Driven English Language Programs: strengths and challenges*<sup>3</sup>, the Federation of Ethnic Communities' Councils of Australia notes:

"English language skills help people to navigate Australian life, including transport, housing, employment and education, and the health and justice systems. Conversely, lack of English language skills is often reported to be a barrier to successful settlement, particularly in accessing the labour market, finding adequate skilled employment and

<sup>3</sup> Federation of Ethnic Communities' Councils of Australia 2019, *Community Driven English Language Programs: strengths and challenges*, Department of Home Affairs, Australian Government, accessed 7 September 2022, <[https://fecca.org.au/wp-content/uploads/2019/10/FECCA-Community-Driven-English\\_WEB.pdf](https://fecca.org.au/wp-content/uploads/2019/10/FECCA-Community-Driven-English_WEB.pdf)>

accessing government services. English language skills are also important for a person's sense of belonging and developing a sense of home in a new community (Page 8).

A Multicultural Youth Advocacy Network Australia (MYAN) paper<sup>4</sup> highlights that English language skills and education are essential foundations for social, economic and civic participation and are critical for young people to build pathways to employment. Their access to employment is highly dependent on successfully developing English language skills.

The paper notes that English language skills can impact young people's capacity to develop bridging social networks outside their own linguistic/cultural community and limit their opportunities for access to diverse friendship groups. This can have an impact on successful social, economic and civic participation as well as have potential implications for health and well-being.

A Working Paper: English Skills and Early Labour Market Integration: Evidence from Humanitarian Migrants in Australia<sup>5</sup> states that "those who have better general English abilities or better English speaking skills are more likely to participate in the labour force and obtain jobs. Participating in an English training program is strongly and positively associated with gaining better language skills" (Page 2).

Findings in another study focusing on the Impact of oral English proficiency on humanitarian migrants' experiences of settling in Australia<sup>6</sup> showed that participants' oral English proficiency had a significant impact on their knowledge of how to access the help, information, and services that would help them to settle. This included how to look for work, use public transport, and get help in an emergency (Page 7).

VicTESOL, a Victorian professional association that is committed to promoting excellence in Teaching English to Speakers of Other Languages, supports the value of the EAL Framework courses in providing flexible, high quality English language development to meet

<sup>4</sup> MYAN Australia (MYAN), BSL, MDA, ACS, CMRC, LMA, Foundation House (May 2018), *English Language Acquisition for Young People from Refugee and Migrant Backgrounds: Reflections from Youth Transition Support Providers*, accessed 15 September 2022, <<https://myan.org.au/wp-content/uploads/2019/08/englishyts31.07.pdf>>

<sup>5</sup> Cheng, Zhiming; Wang, Ben Zhe; Jiang, Zhou; Taksa, Lucy; Tani, Massimiliano, *English Skills and Early Labour Market Integration: Evidence from Humanitarian Migrants in Australia*, GLO Discussion Paper, No. 672, Global Labor Organization (2020), accessed 14 September 2022 <<https://ideas.repec.org/p/zbw/glodps/672.html>>

<sup>6</sup> Blake, Helen L, Bennetts Laura, Kneebone & Sharynne McLeod *The impact of oral English proficiency on humanitarian migrants' experiences of settling in Australia*, International Journal of Bilingual Education and Bilingualism (2019), accessed 14 September 2022 <<https://www.tandfonline.com/doi/full/10.1080/13670050.2017.1294557>>

the distinctive educational needs of EAL students. Many VicTESOL members deliver courses from the EAL Framework and the President of VicTESOL was Chair of the steering committee for this reaccreditation of courses in the EAL Framework.

ACEVic represents the Learn Local sector in Victoria and supports the need for the courses in the EAL Framework. Learn Local providers deliver training to a range of adult learners including people from CALD backgrounds who are seeking to develop their English language skills. Learn Local providers throughout regional and metropolitan Victoria deliver the qualifications in the EAL Framework and support CALD learners to pathway into further education and employment. An ACEVic Board member participated on the steering committee for this reaccreditation of courses in the EAL Framework.

Research and consultation has identified the many diverse English language learners enrol across the different courses in the EAL Framework. This includes EAL learners from diverse backgrounds and with different learning experiences who need to develop their English language proficiency skills at different levels, for different purposes and to access different pathways. Target learners for these courses include:

- recent arrivals who have disrupted, little or no previous education or learning experiences and who may have experienced different levels of trauma
- arrivals with tertiary level qualifications
- skilled migrants who require some English language development
- older, longer term migrants who have worked for a number of years in unskilled or semiskilled occupations and who are seeking to improve specific English language skills to enter a new job
- refugees and asylum seekers and other 'at risk' learners who require a combination of life and settlement skills, community engagement skills, employability skills and English language skills as preparation to enter further study or employment.
- employed workers seeking to improve their English language skills
- unemployed learners who need to improve their English language skills to gain employment or access further study.

Many RTOs deliver a combination of qualifications from across the Framework. It is anticipated that the use of the EAL Framework will increase due to the upcoming implementation of some of the courses in the Framework as the AMEP's mandated curriculum from 2025 and the increase in migration after the re-opening of international borders following the COVID Pandemic.

As well as being delivered in Victoria, the EAL Framework is also delivered in other jurisdictions around Australia including Western Australia, NSW, Queensland and South Australia.

The table below shows total Victorian enrolments across courses in the EAL Framework between 2019 and 2022 according to funding

source: Victorian Government funded (VGF) and Fee for Service (FfS). The data indicates there are more Fee for Service enrolments for most courses in the EAL Framework with the exception of the Certificate IV in EAL (Access) and the Certificate IV in EAL (Further Study). Enrolments over the last four years have been solid, particularly in the Access stream.

		2019	2020	2021	2022
22482VIC Course in Initial EAL	VGF	216	174	119	110
	FfS	791	655	761	1,218
22483VIC Course in EAL	VGF	1,166	922	873	606
	FfS	4,235	2,896	3,484	4,022
22484VIC Certificate I in EAL (Access)	VGF	2,194	1,802	1,743	1,362
	FfS	4,338	3,088	4,162	5,179
22485VIC Certificate II in EAL (Access)	VGF	1,981	1,883	1,722	1,278
	FfS	3,501	2,294	2,877	3,736
22486VIC Certificate III in EAL (Access)	VGF	1,362	1,334	1,262	809
	FfS	1,852	1,412	1,812	2,233
22487VIC Certificate IV in EAL (Access)	VGF	149	123	151	125
	FfS	7	1	1	2
22488VIC Certificate II in EAL (Employment)	VGF	383	178	175	121
	FfS	797	879	1,296	1,173
22489VIC Certificate III in EAL (Employment)	VGF	65	89	59	11
	FfS	244	303	410	500
22491VIC Certificate III in EAL (Further Study)	VGF	385	347	339	178
	FfS	239	301	398	558
22492VIC Certificate IV	VGF	234	178	136	94

in EAL (Further Study)	FfS	72	107	85	17
22490VIC Certificate IV in EAL (Employment / Professional)	VGf	61	24	10	1
	FfS	56	54	41	4

Source Department of Jobs, Skills, Industry and Regions

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.

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

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

Margaret Corrigan (Chair)	President of VicTESOL and Australian Council of TESOL Associations (ACTA) Councillor
Dr Shem Macdonald	Lecturer Language and Education ,School of Education, La Trobe University
Lisa Tudehope	Director AMEP Policy Section: Department of Home Affairs
Angela Di Sciascio	Chair of EAL Adult Sector Advisory Group (ASAG) comprising TAFE and Learn Local EAL providers.
Darya Galeeva	EAL Teacher: Box Hill Institute of TAFE (Corrections)
Tony Hardham	Education Manager EAL programs Wodonga TAFE:(Regional)
Anna Bicknell	Senior Coordinator, English and Academic Writing (RMIT)

	Bill Daly ACEVic Board member
<p><b>3.2 Review for re-accreditation</b></p>	<p>The review and redevelopment of the courses in the EAL Framework was based on the outcomes of a mid-cycle review and ongoing monitoring of the courses. This included extensive consultation with providers to ensure the courses continue to meet the needs of EAL learners. Feedback noted the role of the courses in providing flexible, customised outcomes and pathways for diverse groups of EAL learners.</p> <p>The following issues were raised:</p> <ul style="list-style-type: none"> <li>• clarification of the volume of evidence</li> <li>• scope of knowledge requirements across qualifications</li> <li>• scope of units requiring coverage of a number of genres in one unit.</li> </ul> <p>These issues were addressed during this reaccreditation by:</p> <ul style="list-style-type: none"> <li>• making the volume of evidence explicit in the performance evidence of each unit where appropriate</li> <li>• reviewing the scope of knowledge evidence of each unit to ensure it reflects required performance and level</li> <li>• restructuring units to reduce the number of genres to be covered in a unit and provide the flexibility to select genres which are relevant to the cohort.</li> </ul> <p>The course 22636VIC Course in Initial EAL supersedes and is not equivalent to 22482VIC Course in Initial EAL</p> <p>The course 22637VIC Course in EAL supersedes and is not equivalent to 22483VIC Course in EAL</p> <p>The course 22638VIC Certificate I in EAL (Access) supersedes and is equivalent to 22484VIC Certificate I in EAL (Access)</p> <p>The course 22639VIC Certificate II in EAL (Access) supersedes and is equivalent to 22485VIC Certificate II in EAL (Access)</p> <p>The course 22640VIC Certificate III in EAL (Access) supersedes and is equivalent to 22486VIC Certificate III in EAL (Access)</p> <p>The course 22641VIC Certificate IV in EAL (Access) supersedes and is equivalent to 22487VIC Certificate IV in EAL (Access)</p> <p>The course 22642VIC Certificate II in EAL (Employment) supersedes and is equivalent to 22488VIC Certificate II in EAL (Employment)</p> <p>The course 22643VIC Certificate III in EAL (Employment) supersedes and is equivalent to 22489VIC Certificate III in EAL (Employment)</p> <p>The course 22644VIC Certificate IV in EAL (Employment / Professional) supersedes and is equivalent to 22490VIC Certificate IV in EAL (Employment / Professional)</p> <p>The course 22645VIC Certificate III in EAL (Further Study) supersedes</p>

and is equivalent to 22491VIC Certificate III in EAL (Further Study)

The course 22646VIC Certificate IV in EAL (Further Study) supersedes and is equivalent to 22492VIC Certificate IV in EAL (Further Study)

The following table identifies the relationship between the current and previous units in the EAL Framework.

Units from current EAL Framework	Units from previous EAL Framework	Relationship
VU23489 Recognise letters of the alphabet and their sounds in extremely familiar words	VU22578 Recognise letters of the alphabet and their sounds	Equivalent
VU23490 Use extremely familiar strategies to participate in learning	VU22579 Use strategies to participate in learning	Equivalent
VU23491 Recognise and copy extremely familiar words	VU22580 Recognise and copy extremely familiar words	Equivalent
VU23492 Participate in extremely familiar spoken exchanges	VU22581 Participate in extremely familiar spoken exchanges	Equivalent
VU23493 Recognise, copy and use numbers and money from 1 to 50	VU22582 Recognise and copy numbers from 1 to 100	Not Equivalent
VU23494 Use strategies to develop language learning with support	VU22584 Develop language learning objectives with support	Equivalent
VU23495 Begin language learning with support	VU22585 Use beginning language learning strategies with support	Equivalent
VU23496 Communicate basic personal details and needs	VU22586 Communicate basic personal details and needs	Equivalent
VU23497 Give and respond to short highly familiar information	VU22587 Give and respond to basic information and instructions	Equivalent
VU23498 Read and write short highly familiar messages and forms	VU22588 Read and write short basic messages and forms	Equivalent
VU23499 Read and write short, highly familiar factual texts	VU22589 Read and write short, basic factual texts	Equivalent
VU23500 Plan language learning with support	VU22590 Plan language learning with support	Equivalent
VU23501 Participate in short simple exchanges	VU22591 Participate in short simple exchanges	Equivalent

Units from current EAL Framework	Units from previous EAL Framework	Relationship
VU23502 Give and respond to short, simple spoken information	VU22592 Give and respond to short, simple spoken instructions and information	Equivalent
VU23503 Read and write short simple messages and forms	VU22593 Read and write short simple messages and forms	Equivalent
VU23504 Read and write short, simple informational texts	VU22594 Read and write short, simple informational and instructional texts	Equivalent
VU23505 Read and write short, simple descriptive texts	VU22595 Read and write short, simple descriptive and narrative texts	Equivalent
VU23519 Participate in simple conversations and transactions	VU22601 Participate in simple conversations and transactions	Equivalent
VU23520 Give and respond to simple spoken information and directions	VU22602 Give and respond to simple spoken information and directions	Equivalent
VU23521 Read and write simple transactional texts	VU22603 Read and write simple personal communications and transactional texts	Equivalent
VU23522 Read and write simple informational texts	VU22604 Read and write simple instructional and informational texts	Equivalent
VU23523 Read and write simple descriptive texts	VU22605 Read and write simple descriptive and narrative texts	Equivalent
VU23524 Engage in straightforward casual conversations and spoken transactions	VU22610 Engage in casual conversations and straightforward spoken transactions	Equivalent
VU23525 Give and respond to straightforward information	VU22611 Give and respond to a range of straightforward information and instructions	Equivalent
VU23526 Read and write straightforward transactional texts	VU22612 Read and write straightforward communications and transactional texts	Equivalent
VU23527 Read and write straightforward informational texts	VU22613 Read and write straightforward informational and instructional texts	Equivalent
VU23528 Read and write straightforward narrative texts	VU22614 Read and write straightforward descriptive and narrative texts	Not Equivalent

Units from current EAL Framework	Units from previous EAL Framework	Relationship
VU23529 Analyse and participate in complex conversations	VU22619 Analyse and participate in complex conversations	Equivalent
VU23530 Give and respond to complex spoken texts	VU22620 Give and respond to a wide range of oral presentations and instructions	Equivalent
VU23531 Read and write complex transactional texts	VU22621 Read and write complex communications and transactional texts	Not Equivalent
VU23532 Read and write complex instructions and advisory texts	VU22622 Read and write complex instructions and advisory texts	Equivalent
VU23533 Read and write complex creative texts	VU22623 Read and write complex creative texts	Equivalent
VU23534 Participate in simple conversations and transactions for employment	VU22628 Participate in simple conversations and transactions for employment	Equivalent
VU23535 Read and write simple texts for employment	VU22629 Read and write simple texts for employment	Equivalent
VU23536 Observe and report on workplace activities	VU22630 Observe and report on activities in a workplace	Equivalent
VU23537 Prepare to work effectively in an Australian workplace	VU22631 Prepare to work effectively in an Australian workplace	Equivalent
VU23538 Participate in straightforward interactions for employment	VU22632 Participate in a range of straightforward interactions for employment	Equivalent
VU23539 Read and write straightforward texts for employment	VU22633 Read and write straightforward texts for employment	Equivalent
VU23540 Present and listen to complex oral presentations in an employment or professional context	VU22635 Present and listen to complex oral presentations in an employment or professional context	Equivalent
VU23541 Give and follow complex instructions in an employment context	VU22636 Give and follow a range of complex instructions in an employment context	Equivalent
VU23542 Read and write complex texts for employment	VU22637 Read and write complex texts for employment	Equivalent
VU23543 Critically read and write formal	VU22638 Critically read and write	Equivalent

Units from current EAL Framework	Units from previous EAL Framework	Relationship
correspondence and complex prose texts for professional purposes	formal letters and complex prose texts for professional purposes	
VU23544 Critically read and write complex descriptive texts in a professional context	VU22639 Critically read, write and edit complex descriptive texts in a professional context	Equivalent
VU23545 Present straightforward spoken texts for study purposes	VU22640 Give straightforward oral presentations for study purposes	Equivalent
VU23546 Participate in straightforward interactions for study purposes	VU22641 Participate in a range of straightforward interactions for study purposes	Equivalent
VU23547 Read and write straightforward texts for study purposes	VU22642 Read and write straightforward texts for study purposes	Equivalent
VU23548 Listen and take notes for study purposes	VU22643 Listen and take notes for study purposes	Equivalent
VU23549 Use language analysis strategies for study purposes	VU22644 Use language analysis strategies and study skills	Equivalent
VU23550 Give complex presentations for study purposes	VU22645 Give complex presentations for study purposes	Not Equivalent
VU23551 Participate in complex spoken interactions for study purposes	VU22646 Participate in complex spoken discourse for study purposes	Equivalent
VU23552 Take notes from complex spoken texts for study purposes	VU22647 Take notes from complex spoken texts for study purposes	Equivalent
VU23553 Read and write complex texts for study purposes	VU22648 Read and write complex texts for study purposes	Equivalent
VU23554 Use critical reading skills to analyse complex study tasks	VU22649 Use critical reading skills to analyse study tasks	Equivalent
VU23555 Use language analysis skills to review own texts	VU22650 Use language analysis skills to review own texts	Equivalent
VU23556 Use limited digital technology language and skills	VU22596 Use basic digital technology language and skills	Equivalent
VU23557 Identify Australian leisure activities	VU22598 Identify Australian leisure activities	Equivalent
VU23558 Identify settlement services	VU22599 Identify settlement options	Equivalent

Units from current EAL Framework	Units from previous EAL Framework	Relationship
and support		
VU23559 Identify and access simple legal information	VU22600 Identify and access basic legal information	Equivalent
VU23560 Access the internet and email to develop language	VU22606 Access the internet and email to develop language	Equivalent
VU23561 Organise and participate in a practical placement	VU22634 Organise and participate in a practical placement	Equivalent
VU23562 Explore community services	VU22607 Explore community services	Equivalent
VU23563 Investigate issues in the Australian environment	VU22615 Investigate issues in the Australian environment	Equivalent
VU23564 Research features of Australian Government	VU22624 Research features of Australian Government	Equivalent
VU23565 Investigate features of the Australian legal system	VU22616 Investigate features of the Australian legal system	Equivalent
VU23566 Explore transport options	VU22608 Explore transport options	Equivalent
VU23567 Investigate features of the education system in Australia	VU22617 Investigate features of the education system in Australia	Equivalent
VU23568 Locate health and medical information	VU22597 Locate health and medical information	Equivalent
VU23569 Investigate Australian visual arts	VU22618 Investigate Australian art and culture	Not Equivalent
VU23570 Research the history of Aboriginal and/or Torres Strait Islander people in Australia	VU22625 Research the history of Aboriginal and/or Torres Strait Islander people in Australia	Equivalent
VU23571 Research significant events in Australian history	VU22626 Research events in Australian history, post 1770	Equivalent
VU23573 Explore current issues	VU22609 Explore current issues	Equivalent
VU23574 Research current issues	VU22627 Research current issues	Equivalent
VU23575 Recognise and use extremely familiar digital devices		New unit
VU23576 Investigate Australian identity		New unit

Units from current EAL Framework	Units from previous EAL Framework	Relationship
VU23577 Recognise and use numbers and money from 50 to 100 for highly familiar activities		New unit
VU23578 Recognise and use time in highly familiar situations		New unit
BSBCRT311 Apply critical thinking skills in a team environment	BSBCRT301 Develop and extend critical and creative thinking skills	Not Equivalent
BSBINS201 Process and maintain workplace information	BSBINM201 Process and maintain workplace information	Equivalent
BSBINS301 Develop and use information literacy skills	BSBLIB304 Develop and use information literacy skills	Equivalent
BSBINS302 Organise workplace information	BSBINM301 Organise workplace information	Equivalent
BSBINS401 Analyse and present research information	BSBRES401 Analyse and present research information	Equivalent
BSBLDR301 Support effective workplace relationships	BSBFLM303 Contribute to effective workplace relationships	Equivalent
BSBLDR413 Lead effective workplace relationships	BSBLDR402 Lead effective workplace relationships	Equivalent
BSBTEC101 Operate digital devices	BSBITU101 Operate a personal computer	Equivalent
BSBTEC201 Use business software applications	BSBITU201 Produce simple word processed documents	Equivalent
BSBTEC301 Design and produce business documents	BSBITU303 Design and produce text documents	Equivalent (merged unit)
	BSBITU306 Design and produce business documents	Equivalent (merged unit)
BSBTEC302 Design and produce spreadsheets	BSBITU304 Produce spreadsheets	Equivalent
BSBTWK301 Use inclusive work practices	BSBDIV301 Work effectively with diversity	Equivalent
BSBTWK401 Build and maintain	BSBRELE401 Establish networks	Equivalent

Units from current EAL Framework	Units from previous EAL Framework	Relationship
business relationships		
BSBWHS211 Contribute to the health and safety of self and others	BSBWHS201 Contribute to health and safety of self and others	Equivalent
BSBWRT411 Write complex documents	BSBWRT401 Write complex documents	Equivalent
HLTAID010 Provide basic emergency life support	HLTAID010 Provide basic emergency life support	No Change
ICTICT214 Operate application software packages	ICTICT203 Operate application software packages	Equivalent
ICTWEB306 Develop web presence using social media	ICTWEB201 Use social media tools for collaboration and engagement	Not Equivalent
SITXFSA005 Use hygienic practices for food safety	SITXFSA001 Use hygienic practices for food safety	Equivalent
TLIE0010 Identify, analyse and report workplace data and information	TLIE4006 Collect, analyse and present workplace data and information	Equivalent
VU22352 Recognise numbers and money in simple, highly familiar situations	VU22352 Recognise numbers and money in simple, highly familiar situations	No Change
VU22353 Recognise, give and follow simple and familiar directions	VU22353 Recognise, give and follow simple and familiar directions	No Change
VU22354 Recognise measurements in simple, highly familiar situations	VU22354 Recognise measurements in simple, highly familiar situations	No Change
VU22355 Recognise shape and design in simple, highly familiar situations	VU22355 Recognise shape and design in simple, highly familiar situations	No Change
VU22356 Recognise and locate simple numerical information in short, simple highly familiar texts	VU22356 Recognise and locate simple numerical information in short, simple highly familiar texts	No Change
VU22357 Recognise and locate numerical information in simple, highly familiar tables and graphs	VU22357 Recognise and locate numerical information in simple, highly familiar tables and graphs	No Change
VU22358 Develop learning goals	VU22358 Develop learning goals	No Change
VU22359 Conduct a project with guidance	VU22359 Conduct a project with guidance	No Change

Units from current EAL Framework	Units from previous EAL Framework	Relationship
VU22369 Work with simple numbers and money in familiar situations	VU22369 Work with simple numbers and money in familiar situations	No Change
VU22370 Work with simple measurements in familiar situations	VU22370 Work with simple measurements in familiar situations	No Change
VU22372 Work with and interpret simple numerical information in familiar texts	VU22372 Work with and interpret simple numerical information in familiar texts	No Change
VU22384 Develop and document a learning plan and portfolio	VU22384 Develop and document a learning plan and portfolio	No Change
VU22385 Plan and undertake a project	VU22385 Plan and undertake a project	No Change
VU22395 Work with a range of numbers and money in familiar and routine situations	VU22395 Work with a range of numbers and money in familiar and routine situations	No Change
VU22397 Work with measurement in familiar and routine situations	VU22397 Work with measurement in familiar and routine situations	No Change
VU22398 Work with and interpret statistical information in familiar and routine texts	VU22398 Work with and interpret statistical information in familiar and routine texts	No Change
VU22399 Work with design and shape in familiar and routine situations	VU22399 Work with design and shape in familiar and routine situations	No Change
VU22400 Work with and interpret numerical information in familiar and routine texts	VU22400 Work with and interpret numerical information in familiar and routine texts	No Change
VU22402 Undertake a simple investigation of health and wellbeing	VU22402 Undertake a simple investigation of health and wellbeing	No Change
VU22411 Research pathways and produce a learning plan and portfolio	VU22411 Research pathways and produce a learning plan and portfolio	No Change
VU22412 Implement and review a project	VU22412 Implement and review a project	No Change
VU22422 Investigate and interpret shapes and measurements and related formulae	VU22422 Investigate and interpret shapes and measurements and related formulae	No Change

Units from current EAL Framework	Units from previous EAL Framework	Relationship
VU22423 Investigate numerical and statistical information	VU22423 Investigate numerical and statistical information	No Change
VU22424 Investigate and use simple mathematical formulae and problem solving techniques	VU22424 Investigate and use simple mathematical formulae and problem solving techniques	No Change
VU22446 Design and review a project	VU22446 Design and review a project	No Change
VU23097 Participate in collaborative learning	VU21867 Participate in collaborative learning	Equivalent
VU23235 Recognise and use basic mathematical symbols and processes	VU22098 Recognise and use basic mathematical symbols and processes	Equivalent
VU23236 Recognise and interpret safety signs and symbols	VU22099 Recognise and interpret safety signs and symbols	Equivalent
VU23243 Use recipes to prepare food	VU22106 Use recipes to prepare food	Equivalent
VU23255 Develop written job application skills	VU22116 Develop written job application skills	Equivalent
VU23256 Develop interview skills	VU22117 Develop job interview skills	Equivalent
VU23262 Respond to an advertised job	VU22122 Respond to an advertised job	Equivalent
VU23258 Apply further study skills		Newly imported unit
	VU21887 Analyse texts in their cultural context	Deleted Unit
	VU21884 Analyse stories / narratives within cultures	Deleted Unit
	VU21881 Apply essential further study skills	Deleted Unit
	ICTICT103 Use, communicate and search securely on the internet	Deleted Unit

Units from current EAL Framework	Units from previous EAL Framework	Relationship
	ICTICT106 Operate presentation packages	Deleted Unit
	VU22383 Identify common digital media	Unit deleted from Framework
	VU21870 Participate in online collaborative learning	Unit deleted from Framework
	VU22073 Research scientific fields of study	Unit deleted from Framework
	VU22072 Apply essential further study skills for science	Unit deleted from Framework
	BSBADM302 Produce texts from notes	Unit deleted from Framework
	BSBITU302 Create electronic presentations	Unit deleted from Framework
	BSBWOR404 Develop work priorities	Unit deleted from Framework
	BSBLIB407 Search library and information databases	Unit deleted from Framework
	CHCVOL001 Be an effective volunteer	Unit deleted from Framework
	CPCCWHS1001 Prepare to work safely in the construction industry	Unit deleted from Framework
	HLTAID003 Provide first aid	Unit deleted from Framework

Units from current EAL Framework	Units from previous EAL Framework	Relationship
	ICTICT210 Operate database applications	Unit deleted from Framework
	ICTICT308 Use advanced features of computer applications	Unit deleted from Framework
	PSPGEN031 Undertake career planning	Unit deleted from Framework
	SIRXIND001 Work effectively in a service environment	Unit deleted from Framework

4. Course outcomes	Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses
4.1 Qualification level	<p><b>The Course in EAL (Initial) and the Course in EAL</b> meet an identified community need, but do not have the breadth, depth or volume of learning of an Australian Qualifications Framework (AQF) level.</p> <p><b>Certificate I in EAL (Access)</b> is consistent with the criteria and specifications of the AQF Level I as outlined in the Australian Qualification Framework Second Edition January 2013, as follows:</p> <p><b>Knowledge:</b> Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work through knowledge of:</p> <ul style="list-style-type: none"> <li>• simple words, phrases and expressions to discuss immediate language learning needs and preferences</li> <li>• English language structures and conventions to enable participation in short simple verbal transactions and exchanges, and to read and write short simple paper-based and/or digital texts relevant to own purposes</li> <li>• simple paralinguistic features to convey information.</li> </ul> <p><b>Skills:</b> Graduates at this level will have foundational cognitive, technical and communication skills to:</p> <ul style="list-style-type: none"> <li>• identify, develop and review a language learning plan with a support person</li> <li>• participate in short simple verbal transactions and exchanges</li> <li>• use simple reading strategies to create meaning from short simple texts</li> </ul>

- use simple language structures and conventions to construct short simple texts with support.

### **Application of knowledge and skills**

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

- identifying current language learning skills and planning future language skills development with an appropriate support person
- participating in short simple verbal transactions and exchanges in English
- locating and identifying specific information in short simple texts
- writing short simple texts with support.

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

- structured activities to develop English language listening and speaking, reading and writing knowledge and skills to enable effective participation in activities and tasks relevant to the learner
- implementation of a language learning plan over time to enable learning goals to be reviewed and amended.

### **Certificate II in EAL (Access) and Certificate II in EAL (Employment)**

These qualifications are consistent with the criteria and specifications of the AQF Level 2 as outlined in the Australian Qualification Framework Second Edition January 2013, as follows:

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

- resources and strategies to support own English language learning
- English language structures and conventions to enable participation in simple spoken transactions and conversations, and to read and write simple paper-based and/or digital texts, relevant to own purposes and appropriate to audience
- knowledge of Australian culture to enable participation in simple verbal transactions and conversations appropriate to context, and to read and write simple paper-based and/or digital texts relevant to own purposes and appropriate to context.

**Skills:** Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to:

- identify, develop and review a language learning plan and maintain a portfolio, with guidance from a support person
- participate in simple verbal transactions and exchanges in English

- give and respond to simple informational and transactional texts
- locate, read and interpret simple texts
- write simple texts with support.

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

- planning and monitoring English language skills development needs with guidance from an appropriate support person
- participating in simple transactions and conversations in English using appropriate strategies
- locating, reading and interpreting specific information in simple texts
- writing simple texts with support using appropriate layout and structure.

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

- structured activities to develop English language listening and speaking, reading and writing knowledge and skills to enable effective development of English language proficiency for participation in activities relevant to the learner
- implementation and monitoring of a language learning plan over time to enable learning goals to be reviewed and amended.

**Certificate III in EAL (Access) / Certificate III in EAL (Employment) and Certificate III in EAL (Further Study)**

These qualifications are consistent with the criteria and specifications of the AQF Level 3 as outlined in the Australian Qualification Framework Second Edition January 2013, as follows:

**Knowledge:** Graduates at this level will have factual, technical, procedural and theoretical knowledge in an area of work and learning through knowledge of:

- resources and strategies to develop own plan to support English language learning
- English language structures and conventions to enable participation in straightforward transactions, conversations and presentations and read and interpret straightforward paper-based and/or digital texts
- structure and format to write straightforward paper-based and/or digital texts relevant to own purposes and appropriate to audience and context
- paralinguistic features to enable participation in straightforward transactions, conversations and presentations.

**Skills:** Graduates at this level will have a range of cognitive, technical and communication skills to select a range of methods, tools, materials

and information to:

- develop, document and review a language learning plan in relation to identified goals and evaluate progress in relation to goals
- use appropriate discourse features to participate in straightforward verbal transactions and exchanges in English
- select and apply reading strategies to interpret and analyse straightforward texts
- apply layout and structure to write and complete straightforward texts.

**Application of knowledge and skills:** Graduates at this level will demonstrate the application of knowledge and skills to:

- plan, review and revise future English language skills development
- participate in straightforward verbal transactions and exchanges in English
- select, read and interpret specific information in straightforward texts
- write straightforward texts with support.

The volume of learning for this qualification is typically between 1 and 2 years and incorporates structured and unstructured learning activities such as:

- structured activities to develop English language listening and speaking, reading and writing knowledge and skills to enable effective participation in study tasks and activities relevant to the learner
- undertake investigations into pathway options to develop, implement and monitor a language learning plan over time to enable learning goals to be reviewed and amended.

**Certificate IV in EAL (Access) / Certificate IV in EAL (Employment/ Professional) / Certificate IV in EAL (Further Study)**

These qualifications are consistent with the criteria and specifications of the AQF Level 4 as outlined in the Australian Qualification Framework Second Edition January 2013, as follows:

**Knowledge:** Graduates of a Certificate IV will have theoretical and practical knowledge and skills for specialised and / or skilled work and learning through knowledge of:

- pathways and options to support own English language learning
- English language structures and conventions to enable participation in complex extended verbal transactions, conversations and presentations and to read and analyse complex texts
- structure and layout to write complex paper-based and/or digital texts, relevant to own purposes and appropriate to audience
- devices used to convey information in complex texts
- knowledge of Australian aspects of culture related to further study or employment to enable effective participation in activities or tasks.

	<p><b>Skills:</b> Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools and information to:</p> <ul style="list-style-type: none"> <li>• read and evaluate information about potential pathway options</li> <li>• develop, document and evaluate a learning plan according to identified processes</li> <li>• select and evaluate types of evidence to assemble a portfolio</li> <li>• use discourse features and conventions to participate in complex, extended transactions and conversations in English</li> <li>• present and respond to complex instructions and information</li> <li>• apply research skills to locate and evaluate information relevant to own goals and purposes</li> <li>• critically analyse complex texts</li> <li>• write complex texts relevant to purpose, audience and context.</li> </ul> <p><b>Application of knowledge and skills:</b> Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters by:</p> <ul style="list-style-type: none"> <li>• planning and monitoring English language skill development needs in relation to identified pathways</li> <li>• analysing and participating in complex verbal transactions and exchanges in English</li> <li>• researching and analysing information in complex texts</li> <li>• writing complex texts.</li> </ul> <p>The volume of learning for this qualification is typically between 0.5 and 2 years and incorporates structured and unstructured learning activities such as:</p> <ul style="list-style-type: none"> <li>• structured activities to develop complex English language listening and speaking, reading and writing knowledge and skills to enable more effective participation in activities or tasks relevant to the learner</li> <li>• research and evaluate pathway options to independently develop and implement a learning plan for English language development over time to enable learning goals to be reviewed and amended.</li> </ul>
<p><b>4.2 Foundation skills</b></p>	<p>A summary of the foundation skills to be achieved in the courses can be found in Appendix A.</p> <p>Foundation skills applicable to each unit are also detailed in the unit of competency as appropriate.</p>
<p><b>4.3 Recognition given to the course (if applicable)</b></p>	<p>Not Applicable</p>

**4.4 Licensing/regulatory requirements (if applicable)**

Not Applicable

<b>5. Course rules</b>	<b>Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited Courses</b>
<b>5.1 Course structure</b>	<p>To be eligible for the 22636VIC Course in Initial EAL, learners must successfully complete a total of 6 core units.</p> <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
<b>Core units</b>				
VU23489	Recognise letters of the alphabet and their sounds in extremely familiar words	120103	NIL	100
VU23490	Use extremely familiar strategies to participate in learning	120103	NIL	70
VU23491	Recognise and copy extremely familiar words	120103	NIL	80
VU23492	Participate in extremely familiar spoken exchanges	120103	NIL	90
VU23493	Recognise, copy and use numbers and money from 1 to 50	120103	NIL	80
VU23575	Recognise and use extremely familiar digital devices	120103	NIL	25
<b>Nominal duration</b>				<b>445</b>

**5.1 Course structure**

To be eligible for the award of 22637VIC Course in EAL, learners must complete a total of 8 units comprising:

- 1 Core unit
- 3 Core Speaking and Listening units
- 2 Core Reading and Writing units
- 2 Core Numeracy units

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
<b>Core unit</b>				
VU23494	Use strategies to develop language learning with support	120103	NIL	30
<b>Core Speaking and Listening (3)</b>				
VU23495	Begin language learning with support	120103	NIL	55
VU23496	Communicate basic personal details and needs	120103	NIL	70
VU23497	Give and respond to short highly familiar information	120103	NIL	70
<b>Core Reading and Writing (2)</b>				
VU23498	Read and write short highly familiar messages and forms	120103	NIL	70
VU23499	Read and write short, highly familiar factual texts	120103	NIL	70
<b>Core Numeracy (2)</b>				
VU23577	Recognise and use numbers and money from 50 to 100 for highly familiar activities	120103	NIL	40
VU23578	Recognise and use time in highly familiar situations	120103	NIL	40
<b>Nominal duration</b>				445

## 5.1 Course structure

To be eligible for the award of 22638VIC Certificate I in EAL (Access), learners must complete a total of 8 units comprising:

1 Core unit

1 Speaking and Listening elective unit

1 Reading and Writing elective unit

2 language skills elective units which have not been previously completed from:

- this qualification
- the Course in EAL, and / or Certificate II qualifications in this EAL Framework.

3 General Electives which can be selected from the:

- General Electives listed in this qualification
- General Electives listed in the Certificate II qualifications in this EAL Framework
- units / modules which are first packaged in AQF level 1 and 2 qualifications in other accredited courses and / or endorsed training packages.

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
<b>Core units</b>				
VU23500	Plan language learning with support	120103	NIL	30
<b>Speaking and Listening electives (Select 1 unit)</b>				
VU23501	Participate in short simple exchanges	120103	NIL	80
VU23502	Give and respond to short, simple spoken information	120103	NIL	80
<b>Reading and Writing electives (Select 1 unit)</b>				
VU23503	Read and write short simple messages and forms	120103	NIL	80
VU23504	Read and write short, simple informational texts	120103	NIL	80

VU23505	Read and write short, simple descriptive texts	120103	NIL	80
<b>Language Skills electives (Select 2 units not previously completed)</b>				
VU23501	Participate in short simple exchanges	120103	NIL	80
VU23502	Give and respond to short, simple spoken information	120103	NIL	80
VU23503	Read and write short simple messages and forms	120103	NIL	80
VU23504	Read and write short, simple informational texts	120103	NIL	80
VU23505	Read and write short, simple descriptive texts	120103	NIL	80
<b>General Electives – (Select 3 units)</b>				
VU23556	Use limited digital technology language and skills	120103	NIL	50
VU23568	Locate health and medical information	120103	NIL	50
VU23557	Identify Australian leisure activities	120103	NIL	50
VU23558	Identify settlement services and support	120103	NIL	50
VU23236	Recognise and interpret safety signs and symbols	120103	NIL	10
VU23235	Recognise and use basic mathematical symbols and processes	120103	NIL	20
VU23243	Use recipes to prepare food	120103	NIL	10
BSBTEC101	Operate digital devices	080905	NIL	20
HLTAID010	Provide basic emergency life support	069907	NIL	12
VU22359	Conduct a project with guidance	120199	NIL	20
VU22352	Recognise numbers and money in simple, highly familiar situations	120103	NIL	25

VU22353	Recognise, give and follow simple and familiar directions	120103	NIL	25
VU22354	Recognise measurements in simple, highly familiar situations	120103	NIL	25
VU22355	Recognise shape and design in simple, highly familiar situations	120103	NIL	25
VU22356	Recognise and locate simple numerical information in short, simple highly familiar texts	120103	NIL	25
VU22357	Recognise and locate numerical information in simple, highly familiar tables and graphs	120103	NIL	25
			<b>Nominal duration</b>	382 - 500

## 5.1 Course structure

To be eligible for the award of 22639VIC Certificate II in EAL (Access), learners must complete a total of 8 units comprising:

1 Core unit

1 Speaking and Listening elective unit

1 Reading and Writing elective unit

2 language skills elective units which have not been previously completed from:

- this qualification
- Certificates I, II and / or III qualifications in this EAL Framework.

3 General Electives which can be selected from the:

- General Electives listed in this qualification
- General Electives listed in Certificate I, II and / or III qualifications in this EAL Framework
- units / modules which are first packaged in AQF level 2 and 3 qualifications in other accredited courses and / or endorsed training packages.

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
<b>Core units</b>				
VU22358	Develop learning goals	120103	NIL	20
<b>Speaking and Listening electives (Select 1 unit)</b>				
VU23519	Participate in simple conversations and transactions	120103	NIL	80
VU23520	Give and respond to simple spoken information and directions	120103	NIL	80
<b>Reading and Writing electives (Select 1 unit)</b>				
VU23521	Read and write simple transactional texts	120103	NIL	80
VU23522	Read and write simple informational texts	120103	NIL	80



VU23523	Read and write simple descriptive texts	120103	NIL	80
<b>Language Skills electives (Select 2 units not previously completed)</b>				
VU23519	Participate in simple conversations and transactions	120103	NIL	80
VU23520	Give and respond to simple spoken information and directions	120103	NIL	80
VU23521	Read and write simple transactional texts	120103	NIL	80
VU23522	Read and write simple informational texts	120103	NIL	80
VU23523	Read and write simple descriptive texts	120103	NIL	80
<b>General Electives – (Select 3 units)</b>				
HLTAID010	Provide basic emergency life support	069907	NIL	12
VU22385	Plan and undertake a project	120199	NIL	30
VU23560	Access the internet and email to develop language	120103	NIL	50
VU23562	Explore community services	120103	NIL	50
VU23566	Explore transport options	120103	NIL	50
VU23573	Explore current issues	120103	NIL	55
BSBTEC201	Use business software applications	080905	NIL	60
VU22369	Work with simple numbers and money in familiar situations	120103	NIL	30
VU22370	Work with simple measurements in familiar situations	120103	NIL	30
VU22372	Work with and interpret simple numerical information in familiar texts	120103	NIL	30
VU23559	Identify and access simple legal information	120103	NIL	50
<b>Nominal duration</b>				412 - 505

## 5.1 Course structure

To be eligible for the award of 22640VIC Certificate III in EAL (Access), learners must complete a total of 8 units comprising:

1 Core unit

1 Speaking and Listening elective unit

1 Reading and Writing elective unit

2 language skills elective units which have not been previously completed from:

- this qualification
- Certificate II, III and/or IV qualifications in this EAL Framework

3 General Electives which can be selected from the:

- General Electives listed in this qualification
- General Electives listed in the Certificate II, III and IV qualifications in this EAL Framework.
- units / modules which are first packaged in AQF level 2, 3 or 4 qualifications in other accredited courses and / or endorsed training packages.

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
<b>Core units</b>				
VU22384	Develop and document a learning plan and portfolio	120103	NIL	20
<b>Speaking and Listening electives – (Select 1 unit)</b>				
VU23524	Engage in straightforward casual conversations and spoken transactions	120103	NIL	80
VU23525	Give and respond to straightforward information	120103	NIL	80
<b>Reading and Writing electives – (Select 1 unit)</b>				
VU23526	Read and write straightforward transactional texts	120103	NIL	80
VU23527	Read and write straightforward informational texts	120103	NIL	80

VU23528	Read and write straightforward narrative texts	120103	NIL	80
<b>Language Skills electives – (Select 2 not previously completed)</b>				
VU23524	Engage in straightforward casual conversations and spoken transactions	120103	NIL	80
VU23525	Give and respond to straightforward information	120103	NIL	80
VU23526	Read and write straightforward transactional texts	120103	NIL	80
VU23527	Read and write straightforward informational texts	120103	NIL	80
VU23528	Read and write straightforward narrative texts	120103	NIL	80
<b>General Electives – (Select 3 units)</b>				
VU23563	Investigate issues in the Australian environment	120103	NIL	50
VU23565	Investigate features of the Australian legal system	120103	NIL	50
VU23567	Investigate features of the education system in Australia	120103	NIL	50
VU23569	Investigate Australian visual arts	120103	NIL	30
VU23576	Investigate Australian identity	120103	NIL	30
BSBINS301	Develop and use information literacy skills	091301	NIL	40
ICTWEB306	Develop web presence using social media	080905	NIL	30
ICTICT214	Operate application software packages	080905	NIL	60
VU22402	Undertake a simple investigation of health and wellbeing	120199	NIL	20
VU22412	Implement and review a project	120199	NIL	30

VU22395	Work with a range of numbers and money in familiar and routine situations	120103	Nil	30
VU22397	Work with measurement in familiar and routine situations	120103	Nil	30
VU22400	Work with and interpret numerical information in familiar and routine texts	120103	Nil	30
<b>Nominal duration</b>				420 - 500

## 5.1 Course structure

To be eligible for the award of 22641VIC Certificate IV in EAL (Access), learners must complete a total of 8 units comprising:

1 core unit

1 Speaking and Listening elective unit

1 Reading and Writing elective unit

2 language skills elective units which have not been previously completed from:

- this qualification
- Certificate III and / or IV qualifications in this EAL Framework

3 General Electives which can be selected from the:

- General Electives listed in this qualification
- General Electives listed in the Certificate III and / or IV qualifications in this EAL Framework
- units / modules which are first packaged in AQF level 3, 4 or 5 qualifications in other accredited courses and / or endorsed training packages

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
<b>Core units</b>				
VU22411	Research pathways and produce a learning plan and portfolio	120103	NIL	20
<b>Speaking and Listening electives – (Select 1 unit)</b>				
VU23529	Analyse and participate in complex conversations	120103	NIL	80
VU23530	Give and respond to complex spoken texts	120103	NIL	80
<b>Reading and Writing electives – (Select 1 unit)</b>				
VU23531	Read and write complex transactional texts	120103	NIL	80
VU23532	Read and write complex instructions and advisory texts	120103	NIL	80



VU23533	Read and write complex creative texts	120103	NIL	80
<b>Language Skills electives – (Select 2 units not previously completed)</b>				
VU23529	Analyse and participate in complex conversations	120103	NIL	80
VU23530	Give and respond to complex spoken texts	120103	NIL	80
VU23531	Read and write complex transactional texts	120103	NIL	80
VU23532	Read and write complex instructions and advisory texts	120103	NIL	80
VU23533	Read and write complex creative texts	120103	NIL	80
<b>General Electives – (Select 3 units)</b>				
VU23564	Research features of Australian Government	120103	NIL	50
VU23570	Research the history of Aboriginal and/or Torres Strait Islander people in Australia	120103	NIL	60
VU23571	Research significant events in Australian history	120103	NIL	60
VU23574	Research current issues	120103	NIL	55
VU22446	Design and review a project	120199	NIL	40
VU22423	Investigate numerical and statistical information	120103	NIL	50
VU22424	Investigate and use simple mathematical formulae and problem solving techniques	120103	NIL	50
<b>Nominal duration</b>				480 - 515

## 5.1 Course structure

To be eligible for the award of the 22642VIC Certificate II in EAL (Employment), learners must successfully complete a total of 8 units comprising:

5 core units and

3 electives which can be selected from units not previously completed from the:

- elective units listed in this qualification
- units listed in Certificate I, II and / or III qualifications in this EAL Framework
- units / modules which are first packaged in AQF level 2 or 3 qualifications in other accredited courses and / or endorsed training packages.

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
<b>Core units (5)</b>				
VU22358	Develop learning goals	120103	NIL	20
VU23534	Participate in simple conversations and transactions for employment	120103	NIL	80
VU23535	Read and write simple texts for employment	120103	NIL	80
VU23536	Observe and report on workplace activities	120599	NIL	50
VU23537	Prepare to work effectively in an Australian workplace	120599	NIL	50
<b>Electives – (Select 3 units)</b>				
VU23255	Develop written job application skills	120103	NIL	20
VU23256	Develop interview skills	120103	NIL	20
VU23566	Explore transport options	120103	NIL	50
BSBWHS211	Contribute to the health and safety of self and others	061301	NIL	20

BSBTEC101	Operate digital devices	080905	NIL	20
BSBTEC201	Use business software applications	080905	NIL	60
VU22397	Work with measurement in familiar and routine situations	120103	NIL	30
VU22398	Work with and interpret statistical information in familiar and routine texts	120103	NIL	30
VU22399	Work with design and shape in familiar and routine situations	120103	NIL	30
SITXFSA005	Use hygienic practices for food safety	110111	NIL	15
<b>Nominal duration</b>				335 - 420

## 5.1 Course structure

To be eligible for the 22643VIC Certificate III in EAL (Employment), learners must successfully complete a total of 8 units comprising:

3 core units and

5 electives which can be selected from units not previously completed from the following:

- elective units listed in this qualification
- Certificate II, III and / or IV qualifications in this EAL Framework
- units / modules which are first packaged in AQF levels 2, 3 and / or 4 in other accredited courses and / or endorsed training packages.

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
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### Core units

VU22384	Develop and document a learning plan and portfolio	120103	NIL	20
VU23538	Participate in straightforward interactions for employment	120103	NIL	80
VU23539	Read and write straightforward texts for employment	120103	NIL	80

### Electives – (Select 5 units)

VU23561	Organise and participate in a practical placement	120599	NIL	50
BSBCRT311	Apply critical thinking skills in a team environment	120599	NIL	40
BSBTWK301	Use inclusive work practices	120505	NIL	30
BSBLDR301	Support effective workplace relationships	120505	NIL	40
BSBWHS211	Contribute to the health and safety of self and others	061301	NIL	20
BSBTEC201	Use business software applications	080905	NIL	60

BSBINS201	Process and maintain workplace information	120505	NIL	30
VU22422	Investigate and interpret shapes and measurements and related formulae	120103	NIL	50
VU22423	Investigate numerical and statistical information	120103	NIL	50
VU22424	Investigate and use simple mathematical formulae and problem solving techniques	120103	NIL	50
<b>Nominal duration</b>				340 - 440

## 5.1 Course structure

To be eligible for the 22644VIC Certificate IV in EAL (Employment / Professional), learners must successfully complete a total of 8 units comprising:

2 Core units

2 Specialisation units from either the Employment or the Professional Specialisation

4 General Elective units not previously completed from the following:

- General elective units listed in this qualification
- Specialisation units listed in this qualification
- Certificate III and / or IV qualifications in this EAL Framework
- units / modules which are first packaged in AQF levels 3, 4 and / or 5 in other accredited courses and / or endorsed training packages

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
<b>Core units</b>				
VU23529	Analyse and participate in complex conversations	120103	NIL	80
VU23540	Present and listen to complex oral presentations in an employment or professional context	120103	NIL	80
<b>Employment Specialisation – (Select 2 units)</b>				
VU23541	Give and follow complex instructions in an employment context	120103	NIL	80
VU23542	Read and write complex texts for employment	120103	NIL	80
BSBWRT411	Write complex documents	080901	NIL	50
TLIE0010	Identify, analyse and report workplace data and information	080901	NIL	30

**Professional Specialisation – (Select 2 units)**

VU23543	Critically read and write formal correspondence and complex prose texts for professional purposes	120103	NIL	80
VU23544	Critically read and write complex descriptive texts in a professional context	120103	NIL	80

**General Electives – (Select 4 units)**

VU23564	Research features of Australian Government	120103	NIL	50
VU23574	Research current issues	120103	NIL	55
BSBTEC302	Design and produce spreadsheets	080905	NIL	35
BSBINS302	Organise workplace information	080901	NIL	30
BSBTEC301	Design and produce business documents	080905	NIL	80
BSBTWK401	Build and maintain business relationships	120505	NIL	35
BSBLDR413	Lead effective workplace relationships	120505	NIL	50
VU23262	Respond to an advertised job	120103	NIL	20
<b>Nominal duration</b>				360 - 555

## 5.1 Course structure

To be eligible for the 22645VIC Certificate III in EAL (Further Study), learners must successfully complete a total of 8 units comprising:

6 Core units and

2 Elective units which can be selected from units not previously completed from the following:

- elective units listed in this qualification
- units listed in Certificate II, III and / or IV qualifications in this EAL Framework
- units / modules which are first packaged in AQF levels 2, 3 and / or 4 in other accredited courses and / or endorsed training packages.

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
<b>Core units</b>				
VU22384	Develop and document a learning plan and portfolio	120103	NIL	20
VU23545	Present straightforward spoken texts for study purposes	120103	NIL	80
VU23546	Participate in straightforward interactions for study purposes	120103	NIL	70
VU23547	Read and write straightforward texts for study purposes	120103	NIL	120
VU23548	Listen and take notes for study purposes	120103	NIL	45
VU23549	Use language analysis strategies for study purposes	120103	NIL	45
<b>Elective units – (Select 2 units)</b>				
VU23567	Investigate features of the education system in Australia	120103	NIL	50
VU23569	Investigate Australian visual arts	120103	NIL	30
VU23563	Investigate issues in the Australian environment	120103	NIL	50

VU23565	Investigate features of the Australian legal system	120103	NIL	50
BSBINS301	Develop and use information literacy skills	091301	NIL	40
BSBTEC301	Design and produce business documents	080905	NIL	80
VU22412	Implement and review a project	120199	NIL	30
VU23573	Explore current issues	120103	NIL	55
VU22400	Work with and interpret numerical information in familiar and routine texts	120103	NIL	30
VU23576	Investigate Australian identity	120103	NIL	30
<b>Nominal duration</b>				440 - 515

## 5.1 Course structure

To be eligible for the 22646VIC Certificate IV in EAL (Further Study), learners must successfully complete a total of 9 units comprising:

7 Core units

2 Elective units not previously completed from:

- elective units listed in this qualification
- Certificate III or IV qualifications in this EAL Framework
- units which are first packaged in AQF levels 3, 4 or 5 in other accredited courses and / or endorsed training packages

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
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### Core units (7)

VU22411	Research pathways and produce a learning plan and portfolio	120103	NIL	20
VU23550	Give complex presentations for study purposes	120103	NIL	80
VU23551	Participate in complex spoken interactions for study purposes	120103	NIL	60
VU23552	Take notes from complex spoken texts for study purposes	120103	NIL	50
VU23553	Read and write complex texts for study purposes	120103	NIL	120
VU23554	Use critical reading skills to analyse complex study tasks	120103	NIL	40
VU23555	Use language analysis skills to review own texts	120103	NIL	40

### Elective units – (Select 2 units)

VU23258	Apply further study skills	120105	NIL	90
VU23097	Participate in collaborative learning	120199	NIL	30

BSBINS401	Analyse and present research information	080301	NIL	40
BSBTEC301	Design and produce business documents	080905	NIL	80
VU22424	Investigate and use simple mathematical formulae and problem solving techniques	120103	NIL	50
VU23574	Research current issues	120103	NIL	55
VU22446	Design and review a project	120199	NIL	40
BSBCRT311	Apply critical thinking skills in a team environment	120599	NIL	40
<b>Nominal duration</b>				480 - 555

### Standard 5.11 AQTF 2021 Standards for Accredited Courses

#### 5.2 Entry requirements

There are no entry requirements for any of the courses in the EAL Framework.

Entry to each EAL Course in / certificate must be determined according to the following criteria:

- a participant's current English language skills. (The Listening and Speaking and Reading and Writing units in the Framework may provide the basis for initial assessment processes and placement of participants at the appropriate proficiency level). A learner's suitability should be assessed against a suitable framework such as the Australian Core Skills Framework (ACSF) or the International Second Language Proficiency Rating (ISLPR).
- a participant's prior formal education experience, both overseas and in Australia
- any prior EAL learning
- a participant's learning and pathway needs including employability skills, literacies (digital and other literacies) and further educational and vocational training needs.

In the context of learner placement, RTOs should take into consideration that EAL learners bring a range of different skills and abilities to the task of learning English and are at varying stages of English language acquisition when they begin learning English or arrive in Australia. EAL learners also have varying literacy skills in their first language/s. Many are well educated and have strong first language skills, which gives them a valuable foundation for building skills in English. Others encounter formal education for the first time and may

not have sound literacy skills in any language. Furthermore, some EAL learners may be going through significant trauma resulting from refugee and pre-migration experiences, family separation, and subsequent settlement issues. All of these often overlapping factors affect how EAL learners engage in learning and the support they require to be successful must be considered in EAL provision across all settings.

A matrix comparing a range of EAL scales and accredited course exit levels is provided in Appendix B to assist in determining the most appropriate placement of learners according to their existing English language proficiency.

## 6. Assessment

### Standard 5.12 and 5.14 AQTF 2021 Standards for Accredited Courses

#### 6.1 Assessment strategy

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

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

In order to support achievement of meaningful outcomes at either the qualification or the individual unit level, an integrated approach to assessment is recommended to:

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

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

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

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

Assessment strategies for the courses 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
- use assessment tools grounded in relevant contexts which are not culturally biased and suit the needs of learners
- allow sufficient time and appropriate level of support to complete tasks
- include opportunities for formative assessment as appropriate to enable learners to demonstrate their competence.

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

A range of assessment methods to determine the learner's performance may be used, such as:

- review of drafts and written evidence developed by the learner
- oral or written questioning to assess knowledge which underpins performance for example knowledge of simple formulaic expressions related to greetings
- interviews
- documented evidence, such as:
  - samples compiled by the learner
  - visuals or photographs
  - checklists
- observations of the learner applying English language skills
- presentations and discussions
- audio / visual presentations
- student portfolios which may be paper-based or digital format.

Pronunciation, as part of assessment for some units, should focus on achievement of intelligible pronunciation rather than “native like” proficiency.

	<p>Assessment of units of competency imported from nationally endorsed training packages or accredited courses must meet the requirements of the source training product.</p>
<p><b>6.2 Assessor competencies</b></p>	<p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,</li> <li>or</li> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> <li>or</li> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>It is a requirement of these accredited courses that training and assessment is conducted by qualified Teaching English to Speakers of Other Languages (TESOL) teachers.</p> <p>A qualified TESOL teacher is a person who holds an appropriate qualification that includes a supervised teaching practicum in TESOL.</p> <p>Appropriate qualifications include but are not limited to:</p> <ul style="list-style-type: none"> <li>• A four-year Bachelor of Education, with TESOL as a method</li> <li>• An undergraduate bachelor degree plus a postgraduate TESOL qualification at AQF8 or above, such as: <ul style="list-style-type: none"> <li>○ Graduate Certificate in Education (TESOL)</li> <li>○ Graduate Certificate in TESOL</li> <li>○ Graduate Diploma in TESOL</li> <li>○ Graduate Diploma of Education with a TESOL method</li> <li>○ Master of TESOL/Master of Applied Linguistics/Master of Arts (TESOL)</li> <li>○ Master of Teaching with a TESOL method</li> </ul> </li> </ul> <p>The supervised teaching practicum must involve at least 60 hours of class observation and supervised classroom teaching in TESOL. This will typically be a practicum taken over 22 days with an average of 2-3 hours teaching and observation each day. However, it could be a practicum taken over a longer or shorter period / over more or fewer days. The total number of hours of supervised teaching and observation must be at least 60. The ratio of teaching to observation may vary but there should be no fewer than 25 hours of supervised teaching.</p> <p>Units of competency imported from training packages or accredited courses must reflect the requirements for assessors specified in the source training product.</p>

7. Delivery	Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses
7.1 Delivery modes	<p>Teaching and learning strategies must be selected to reflect the varying learning needs, educational backgrounds and experiences of individual learners and ensure delivery modes and materials are culturally sensitive to specific needs.</p> <p>Teaching and learning strategies should reflect the specific requirements of each unit. Some areas of content may be common to more than one unit and therefore integration may be appropriate. It is recommended that core listening and speaking or reading and writing units be integrated with topic based electives to provide a meaningful context for the language learning. This advice is provided in relevant elective units.</p> <p>Delivery strategies should actively involve the learner and learning should be experiential, relevant and age appropriate. Face to face delivery modes should allow for active involvement of all participants.</p> <p>In keeping with effective practice all units should be appropriately contextualised.</p> <p>Further education learners may come from a wide variety of backgrounds with greatly varying life experiences. Where appropriate these experiences may be useful in group discussions and presentations. It should be borne in mind that this always remains the choice of the learner. Some experiences may be embarrassing, traumatic or stressful and should be respected as such.</p> <p>Although there are no explicit units on pronunciation other than the unit in the Course in Initial EAL, these skills should be integrated and contextualised through units which focus on listening and speaking. The goal should be to achieve intelligible pronunciation rather than “native like” proficiency.</p> <p>It is recommended that, where possible, digital texts are used to support the development of digital literacy skills for EAL learners.</p>
7.2 Resources	<p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,</li> <li>or</li> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> <li>or</li> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>It is a requirement of these accredited courses that training and</p>

assessment is conducted by qualified TESOL teachers.

A qualified TESOL teacher is a person who holds an appropriate qualification that includes a supervised teaching practicum in TESOL.

Appropriate qualifications include but are not limited to:

- A four-year Bachelor of Education, with TESOL as a method
- An undergraduate bachelor degree plus a postgraduate TESOL qualification at AQF8 or above, such as:
  - Graduate Certificate in Education (TESOL)
  - Graduate Certificate in TESOL
  - Graduate Diploma in TESOL
  - Graduate Diploma of Education with a TESOL method
  - Master of TESOL/Master of Applied Linguistics/Master of Arts (TESOL)
  - Master of Teaching with a TESOL method

The supervised teaching practicum must involve at least 60 hours of class observation and supervised classroom teaching in TESOL. This will typically be a practicum taken over 22 days with an average of 2-3 hours teaching and observation each day. However, it could be a practicum taken over a longer or shorter period / over more or fewer days. The total number of hours of supervised teaching and observation must be at least 60. The ratio of teaching to observation may vary but there should be no fewer than 25 hours of supervised teaching.

It is highly desirable that training organisations delivering the Certificates in EAL have access to bilingual support for students in the very early stages of learning English as an additional Language. This may be support within a classroom, but might also include access to telephone interpreter services. Additional support may also be provided through such programs as mentoring and peer support.

Delivery of the elective unit VU23561 Organise and participate in a practical placement, which is packaged in the Certificate III in EAL (Employment), will require the RTO to provide access to an appropriate work placement and an appropriate support person. The RTO must monitor placements regularly and address any issues of concern to the learner or the employer. Issues may include but are not limited to safety, allocation of meaningful work tasks and performance of duties

The Victorian Government has issued the following guidelines for Registered Training Organisations and Employers in relation to Post-Secondary Students undertaking Practical Placements (Updated Practical Placement Guidelines) as at 7<sup>th</sup> October 2022 ([available here](#)). The guidelines assist RTOs and employers to meet their work placement obligations.

Units of competency that have been imported from endorsed training

	packages or accredited courses must reflect the requirements for trainers specified in that Training Package or accredited course.
<b>8. Pathways and articulation</b>	<p><b>Standard 5.10 AQTF 2021 Standards for Accredited Courses</b></p> <p>There are no formal articulation arrangements in place at the time of accreditation.</p> <p>Learners who complete units of competency from endorsed training packages or accredited courses will be eligible for credit into other qualifications that contain those units.</p>
<b>9. Ongoing monitoring and evaluation</b>	<p><b>Standard 5.15 AQTF 2021 Standards for Accredited Courses</b></p> <p>The Service Industries Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of the qualifications.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users of the courses and will consider at a minimum:</p> <ul style="list-style-type: none"> <li>• any changes required to meet emerging or developing needs</li> <li>• changes to and/or updates of any units of competency from nationally endorsed training packages or accredited curricula.</li> </ul> <p>Any significant changes to the courses will be notified to the VRQA.</p>

## Appendix A: Foundation Skills Qualification Summary

The following tables contain a summary of the foundation skills for each course in the EAL Framework. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this course. The foundation skills facets described here are broad industry requirements that may vary depending on qualification packaging.

### 22638VIC Certificate I in EAL (Access)

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>read and respond to short, simple texts</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>write short, simple texts in different genres</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>participate in and respond to short, simple spoken instructions and information</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>recognise common mathematical symbols</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>identify language learning needs</li> <li>evaluate effectiveness of communication with a support person</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify next steps in language learning</li> <li>apply appropriate conventions for writing short texts such as simple messages and forms</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>collect and organise short and simple information related to own personal needs, with support</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>follow the Learning Plan</li> </ul>

**22639VIC Certificate II in EAL (Access)**

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• read and respond to simple texts such as informational or narrative texts</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• write simple informational or narrative texts</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• participate in simple conversations</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• use everyday numbers used in short and simple instructions and directions</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>• review own performance in conveying simple spoken information</li> <li>• determine strategies to improve performance</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• identify and apply strategies to participate in written and spoken transactions</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• collect and organise information related to own work, life and study needs, with support</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• manage speaking learning tasks and identify ways to improve</li> </ul>

**22640VIC Certificate III in EAL (Access)**

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• read and respond to straightforward transactional, informational and/or narrative texts</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• write straightforward transactional, informational and/or narrative texts</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• engage in casual conversations</li> <li>• engage in straightforward spoken transactions</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• use straightforward mathematical language and numeracy concepts to communicate with others</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>• review own performance in conveying information and making improvements</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• identify and apply strategies to participate in spoken transactions</li> <li>• prepare and convey information to specific audiences</li> <li>• identify and apply appropriate format and linguistic conventions to read and write transactional texts</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan and prepare to present information on a specific topic</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• manage language learning tasks and identify ways to improve skills with advice from a support person.</li> </ul>

## 22641VIC Certificate IV in EAL (Access)

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• read and respond to complex and extended communications, transactional, instructions and/or creative texts</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• write complex and extended communications, transactional, instructions and/or creative texts</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• participate in casual and formal conversations in English</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• use complex mathematical language and numeracy concepts to communicate with others</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>• clarify own learning goals</li> <li>• identify own learning strengths, and opportunities to apply them</li> <li>• identify pathways and support mechanisms to produce a learning plan</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• select and apply conversational strategies appropriate to the context</li> <li>• match register to audience and context</li> <li>• apply appropriate style and organisational features to complex transactional texts</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan and organise an extended presentation (written or spoken)</li> <li>• plan and sequence transactional texts</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• gather and organise information and evidence of own skills</li> <li>• plan activities to meet goals and timelines</li> </ul>

**22642VIC Certificate II in EAL (Employment)**

<b>Skill</b>	<b>Description</b>
Reading skills to:	<ul style="list-style-type: none"> <li>• read simple texts for employment</li> <li>• read and interpret requirements of job applications, with support</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• write simple texts for employment</li> <li>• develop job applications, with support</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• participate in simple workplace conversations</li> <li>• participate in a job interview</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• use everyday numbers used in short and simple instructions and directions in common workplace situations</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>• identify and plan to address own learning needs, with support, to achieve employment goals</li> <li>• determine strategies to improve performance</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• identify issues that may impact on own learning and possible strategies to minimise the impact of these on employment opportunities</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• collect and organise information related to own work, life and study experiences, with support, for employment purposes</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• carry out allocated tasks according to instructions</li> <li>• prioritise tasks to meet goals</li> <li>• manage own time to complete tasks according to specific task requirements</li> </ul>

**22643VIC Certificate III in EAL (Employment)**

<b>Skill</b>	<b>Description</b>
Reading skills to:	<ul style="list-style-type: none"> <li>• read straightforward texts for employment</li> <li>• read and interpret requirements of job applications</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• write straightforward texts for employment purposes</li> <li>• develop job applications</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• participate in straightforward formal conversation in the workplace</li> <li>• engage in casual workplace conversations</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• use straightforward mathematical and formulae to solve problems</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>• review own performance in conveying information and make improvements</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• identify issues that may impact on own learning and possible strategies to minimise the impact of these</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>• work as a part of a workplace team and use straightforward strategies that support individual differences</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan and implement routine workplace tasks according to directions</li> <li>• plan activities to meet goals and timelines</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• identify and monitor own learning goals</li> <li>• implement learning tasks to meet goals</li> <li>• manage own time to complete learning tasks according to specific task requirements</li> </ul>

**22644VIC Certificate IV in EAL (Employment/Professional)**

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• read complex texts for employment or professional purposes</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• write complex texts for employment purposes</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• participate in a verbal exchange in an employment or professional context and elicit the view and opinions of others by listening and questioning</li> <li>• use a range of paralinguistic strategies to communicate ideas effectively</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• use mathematical language and numeracy concepts to communicate with others</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>• use feedback to evaluate own performance</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• select and apply conversational strategies appropriate to the context</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>• adapt personal communication style to build trust and positive working relationships and to show respect for the opinions, values and particular needs of others in the workplace</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan and implement workplace tasks according to directions</li> <li>• plan activities to meet goals and timelines</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• gather and organise information and evidence of own skills for employment purposes</li> <li>• plan activities to meet goals and timelines for employment purposes</li> <li>• apply appropriate learning strategies for employment purposes</li> </ul>

**22645VIC Certificate III in EAL (Further Study)**

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• read straightforward texts for study purposes</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• write straightforward texts for study purposes</li> <li>• take notes for study purposes</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• give straightforward oral presentations for study purposes</li> <li>• communicate effectively in group discussions and when giving instructions</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• interpret straightforward numerical information in familiar and routine texts</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>• develop a learning plan</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• analyse information and determine its influence on current events and attitudes impacting Australian culture and/or community</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>• work cooperatively and effectively in group discussions</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan activities to meet goals and timelines</li> <li>• plan appropriate sequence of instructions</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• identify and apply appropriate learning strategies for further study purposes</li> </ul>

**22646VIC Certificate IV in EAL (Further Study)**

<b>Skill.</b>	<b>Description</b>
Reading skills to:	<ul style="list-style-type: none"> <li>• read complex texts for study purposes</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• write complex texts for study purposes</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• participate in a verbal exchange of ideas and elicit the view and opinions of others by listening and questioning</li> <li>• use a range of paralinguistic strategies to communicate ideas effectively</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• use mathematical language and numeracy concepts to communicate with others</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>• analyse and review language use in own texts</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• use language resources to address language use questions</li> <li>• apply knowledge of instructional and advisory language to analysis of the requirements of study tasks</li> <li>• review own work and make improvements</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>• work cooperatively and effectively in group discussions</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan activities to meet goals and timelines</li> <li>• select, organise and record information from spoken and/or written texts</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• identify and apply appropriate learning strategies for further study purposes</li> <li>• apply effective study strategies</li> </ul>

## Appendix B: Adult Language and Literacy Curricula – A Guide to Exit and Entry Level alignments and alignment with the ACSF

IELTS Exit Level	ISLPR Exit	ACSF Exit Level	EAL Framework	CGEA	ISLPR Entry
5.5 / 6.0 / 6.5	3 / 3+	5 4	Certificates IV in EAL	III	2+/3
5 / 5.5	2+/3	3	Certificates III in EAL	II	2+
3.5/4.0/4.5	2	2	Certificates II in EAL	I	2
				I INTRO	1+
3	1+	1	Certificate I in EAL	INITIAL	1
	1	Pre-level 1 - 1	Course in EAL		0/1-
		Pre-level 1	Course in Initial EAL		0

IELTS International English Language Testing System (Cambridge ESOL, British Council and IELTS Australia Pty Ltd.)

ACSF Australian Core Skills Framework (© Commonwealth of Australia 2012 – Department of Employment and Workplace Relations )

CGEA Certificates in General Education for Adults (© State of Victoria - Department Jobs, Skills, Industry and Regions. 2023.)

ISLPR International Second Language Proficiency Ratings (Wylie & Ingram 1999)

## Appendix C –Overview of EAL Framework

COURSE TITLE	STREAM	Entry Level ACSF ISLPR	Exit level ACSF ISLPR	Purpose	Context of language use	Linguistic complexity	Level of support
COURSE IN INITIAL EAL		0	Pre level 1 0	For participants who are pre-literate and who may have experienced trauma	Concrete and immediate contexts and tasks	Highly explicit processes such as recognising, copying, naming, matching, ordering	Highly structured support and prompting including extensive modelling. Will need bilingual support
COURSE IN		Pre-level 1 0/1-	Pre level 1 – 1	For participants with little or no formal education	Immediate, personal and highly familiar Listening and speaking in one to one communication Very short and highly familiar conversations and exchanges Read short, highly familiar formulaic text Copy and write short, highly familiar text. Simple sentences (SVO)	Uses basic conventions Mainly formulaic	High level of support requiring prompting, modelling, restatement and contextual clues. Will need bilingual support
CERTIFICATE I		1 1	1 1+	For participants who need to develop English language skills beyond immediate personal and predictable social needs and who may progress to further study or employment options	Familiar, personal and immediate Predictable social, study, and work contexts. Listening and speaking with familiar others in short, simple conversations Read short simple texts. Write short, simple sentences	Uses familiar conventions Simple and limited range	Requires support, especially with unfamiliar cultural references and when communicating with unfamiliar others. Will require bilingual support at times and strong contextual support
CERTIFICATE II	ACCESS	1 1+	2 2	For participants who need to develop English language skills to participate in everyday familiar and routine social and community contexts	Everyday familiar routine Social listening and speaking in simple conversations and transactions about familiar personal, community, social and topical matters Read simple texts for some detail Write a series of simple and some compound sentences	Uses simple, routine conventions	May need some support with unfamiliar cultural references
	EMPLOYMENT			For participants who need to develop English language skills to prepare for employment, to participate in routine and simple interactions and transactions in the Australian workplace and to read and write simple texts for employment			

COURSE TITLE	STREAM	Entry Level ACSF ISLPR	Exit level ACSF ISLPR	Purpose	Context of language use	Linguistic complexity	Level of support
CERTIFICATE III	ACCESS	2 2	3 2+/3	For participants who need to develop English language skills to participate in a range of straightforward interactions and transactions in social and community contexts and to read and write straightforward texts for different purposes	Participate effectively in straightforward casual conversations, transactions and discussions on a range of topics in different contexts. Use register appropriate to context Read and write straightforward texts for different contexts. Read some specialised and technical texts. Written texts include compound and some complex sentences Write at least two appropriately structured paragraphs with topic sentence and supporting details	Use straightforward conventions Able to produce detailed spoken and written texts Some analysis of information	Can work independently but may still require some support
	EMPLOYMENT			For participants who need to develop English language skills to prepare for employment, to participate in straightforward interactions and transactions in the Australian workplace and to read and write straightforward texts for employment purposes			
	FURTHER STUDY			For participants who need to develop English language skills to participate in a further study context in straightforward interactions and to read and produce straightforward texts relevant to further study.			
CERTIFICATE IV	ACCESS	3 2+	4 3/3+	For participants who need to develop English language skills to participate in complex interactions and transactions in social and community contexts and to read and write complex texts for a range of purposes	Participate effectively in extensive, sustained casual conversations and formal exchanges. Read specialised and technical texts. Read and write complex and sometimes extended texts for a wide range of purposes. Written texts include compound and complex sentences and a series of coherently linked paragraphs that communicate complex relationships between ideas	Uses appropriate conventions to critically analyse, evaluate and produce complex texts	Independent learner who uses a range of EAL and other support resources to support communication and learning.
	EMPLOYMENT/P ROFESSIONAL			For participants who need to develop English language skills to participate in specialised or technical and complex verbal and written interactions and transactions in the Australian workplace			
	FURTHER STUDY			For participants who need to develop English language skills to participate in complex interactions in a further study context, critically analyse and evaluate information from different sources and produce complex texts relevant to further study.			



## Section C – Units of competency

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

- BSBCRT311 Apply critical thinking skills in a team environment
- BSBINS201 Process and maintain workplace information
- BSBINS301 Develop and use information literacy skills
- BSBINS302 Organise workplace information
- BSBINS401 Analyse and present research information
- BSBLDR301 Support effective workplace relationships
- BSBLDR413 Lead effective workplace relationships
- BSBTEC101 Operate digital devices
- BSBTEC201 Use business software applications
- BSBTEC301 Design and produce business documents
- BSBTEC302 Design and produce spreadsheets
- BSBTWK301 Use inclusive work practices
- BSBTWK401 Build and maintain business relationships
- BSBWHS211 Contribute to the health and safety of self and others
- BSBWRT411 Write complex documents
- HLTAID010 Provide basic emergency life support
- ICTICT214 Operate application software packages
- ICTWEB306 Develop web presence using social media
- TLIE0010 Identify, analyse and report workplace data and information
- SITXFSA005 Use hygienic practices for food safety

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

- VU22352 Recognise numbers and money in simple, highly familiar situations
- VU22353 Recognise, give and follow simple and familiar directions
- VU22354 Recognise measurements in simple, highly familiar situations
- VU22355 Recognise shape and design in simple, highly familiar situations
- VU22356 Recognise and locate simple numerical information in short, simple highly familiar texts
- VU22357 Recognise and locate numerical information in simple, highly familiar tables and graphs
- VU22358 Develop learning goals
- VU22359 Conduct a project with guidance
- VU22369 Work with simple numbers and money in familiar situations
- VU22370 Work with simple measurements in familiar situations
- VU22372 Work with and interpret simple numerical information in familiar texts
- VU22384 Develop and document a learning plan and portfolio
- VU22385 Plan and undertake a project
- VU22395 Work with a range of numbers and money in familiar and routine situations
- VU22397 Work with measurement in familiar and routine situations
- VU22398 Work with and interpret statistical information in familiar and routine texts
- VU22399 Work with design and shape in familiar and routine situations
- VU22400 Work with and interpret numerical information in familiar and routine texts
- VU22402 Undertake a simple investigation of health and wellbeing
- VU22411 Research pathways and produce a learning plan and portfolio

- VU22412 Implement and review a project
- VU22422 Investigate and interpret shapes and measurements and related formulae
- VU22423 Investigate numerical and statistical information
- VU22424 Investigate and use simple mathematical formulae and problem solving techniques
- VU22446 Design and review a project
- VU23235 Recognise and use basic mathematical symbols and processes
- VU23236 Recognise and interpret safety signs and symbols
- VU23243 Use recipes to prepare food
- VU23255 Develop written job application skills
- VU23256 Develop interview skills
- VU23258 Apply further study skills
- VU23262 Respond to an advertised job
- VU23097 Participate in collaborative learning

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

- VU23489 Recognise letters of the alphabet and their sounds in extremely familiar words
- VU23490 Use extremely familiar strategies to participate in learning
- VU23491 Recognise and copy extremely familiar words
- VU23492 Participate in extremely familiar spoken exchanges
- VU23493 Recognise, copy and use numbers and money from 1 to 50
- VU23494 Use strategies to develop language learning with support
- VU23495 Begin language learning with support
- VU23496 Communicate basic personal details and needs
- VU23497 Give and respond to short highly familiar information
- VU23498 Read and write short highly familiar messages and forms
- VU23499 Read and write short, highly familiar factual texts
- VU23500 Plan language learning with support
- VU23501 Participate in short simple exchanges
- VU23502 Give and respond to short, simple spoken information
- VU23503 Read and write short simple messages and forms
- VU23504 Read and write short, simple informational texts
- VU23505 Read and write short, simple descriptive texts
- VU23519 Participate in simple conversations and transactions
- VU23520 Give and respond to simple spoken information and directions
- VU23521 Read and write simple transactional texts
- VU23522 Read and write simple informational texts
- VU23523 Read and write simple descriptive texts
- VU23524 Engage in straightforward casual conversations and spoken transactions
- VU23525 Give and respond to straightforward information
- VU23526 Read and write straightforward transactional texts
- VU23527 Read and write straightforward informational texts
- VU23528 Read and write straightforward narrative texts
- VU23529 Analyse and participate in complex conversations
- VU23530 Give and respond to complex spoken texts
- VU23531 Read and write complex transactional texts
- VU23532 Read and write complex instructions and advisory texts
- VU23533 Read and write complex creative texts

- VU23534 Participate in simple conversations and transactions for employment
- VU23535 Read and write simple texts for employment
- VU23536 Observe and report on activities in a workplace
- VU23537 Prepare to work effectively in an Australian workplace
- VU23538 Participate in straightforward interactions for employment
- VU23539 Read and write straightforward texts for employment
- VU23540 Present and listen to complex oral presentations in an employment or professional context
- VU23541 Give and follow complex instructions in an employment context
- VU23542 Read and write complex texts for employment
- VU23543 Critically read and write formal correspondence and complex prose texts for professional purposes
- VU23544 Critically read and write complex descriptive texts in a professional context
- VU23545 Present straightforward spoken texts for study purposes
- VU23546 Participate in straightforward interactions for study purposes
- VU23547 Read and write straightforward texts for study purposes
- VU23548 Listen and take notes for study purposes
- VU23549 Use language analysis strategies for study purposes
- VU23550 Give complex presentations for study purposes
- VU23551 Participate in complex spoken interactions for study purposes
- VU23552 Take notes from complex spoken texts for study purposes
- VU23553 Read and write complex texts for study purposes
- VU23554 Use critical reading skills to analyse complex study tasks
- VU23555 Use language analysis skills to review own texts
- VU23556 Use limited digital technology language and skills
- VU23557 Identify Australian leisure activities
- VU23558 Identify settlement services and support
- VU23559 Identify and access simple legal information
- VU23560 Access the internet and email to develop language
- VU23561 Organise and participate in a practical placement
- VU23562 Explore community services
- VU23563 Investigate issues in the Australian environment
- VU23564 Research features of Australian Government
- VU23565 Investigate features of the Australian legal system
- VU23566 Explore transport options
- VU23567 Investigate features of the education system in Australia
- VU23568 Locate health and medical information
- VU23569 Investigate Australian visual arts
- VU23570 Research the history of Aboriginal and/or Torres Strait Islander people in Australia
- VU23571 Research significant events in Australian history
- VU23573 Explore current issues
- VU23574 Research current issues
- VU23575 Recognise and use extremely familiar digital devices
- VU23576 Investigate Australian identity
- VU23577 Recognise and use numbers and money from 50 to 100 for highly familiar activities
- VU23578 Recognise and use time in highly familiar situations

<b>Unit code</b>	<b>VU23489</b>
<b>Unit title</b>	<b>Recognise letters of the alphabet and their sounds in extremely familiar words</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to recognise the letters of the alphabet, both written and spoken. It also identifies the skills and knowledge to recognise and produce the single sounds and common sound combinations in English and their relationships with spelling and in extremely simple words.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators for Reading at Pre level 1 and</li> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening and Reading. They partly contribute to the achievement of Speaking 0+, Listening 0+, Reading 0+.</li> </ul> <p>This unit applies to learners from language backgrounds other than English who may be preliterate in their first language and who are at the beginning stages of reading.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 and produce names of letters of the alphabet	1.1	Identify names of letters of the alphabet
		1.2	Identify names of vowels of the alphabet
		1.3	Identify names of consonants of the alphabet
		1.4	Sequence letters according to their alphabetical order
		1.5	Match upper and lower case letters

		1.6	Read aloud names of letters of the alphabet
2	Recognise and produce the sounds of English	2.1	Recognise and produce the single sounds of English
		2.2	Recognise and produce common sound combinations of English
		2.3	Match spoken sounds / words with their written forms
		2.4	Identify and produce common sound combinations within highly familiar words
3	Recognise extremely familiar words	3.1	Recognise words in common signs supported by extremely familiar visuals
		3.2	Use one or two word identification strategies to recognise extremely familiar words
		3.3	Identify extremely familiar words

### Range of Conditions

In this context, recognition of letters, their sounds and in words relate to extremely familiar and immediate contexts. Texts may be in digital or paper-based format, related to extremely familiar and personally relevant contexts and may be based on highly structured modelling and support.

Identification and recognition of letters, sounds and words, may include but is not limited to: reading aloud, pointing, selecting, matching or simple copying.

Single sounds of English may include but are not limited to pure vowels (monophthongs), single consonants, single sounds represented by two letters such as ck, ch, sh, th, wh.

Common sound combinations of English may include but are not limited to common diphthongs, common consonant clusters such as st, br, tr, sp, fr.

Extremely familiar words, may include but are not limited to:

- own name, names of family members, teacher/s' name/s, address
- extremely simple, high frequency words such as a, and, the, is
- immediate classroom objects such as pen, paper, book, computer.

Common signs may include but are not limited to stop, go, go back, office.

Decoding strategies may include but are not limited to: sounding out words, following letters with finger, slowly stretch out the sounds and/or chunks in a word.

### Foundation Skills

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

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments



	VU23489 Recognise letters of the alphabet and their sounds in extremely familiar words	VU22578 Recognise letters of the alphabet and sounds	Equivalent
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## Assessment Requirements

<b>Title</b>	Assessment Requirements for VU23489 Recognise letters of the alphabet and their sounds in extremely familiar words
<b>Performance Evidence</b>	<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 use conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>recognise ten or more letters of the alphabet and say aloud corresponding names and sounds</li> <li>recognise and produce five or more common sound combinations of English and identify corresponding written letter combinations</li> <li>use word identification strategies to recognise letters and some sounds in three or more highly familiar words.</li> </ul>
<b>Knowledge Evidence</b>	<p>The candidate must be able to apply knowledge required to effectively perform the task outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>differences between names and sounds of letters</li> <li>common sounds of the English language</li> <li>basic blended sounds of the English language</li> <li>different letter forms such as <i>upper and lower case</i></li> <li>orientation of letters</li> <li>a small number of personally relevant, extremely familiar high frequency nouns</li> <li>personally relevant, extremely familiar high frequency function words</li> <li>connections between spoken and written forms of the names and sounds of letters</li> <li>speaking skills to produce common single sounds and sound combinations of English.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>resources such as computer, visuals in hand-written or typed text and bilingual resources as required.</li> </ul> <p>At this level the learner:</p> <ul style="list-style-type: none"> <li>works alongside an expert / mentor</li> <li>requires significant and highly structured support and prompting</li> <li>requires extensive modelling from hand-written or typed text</li> <li>requires repetition and restatement.</li> </ul> <p>Consideration is given to the following factors:</p> <ul style="list-style-type: none"> <li>assessment takes into account intelligibility rather than “native-like” pronunciation.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23490</b>
<b>Unit title</b>	<b>Use extremely familiar strategies to participate in learning</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to recognise and use limited, extremely familiar learning strategies to participate in learning.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators for Learning at Pre level 1 and</li> <li>the ISLPR (International Second Language Proficiency Ratings) is not applicable for this unit.</li> </ul> <p>This unit applies to learners who need to develop learning skills on how to undertake simple reading and writing skills to satisfy immediate personal and social needs in familiar and mostly predictable community, educational, or workplace contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 requirements to participate in formal learning	1.1	Recognise reasons to attend class regularly
		1.2	Recognise reasons to attend punctually
		1.3	Identify location and time of classes
		1.4	Recognise name of teacher/s and other supporting personnel
		1.5	Identify required action when unable to come to class
2	Identify learning materials	2.1	Recognise essential learning materials
		2.2	Access and organise learning materials

		2.3	Recognise other resources for learning
3	Participate in extremely familiar learning	3.1	Use extremely familiar learning strategies to participate in a routine learning activity
		3.2	Follow a simple routine instruction to participate in learning
		3.3	Use learning materials
		3.4	Seek assistance to participate in a learning activity

### Range of Conditions

In this context, learning relates to extremely familiar and immediate, personally relevant contexts, with highly structured modelling and support.

Extremely familiar, concrete strategies may include but are not limited to being able to ask for help, or repetition with extremely simple phrases and use of common learning techniques, such as memorising, copying, using illustrations, visuals and other similar strategies.

Reasons for attending class regularly and punctually may include but are not limited to supporting learning through a less disrupted learning environment, supporting effective participation, progress, self-development and relationship building with other learners and teachers.

Personal reasons for attending class may include but are not limited to building language confidence to go shopping, helping children with schoolwork and confidence to communicate outside the classroom.

Learning materials may include but are not limited to items such as glasses, pens / pencils, paper, notebooks, digital devices and learning resources.

In this context, routine classroom instructions may include but are not limited to simple imperatives, such as listen, circle / underline, repeat.

### Foundation Skills

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

Skill	Description
Self-management skills to:	<ul style="list-style-type: none"> <li>participate in learning</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23490 Use extremely familiar strategies to participate in learning	VU22579 Use strategies to participate in learning	Equivalent

## Assessment Requirements

<b>Title</b>	Assessment Requirements for VU23490 Use extremely familiar strategies to participate in learning
<b>Performance Evidence</b>	<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 use conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>recognise essential requirements for learning and use extremely familiar learning strategies to participate in learning.</li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>a small number of common high frequency nouns</li> <li>a small number of very common high frequency simple imperative forms related to the learning activities such as <i>look, copy, simple interrogative question forms</i></li> <li>simple expressions to ask for help or support to talk about learning needs</li> <li>single word imperatives to respond to instructions</li> <li>simple paralinguistic features to convey meaning in communicating language learning needs.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>resources such as visuals</li> <li>bilingual resources as required.</li> </ul> <p>At this level the learner:</p> <ul style="list-style-type: none"> <li>works alongside an expert / mentor</li> <li>requires significant and highly structured support, visual prompting and advice</li> <li>requires extensive modelling.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23491</b>
<b>Unit title</b>	<b>Recognise and copy extremely familiar words</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to recognise and copy letters and common letter combinations of the alphabet and copy extremely familiar words.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators for Reading and Writing at Pre level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Writing. They partly contribute to the achievement of Reading 0+ and Writing 0+.</li> </ul> <p>This unit applies to learners from language backgrounds other than English who may be preliterate in their first language and who are at the beginning stages of writing.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 and copy letters and common letter combinations	1.1	Recognise written letters of the alphabet
		1.2	Hold pen or pencil correctly
		1.3	Copy letters of the alphabet in upper and lower case
		1.4	Recognise common letter combinations and their written representation
		1.5	Copy common letter combinations

2	Copy extremely familiar words related to personal details	2.1	Copy high frequency sight words
		2.2	Copy words from left to right
		2.3	Copy a word in an allocated space

### Range of Conditions

In this context, extremely familiar letter combinations and words relate to extremely familiar, immediate and personally relevant contexts. They may be in digital or paper-based format and involve highly structured modelling and support.

Recognise reflects the ability of the learner to understand what letters, letter combinations or words need to be copied.

Common letter combinations to be copied refer to two consonant letters representing a single sound.

Common high frequency sight words to be copied relate to extremely familiar and personally relevant contexts. They may include but are not limited to personal details such as name, address, given names of family members or other personally relevant words.

An allocated space may include but is not limited to on a line, in a box, a keypad or phone and can be digital or paper-based.

### 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"> <li>understand the concept of copying</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23491 Recognise and copy extremely familiar words	VU22580 Recognise and copy extremely familiar words	Equivalent

## Assessment Requirements

<b>Title</b>	Assessment Requirements for VU23491 Recognise and copy extremely familiar words
<b>Performance Evidence</b>	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 use conventions and linguistic knowledge to: <ul style="list-style-type: none"> <li>• recognise and copy ten or more letters of the alphabet</li> <li>• copy three or more letter combinations</li> <li>• copy five or more extremely familiar words.</li> </ul>
<b>Knowledge Evidence</b>	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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including: <ul style="list-style-type: none"> <li>• common letter combinations of the English language and their written representation</li> <li>• letters represented in different forms such as <i>upper and lower case</i></li> <li>• distinct shapes of letters</li> <li>• a small number of personally relevant, simple, common high frequency nouns such as <i>own name and address</i></li> <li>• words having spaces between them.</li> </ul>
<b>Assessment Conditions</b>	Assessment must ensure access to: <ul style="list-style-type: none"> <li>• resources such as visuals</li> <li>• bilingual resources as required.</li> </ul> At this level the learner: <ul style="list-style-type: none"> <li>• works alongside an expert / mentor</li> <li>• requires significant and highly structured support, prompting and advice</li> <li>• requires extensive modelling.</li> </ul> <p><b>Assessor requirements</b></p> Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23492</b>
<b>Unit title</b>	<b>Participate in extremely familiar spoken exchanges</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL Learners to participate in extremely familiar spoken exchanges. This includes providing simple information and responding to simple requests.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators for Oral Communication at Pre level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They partly contribute to the achievement of Speaking 0+ and Listening 0+.</li> </ul> <p>This unit applies to learners from language backgrounds other than English who need to develop their spoken communication skills in English.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Give extremely simple information	1.1	Use a simple greeting, closure and form of address
		1.2	Use words to provide extremely familiar information
		1.3	Use body language to convey meaning
		1.4	Repeat words to convey and check meaning
2	Respond to requests for information	2.1	Respond to simple extremely familiar questions about personal information
		2.2	Use extremely familiar words to respond to a request for

			information
		2.3	Use body language to respond to a request for information
3	Participate in a formal classroom exchange	3.1	Follow a one-step instruction to participate in a learning activity
		3.2	Repeat information to check meaning
		3.3	Respond to an extremely familiar question about a learning activity
		3.4	Use extremely familiar words related to a learning activity
		3.5	Use body language to convey meaning

### Range of Conditions

In this context, spoken exchanges are personally relevant, extremely familiar and mainly formulaic, based on highly structured modelling and support.

Simple information may be communicated using extremely familiar single words, such as simple greetings, closures, forms of address and extremely familiar information, such as name, address, family or extremely familiar activities such as shopping.

Forms of address may include but are not limited to use of first names in familiar situations and may include other forms of address appropriate to the context such as Dr.

Extremely familiar questions may include 'What' or 'Where' questions, such as asking about a name or address.

One step instructions refer to one or two word instructions, such as repeat, listen, show me, come in.

At this level pronunciation is heavily influenced by first language.

### Foundation Skills

Foundation skills essential to performance in this unit are all explicit in the performance criteria.

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23492 Participate in extremely familiar spoken exchanges	VU22581 Participate in extremely familiar spoken exchanges	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23492 Participate in extremely familiar spoken exchanges</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 use conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• provide and respond to extremely familiar information on at least one occasion</li> <li>• participate in one extremely familiar spoken exchange related to a learning activity.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• personally relevant extremely familiar nouns and adjectives to talk about familiar personal information such as <i>good, happy, sad, hot, cold</i></li> <li>• common high frequency regular present tense</li> <li>• simple paralinguistic features such as <i>body language</i> to convey meaning and acknowledge understanding</li> <li>• extremely simple formulaic expressions related to greetings and forms of address such as <i>hi, hello, bye, goodbye</i></li> <li>• simple formulaic instructions related to classroom activities.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• assessment tasks that relate to the student's immediate highly familiar context</li> <li>• content that is familiar and not culturally biased</li> <li>• resources such as visuals</li> <li>• bilingual resources as required.</li> </ul> <p>Assessment should normally involve only the learner and the interlocutor and must ensure support for the learner takes into consideration the following:</p> <ul style="list-style-type: none"> <li>• need for a sympathetic interlocutor</li> <li>• speaking at a slower rate with repetitions</li> <li>• use of nonverbal clues as aids to conversation.</li> </ul> <p>Consideration is given to the following factors:</p> <ul style="list-style-type: none"> <li>• vocabulary is limited to highly familiar words</li> <li>• speaking is heavily influenced by first language and there are significant variations in pronunciation.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23493</b>
<b>Unit title</b>	<b>Recognise, copy and use numbers and money from 1 to 50</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to recognise and copy numbers from 1 to 50 and recognise common monetary values related to highly familiar activities.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators for Reading Speaking and Numeracy at Pre level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening and Reading. They partly contribute to the achievement of Speaking 0+, Reading 0+.</li> </ul> <p>This unit applies to learners from language backgrounds other than English who may be preliterate in their first language and who are at the beginning stages of numeracy.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable.

<b>Element</b>		<b>Performance Criteria</b>	
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 numbers from 1 to 50	1.1	Name numbers from 1 to 50
		1.2	Sequence numbers up to 50
		1.3	Recognise individual numbers within formulaic sequences
		1.4	Copy numbers from 1 to 50
		1.5	Copy personally relevant numbers in highly familiar sequences

2	Recognise numbers in money	2.1	Recognise and sequence common bank notes
		2.2	Recognise and sequence value of common coins
		2.3	Recognise the dollar symbol
		2.4	Match monetary amounts to notes and coins
		2.5	Recognise money related to extremely familiar activities
3	Perform simple calculations in real life activities	3.1	Add two single-digit numbers up to the value of 10 in a real life extremely familiar activity
		3.2	Add two single-digit monetary values up to \$10 in a real life, extremely familiar activity

### Range of Conditions

In this context, numerical information is extremely familiar and relates to personally relevant and concrete contexts, where learners rely heavily on highly structured modelling, copying and support. In this context, numerical information may be in digital or paper-based form.

Naming numbers may include but is not limited to saying, pointing, matching, counting from...to..

Sequencing numbers and money may include number before and number after.

Formulaic sequences and personally relevant numbers may include but are not limited to telephone numbers, dates of birth, addresses, room numbers, page numbers.

Extremely familiar activities may include but are not limited to shopping / buying items, paying bills.

Real life activities to form the basis of calculations may include but are not limited to simple shopping catalogues, simple menus or similar simple, extremely familiar activities.

Performing simple calculations may include but is not limited to two whole number digit calculations totalling less than 50 and two whole number dollar amounts totalling less than \$50.

### 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"> <li>develop simple strategies to recognise and count numbers</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23493 Recognise, copy and use numbers and money from 1 to 50	VU22582 Recognise and copy numbers from 1 to 100	Not equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23493 Recognise, copy and use numbers and money from 1 to 50</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 use conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• do each of the following once: <ul style="list-style-type: none"> <li>○ use highly limited strategies to recognise and copy whole numbers from 1 to 50</li> <li>○ sequence whole numbers from 1 to 50 in extremely familiar contexts</li> <li>○ use numbers to recognise common bank notes and coins and add monetary values up to \$10 in extremely familiar activities</li> </ul> </li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• concept of number before and number after</li> <li>• sign and symbols related to numbers and money</li> <li>• concept of combination of single digits to form numbers from 1 to 50</li> <li>• highly limited strategies to assist in recognising and counting number figures from 1 to 50 such as <i>using relevant concrete objects or using fingers to count and verify numbers</i></li> <li>• value of coins and notes</li> <li>• language to express values of coins, notes and monetary values</li> <li>• concept of addition and associated vocabulary and symbols</li> <li>• personally relevant highly familiar vocabulary related to familiar activities.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• extremely familiar, concrete context</li> <li>• content is extremely familiar and not culturally biased</li> <li>• access to EAL resources such as picture / number dictionary. and access to bilingual resources</li> </ul> <p>Assessment should normally involve only the learner and the interlocutor and must ensure support for the learner takes into consideration the following:</p> <ul style="list-style-type: none"> <li>• need for a sympathetic interlocutor</li> <li>• speaking at a slower rate with repetitions</li> <li>• use of nonverbal clues as aids to conversation</li> <li>• vocabulary is limited to highly familiar words</li> <li>• pronunciation is clearly influenced by first language.</li> </ul>

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23494</b>
<b>Unit title</b>	<b>Use strategies to develop language learning with support</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners who have had little or no formal education to plan and implement language learning strategies to support language development in a formal learning environment with the assistance of a support person.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute to the achievement of ACSF indicators of competence for Learning and Oral Communication at Pre level 1 and Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. Not applicable to this unit.</li> </ul> <p>This unit applies to learners who need to develop planning skills for language learning as a foundation for independent learning.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Complete orientation to the learning environment	1.1	Identify and locate key learning classroom resources with a support person
		1.2	Clarify and confirm requirements of course with a support person
		1.3	Identify support available in an educational context
2	Clarify initial learning needs	2.1	Identify prior learning with a support person
		2.2	Discuss language learning needs with a support person

		2.3	Identify and locate learning resources with a support person
3	Confirm a language learning process	3.1	Identify simple steps and strategies to assist in progressing own learning with a support person
		3.2	Record learning strategies in an appropriate format with a support person
		3.3	Discuss and review strategies with a support person
4	Implement and review the language learning strategies	4.1	Begin using identified learning strategies
		4.2	Review progress with an appropriate support person

### Range of Conditions

In this context, learning refers to highly familiar and immediate and personally relevant contexts where learners require highly structured levels of modelling and support.

Key classroom learning resources may include but are not limited to physical arrangements of tables and chairs, whiteboard / pin board / digital board, individual learning centre / library and teacher and classroom support people. Other support people may include but are not limited to community workers, volunteer tutors, bilingual support, settlement, refugee or employment support workers, or family members.

Course requirements may include but are not limited to attendance days and times, breaks / holidays and length of course, assessment requirements, timetable, rooms allocated and specialist subjects or classes utilising computers and other forms of digital learning.

Prior learning may include but is not limited to formal or informal learning experiences, level of school completed, positive and negative learning experiences, level of class attendance, language learning experience and familiarity with learning resources and strategies.

Language learning needs may include but are not limited to specific focussed language skills development such as: pronunciation, simple words, writing basics, selecting from a set of offerings, new language learning strategies to practise.

Learning strategies and resources may include but are not limited to developing word lists, asking for help, using pictures to identify situations / contexts for language learning, using picture or bilingual dictionaries, digital literacy / computer resources.

Learning needs and strategies may be recorded using formats such as a simple checklist with visuals and symbols, record of oral discussion / review with support person, written version kept by teacher but explained orally to the learner, simple charts, such as colour coded skills, or a digital version.

Review of progress may include but is not limited to identifying successes, learning preferences, areas for further development, noting issues that can affect learning and noting cultural learning differences such as classroom conventions, length or location of classes.

Simple paralinguistic features may include but are not limited to tone of voice, facial expressions or body language and gestures.

## Foundation Skills

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

Skill	Description
Self-management skills to:	<ul style="list-style-type: none"> <li>practice learning strategies</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23494 Use strategies to develop language learning with support	VU22584 Develop language learning objectives with support	Equivalent

## Assessment Requirements

<b>Title</b>	Assessment Requirements for VU23494 Use strategies to develop language learning with support
<b>Performance Evidence</b>	<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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• identify and document at least one language learning need and at least one language learning strategy with a support person</li> <li>• use at least one resource to implement the learning strategy with a support person</li> <li>• review learning needs and strategies with a support person.</li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• highly familiar common high frequency nouns and adjectives to discuss immediate personal learning needs</li> <li>• highly familiar time modifiers related to implementation of strategies</li> <li>• highly familiar interrogative question forms</li> <li>• use of simple modal such as <i>can</i></li> <li>• simple expressions to talk about learning needs</li> <li>• simple paralinguistic features to interpret and convey meaning in communicating language learning needs.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure support for the learner takes into consideration the following:</p> <ul style="list-style-type: none"> <li>• need for extensive support in discussion, such as repetition, restatement and gestures</li> <li>• need for access to bilingual resources</li> <li>• documentation may be completed by the teacher / assessor / scribe.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23495</b>
<b>Unit title</b>	<b>Begin language learning with support</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners with very little or no experience of formal learning environments to develop beginning understanding of the classroom environment and beginning language learning skills.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators of competence in Oral Communication, Reading and Writing and partly contribute to Learning at Pre level 1 and Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening are not applicable to this unit.</li> </ul> <p>This unit applies to learners who need to develop basic language learning strategies as a foundation to developing independence in learning.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Contribute to own language learning skills	1.1	Maintain personal resources relevant to own language learning
		1.2	Respond to simple teaching instructions and questions
		1.3	Follow conventions of the Australian classroom
2	Use language learning skills to recognise and	2.1	Recognise the names of the letters of the alphabet when spoken
		2.2	Pronounce the names of the letters of the alphabet

	say a limited number of words	2.3	Pronounce a limited number of personally relevant words
		2.4	Comprehend a limited number of personally relevant words
3	Recognise and write a limited number of words	3.1	Recognise the written forms of letters of the alphabet
		3.2	Write the letters of the alphabet
		3.3	Read a limited number of personally relevant words
		3.4	Write a limited number of personally relevant words

### Range of Conditions

In this context, learning refers to highly familiar and immediate and personally relevant contexts where learners requires highly structured levels of modelling and support.

Simple teaching instructions refer to high frequency imperative forms consisting of one or two word instructions related to the learning environment, such as listen, repeat, look at me, can you? and use of simple one word questions such as where, when, what, why and *yes/no questions*.

Maintaining personal resources may include but is not limited to bringing required items to class, managing learning materials, such as folder, handouts or worksheets, using a simple picture dictionary, keeping word lists, accessing digital learning aids such as smart phone apps or tablet.

Conventions of the Australian classroom may include but are not limited to addressing others / teachers by name, turn-taking, working in groups, working collaboratively with others.

Words may be hand-written or typed. Writing words may include developing fine motor skills to form letters, using a pen and paper, locating and using letters on a keyboard or other digital 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
Self-management skills to:	<ul style="list-style-type: none"> <li>manage own learning resources</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23495 Begin language learning with support	VU22585 Use beginning language learning strategies with support	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23495 Begin language learning with support

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- recognise and write letters of the alphabet in the context of ten personally relevant words in English
- recognise and pronounce letters of the alphabet in the context of ten personally relevant words in English
- support own learning by maintaining own resources and participating in the classroom environment.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- sound-based writing system in English
- the shapes of letters in printed form, in both upper and lower case
- basic phonemes of English language to support pronunciation
- highly familiar, common high frequency verbs and nouns related to immediate learning context
- very common high frequency simple imperative forms related to the learning environment such as, *listen, repeat, open your book*
- sounds and stresses of personally relevant English words
- highly familiar interrogative question forms.

Sociolinguistic and Cultural Knowledge:

- appropriate forms of address and greetings in a learning context
- writing conventions from left to right and top to bottom.

### Assessment Conditions

Assessment must ensure:

- access to learning resources and support, such as access to bilingual resources
- extensive support in discussion, for example by:
  - repetition, restatement and gestures
  - non-verbal clues to understand meaning
  - dependence on speaking at a slower rate with many repetitions
  - use of first or other language
  - limited paralinguistic clues to express meaning

- extended time to complete assessment of recognising, saying and writing letters and words and maintaining learning resources.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	VU23496
<b>Unit title</b>	<b>Communicate basic personal details and needs</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners with little or no formal education to communicate basic personal information and needs. It focuses on participating in simple highly familiar conversations, and responding to simple, highly familiar requests for personal information.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skill Framework (ACSF). They contribute to the achievement of ACSF indicators of competence in Oral Communication at Pre Level 1 and Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They partly contribute to the achievement of Speaking 1 and Listening 1.</li> </ul> <p>This unit applies to participants who need to develop basic English language speaking and listening skills to satisfy immediate personal and survival needs in familiar and highly predictable contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 basic greetings and introductions in a highly familiar context	1.1	Use and respond to basic greetings with a familiar person
		1.2	Make and respond to basic introductions
		1.3	Use basic strategies to indicate if meaning is unclear
2		2.1	Convey own personal details

	Give basic personal information in a highly familiar context	2.2	Respond to requests for basic personal information
		2.3	Express a simple personal preference
3	Make and respond to basic short requests or inquiries in a highly familiar context	3.1	Use and respond to simple questions to make requests or inquiries
		3.2	Use polite language forms to make requests
		3.3	Respond to requests for repetition and clarification

### Range of Conditions

In this context, conversations involve highly familiar, personal and immediate contexts. Learners may require a significant level of support.

Basic greetings and introductions are limited to formulaic expressions in a very short casual conversation and may include but are not limited to good morning, good afternoon, Hi, how are you? exchanging names, using formulaic polite expressions and using appropriate forms of address.

Requests for basic personal information may include but are not limited to simple question forms in relation to name, length of time in Australia, suburb lived in, languages spoken or country of origin.

Strategies to indicate if meaning is unclear may include using simple statements / formulaic expressions, such as I don't understand, requesting repetition, using paralinguistic expressions, such as body language, gestures, facial expressions, conversation fillers, such as um, er, mmm.

Requests for repetition, or other simple requests may include, but are not limited to, questions using simple modal forms, such as Can you shut the door please? Or Can you speak slowly please? Making inquiries may include but is not limited to questions related to country of origin, languages, spoken, family members, basic general health or the weather.

Personal preferences may include but are not limited to simple expressions of a like or dislike about places, people, food, weather, or any other personal preference and may be in response to simple questions, simple subject, verb, object question forms, and / or may be expressed using highly familiar words and / or paralinguistic expressions such as body language, gestures, facial expressions.

Numerical knowledge to express personal details may include but is not limited to two to four digit numbers related to personal information, such as age, flat / house number, date of birth or number of children.

### 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
Numeracy skills to:	<ul style="list-style-type: none"> <li>express numbers related to personal information</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23496 Communicate basic personal details and needs	VU22586 Communicate basic personal details and needs	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23496 Communicate basic personal details and needs

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- participate in two highly familiar conversations to demonstrate ability to:
  - use and respond to basic greetings
  - give basic personal information, including a personal preference
  - make and respond to two short simple, highly predictable requests for basic personal information and immediate needs

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- basic common high frequency verbs, nouns and adjectives related to immediate personal needs, information and interests
- formulaic expressions related to
  - greetings
  - introductions
  - common topics
  - seeking clarification, repetition
- highly familiar interrogative question forms such as *where, when, what, who, yes/no questions*
- highly familiar modal question forms such as *Can you...?*
- highly familiar adjectives to describe objects and express basic preferences, likes or dislikes
- regular plural forms
- simple paralinguistic features to interpret and convey basic preferences, likes and dislikes.

Sociolinguistic and Cultural Knowledge:

- appropriate forms of address when communicating information
- basic common polite expressions such as *please, thank you, sorry*.

Numeracy Knowledge:

- numbers related to personal information, such as *flat / house number, birth date or number of children*.

**Assessment  
Conditions**

Assessment must ensure:

- assessment tasks relate to the student's immediate context
- content is familiar and not culturally biased
- access to EAL resources, such as
  - bilingual resources
  - picture dictionary

Assessment should normally involve only the learner and the interlocutor.

- Assessment must ensure support for the learner which takes into consideration
  - need for a sympathetic interlocutor
  - speaking at a slower rate with repetitions may be required
  - use of nonverbal clues as aids to conversation.
- consideration is given to the following factors
  - vocabulary is limited to basic needs
  - minimal awareness of meaning from tone, stress and intonation
  - common frequent errors will occur, such as mixing up of tenses and not marking agreement, use of no or not for negation, mixing up prepositions, omitting articles, pronouns, prepositions, word order
  - speaking will be characterised by frequent hesitations and pauses and strongly influenced by the learner's L1.

Assessment takes into account that pronunciation aims to be intelligible (rather than native-like) and the speaker may be understood with some effort by the listener. There may be very limited use of tone and intonation to convey meaning.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23497</b>
<b>Unit title</b>	<b>Give and respond to short highly familiar information</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to engage in short spoken interactions. It focuses on engaging with another person and responding to short, highly familiar everyday spoken information in highly familiar and immediate social contexts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skill Framework (ACSF). They contribute to the achievement of ACSF indicators of competence in Oral Communication at Pre Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They partly contribute to the achievement of Speaking 1 and Listening 1.</li> </ul> <p>This unit applies to learners who need to develop basic English language speaking and listening skills to satisfy immediate personal and survival needs in highly familiar and highly predictable contexts such as shopping, banking, health and using public transport.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Respond to short highly familiar spoken information	1.1	Identify key familiar words which describe factual information given in a simple oral information text
		1.2	Answer requests for simple factual / descriptive information from the text
		1.3	Make a request for repetition and clarification
		1.4	Use a simple statement or paralinguistic expression to indicate if meaning is unclear

2	Give short highly familiar spoken information	2.1	Name the subject of the information
		2.2	Use key familiar words and word forms to convey the information
		2.3	Express a like or a dislike in relation to the information
		2.4	Respond to a request for repetition and clarification
		2.5	Use limited polite language forms
		2.6	Use paralinguistic expressions to support meaning as required.

### Range of Conditions

In this context, short, highly familiar oral information has an explicit, concrete and immediate purpose in highly restricted contexts, containing limited and personally relevant information.

Short, highly familiar information texts may include but are not limited to:

- short, descriptive statements about highly familiar personal information or a description of a highly familiar person or place, such as a living room or weather
- short highly familiar classroom instructions or other instructions such as, a limited explanation of where to find the canteen or local shop, or a short warning such as Keep Clear!

Key highly familiar words and word forms may include descriptive language, such as colours, numbers, size, shape and position words, imperative forms to give instructions.

Pronunciation of a limited number of words and phrases can be understood with some effort by the listener and there may be very limited use of tone and intonation to convey meaning.

### 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"> <li>• prepare to give spoken information</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23497 Give and respond to short highly familiar information	VU22587 Give and respond to basic information and instructions	Equivalent



## Assessment Requirements

### Title

Assessment Requirements for VU23497 Give and respond to short highly familiar information

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use conventions and linguistic knowledge to:

- listen and respond to one short, highly familiar information text
- give one short, highly familiar-spoken information text
- use highly familiar language to participate in a brief face-to-face exchange with another person on a highly familiar everyday topic
- use highly familiar communication strategies to clarify meaning or information.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge to give and respond to short highly familiar information including:

- simple, common high frequency verbs, nouns and adjectives related to giving highly familiar information, such as *It's a nice day, black hair, brown eyes*
- formulaic expressions related to common information topics such as *It's cold today, Its ok*
- simple interrogative question forms
- simple modal 'can' in relation to giving and responding to information, such as *Can you sit down please?*
- very common high frequency basic tense forms, such as *simple present tense of be, simple present tense of have, simple imperative forms*
- simple vocabulary limited to everyday literal words to give simple information
- common prepositional phrases to give verbal information
- simple paralinguistic cues, such as *body language* to clarify, interpret and convey meaning.

Sociolinguistic and Cultural Knowledge:

- appropriate forms of address
- simple common polite expressions.

### Assessment Conditions

Assessment must ensure:

- assessment tasks relate to the student's immediate context
- content is highly familiar and not culturally biased
- access to EAL resources, such as
  - bilingual resources
  - picture dictionary

Assessment should normally involve only the learner and the interlocutor.

Support for the learner takes into consideration:

- need for a sympathetic interlocutor
- speaking at a slower rate with repetitions may be required
- use of non-verbal clues as aids to conversation.

Consideration is given to the following factors:

- vocabulary is limited to basic needs
- minimal awareness of meaning from stress and intonation
- common frequent errors will occur, such as mixing up of tenses and not marking agreement, use of *no* or *not* for negation, mixing up prepositions, omitting articles, pronouns, prepositions, word order
- speaking will be characterised by frequent hesitations and pauses and strongly influenced by L1
- pronunciation should be mostly intelligible though it may cause some strain for interlocutors.

#### Assessor requirements

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23498</b>
<b>Unit title</b>	<b>Read and write short highly familiar messages and forms</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to read and write short, highly familiar digital and/or paper-based messages, and to read and complete highly familiar forms for immediate personal needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>• the Australian Core Skills Framework (ACSF). They contribute to the achievement of ACSF indicators of competence for Reading and Writing at Pre Level 1 and Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They partly contribute to the achievement of Reading 1 and Writing 1.</li> </ul> <p>This unit applies to learners who need to develop basic reading and writing skills in English to satisfy immediate personal needs in familiar highly predictable contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil

<b>Competency Field</b>		Not Applicable	
<b>Unit Sector</b>		Not Applicable.	
<b>Element</b>		<b>Performance Criteria</b>	
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 a simple basic written message in a highly familiar context	1.1	Recognise the purpose of the basic short written message
		1.2	Identify basic greetings and terms of address
		1.3	Locate specific information in the message
2	Write a short message for personal purposes	2.1	Identify the purpose of the message
		2.2	Copy basic expressions and conventions to create message
3	Read a simple form requiring basic personal information	3.1	Identify the purpose of the form
		3.2	Identify and locate requests for personal information
		3.3	Identify familiar vocabulary
4	Complete a simple form requiring basic personal information	4.1	Identify and clarify instructions as required
		4.2	Write personal and familiar details according to conventions of forms
		4.3	Use appropriate format for words, abbreviations and numbers

### Range of Conditions

In this context, messages and forms are short, highly familiar, personally relevant and refer to highly explicit purposes. Messages and forms may be paper-based or in digital format.

Messages may include but are not limited to notes, emails, text messages, screen or written messages, containing highly familiar vocabulary and explicit details with purposes that may include but are not limited to providing:

- familiar information such as time and place for an event, a cancelled class or personal details such as name, address, telephone number
- basic instructions or requests such as a reminder for an appointment, a list of basic equipment for class or a shopping list

- advice or a warning in signs such as Stop, No entry, Closed Sundays
- a message to wish someone well.

Forms may include details of personal information such as name, address, country of origin, age and may include but are not limited to forms requiring emergency contact details for class, details in enrolment forms, on-line applications or excursion forms.

Conventions for messages may include, salutations such as Hi, Dear and closings, such as from, see you soon, regards, or SMS text message abbreviations, symbols or simple instructions, such as Reply Y to confirm.

Conventions for forms may include use of instructions such as Tick one box, Use black pen, Use block letters, navigational instructions such as Save (button), Sign in, Log out, click next, abbreviations such as M or F, multiple choice, signature, dates.

### 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
Numeracy skills to:	<ul style="list-style-type: none"> <li>• provide personal details requiring numerical information</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>• navigate forms</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23498 Read and write short highly familiar messages and forms	VU22588 Read and write short basic messages and forms	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23498 Read and write short highly familiar messages and forms</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 use routine conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• read one simple message in a highly familiar context, which may be in paper-based or in digital format</li> <li>• write one simple message in a highly familiar context, which may be in paper-based or in digital format</li> <li>• read simple instructions and write simple personal details on one form, which may be in paper-based or in digital format</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge including:</p> <ul style="list-style-type: none"> <li>• a small number of simple, common high frequency words and some formulaic phrases related to personal information</li> <li>• very common high frequency simple tense forms, including simple present tense,</li> <li>• simple imperative used in simple forms and messages / signs</li> <li>• simple short sentence structure (subject-verb-object)</li> <li>• simple prepositional phrases in messages and forms such as <i>Write in the box</i></li> <li>• connection between familiar words and pictures / signs.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• simple conventions in messages and forms.</li> </ul> <p>Numeracy Knowledge:</p> <ul style="list-style-type: none"> <li>• one, two or three digit numbers to convey personal information</li> <li>• simple time</li> <li>• simple dates.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• assessment tasks relate to the learner's immediate context</li> <li>• content (structures, vocabulary and cultural references) is highly familiar</li> <li>• texts are legible and do not include too many complex features such as multiple fonts</li> <li>• texts contain strong support from the context such as visual clues</li> <li>• reading texts are no longer than a phrase or one or two very simple sentences</li> <li>• reading tasks do not require complex written responses</li> </ul>

- consideration is given to emerging skills development, for example texts may contain some errors of tense and agreement, omission of article, pronouns, plural endings, mixing up prepositions
- support includes access to:
  - extended time to read and decode texts
  - guidance, such as with authentic texts, hand-written texts, texts on digital devices
  - prompting and advice
  - models of simple messages and forms
  - bilingual resources, such as dictionary, peers
  - digital / mobile devices.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23499</b>
<b>Unit title</b>	<b>Read and write short, highly familiar factual texts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners who have little or no formal education to read short, highly familiar, factual digital and/or paper-based texts including directions or instructions, and to copy highly familiar factual information for immediate personal needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skill Framework (ACSF). They partly contribute to the achievement of ACSF indicators of competence for Reading and Writing at Pre Level 1 and Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute partly to the achievement of Reading 1 and Writing 1.</li> </ul> <p>This unit applies to learners who need to develop basic reading and writing-skills in English to satisfy immediate personal needs in familiar highly predictable contexts</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 short, highly familiar written factual texts	1.1	Recognise the type of written text
		1.2	Identify basic factual details in the text
2	Copy short, highly familiar information from written texts to complete a personal task	2.1	Select appropriate information according to task requirements
		2.2	Use suitable format for recording information
		2.3	Check information copied, and correct own work as required

3	Follow short, highly familiar written everyday instructions	3.1	Identify the purpose of the instructions
		3.2	Find key instructional verbs
		3.3	Follow the order or steps

### Range of Conditions

In this context, short highly familiar written factual texts and instructions have a highly explicit and immediate purpose, an extremely restricted context, containing limited and personally relevant information. Texts may be in digital or written format.

Short, highly familiar factual texts are often supported by visual information and may include but are not limited to supermarket catalogues, signs, rosters or timesheets and personal documents, such as driver's licence, credit card, Medicare card, student card, simple council notices related to parking or household waste collection, simple short advertisements, menus.

Short, highly familiar factual texts may include:

- highly familiar vocabulary, such as expiry dates, times, places, telephone numbers, prices
- simple descriptions, such as on a menu, in a catalogue, or a description of the weather

Appropriate information copied from texts may include but is not limited to numbers, letters, words, short phrases or basic sentences. Suitable formats for recording this information may include lists, tables, boxes, fields, lines or dashes, flash cards, notes on board.

Task requirements for copying information may include copying information in a classroom activity, such as a short, highly familiar personal vocabulary list, typing words or phrases to complete a digital language activity, copying details for personal records, such as recording an appointment onto a calendar.

Short highly familiar everyday instructions, with supporting visual information / diagrams, may include but are not limited to simple public safety warnings, simple directions, very simple recipes or public transport card validation.

### 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"> <li>• follow short, simple instructions</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23499 Read and write short, highly familiar factual texts	VU22589 Read and write short, basic factual texts	Equivalent

## Assessment Requirements

<p><b>Title</b></p>	<p>Assessment Requirements for VU23499 Read and write short, highly familiar factual texts</p>
<p><b>Performance Evidence</b></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 use routine conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• read one short, highly familiar factual text</li> <li>• read and follow one short, highly familiar everyday instructional text</li> <li>• copy simple information from written texts for one specific task.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge to read and write short, highly familiar factual texts including:</p> <ul style="list-style-type: none"> <li>• a small number of highly familiar, common high frequency nouns and some formulaic and simple phrases related to immediate personal needs and information requirements such as <i>numbers, dates, times, objects, classroom materials</i></li> <li>• highly familiar adjectives and adverbs to describe objects and follow highly familiar instructions</li> <li>• very common high frequency imperatives including irregular and negative forms used in highly familiar written instructions such as <i>Do not enter, Go left</i></li> <li>• high frequency highly familiar connectives such as <i>and, or</i>, to read highly familiar factual texts and follow highly familiar instructions</li> <li>• familiar content words in highly familiar written instructions including directional words or phrases</li> <li>• common prepositional phrases in highly familiar factual written instructional texts such as <i>Add flour to eggs</i>.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• copying highly familiar information into appropriate formats</li> <li>• use of supporting visual information / diagrams, to support written instructions.</li> </ul> <p>Numeracy Knowledge</p> <ul style="list-style-type: none"> <li>• highly familiar numeracy concepts such as <i>numbers, time, date, or quantity</i>.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• assessment tasks relate to the learner's immediate context</li> <li>• content (structures, vocabulary and cultural references) is highly familiar</li> <li>• texts are legible and do not include too many complex features, such as multiple fonts</li> <li>• texts contain strong support from the context, such as visual clues</li> </ul>

- reading texts are no longer than a phrase or one or two very simple sentences
- reading tasks do not require complex written responses
- consideration is given to emerging skills development, such as errors of tense and agreement, omission of article, pronouns, plural endings, mixing up prepositions
- support includes access to:
  - extended time to read and decode texts
  - guidance, such as contextual support
  - prompting and advice
  - bilingual resources such as dictionary
  - visual supports, such as picture dictionaries.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23500</b>
<b>Unit title</b>	<b>Plan language learning with support</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to identify current language learning skills, and plan future language skills development with an appropriate support person.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Learning level 1 and partly contribute to Oral Communication for Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening are not applicable to this unit.</li> </ul> <p>This unit applies to learners wishing to develop language learning skills and strategies to use in a formal learning environment, and to become an effective independent language learner.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 personal language learning needs	1.1	Identify and review own current language learning needs with a support person
		1.2	Identify language learning preferences
2	Develop a language learning plan	2.1	Identify the purpose of a language learning plan
		2.2	Select language learning plan format
		2.3	Identify appropriate activities in consultation with a support person

		2.4	Plan review process
3	Monitor and update the language learning plan	3.1	Review language learning according to plan with support person/s
		3.2	Discuss language learning progress with support person/s
		3.3	Use learning plan to assist planning for next steps in language learning

### Range of Conditions

In this context, a language learning plan is short and simple, with concrete goals related to the immediate needs of the learner and may be presented in a digital, paper-based or spoken format. It may include checklists, simple digital records, interviews, class discussion, paired activity, weekly / daily plan of activities / language learning strategies.

The learning plan format may include but is not limited to a form / checklist, a simple digital record, a simple template or a weekly / daily plan of activities / language learning strategies completed with support.

The learning plan may include but is not limited to:

- review of previous learning, noting successful strategies used in the past and any barriers to learning
- development of specific language skills, such as pronunciation or writing and how they will be achieved, such as daily/weekly practice
- language learning for a specific course, further study in a specific field or an employment objective
- developing digital literacy skills to access language learning options in the classroom, at home or for seeking employment
- personal development goals such as building confidence
- review of progress and improvement via regular review of completed tasks, teacher feedback, and learner response to new language learning strategies
- planning for next steps.

Learning needs may include but are not limited to developing specific skills, such as pronunciation, literacy, developing digital technology skills to access language learning options, developing confidence, developing English language skills for specific purpose, such as community involvement.

The review process may include identification of additional support persons, review of completed tasks and feedback on progress, peer feedback, weekly / daily tasks, interviews, self-evaluation. Documentation, such as photos, other visuals or vocabulary lists.

## Foundation Skills

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

Skill	Description
Self-management skills to:	<ul style="list-style-type: none"> <li>follow the Learning Plan</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23500 Plan language learning with support	VU22590 Plan language learning with support	Equivalent

## Assessment Requirements

<b>Title</b>	Assessment Requirements for VU23500 Plan language learning with support
<b>Performance Evidence</b>	<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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>work with a support person to review own language learning and identify language learning needs</li> <li>discuss the development and monitoring of a language learning plan</li> <li>create and review a short and simple language learning plan with a support person.</li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge to plan language learning including:</p> <ul style="list-style-type: none"> <li>words, phrases and expressions to discuss immediate language learning needs and preferences which include simple linguistic terms</li> <li>simple everyday adjectives, adverbial expressions</li> <li>simple modals to communicate language learning needs</li> <li>simple verb tense forms to talk about language learning plan</li> <li>common high frequency simple imperative forms related to the learning environment, such as <i>practise pronunciation every day</i></li> <li>simple question forms to discuss language learning</li> <li>simple connectives to talk about language learning, such as <i>and, but, because</i></li> <li>simple paralinguistic features to interpret and convey meaning and acknowledge understanding in communicating language learning needs, as appropriate to context.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>common polite expressions used in discussions with support persons.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>support for the learner takes into consideration the following: <ul style="list-style-type: none"> <li>need for support in discussion, such as repetition, restatement and gestures</li> <li>need for access to bilingual resources.</li> </ul> </li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

**Unit code**

**VU23501**

<b>Unit title</b>	<b>Participate in short simple exchanges</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to participate in short, simple conversations which involve the exchange of personal information, and make and respond to simple requests and inquiries directly related to immediate personal and social needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication at Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute to the achievement of Speaking 1+ and Listening 1+.</li> </ul> <p>This unit applies to learners wishing to develop speaking and listening skills in English to satisfy immediate personal needs in conversations and transactions in familiar and mostly predictable contexts, such as socialising / community events, shopping, commuting, health, school / college.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Exchange greetings and personal information in short, simple social conversations	1.1	Use greetings and make introductions in short simple exchanges with another person
		1.2	Respond to inquiries about personal information and interests
		1.3	Inquire about personal information and interests of the other person

		1.4	Give simple explanations of personal information
		1.5	Respond to and make requests for repetition or clarification, as required
		1.6	Use a simple closing
2	Make and respond to short, simple requests or inquiries in transactional conversations	2.1	Use polite language forms or expressions to initiate and respond to a short, simple request or inquiry
		2.2	Use questions to make a short, simple request or an inquiry about goods and services
		2.3	State a need and give a short, simple explanation
		2.4	Respond to a request for repetition or clarification or further explanation where required
		2.5	Use an appropriate closing
		2.6	Evaluate effectiveness of the transaction with a support person

### Range of Conditions

In this context, short, simple exchanges refer to social and transactional conversations, contain highly familiar vocabulary in very restricted contexts and have a highly explicit purpose, using limited, simple vocabulary.

Simple questions and statements may be used to assist the exchange of information, make inquiries, or help the listener to interpret the utterance, seek clarification, repetition or explanation.

A social conversation may include but is not limited to:

- formulaic casual greetings, questions and answers about health and wellbeing, introductions using appropriate forms
- conversations with class members, teachers or other community members, enrolment interviews, questions about background information, statements to elicit information about interests and simple opinions such as Tell me about...
- simple explanations giving reasons why using 'because', including negative form such as I live in St Albans because my sister is there. I can't come to school because my son is sick.
- simple questions about background information such as When did you come to Australia?
- simple requests eliciting work or study details
- statements to elicit information about interests or simple opinions such as Tell me what you like to do in your free time
- formulaic closings.

A transactional conversation may include but is not limited to:

- polite expressions to start a request such as Excuse me, Can you help me? Use of conditionals, Could you tell me? and polite expressions to reassure

- making a simple request, to seek permission, to make a purchase, such as Can I try it on? or to make a polite request such as, Does it come in size 12?
- requests for repetition, clarification or further explanation such as confirming times and dates, asking someone to repeat or restate information, using questions for clarification and using simple body language, such as gestures and facial expressions to assist communications
- formulaic closings or expressions of gratitude.

Requests for clarification may include but are not limited to confirmation of times and dates, asking someone to repeat or restate information, strategies for clarification such as, How do you spell that?

Pronunciation, stress and intonation is generally intelligible with high frequency words in familiar, supportive contexts.

### 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"> <li>• evaluate effectiveness of communication with a support person</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• prepare for spoken social and transactional conversations</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23501 Participate in short simple exchanges	VU22591 Participate in short simple exchanges	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23501 Participate in short simple exchanges

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- use and respond to simple spoken English on familiar topics in one short, simple face-to-face conversation with one other person including:
  - initiating and concluding the conversation
  - giving short, simple explanations, responding to and making inquiries
  - using strategies to get the interlocutor to repeat or explain words and phrases
- use and respond to simple spoken English in simple requests for goods and services beyond basic needs in a short, simple face-to-face transaction with one other person including:
  - initiating and concluding the transaction
  - giving short, simple explanations, responding to and making requests
  - using strategies to get the interlocutor to repeat or explain words and phrases.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- a limited number of simple words, phrases and expressions related to immediate needs in familiar transactions and social situations
- simple, every day adjectives to provide simple explanations or make simple requests
- simple time and place words such as *last year, every day, before, after, here, there*.
- simple high frequency connectives to give simple explanations or connect ideas
- simple discourse markers, such as *next, then, after*
- common high frequency verb tense forms such as *simple present, simple past*
- simple future verb tense forms such as *will or going* to verbs to describe routines such as, *I will study English, I am going to class*
- simple questions and statements
- simple frequently used modifying words and phrases

	<ul style="list-style-type: none"> <li>• simple phrasal verbs</li> <li>• simple paralinguistic features to convey information such as <i>intonation of questions, statements or commands</i>.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• common polite expressions</li> <li>• limited common colloquialisms, such as, <i>no worries, see ya!</i></li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• assessment for this unit utilises resources from the student’s immediate context which are familiar and culturally sensitive</li> <li>• access to paper-based or digital EAL resources, such as: <ul style="list-style-type: none"> <li>○ access to bilingual resources</li> <li>○ a bilingual dictionary, and/or an English-English dictionary</li> </ul> </li> <li>• support for the learner takes into consideration the following factors: <ul style="list-style-type: none"> <li>○ need for a sympathetic speaker / interlocutor using clear, slow and repeated speech</li> <li>○ utterances will be limited in length and complexity</li> <li>○ visual and paralinguistic support should be provided</li> <li>○ dependence on context to understand meaning</li> <li>○ need for clarification when meaning is not understood, repetition, restatement, gestures</li> <li>○ learner will have developing sociolinguistic and cultural knowledge</li> <li>○ common errors will occur in verb tenses, agreement, some pronouns</li> <li>○ speaking will usually be characterised by hesitations and circumlocutions and strongly influenced by L1</li> <li>○ assessment should take into account that pronunciation aims to be intelligible (rather than native-like).</li> </ul> </li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23502</b>
<b>Unit title</b>	<b>Give and respond to short, simple spoken information</b>

<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to give and respond to short, simple spoken information related to immediate personal and social needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of Speaking 1+ and Listening 1+.</li> </ul> <p>This unit applies to learners wishing to develop speaking and listening skills in English to satisfy immediate personal needs in exchanges in familiar and in most cases predictable contexts, such as shopping, commuting, health, school / college.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Respond to short, simple spoken texts in everyday familiar contexts	1.1	Identify the topic and purpose of a simple everyday spoken information text
		1.2	Identify key information in a simple spoken text
		1.3	Locate and explain key words and expressions in the text
		1.4	Identify a simple explanation
2	Give short, simple everyday spoken information in an everyday familiar context	2.1	Introduce the topic, purpose and context for simple everyday spoken information
		2.2	Convey meaning using language appropriate to the topic
		2.3	Give simple explanations about the information

		2.4	Use supports as required
		2.5	Respond to requests for repetition, clarification or explanation as required

### Range of Conditions

In this context, short, simple spoken information texts contain highly familiar elements in very restricted contexts, are short and simple with a highly explicit purpose and may involve processes of one or two steps. They may relate to familiar contexts such as going on a class excursion, travel, community activities or everyday activities, such as cooking.

Spoken texts may be conveyed face to face or through a digital medium.

Everyday spoken information texts may include but are not limited to:

- directions, including language of movement and position, simple measurements of distance, weight and size
- instructions including one or two steps, such as how to complete a classroom task, how to operate simple machines, such as a myki / travel card top up, following a simple recipe, how to make or do something as part of a classroom demonstration
- explanatory information, such as public transport announcements, weather reports, telephone voicemail recordings, touch screen recordings, 'sound bites' from websites such as 'YouTube' podcasts, digital stories, school / teacher announcements providing simple explanations, such as reason for change of time or venue or reasons for feelings or actions
- narration including stories in oral or digital format, recounts or podcasts
- simple opinions expressed using phrases such as I think..., I feel..., I don't like....

Supports used in giving information may include but are not limited to diagrams and drawings, maps, realia, photos, video or audio.

Information may involve basic numerical information and vocabulary related to simple position and movement, measurement, amounts or sizes appropriate to the type of information given.

Pronunciation, stress and intonation is generally intelligible with high frequency words in familiar, supportive contexts.

### 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"> <li>• use language appropriate to information topic</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan and prepare to give a spoken information text</li> </ul>

### Unit Mapping Information

Code and Title	Code and Title	Comments
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Current Version	Previous Version	
VU23502 Give and respond to short, simple spoken information	VU22592 Give and respond to short, simple spoken instructions and information	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23502 Give and respond to short, simple spoken information

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- respond to two short, simple spoken information texts on familiar topics
- give one simple spoken information text on a familiar topic.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- simple time and place words and phrases or phrasal verbs in simple explanations, descriptions and/or instructions
- simple every day adjectives to respond to and convey simple information, such as *attitudes, feelings or explanations* such as, *This is an important topic, I am sad about this*
- simple high frequency connectives to link ideas
- simple high frequency verb tense forms appropriate to the context of information, such as *simple present, simple past or simple imperative, or future tense* with, *will, and going to*
- simple questions and statements, such as *What time is it? What do you think? It's there, I think...I don't understand. You mean...?*
- intonation appropriate for questions or statements to give information.

Sociolinguistic and Cultural Knowledge:

- common polite expressions such as *Thank you, Thanks for your help*
- paralinguistic cues, such as *body language* to interpret and convey meaning and acknowledge understanding.

### Assessment Conditions

Assessment must ensure:

- assessment tools developed for this unit utilise resources from the student's immediate context which are familiar and culturally sensitive
- support for the learner takes into consideration the following factors:
  - need for a sympathetic speaker / interlocutor using clear, slow and repeated speech
  - utterances will be limited in length and complexity
  - visual and paralinguistic support should be provided
  - dependence on context to understand meaning
  - need for clarification when meaning is not understood, repetition, restatement, gestures

- learner will have developing sociolinguistic and cultural knowledge
- common errors will occur in verb tenses, agreement, some pronouns
- speaking will usually be characterised by hesitations and circumlocutions and strongly influenced by L1
- pronunciation of high frequency words and expressions will generally be clear enough to be understood but there may be some pronunciation difficulties
- assessment should take into account that pronunciation aims to be intelligible (rather than native-like)
- access to bilingual resources.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23503</b>
<b>Unit title</b>	<b>Read and write short simple messages and forms</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to read and write short, simple digital and/or paper-based messages and complete forms directly related to immediate personal and social needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of Reading 1+ and Writing 1+.</li> </ul> <p>This unit applies to learners wishing to develop simple reading and writing skills to satisfy immediate personal and social needs in familiar and mostly predictable community, educational, or workplace contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 short, simple written messages for immediate everyday purposes	1.1	Identify the purpose of the short, simple message
		1.2	Identify the key information in the message
		1.3	Locate familiar words or phrases
2		2.1	Identify purpose for the short, simple message
		2.2	Select and use appropriate layout conventions

	Write short, simple messages for immediate everyday purposes	2.3	Convey information clearly in short, simple sentences
		2.4	Check writing and make revisions as needed
3	Read short, simple forms for immediate personal and social purposes	3.1	Identify the purpose of the short, simple form
		3.2	Scan text and locate key information
		3.3	Identify and use organisational features of forms
4	Complete short simple forms for immediate personal and social purposes	4.1	Identify the purposes and requirements of the short, simple form
		4.2	Fill in details as required
		4.3	Respond to questions appropriately
		4.4	Complete and check all sections and make revisions as required

### Range of Conditions

In this context short, simple messages and forms contain highly familiar elements in very restricted contexts and are short and simple with a highly explicit purpose. They may be hand-written or in digital format.

At this level, short, simple messages convey simple personal information to familiar others such as personal details, daily routines, immediate personal, social and study needs related to everyday activities. They can take a number of forms such as hand-written notes, lists, SMS or email messages, They contain key information including main point or idea and key and important details, such as who? what? where? when?

They may include but are not limited to simple messages with a clear purpose, such as:

- making casual arrangements for meeting a friend, giving simple advice or instructions, letting someone know you are running late, or any required actions
- such as expressing concern, requesting permission, inviting someone to an event giving key and important information, giving an explanation or advice about actions required for example, room change today, go to.....

Layout conventions of messages may include but are not limited to location of text on the page, such as salutations / closings, address, format for hand-writing such as lower case, number and date formats.

Short, simple forms, may include but are not limited to:

- forms requiring basic personal details, signature, responses to specific questions or sections or other detail appropriate to the context of the form
- forms for different purposes such as enrolment forms, permission forms, application forms for example library application, class self-evaluation forms, simple surveys or simple community petitions

Organisational features of forms may include but are not limited to navigational and textual features

appropriate to chosen format such as words indicating where to complete sections, non-textual features to support meaning such as symbols, pictures/photos/diagrams, tables, logos.

Checking writing may include but is not limited to checking work with a teacher/support person, reviewing using bilingual resources or dictionary, using spell check in digital formats and making revisions as required.

### 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"> <li>apply appropriate conventions for writing short, simple messages and completing forms</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>organise key information in messages</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23503 Read and write short simple messages and forms	VU22593 Read and write short simple messages and forms	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23503 Read and write short simple messages and forms

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use familiar conventions and linguistic knowledge to:

- read one short, simple message related to a familiar topic or activity including identifying key information in the message
- write one short, simple message related to a familiar topic or activity using appropriate layout and including simple phrases or short sentences
- complete two simple forms using formats appropriate to need and context
- check own written message and forms for accuracy.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- simple content words relevant to immediate personal and social needs to read and write messages and forms
- simple phrases and formulaic expressions used in simple messages and forms including simple phrasal verbs
- simple adjectives and adverbs including adverbial phrases, such as *at the station, after work*
- high frequency tenses for example:
  - simple present and past
  - present continuous
  - imperative to follow sequential or conditional instructions to complete forms
  - future with will, such as *I will meet you after work*
- simple connectives in simple messages to connect information, such as *and, or, but, because*
- basic structural features in simple, short messages including short, simple sentences (subject-verb-object) and simple punctuation, for example full stop and question mark.

Sociolinguistic and Cultural Knowledge:

- appropriate forms of address in messages, such as *use of first names and titles*
- conventions to complete simple messages, and forms.

**Assessment  
Conditions**

Assessment must ensure:

- assessment tasks use texts which are
  - related to familiar topics and immediate personal, cultural, and social settings
  - contain familiar structures and vocabulary
  - include familiar cultural references
- access to paper-based and/or digital EAL resources such as:
  - bilingual resources
  - bilingual dictionary
  - simple English dictionary or picture dictionary
  - charts, word lists
- support for the learner takes into consideration the following:
  - need for frequent support to interpret meaning and understand unfamiliar cultural references
  - need for strong support from the context, including visual cues to interpret meaning
  - need for extended time to read and complete written texts
  - writing may include omission of articles, errors in verb tenses and agreement
  - use of models to guide writing in messages and forms.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23504</b>
<b>Unit title</b>	<b>Read and write short, simple informational texts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to read and write short, simple digital and/or paper-based informational texts directly related to immediate personal and social needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of Reading 1+ and Writing 1+.</li> </ul> <p>This unit applies to learners wishing to develop simple reading and writing skills to satisfy immediate personal and social needs in familiar and mostly predictable community, educational, or workplace contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Respond to short, simple informational texts	1.1	Identify the purpose of the short, simple informational text
		1.2	Scan text for specific information
		1.3	Identify key vocabulary items
		1.4	Clarify and confirm actions if required
2	Write short, simple informational texts	2.1	Identify the purpose of the text and clarify the needs of the audience

	2.2	Select information as appropriate
	2.3	Plan writing
	2.4	Use format and sentence structure appropriate to purpose to write information
	2.5	Check writing and make revisions as needed
	2.6	Produce final draft

### Range of Conditions

In this context, short, simple informational texts contain highly familiar vocabulary in very restricted contexts for highly explicit, immediate personal and social purposes. Texts are short and simple and may be paper-based or in digital format.

Short simple informational texts may include but are not limited to:

- texts which provide explanations, such as a short news item for a class newspaper, a description, such as car for sale, house for rent or garage sale, a simple brochure, an invitation, a poster / flyer for a class activity / community event, community posters, schedules of train / tram times, charts / labelled diagrams
- texts which provide instructions, for example:
  - onscreen step by step instructions for activities, such as an ATM withdrawal, .....
  - steps for completing a form or undertaking a task
  - a language learning activity
  - simple directions to a nearby location
  - user instructions for basic equipment, such as a photocopier
  - warning signs, such as Keep Out, Do not Touch

Specific information in texts may include but is not limited to main topic or ideas, people involved, names of places or locations, specific facts, such as when/why/how.

Format appropriate to informational texts may include but is not limited to:

- short sentences in prose text to describe or explain, visuals, lists, headings in explanatory texts
- lists with headings, bullet points, numbering, visuals in instructional texts.

### Foundation Skills

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

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• apply appropriate format to texts</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23504 Read and write short, simple informational texts	VU22594 Read and write short, simple informational and instructional texts	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23504 Read and write short, simple informational texts

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- read and respond to two short, simple informational texts related to familiar topics and/or tasks
- construct one short, simple informational text which includes short sentences using format appropriate to need and context
- review written informational text for accuracy.

### Knowledge Evidence

- The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:
  - simple content words, phrases and expressions to respond to and compose short, simple texts giving information or instructions relevant to immediate needs, such as words for instructions, *time, place, people, simple news events, equipment or quantities*
  - simple connectives, such as *but or because*
  - simple adjectives and modifying devices, such as *In central Australia it is very hot and dry*
  - a limited number of simple adverbial phrases for example sequencing / discourse markers, such as *first, next, finally* or adverbs of time and manner, such as *usually, now, slowly, quickly*
  - common high frequency tenses including simple present and past or imperative
  - basic structural features of informational texts, such as short, simple sentences (subject-verb-object), simple punctuation or short compound sentences.

Sociolinguistic and Cultural Knowledge:

- appropriate register in writing according to the audience and the purpose of the text
- conventions to complete short simple informational texts including appropriate layout or visual and diagrammatic elements, such as *tables or diagrams*
- writing conventions from left to right and top to bottom.

### Assessment Conditions

Assessment must ensure:

- assessment tasks use texts which are:
  - related to familiar topics and immediate personal and social settings

- contain familiar structures and vocabulary
  - include familiar cultural references
- access to suitable texts
- access to EAL resources, such as
  - bilingual resources
  - bilingual dictionary
  - simple English dictionary or picture dictionary
  - charts, word lists
- support for the learner takes into consideration the following:
  - need for frequent support to interpret meaning and understand unfamiliar cultural references
  - need for strong support from the context, including visual cues to interpret meaning
  - need for extended time to read and complete written texts
  - writing may include omission of articles, errors in verb tenses and agreement.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23505</b>
<b>Unit title</b>	<b>Read and write short, simple descriptive texts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to read and write short, simple digital and/or paper-based descriptive texts directly related to immediate personal and social needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of Reading 1+ and Writing 1+.</li> </ul> <p>This unit applies to learners wishing to develop simple reading and writing skills to satisfy immediate personal and social needs in familiar and mostly predictable community, educational, or workplace contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 short, simple descriptive texts for everyday personal purposes	1.1	Identify the topic of the short, simple descriptive text
		1.2	Scan text for specific information
		1.3	Identify key vocabulary items
2	Write short, simple descriptive texts for	2.1	Identify the topic and audience of the short, simple descriptive text

everyday personal purposes	2.2	Plan writing
	2.3	Use effective description in short sentences
	2.4	Check writing and make revisions as needed
	2.5	Produce final draft

### Range of Conditions

In this context, short, simple descriptive texts contain highly familiar vocabulary in very restricted contexts for highly explicit, immediate personal and social purposes. Texts may be in paper-based or digital format.

In this context, short, simple narrative texts are written for audiences that may include self, teacher peers or other personal audiences.

Descriptive texts may include but are not limited to descriptions of a special place or person, a photo, a favourite memento from childhood or other memorabilia, a simple summary of a film, TV show or documentary, a topic of general interest, a hobby or a favourite activity, a review of a book or a blog about a topic of interest.

Specific information may include but is not limited to simple descriptions of people or places, character or personality, colours or sounds, material, shape or size.

Planning writing may include but is not limited to:

- selection of topic and appropriate format such as digital, Word processed or hand-written
- supporting information such as photos, illustrations
- clear, logical layout and order of descriptive elements
- use of descriptive linguistic features such as adjectives and adverbs
- review of model texts
- discussion with support person or peers.

Review of writing may include but is not limited to self or peer review, review with teacher or support person and or use of digital spell checking or other resources.

### 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"> <li>• use simple descriptive text features</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan and draft written text</li> </ul>

Unit Mapping Information	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23505 Read and write short, simple descriptive texts	VU22595 Read and write short, simple descriptive and narrative texts	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23505 Read and write short, simple descriptive texts

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use familiar conventions and linguistic knowledge to:

- read two short, simple descriptive texts related to familiar topics for immediate social and personal needs
- construct one short, simple descriptive text which includes short sentences using format as appropriate to audience and context
- review written draft for clarity and accuracy.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- simple content words, phrases and expressions relevant to immediate personal and social needs to read and compose short, simple descriptive texts
- simple adjectives and modifying devices to describe familiar things, such as:
  - colour, such as *My mother has long black hair*
  - expressing emotion, such as *happy, quiet, angry*
  - personal appearance, such as *tall, short, thin*
- simple adverbs, such as *slowly, quickly,*
- simple common high frequency tenses including simple present and past, such as *I am, I was*
- simple connectives to join ideas, such as *and, or, but, because*
- regular or irregular plural forms
- structural features of short simple descriptive texts including short simple sentences, simple punctuation.

Sociolinguistic and Cultural Knowledge

- writing conventions appropriate to format.

### Assessment Conditions

Assessment must ensure:

- assessment tasks use texts which are
  - related to familiar topics and immediate personal and social settings
  - contain familiar structures and vocabulary
  - include familiar cultural references
- access to suitable texts

- access to EAL resources, such as
  - bilingual resources
  - bilingual dictionary
  - simple English dictionary or picture dictionary
  - charts, word lists
- support for the learner takes into consideration the following
  - need for frequent support to interpret meaning and understand unfamiliar cultural references
  - need for strong support from the context, including visual cues to interpret meaning
  - need for extended time to read and complete written texts
  - writing may include omission of articles, errors in verb tenses and agreement.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23519</b>
<b>Unit title</b>	<b>Participate in simple spoken conversations and transactions</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required by EAL learners to participate in simple conversations and discussions on everyday topics, and to engage in routine transactions related to personal consumption of goods and services.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 2</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 2 and Listening 2.</li> </ul> <p>This unit applies to participants wishing to develop speaking and listening skills in English to satisfy simple social and transactional needs in generally familiar contexts such as shopping, transport, work, community, and school / college and also in communication with people outside of their immediate circle.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 simple conversations	1.1	Respond to and use familiar opening and closing expressions in a simple conversation
		1.2	Respond to and offer an invitation to participate or take a turn
		1.3	Ask for and give information, explanation or opinion on a

			familiar topic
		1.4	Respond to and make requests for restatement, clarification and suggestion as required
		1.5	Review participation in casual conversation
		1.6	Determine strategies required to improve performance
2	Make requests and respond to short everyday transactions	2.1	Initiate a transaction about goods and services using appropriate expression
		2.2	Respond to requests for background information or explanation as required
		2.3	Ask for and provide restatement, clarification and suggestion as required
		2.4	Close, or respond to closing the transaction
		2.5	Review participation in the transaction
		2.6	Determine strategies required to improve performance

### Range of Conditions

In this context, simple casual conversations and transactions have familiar and predictable contexts with a clear personal or social purpose, containing familiar vocabulary.

Emerging awareness of formal and informal register demonstrated by paralinguistic features may include but is not limited to appropriate use of please and thank you, showing interest, asking appropriate questions, expressing regret, or ways of expressing disagreement or conflict.

A simple conversation may include but is not limited to:

- everyday conversations with peers about familiar topics, such as self and family, past and present living situation, education, employment, food and cooking, sport and leisure, weather
- classroom discussions on a chosen topic, such as a recent local incident or event, health, community or cultural matters, current affairs on familiar topics

Features of simple conversations may include, formulaic opening greetings and closings, followed by techniques to sustain the conversation, such as So, how are you? Or, how was your weekend? and invitations to take turns, such as Anyway, that's enough about me... Other techniques may include giving information in response to questions, giving explanations, opinions, restatement and requests for clarification supported by paralinguistic features to express attitude, such as facial expressions to indicate disapproval.

A short, everyday transaction may include but is not limited to returning faulty goods, enquiring about a course enrolment or library membership, querying a bill or bank statement, making a query at a child's school, attending an appointment.

Features of short, everyday transactions may include but are not limited to:

- expressions accompanying paralinguistic strategies to initiate the transaction or get attention, to determine the right person to approach or a brief statement about the issue or problem
- polite expressions using the conditional, such as Excuse me, I was wondering if you could...or to negotiate transactions, such as “so who should I talk to about...”
- responding to requests may include explaining or giving some requested details, such as “I’ve got my receipt here”, or dealing with rude or abrupt responses

Strategies for improvement may include but are not limited to:

- use of resources, such as digital activities
- practising with peers
- identifying other learning activities, such as an additional support person
- additional learning opportunities, such as pronunciation practice or a conversation club
- implementing self-study activities, such as keeping vocabulary lists or take home activities for specific language areas to work on.

Pronunciation is mostly intelligible with pausing, sentence stress and intonation characterised by hesitation and circumlocution.

## Foundation Skills

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

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> <li>• use politeness conventions appropriate to conversations and transactions</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23519 Participate in simple spoken conversations and transactions	VU22601 Participate in simple conversations and transactions	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23519 Participate in simple spoken conversations and transactions

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- Participate in three simple spoken interactions, including at least one conversation and at least one transaction to:
  - initiate and sustain a conversation with one or more people on a familiar everyday topic
  - obtain and give essential information in a transaction on a familiar or expected matter
- review own performance and identify ways to develop skills.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary to:
  - talk about familiar personal, community, social or topical matters, such as *personal details, simple social events*
  - communicate about everyday goods and services
- simple sentence structures, such as
  - simple and compound sentences
  - simple questions, such as *to seek clarification in a conversation*, ask for repetition or restatement
- simple common high frequency verb tenses and forms
- simple modals, such as *should, could, would, might, need to*
- simple common phrasal verbs, such as *Can you pick up the orders? She's looking after her mother*
- simple polite transactional expressions, such as *Would you be able to..? I was wondering if you could...? Are you able to help me? Am I able to pay here? So who should I talk to about...?*
- simple conjunctions, such as *when, but, if although, so, When I left school, I got a job in a factory*
- simple high frequency discourse markers or cohesive devices, such as *first, then, by the way, anyway, so, after that*
- adjectives, adverbs or some adverbial phrases
- prepositions or prepositional phrases, such as *On the weekend, At the end of Ramadan*

	<ul style="list-style-type: none"> <li>• simple paralinguistic features, such as <i>body language</i>, to interpret and convey meaning or acknowledge understanding</li> <li>• some awareness of how pausing, word and sentence stress modify meaning.</li> </ul> <p>Sociolinguistic and Cultural Knowledge</p> <ul style="list-style-type: none"> <li>• politeness conventions in conversation</li> <li>• some awareness of register.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to EAL resources, such as             <ul style="list-style-type: none"> <li>○ bilingual resources</li> <li>○ a bilingual dictionary, and/or an English-English dictionary</li> </ul> </li> <li>• access to conversation participants</li> <li>• assessment tools developed for this unit use short straightforward oral texts in which varieties of English are familiar</li> <li>• support for the learner takes into consideration the following factors             <ul style="list-style-type: none"> <li>○ need for a sympathetic interlocutor</li> <li>○ need for contextual support</li> </ul> </li> </ul> <p>Pronunciation is mostly intelligible with adequate stress and intonation characterised by hesitation and circumlocution.</p> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23520</b>
<b>Unit title</b>	<b>Give and respond to simple spoken information and directions</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to understand and convey simple spoken information, and to follow and give routine directions or instructions.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>• the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 2</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 2 and Listening 2.</li> </ul> <p>This unit applies to participants wishing to develop speaking and</p>

	<p>listening skills in English in communication of information and instructions in generally familiar contexts such as school / college, community and work, and also in communication with people outside of their immediate circle.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify the main features of a simple spoken informational text	1.1	Note the context and the topic of the simple informational text
		1.2	List the main idea or issue
		1.3	Locate supporting information or details
		1.4	Note the tone of the text
		1.5	Express an opinion about the idea or issue raised
2	Convey simple spoken information on a personal and familiar topic	2.1	Prepare to convey information on a personal and familiar topic
		2.2	Sequence information into short statements linked by simple cohesive devices
		2.3	Convey information clearly and coherently
		2.4	Demonstrate awareness of audience
		2.5	Review own performance
		2.6	Determine strategies required to improve performance
3	Follow simple everyday	3.1	Identify the context and purpose of the simple spoken

	spoken instructions or directions		instructions or directions
		3.2	Indicate order in which steps must be taken
		3.3	Recall key information about how the directions / instructions should be followed
		3.4	Request repetition and clarification as required
4	Give a set of simple spoken instructions or directions on a familiar topic	4.1	Prepare to give simple spoken instructions or directions for a familiar process
		4.2	Give the instructions or directions clearly and coherently
		4.3	Use visual aids or other supports as required
		4.4	Repeat, re-state and clarify where needed
		4.5	Review own performance
		4.6	Determine strategies required to improve performance

## Range of Conditions

In this context, simple information and instructions have familiar and predictable contexts with a clear purpose, explicit tasks involving a limited number of steps containing familiar vocabulary.

Spoken texts may be conveyed face to face or through a digital medium.

Emerging awareness of formal and informal register, demonstrated by paralinguistic features may include but is not limited to appropriate use of please and thank you, showing interest, asking appropriate questions, expressing regret, or ways of expressing disagreement or conflict.

In this context, simple informational texts and directions have familiar and predictable contexts with a clear personal or social purpose, containing familiar vocabulary.

Simple informational texts, with supporting information or details, may include but are not limited to an explanation such as a weather / traffic report, a news story, documentaries, such as single thread human interest stories or a simple community announcement, a digital video or recording or a guest speaker.

Simple spoken information on a familiar topic may include but is not limited to self and family, personal journeys, health matters, sport and leisure, cooking or a response to a creative work, such as a film, art exhibition, novel or musical concert, structured using simple cohesive devices, such as first, and, but, then, next, in the future, conveyed clearly, coherently and showing awareness of audience.

Tone, appropriate to the chosen text, may vary through changes to the volume and voice quality, such as shouting, whispering to indicate mood, emotion, importance or urgency. Use of body language may include non-verbal communication, such as smiling or frowning and context clues to indicate importance, such as exaggeration.

Simple instructions or directions, conveyed via one-to-one or group face-to-face interactions or via recorded information, may include but are not limited to, instructions for a classroom activity, a household activity, such as how to cook perfect rice, processes for making or fixing something, such as how to change a tyre, directions for getting to a social event or over the telephone instructions, for example, If you are enquiring about a new account, press 1.

Key information about the simple instructions or directions may include use of the imperative form, language relating to movement, position in space, frequency or duration, sequential or conditional instructions or distinguishing important information such as warnings or urgency and include the opportunity for audience requests to provide repetition and clarification.

Visual aids or other supports may include but are not limited to diagrams, photos, PowerPoint presentation, digital stories, personal objects, maps or apps.

Pronunciation is mostly intelligible with adequate pausing, stress and intonation. Speaking may be characterised by some hesitation and circumlocution.

Strategies to improve performance may include but are not limited to review of own performance via self-assessment, identifying strengths, weaknesses and areas to work on, review with a support person or peer review. Identification of practical strategies may include additional learning resources, such as digital activities, practicing with peers, pronunciation practice, conversation club or self-study activities, such as listening 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
Numeracy skills to:	<ul style="list-style-type: none"> <li>use numerical information in familiar instructions or directions</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>use language appropriate to the topic</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23520 Give and respond to simple spoken information and directions	VU22602 Give and respond to simple spoken information and directions	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23520 Give and respond to simple spoken information and 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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>listen and respond to two spoken texts, one informational and one giving instructions or directions</li> <li>use simple strategies to present two spoken texts, one informational and one giving instructions or directions</li> <li>review own learning and identify ways to develop skills with assistance.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>vocabulary to listen, respond to and give familiar information, instructions or directions on familiar topics</li> <li>simple and compound sentence structures</li> <li>simple questions, such as <i>to seek clarification in a conversation</i></li> <li>simple high frequency verb tenses and forms</li> <li>simple modals such as <i>should, would, could, might, need to</i></li> <li>simple phrasal verbs, such as <i>He's looking for the exit, Can you turn off the light?</i></li> <li>simple conjunctions, such as <i>when, but, if, although, so, such as, I want to learn English so I come to class</i></li> <li>simple high frequency discourse markers and cohesive devices, such as <i>first, then, by the way, anyway, so, after that</i></li> <li>adjectives, adverbs or some adverbial phrases, such as <i>as soon as possible</i></li> <li>prepositions and prepositional phrases</li> <li>paralinguistic features of conversations and transactions to support understanding and communication</li> <li>some awareness of how pausing, stress and intonation modify meaning.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>politeness conventions in conversation as appropriate</li> <li>some awareness of register.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>access to EAL resources, such as             <ul style="list-style-type: none"> <li>a bilingual dictionary</li> <li>an English-English dictionary</li> <li>conversation participants</li> </ul> </li> </ul>

- assessment tools developed for this unit use short straightforward spoken texts in which varieties of English are familiar
- support for the learner takes into consideration the following factors
  - need for a sympathetic interlocutor
  - contextual support

Pronunciation is mostly intelligible with adequate stress and intonation. Speaking may be characterised by hesitation and circumlocution.

#### Assessor requirements

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23521</b>
<b>Unit title</b>	<b>Read and write simple transactional texts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to read and write simple digital and/or paper-based transactional texts directly related to everyday routine social needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>• the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 2</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2 and Writing 2.</li> </ul> <p>This unit applies to participants wishing to develop reading and writing skills to satisfy personal communication requirements and routine needs as a consumer of goods or services in familiar recreation, community, school/college, and work contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	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 everyday transactional texts	1.1	Identify the context and purpose of the everyday transactional text
		1.2	Locate specific information, using conventions and organisational features of the text
		1.3	Identify key details or action required
2	Write simple everyday transactional texts	2.1	Select an everyday transactional text to meet a personal or a social need
		2.2	Plan and draft a simple transactional text
		2.3	Complete text using appropriate conventions in a series of short sentences
		2.4	Proofread and correct final draft

### Range of Conditions

In this context, simple transactional texts have familiar and predictable contexts with a clear personal or social purpose, containing familiar vocabulary. Texts may be in paper-based or digital format.

In this context, simple transactional texts, may include but are not limited to:

- personal email messages, social media posts or blogs, simple greeting cards or messages, a note to teacher / principal about missing a class or a planned absence or a written message taken from a voicemail or telephone conversation
- forms for enrolment, self or course evaluation, or more detailed forms to report a fault or a description of an incident, council flyers for hard rubbish collection or immunisation information

At this level, the planning and drafting process may include but is not limited to:

- clarifying the purpose of the communication or selecting topic or topics
- use of planning processes, such as listing key words, mind map or cluster, reviewing model texts, referring to personal vocabulary lists or use of EAL resources to check grammar, appropriate expressions
- proofread writing by methods such as accessing support from teacher or others to identify errors, review corrected draft using a correction code, using resources such as dictionaries, word processing tools to check spelling or reading aloud to improve punctuation

Simple conventions may include but are not limited to:

- use of a date for a personal letter, subject title for an email, informal opening and closing conventions such as, Hi, Take care, Love, format and expressions for specific occasions, such as sympathy cards or typical topics in social and personal communications
- stating purpose in first sentence, paragraph or text sequence, appropriate layout conventions, formal phrases for salutations and closings such as Dear, Regards, Yours sincerely, subject lines, dates, titles
- organisational features such as structure and sequence of texts with main and subordinate ideas in a series of short sentences, using linking words, such as connectives, to sequence ideas
- use of navigational features of digital and paper-based texts, such as visuals, symbols, logos, use of tables, charts, diagrams, use of headings, font size, bold text to highlight important information digital navigation such as Next, Continue, Back, Refresh, hyperlinks

## 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"> <li>• apply appropriate conventions and text formats for simple personal transactional texts</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23521 Read and write simple transactional texts	VU22603 Read and write simple personal communications and transactional texts	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23521 Read and write simple transactional texts</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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• read and interpret two simple transactional texts including             <ul style="list-style-type: none"> <li>○ identifying specific detail of each text</li> <li>○ demonstrating understanding of conventions of each text</li> </ul> </li> <li>• plan, produce and review two simple transactional texts, using appropriate language and layout conventions in a series of short sentences.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary and expressions for everyday topics related to personal interests, community or simple familiar transactions</li> <li>• sentence structures for simple or compound sentences</li> <li>• simple adjectives, adverbs or adverbial phrases, such as <i>as soon as possible</i></li> <li>• simple prepositions or prepositional phrases</li> <li>• simple common high frequency tenses or aspect forms to describe simple present, simple past or simple future, or verbs + ing, such as <i>I am waiting for news</i></li> <li>• simple modals or modal forms, such as <i>should, would, could, might, need to</i></li> <li>• simple connectives, such as <i>when, but, if, although, so, for example, When we finish lunch we will watch a movie</i></li> <li>• simple high frequency discourse markers or cohesive devices.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• simple high frequency idiomatic expressions if appropriate to context</li> <li>• some understanding of register in communications</li> <li>• some awareness of tone, intention and attitude of writer.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• assessment tasks utilise paper-based and/or digital texts drawn from familiar and immediate contexts</li> <li>• access to EAL resources such as             <ul style="list-style-type: none"> <li>○ bilingual dictionary</li> <li>○ English-English dictionary</li> <li>○ model texts</li> </ul> </li> </ul>

- grammar references
- support for the learner takes into consideration the learner may need
  - contextual support, for example unfamiliar cultural references
  - time to work out meaning or requirements of texts
  - support to proofread and incorporate teacher comments on drafts.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23522</b>
<b>Unit title</b>	<b>Read and write simple informational texts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to read and write simple routine digital and/or paper-based informational texts directly related to everyday routine social needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>• the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 2</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2 and Writing 2.</li> </ul> <p>This unit applies to participants wishing to develop reading and writing skills to satisfy everyday routine needs in familiar recreation, community, school / college, and work contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	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	Respond to simple informational texts	1.1	Scan simple informational text and identify the main ideas
		1.2	Identify the context and purpose of the simple informational text
		1.3	Locate supporting details
2	Write simple informational texts	2.1	Identify audience and purpose for the simple informational text
		2.2	Plan and draft a simple information text
		2.3	Select and order information
		2.4	Convey information in an appropriate format in a series of short sentences
		2.5	Proofread and correct final draft

## Range of Conditions

In this context, simple informational texts contain familiar vocabulary and predictable contexts with a clear immediate personal or social purpose, using simple steps for an intended audience such as workplace, school or home or community. Texts will have an intended message or outcome to provide advice, to educate, to warn, to request an action or provide access to goods and services. Texts, which may include some specialised vocabulary, are short and simple and may be in paper-based or digital format.

In this context, simple informational texts may include but are not limited to:

- texts which discuss a topic, raise an issue or give explanations with examples, supporting information, details or reasons, such as a simple news article, a brochure, a poster / flyer, a factual account for a public audience, such as a class report relating to education options or information for a child care group
- texts which provide instructions, such as navigation of screen based instructions via following dialogue boxes to top up / update a public transport travel card, directions on an enrolment / employment / or an excursion form, directions with sequential steps, such as for setting up a community market stall
- texts which give how to instructions, including requirements specifying quantities, length / duration, method or equipment, such as steps in a learning activity, how to do something, such as give up smoking, how to make something, such as a compost bin or workplace related simple safety procedures instructions.

In this context, plan, draft and proofread may include but is not limited to:

- selecting a topic and clarifying the purpose of the communication
- looking up and selecting vocabulary relevant to the topic
- reviewing verbs and tenses to use, such as simple imperatives for instructions
- using planning processes, such as listing key words, mind map or cluster, reviewing model texts, referring to personal vocabulary lists or using EAL resources to check grammar or appropriate expressions
- writing a first draft
- accessing support from a teacher, reviewing a corrected draft using a simple correction code, checking writing using EAL resources, dictionaries or word processing tools to check spelling or reading aloud to correct punctuation

### Foundation Skills

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

Skill	Description
Problem solving skills to:	<ul style="list-style-type: none"> <li>• select and use an appropriate format for informational texts</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23522 Read and write simple informational texts	VU22604 Read and write simple instructional and informational texts	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23522 Read and write simple informational texts

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- read and interpret two simple informational texts for routine social, community, study or recreational purposes, including:
  - identifying specific details of each text
  - identifying discourse features and conventions of each text.
- plan, produce and review two simple informational texts on everyday topics or activities for familiar others or people outside own immediate circle using a series of short sentences.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the task outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- simple or compound sentence structures
- simple adjectives, adverbs or adverbial phrases
- common high frequency verb tenses to describe present, past, and future, such as *simple present, simple past, present continuous, future forms or verbs +ing*, such as, *He is playing soccer*
- simple phrasal verbs, such as *Turn on the oven*
- simple modals and modal forms, such as *should, would, could, might, need to*
- simple connectives in a two clause sentence
- simple high frequency discourse markers and cohesive devices.

Sociolinguistic and Cultural Knowledge:

- some understanding of register in informational texts according to text type.

### Assessment Conditions

Assessment must ensure:

- assessment tasks utilise paper-based and/or digital texts drawn from familiar and immediate contexts
- access to EAL paper-based or digital resources, such as a bilingual dictionary, English dictionary, model texts, grammar references
- support for the learner takes into consideration the learner may need
  - contextual support, for example with unfamiliar cultural references
  - time to work out meaning or requirements of texts

- support to proofread and incorporate teacher comments on drafts.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23523</b>
<b>Unit title</b>	<b>Read and write simple descriptive texts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to read and write simple routine digital and/or paper-based descriptive texts directly related to everyday routine personal or social needs.</p> <p>.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 2</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2 and Writing 2.</li> </ul> <p>This unit applies to participants wishing to develop reading and writing skills to satisfy everyday routine needs in familiar recreation, community, school / college, and work contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 descriptive texts for familiar audiences	1.1	Scan simple descriptive text and identify the topic and the main ideas
		1.2	Locate specific details
		1.3	Identify features of the descriptive text
2	Write simple descriptive	2.1	Confirm audience and purpose for the simple descriptive

texts for familiar audiences		text
	2.2	Plan and draft a simple descriptive text
	2.3	Select and order information
	2.4	Convey information in a series of short sentences
	2.5	Proofread and correct final draft

### Range of Conditions

In this context, simple descriptive texts contain familiar vocabulary in limited familiar and predictable contexts with a clear immediate personal or social purpose, for an intended audience such as workplace, school, home or community. Texts may be in paper-based or digital format.

In this context, simple descriptive texts, which provide descriptive details for familiar audiences such as peers, teachers or public audience, may include but are not limited to, an individual's home town or a description of a place in country of birth / origin, culture or a cultural festival, country previously lived in, a report, news article, blog or a report on an activity such as a trip to the museum, reports on Australian animals, climate, famous people, descriptions on a label on an exhibition item or of content in a course brochure.

Texts may include important details such as places and names, dates and times, physical features, colours, structures and materials, historical facts, ages.

Features of descriptive texts may include but are not limited to

- expressions of time
- ordering of information according to time, importance
- adjectives and adverbs to enrich description
- author's voice

At this level, the planning and proofreading process may include but is not limited to clarifying purpose and audience, using planning processes such as listing, mind map or cluster, preparing visual references and review of model texts, writing a first draft and reviewing by checking verb tenses and spelling, incorporating feedback from teacher, using correction code, digital spell checking and other resources.

### 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"> <li>• select and use appropriate text features</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23523 Read and write simple descriptive texts	VU22605 Read and write simple descriptive and narrative texts	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23523 Read and write simple descriptive texts</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 use routine conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• read and interpret two descriptive texts including identifying:             <ul style="list-style-type: none"> <li>○ specific details of each text</li> <li>○ discourse features and conventions of each text</li> </ul> </li> <li>• use appropriate format to plan, produce and review two straightforward descriptive texts using a series of short sentences.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task, including:</p> <ul style="list-style-type: none"> <li>• vocabulary and expressions for everyday topics related to personal needs and interests and social and community participation, such as <i>family, weather, environment, simple current events, food, health, work and education</i></li> <li>• simple and compound sentence structures</li> <li>• simple adjectives, adverbs or adverbial phrases, such as <i>as soon as possible</i></li> <li>• prepositions and prepositional phrases</li> <li>• common high frequency tense and aspect forms to describe present, past and future, such as             <ul style="list-style-type: none"> <li>○ simple present</li> <li>○ simple past</li> <li>○ present continuous</li> <li>○ verbs +ing</li> </ul> </li> <li>• simple phrasal verbs used in descriptive texts, such as <i>I grew up in a small town</i></li> <li>• simple modals and modal forms, such as <i>should, would, could, might, need to</i></li> <li>• simple connectives</li> <li>• simple high frequency discourse markers and cohesive devices, such as <i>after that, during the war.</i></li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• some awareness of register in descriptive texts</li> <li>• some awareness of tone and intention of writer.</li> </ul>

**Assessment  
Conditions**

Assessment must ensure:

- assessment tasks utilise paper-based and/or digital texts drawn from familiar and immediate contexts
- access to digital and/or paper-based EAL resources, such as
  - a bilingual dictionary
  - English-English dictionary
  - model texts
  - grammar references
- support for the learner takes into consideration the learner may need
  - contextual support, such as with unfamiliar cultural references
  - time to work out meaning or requirements of texts
  - support to proofread and incorporate teacher comments on drafts.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23524</b>
<b>Unit title</b>	<b>Engage in straightforward casual conversations and spoken transactions</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to participate effectively in straightforward casual conversations and to engage in straightforward transactions.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 2+ and Listening 2+.</li> </ul> <p>This unit applies to learners needing to develop speaking and listening skills in English in varied contexts such as social and community, everyday commerce and recreation, workplaces, and vocational or study-related fields.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable.

<b>Element</b>		<b>Performance Criteria</b>	
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 casual conversations	1.1	Initiate conversation using appropriate opening expressions and conventions
		1.2	Contribute comments, opinions, information or questions on everyday topics
		1.3	Give responses with some detail
		1.4	Use conversational strategies to participate in the conversation
		1.5	Clarify misunderstandings and ambiguous points if

			required
		1.6	Close conversation using customary steps
2	Participate in straightforward transactions	2.1	Initiate a straightforward transaction and make request or state problem clearly
		2.2	Give an explanation with some detail
		2.3	State desired outcome of the transaction
		2.4	Identify and respond to suggestions or solutions offered
		2.5	Clarify outcome / result or follow up action where necessary

### Range of Conditions

In this context, straightforward casual conversations generally refer to familiar and some less familiar contexts such as personal, social, work or community contexts with some embedded information and some specialised vocabulary using register appropriate to the conversation.

Topics for straightforward casual conversations may include personal or family news, health, future plans, social issues of general / current interest, study issues, vocational and work related matters or current news or events, public and community issues, such as the environment, housing, education, welfare.

Straightforward casual conversations may be face to face or through a digital medium and include conversational strategies, such as using questioning, interrupting appropriately, turn taking, changing or redirecting the topic, repeating words or phrases for emphasis, responding appropriately and using paralinguistic features to confirm understanding, to clarify misunderstandings and ambiguity.

Customary steps to close conversations may include stages, such as Pre-closing such as Anyway, I should go - have to pick up the kids, Closing such as Lovely to see you, Leave taking such as Bye! See you later.

In this context straightforward spoken transactions generally refer to encounters of some complexity in familiar and less familiar contexts with a focus on a specific purpose and related to the provision of goods and services and associated problems or issues. They may include some unfamiliar elements, embedded information and some specialised vocabulary. Spoken transactions may be face to face or on the telephone. They may include explaining service related problems such as a problem at the bank, requesting more time to pay a fine or overdue account, complaining about a faulty product or poor service, responding to requests for information, reporting a problem or parent-teacher interview.

At this level and in the context of this unit, strategies to participate in spoken transactions may include but are not limited to using appropriate register and language to express concern, negotiate unsatisfactory outcomes such as I don't think that's good enough, make requests, seek clarification, confirm solutions, repeat requests for item or service needed or soften a request such as I was wondering if.....

At this level, pronunciation is generally intelligible with effective use of stress and intonation although speaking may be characterised by hesitations and circumlocution.

## 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"> <li>identify and apply strategies to participate in spoken transactions</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>manage participation in conversations and transactions</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23524 Engage in straightforward casual conversations and spoken transactions	VU22610 Engage in casual conversations and straightforward spoken transactions	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23524 Engage in straightforward casual conversations and spoken transactions

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- initiate and sustain three different straightforward spoken interactions with one or more people including:
  - at least one casual conversation based on a straightforward topic
  - at least one spoken transaction for a specific purpose

The third interaction may be either a straightforward casual conversation or a transaction.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary and expressions related to selected conversation topics and transactions
- sentence structures for compound and some complex sentences
- verb tenses, such as *present perfect continuous, past perfect, present and past simple passive, conditional*, such as *with, if, and unless*, to express different points in time
- modal forms, including some negative forms, such as *need to and have to*
- phrasal verbs, colloquial or idiomatic expressions in casual conversations or transactions
- adjectives, adverbs and adverbial phrases to explain and qualify information
- common discourse markers and conjunctions appropriate to spoken information to organise or link what is said, such as *actually, I mean, anyway, as I was saying*
- question forms and strategies to seek further information
- use of tone, stress and intonation to modify or emphasise meaning
- strategies used to participate in straightforward conversations and spoken transactions.

Sociolinguistic and Cultural Knowledge:

- register appropriate to the context
- expression of opinions and attitudes in spoken texts
- cues to recognise inferred meaning in spoken text
- paralinguistic features to support interactions, such as *confirming understanding, clarifying misunderstandings and ambiguity*.

**Assessment  
Conditions**

Assessment must ensure spoken texts and topics are culturally appropriate without too much colloquial speech and in which varieties of English are familiar.

Pronunciation is generally intelligible with effective use of stress and intonation although speaking may be characterised by hesitations and circumlocution

Assessment must ensure access to EAL resources including:

- bilingual resources and/or other resources for support
- a bilingual dictionary, and/or an English-English dictionary
- access to conversation participants.

Assessment must ensure support for the learner takes into consideration the following factors:

- need for moderate support from the interlocutor
- need for some contextual support
- factors which may affect intelligibility.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23525</b>
<b>Unit title</b>	<b>Give and respond to straightforward information</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to respond to and convey straightforward information in spoken form.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 2+ and Listening 2+.</li> </ul> <p>This unit applies to participants using speaking and listening skills in English to convey information to perform effectively in different contexts. The contexts in which these skills are applied are varied and can be related to social and community life, study, workplace or vocational contexts. The contexts in which the information is used will generally be familiar, but may involve communication with people outside own immediate circle.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Interpret spoken informational texts	1.1	Identify the context, topic and purpose of informational spoken text
		1.2	Outline main ideas or points, expressed
		1.3	Locate supporting information or details
		1.4	Analyse key features of style and structure in the informational text

		1.5	Identify the tone or register of the spoken text, and any inferred meaning
		1.6	Express an opinion about the information presented in the spoken text
2	Convey spoken information about straightforward topics	2.1	Prepare to convey information, using appropriate structure and style
		2.2	Use simple cohesive devices to give clear explanation and express opinion where appropriate
		2.3	Use discourse strategies to deliver information, clearly demonstrating awareness of audience
		2.4	Review own performance

### Range of Conditions

In the context, straightforward spoken informational texts generally refer to familiar and some less familiar contexts with some embedded information and specialised vocabulary which may be presented face to face or via audio and/or digital medium.

Spoken informational texts may include but are not limited to:

- explanatory texts which may include some opinion and generally apply to social or cultural, community, educational or employment contexts. They may contain a specific style and structure including the order of ideas, such as introduction, supporting information and conclusion and mainly use formal registers. They may include but are not limited to radio or news stories, streamed content, recorded information as part of an exhibition, interview, voicemail message, talk about a topic or subject, for example as part of a community activity. Topics may include but are not limited to:
  - self and family, educational and employment background, current events and community issues, social and cultural issues such as racism, gender roles, vocational and work-related issues
- instructional texts which include verbal instructions in some detail for familiar social, community or work activities and may include but are not limited to making things / recipes, how to use a piece of equipment, steps in an application process. They contain a specific style and structure including key sequential steps, an introduction explaining what the instructions are for, warnings or advice, supporting visuals

Spoken information may be conveyed through one-to-one interaction, group setting, over the phone or via recorded information.

At this level and in the context of this unit, strategies to deliver information refer to awareness of audience, use of structure and style to order ideas, such as introduction, body and conclusion, manner of presentation; formal, informal, conversational, use of paralinguistic features, use of visual aids or other supports as an aid to meaning, effective use of stress and intonation and effective timing and delivery rate.

Pronunciation at this level is generally intelligible with effective use of stress and intonation although

speaking may be characterised by hesitations and circumlocution.

### 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"> <li>review performance in conveying information</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>prepare and convey information to specific audiences</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>plan and prepare to present information on a specific topic</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments Equivalent
VU23525 Give and respond to straightforward information	VU22611 Give and respond to a range of straightforward information and instructions	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23525 Give and respond to straightforward information</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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>interpret and respond to two spoken informational texts including identifying and analysing key points and features in each text</li> <li>use appropriate discourse strategies to plan and communicate information on two different topics.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>conventions of spoken information texts including supporting information or details</li> <li>discourse strategies to convey straightforward information</li> <li>appropriate vocabulary and expressions related to selected topics</li> <li>sentence structures for compound and some complex sentences</li> <li>some verb tenses, such as <i>present perfect continuous, past perfect, present, past simple passive, imperative, conditional</i>, such as <i>with, if and unless</i> to express different points in time</li> <li>some common modals, including some negative forms, such as <i>must have, must be</i></li> <li>some phrasal verbs used in spoken information</li> <li>adjectives, adverbs and adverbial phrases to explain and qualify information</li> <li>common discourse markers and conjunctions appropriate to spoken information including sequence markers and conjunctions, such as <i>first, then, finally</i> to explain information or indicate sequence of ideas or steps.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>register appropriate to the context</li> <li>expression of opinions or attitudes in spoken texts</li> <li>cues to recognise some inferred meaning</li> <li>paralinguistic features, such as <i>facial expressions</i></li> <li>cues to confirm understanding, clarify misunderstandings and ambiguity, such as <i>use of voice for effect, including silence, pausing</i></li> <li>use of tone, stress or intonation to modify meaning</li> <li>language choice to reflect relationships between participants and formality of context.</li> </ul>

**Assessment  
Conditions**

Assessment must ensure spoken texts and topics are culturally appropriate without too much colloquial speech and in which varieties of English are familiar.

Pronunciation is generally intelligible with effective use of stress and intonation although speaking may be characterised by hesitations and circumlocution

Assessment must ensure access to EAL resources including:

- bilingual resources or other resources for support
- a bilingual dictionary, and/or an English-English dictionary
- access to an audience or participants.

Assessment must ensure support for the learner takes into consideration the following factors:

- need for moderate support from the interlocutor
- need for some contextual support
- factors which may affect intelligibility.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23526</b>
<b>Unit title</b>	<b>Read and write straightforward transactional texts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to read and write digital and/or paper-based straightforward transactional texts including forms related to familiar and some unfamiliar everyday contexts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2+ and Writing 2+.</li> </ul> <p>This unit applies to learners who need to develop their English reading and writing skills for a range of formal and informal transactions which can apply to a range of contexts such as social and community life, everyday commerce and recreation, workplaces, and vocational or study-related fields.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 straightforward transactional texts	1.1	Identify the context and purpose of straightforward transactional text
		1.2	Identify the main ideas referred to in the text
		1.3	Locate specific details in the text using organisational features of the text

		1.4	Analyse conventions and discourse features of the text
2	Write straightforward transactional texts	2.1	Plan and draft straightforward transactional text using conventions appropriate to the context and purpose
		2.2	Convey message using appropriate language and register
		2.3	Sequence content using appropriate staging and paragraph structure
		2.4	Proofread and amend final draft
3	Complete straightforward transactional forms	3.1	Scan straightforward transactional form and identify purpose and format
		3.2	Follow conventions required to complete the form
		3.3	Use language and register appropriate to the context
		3.4	Proofread all sections and note any additional requirements

### Range of Conditions

In this context, straightforward transactional texts contain familiar and some unfamiliar elements, include some embedded information and specialised vocabulary and may relate to formal and/or informal contexts. They can be paper-based and/or digital, include some detail in a range of everyday contexts, such as personal, education, work or community and address different purposes such as informing or advising.

Straightforward transactional texts may include but are not limited to:

- email messages, digital blogs, social media posts which include some details
- forms for different purposes and contexts, such as applications, feedback forms, complaint forms, incident forms or educational forms, such as special consideration application
- letters, requests, explanations
- warnings and advice, such as that relating to health and wellbeing
- actions required.

In this context, conventions of straightforward transactional texts refer to:

- structure and organisational features, such as layout and formatting of paper-based and/or digital transactional texts, use of visuals such as symbols, logos, forms of address / titles, opening sentence, informal and/or formal closing statements, navigational features, instructional language or specific advice in forms, commonly used abbreviations
- staging, such as elaboration or explanation, statement of desired outcome / further information / offer of help, summing up, recommendation
- social conventions in digital communication, such as online etiquette, copying others in
- register appropriate to social context, recipient of message, and purpose of communication, attitude of the writer.

At this level, the planning and drafting process may include but is not limited to clarifying purpose and audience and using planning processes to select topics and develop ideas, such as

- brainstorming / clustering ideas
- using bilingual resources
- discussion with peers and teachers
- reviewing model texts.

### Foundation Skills

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

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> <li>• review and revise own writing</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• identify and apply appropriate format and linguistic conventions to read and write transactional texts</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan, draft and proofread straightforward transactional texts</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• manage language learning tasks</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23526 Read and write straightforward transactional texts	VU22612 Read and write straightforward communications and transactional texts	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23526 Read and write straightforward transactional texts

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- read and interpret two straightforward transactional texts for everyday needs including:
  - one transactional text for a specific purpose
  - one form with some detail and unfamiliar context and conventions

This must include:

- identifying specific details of each text
- analysing discourse features and conventions of each text
- apply the process of planning, drafting and proofreading to complete one straightforward transactional text comprising at least two appropriately structured paragraphs and applying appropriate format and conventions
- complete one form which may be the form used above, including some detail with some unfamiliar context and conventions.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary and expressions for topics related to straightforward transactional contexts, such as *content words and common collocations*
- discourse features of transactional texts, such as *text pattern and structure, staging techniques, organisational features, chronological sequencing of events or information*
- sentence structures for compound and some complex sentences
- question forms, for example to request information
- adjectives and adverbs and adverbial phrases to describe information and give explanation
- prepositions and prepositional phrases
- verb tenses, such as *the present perfect continuous and past perfect, present and past simple passive, conditional, for example with, if and unless*
- modal forms, including negative forms, such as *could lead to, may assist, should not be*
- conjunctions, including subordinating and coordinating to indicate relationships, such as *and, after, although, while, unless, until*
- common discourse markers and cohesive devices to structure text

	<ul style="list-style-type: none"> <li>• paragraph structure including topic sentence, supporting details</li> <li>• processes of planning, drafting and review</li> <li>• reading strategies to: <ul style="list-style-type: none"> <li>○ skim text for main ideas,</li> <li>○ work out meaning of unknown words from context</li> <li>○ proofread and self-correct own writing.</li> </ul> </li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• relationship of register to context, purpose and audience</li> <li>• conventions of forms</li> <li>• some inferred meaning in transactional texts</li> <li>• use of tone and intention of writer in transactional texts.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure reading and writing tasks are based on authentic transactional texts which are:</p> <ul style="list-style-type: none"> <li>• straightforward in context and contain some familiar aspects</li> <li>• reflective of cultural differences in written texts.</li> </ul> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• paper-based and/or digital EAL resources including a bilingual dictionary, and/or an English-English dictionary</li> <li>• samples of texts to guide production of transactional texts</li> <li>• support which takes into consideration the learner may need: <ul style="list-style-type: none"> <li>○ contextual support, such as in relation to unfamiliar jargon, and some aspects of the local culture</li> <li>○ time to work out meaning or requirements of texts, such as unfamiliar elements and specialised vocabulary or requirements of texts</li> <li>○ occasional support to proofread and self-correct final drafts of written work</li> <li>○ to use EAL supporting texts to select vocabulary, expressions and forms to modify own writing.</li> </ul> </li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23527</b>
<b>Unit title</b>	<b>Read and write straightforward informational texts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to read and write digital and/or paper-based straightforward informational texts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2+ and Writing 2+.</li> </ul> <p>This unit applies to EAL learners who need to develop their English language reading and writing skills to engage with everyday informational texts, which can apply to a range of contexts such as social and community life, everyday commerce and recreation, workplaces, and vocational or study-related fields.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not applicable
<b>Unit Sector</b>	Not applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 straightforward informational texts	1.1	Scan straightforward informational text and identify the context and topic
		1.2	Identify conventions of informational text
		1.3	Analyse the structure and discourse features of the text
		1.4	Scan text to locate specific information

		1.5	Evaluate the usefulness of the information for own needs.
2	Write straightforward informational texts	2.1	Determine the audience and purpose of the text
		2.2	Source, select and order information
		2.3	Plan and draft informational text for specific purpose
		2.4	Use appropriate vocabulary and grammar to convey meaning
		2.5	Produce informational text using appropriate layout formatting and structure
		2.6	Proofread and make amendments to final draft

### Range of Conditions

In this context, straightforward informational texts contain familiar and some unfamiliar elements and include some embedded and abstract information. They can be paper-based and/or digital, include some detail in a range of everyday contexts, such as personal, education, work or community, and address different purposes and audiences. Straightforward informational texts may include but are not limited to:

- instructional texts for procedures or processes which involve a number of steps and pieces of more detailed information and straightforward explanation and may include an introduction. Instructional texts may include but are not limited to detailed instructions for operating equipment, instructions for a learning activity or interactive screen instructions and may include visuals or graphics
- explanatory texts which include some embedded information and specialised vocabulary, may include an opinion about a topic or issue and may be represented in different forms such as information about community issues, news articles about key issues, educational information, information about services, posters or flyers, diagrams, factual accounts, such as description of a job role or workplace duties, scientific description for example field notes.

In this context, text formatting conventions of straightforward information texts may include:

- sequenced writing using linking words, dot points / numbered instructions or points, numerical information, headings, visuals and symbols which indicate options and requirements, such as no smoking signs for instructional texts
- sequence of information in text, such as topic sentence followed by supporting information and impersonal tone and some passive voice for explanatory texts.

Source and selection of information may include online research, locating model texts, verifying relevance / accuracy.

At this level, the planning and drafting process may include but is not limited to clarifying purpose and audience and using planning processes to select topics and develop ideas, such as

- mind map / brainstorm / cluster ideas
- using bilingual resources

- discussion with peers and teachers
- reviewing model texts.

## Foundation Skills

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

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> <li>• obtain and respond to feedback</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• identify and apply appropriate format and linguistic conventions to read and write informational texts</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan, draft and proofread straightforward texts</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• manage language learning tasks and identify ways to improve with advice from a support person.</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23527 Read and write straightforward informational texts	VU22613 Read and write straightforward informational and instructional texts	Equivalent

<b>Assessment Requirements</b>	
<b>Title</b>	Assessment Requirements for VU23527 Read and write straightforward informational texts
<b>Performance Evidence</b>	<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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• read and interpret two informational texts including:               <ul style="list-style-type: none"> <li>○ identifying specific details of each text</li> <li>○ analysing discourse features and conventions of each text</li> </ul> </li> <li>• plan, produce and review two straightforward informational texts with at least one text comprising at least two appropriately structured paragraphs</li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary and expressions for selected topics and contexts including common collocations and phrasal verbs</li> <li>• sentence structures for compound and some complex sentences</li> <li>• verb tenses to indicate a point in time or the time and state of an action or event, such as <i>present perfect continuous and past perfect, present and past simple passive, conditional</i>, for example <i>with, if and unless or imperative</i></li> <li>• paragraph structure, such as <i>topic sentence and supporting details</i></li> <li>• linking and cohesive devices</li> <li>• formatting features, such as <i>dot points / numbered points, large print, capital letters or headings</i></li> <li>• visuals and symbols which indicate options and requirements</li> <li>• discourse markers and cohesive devices to structure text, such as addition <i>in addition</i>, cause and effect <i>therefore, as a result</i>, contrast <i>however</i>, sequence <i>following that</i>, time <i>finally</i></li> <li>• reading strategies to skim text for main ideas or work out meaning of unknown words from context.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• registers used in conveying information in different contexts</li> <li>• conventions of informational texts</li> <li>• inferred meaning in texts, such as <i>through the use of syntactic, semantic, logical or contextual cues</i></li> <li>• tone and intention of writer</li> <li>• processes of planning, drafting and review.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure reading and writing tasks are based on informational texts which are:</p> <ul style="list-style-type: none"> <li>• straightforward in context and contain some familiar aspects</li> </ul>

- reflective of cultural differences in written texts.

Assessment must ensure access to:

- paper-based and/or digital EAL resources including a bilingual dictionary, and/or an English-English dictionary
- support which takes into consideration the learner may need:
  - contextual support, such as in relation to unfamiliar jargon, and some aspects of the local culture
  - time to work out meaning or requirements of texts, such as unfamiliar elements and specialised vocabulary or requirements of texts
  - occasional support to proofread and self-correct final drafts of written work.

#### **Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23528</b>
<b>Unit title</b>	<b>Read and write straightforward narrative texts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to read and write straightforward digital and/or paper-based narrative texts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2+ and Writing 2+.</li> </ul> <p>This unit applies to learners who need to develop their English language reading and writing skills to engage with narrative texts, which can apply to a range of contexts such as personal, social and community life.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 analyse straightforward narrative texts	1.1	Read straightforward narrative text and identify the context and topic
		1.2	Analyse the structure and discourse features of the text
		1.3	Identify linguistic conventions of narrative text
		1.4	Scan text to locate specific details
2	Write straightforward narrative texts	2.1	Plan and draft straightforward narrative text
		2.2	Sequence information logically using appropriate paragraph structure and linguistic conventions

		2.3	Produce text using appropriate vocabulary and grammar to convey meaning
		2.4	Proofread and amend final draft in response to feedback

### Range of Conditions

In this context, straightforward narrative texts contain familiar and some unfamiliar elements and include some embedded and abstract information. Audiences may be public, private or familiar and the texts may address various purposes such as entertaining, informing or educating.

Straightforward narrative texts can be paper-based and/or in digital format, fiction or non-fiction and may include but are not limited to:

- short stories and recounts, biographical texts, personal histories and reflections, feature stories, journal entries, recount of historical events, news articles, recounts for a "public" audience, for example as part of a film review.

In the context of this unit, linguistic conventions and discourse features of narrative texts may include but are not limited to elements and techniques to make meaning such as characterisation, plot, description of setting, theme, narrative voice, point of view, perspective, conflict / suspense / resolution, symbolism, inclusion of dialogue, inclusion of a problem or problems which characters must overcome or resolve.

At this level, the planning and drafting process may include but is not limited to clarifying purpose and audience and using planning processes to select topics and develop ideas, such as

- mind map / brainstorm / cluster
- using bilingual resources
- discussion with peers and teachers
- reviewing model texts.

Proofreading may include but is not limited to reviewing writing for specific features such as grammar, expression, structure and layout, making adjustments to fit audience and purpose, seeking and responding to feedback, using language resources to check writing.

### 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"> <li>• obtain and respond to feedback</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• identify and apply appropriate format and linguistic conventions to read and write narrative texts</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan, draft and proofread straightforward narrative texts</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• manage language learning tasks</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23528 Read and write straightforward narrative texts	VU22614 Read and write straightforward descriptive and narrative texts	Not equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23528 Read and write straightforward narrative texts

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use conventions and apply linguistic knowledge to:

- read and analyse two straightforward narrative texts including:
  - identifying specific details of each text
  - analysing discourse features and conventions of each text
- apply the process of planning, drafting and proofreading to produce two straightforward narrative texts each comprising at least two appropriately structured paragraphs.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary and expressions related to straightforward topics in narrative texts
- common collocations
- adjectives and adverbs to qualify the action and provide interest, adverbial phrases to provide additional information about why, how, where, or when an action or situation occurs
- sentence structures for compound and some complex sentences
- verb tenses to indicate a point in time or the time and state of an action or event, such as the *simple present and past*, *present perfect continuous and past perfect*, *simple passive*, *conditional for example with, if, and, unless*
- modals, such as *must, could, should, would*
- reported speech
- conjunctions, for example, subordinating or coordinating to indicate different relationships, such as *and, after, although, because, when, before, but, so*
- discourse markers to structure narrative text, convey time and action and join ideas, such as contrast: *however*, sequence: *following that*, time: *finally*
- personal pronouns, such as the first person (*I, we*) or the third person (*he, she, they*) to identify and convey perspective in narrative texts
- narrative text structure and format, such as *characterisation, plot, setting*
- paragraph structure comprising orientation (introduction), topic sentence, supporting details.

Sociolinguistic and Cultural Knowledge:

- some idiomatic expressions or colloquialisms

	<ul style="list-style-type: none"> <li>• use of register</li> <li>• conventions and techniques used in narrative texts, such as <i>inferred meaning, tone and attitudes/perspectives</i></li> <li>• processes of planning, drafting and review.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure reading and writing tasks are based on narrative texts which are:</p> <ul style="list-style-type: none"> <li>• straightforward in context and contain some familiar aspects</li> <li>• reflective of cultural differences in written texts.</li> </ul> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• paper-based and/or digital EAL resources including a bilingual dictionary, and/or an English-English dictionary</li> <li>• support which takes into consideration the learner may need: <ul style="list-style-type: none"> <li>○ contextual support, such as in relation to unfamiliar jargon, and some aspects of the local culture</li> <li>○ time to work out meaning or requirements of texts, such as unfamiliar elements and vocabulary of texts</li> <li>○ model texts to guide production of written texts</li> <li>○ occasional support to proofread and self-correct final drafts of written work.</li> </ul> </li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23529</b>
<b>Unit title</b>	<b>Analyse and participate in complex conversations</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to analyse the features of and participate in complex, sustained casual and formal conversations.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of Indicators of Competence in Oral Communication at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+.</li> </ul> <p>This unit applies to learners needing to develop their speaking and listening skills in English in a range of informal and formal situations, which can apply to different contexts, such as social and community life, everyday commerce and recreation, workplaces and vocational and/or study-related fields.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Critically analyse casual conversations in English	1.1	Identify verbal expressions and other conversational strategies used to initiate and manage conversation
		1.2	Identify the tone used by the speaker/s
		1.3	Determine the relationship between the speakers
		1.4	Identify the topics, specific details and explicit and inferred meaning
		1.5	Explain relevant colloquial and idiomatic expressions

2	Participate in sustained casual conversations on a range of topics	2.1	Initiate and manage casual conversation
		2.2	Express and elaborate viewpoints on a range of topics
		2.3	Give detailed responses and elicit responses from others
		2.4	Use a variety of strategies to sustain the conversation
		2.5	Close the conversation using appropriate strategies
3	Critically analyse formal conversations in English	3.1	Identify context and purpose for formal conversation
		3.2	Examine register and tone used in formal conversation
		3.3	Analyse a range of interactional strategies used in the conversation
		3.4	Identify relevant implicit meanings, irony, nuance and idioms as appropriate
4	Participate in formal conversations in English	4.1	Initiate formal conversation to achieve a particular purpose, specifying reasons
		4.2	Respond appropriately to questions as they arise
		4.3	Use a variety of strategies to sustain the conversation
		4.4	Use verbal expressions and other conversational strategies appropriate to the context
		4.5	Close the conversation using appropriate strategies

### Range of Conditions

In this context, complex casual and formal conversations occur in a range of contexts. They include elements that are unfamiliar, include some specialisation specific to the topic and include embedded and abstract information. They reflect formal and informal registers and relationships between speakers. The conversations may be face to face or digital. Contexts may include fields in which specialised or technical language is used, such as the health or engineering professions.

Topics for casual conversations may relate to personal issues, such as family and health, social issues, such as current affairs, public and community issues, such as housing, cultural expectations and practices.

Topics for formal conversations may relate to:

- the workplace, such as leave entitlements, workplace health and safety, promotion opportunities, professional contexts related to a professional field which uses highly specialised language, such as a formal exchange with a colleague about a project, client interview
- further study contexts, such as a request to re-sit or resubmit work, a proposal for special consideration
- education context, such as a parent-teacher interview at school
- personal context, such as medical / legal appointment, complaint to council.

Conversational strategies to participate in complex conversations may include but are not limited to using:

- expressions used to clarify misunderstandings and ambiguous points, interrupt, such as Hang on, invite speaker to begin or continue, such as What about you? , signal shifts, such as I just wanted to finish by saying....., enter and close a conversation, such as Can I say something?
- colloquial and idiomatic expressions containing local reference where appropriate
- paralinguistic features, such as body language cues, gesture, facial expressions, eye contact
- prosodic features, such as emphasis / stress, intonation / pitch, use of pausing / length of utterance
- strategies to initiate and manage conversations, such as introducing / changing topics, encouraging others to participate, keeping to topic, inviting opinion, requesting clarification, using strategies to assist intelligibility and pronunciation
- strategies to keep the conversation going, such as accommodation via repetition and restatement, modifying pitch, intonation, stress and pronunciation, phrases to preface remarks in order to keep the floor, common phrases to manage conversation, such as That’s a difficult question to answer, to gain time and keep the turn, expressions to negotiate problematic exchanges, such as I appreciate your views on this, conversation fillers.

Tone may include but is not limited to mood and emotional attitude, understatement / exaggeration, irony, nuance, implied meaning, such as I've been here for hours (You're late).

At this level the speaker uses intelligible pronunciation with effective stress and intonation.

### 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"> <li>• select and apply conversational strategies appropriate to the context</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23529 Analyse and participate in complex conversations	VU22619 Analyse and participate in complex conversations	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23529 Analyse and participate in complex conversations

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- critically analyse three sustained complex conversations including one casual and one formal conversation using knowledge of a range of interactional strategies used in each conversation
- participate in one casual and one formal conversation including:
  - making detailed and sustained contributions on a topic for each conversation
  - selecting and using a range of conversational strategies appropriate to the context, purpose and audience for each conversation.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary and expressions for topics related to different contexts and purposes for example common collocations and phrasal verbs, such as *hang on, think through*
- compound sentences and complex sentences with subordinate clauses
- complex verb tenses to convey points in time for example active and passive forms, conditional and continuous forms, such as *I was wondering if...*
- modals, such as *would, could, should*, used with different tenses, such as *I would like to say, you could have asked*
- questions using different verb forms to elicit responses, such as *What did you think?*
- adjectives, adverbs, adverbial phrases and prepositional phrases to explain and qualify information
- discourse markers, such as *therefore, subsequently, consequently* to identify relationships
- conjunctions including subordinating and coordinating
- conversational strategies to participate in casual and formal conversations.

Sociolinguistic and Cultural Knowledge:

- prosodic features, such as *tone, intonation and stress* to influence meaning in spoken language
- register, styles and conventions used in spoken discourse
- common idioms or colloquial expressions

	<p>cues for inferred meaning, such as <i>logical, contextual and paralinguistic</i> such as <i>pause, stress, use of silence, facial expression</i></p> <ul style="list-style-type: none"> <li>• strategies used to express meaning in conversations, such as <i>the use of fact and opinion, irony, understatement, exaggeration in spoken texts.</i></li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure access to</p> <ul style="list-style-type: none"> <li>• a range of EAL resources including <ul style="list-style-type: none"> <li>○ bilingual resources and/or other resources for support,</li> <li>○ a bilingual dictionary, and/or an English-English dictionary</li> </ul> </li> <li>• conversation participants</li> </ul> <p>Assessment practices should consider the learner's need for contextual support, such as in relation to unfamiliar jargon, and some aspects of the local culture</p> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23530</b>
<b>Unit title</b>	<b>Give and respond to complex spoken texts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to critically interpret and give complex extended spoken texts. It also includes giving and responding to detailed spoken multi-step instructions for complex processes or procedures.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of indicators of Competence in Oral Communication at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+.</li> </ul> <p>This unit applies to EAL learners needing to develop their speaking and listening skills in English in different contexts. The contexts in which these skills may be applied are varied and can include social and community life, everyday commerce and recreation, workplaces, and vocational or study-related fields.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Critically interpret extended spoken texts	1.1	Identify the context, purpose and topic of the spoken text
		1.2	Identify the register and style of the spoken text
		1.3	Outline themes or issues presented in the text
		1.4	Critically analyse and evaluate key facts, supporting details and opinions or attitudes expressed
		1.5	Express an opinion on the topic or issues raised

2	Give an extended spoken presentation	2.1	Select topic for presentation, identifying audience and purpose
		2.2	Use planning and drafting processes
		2.3	Use appropriate register and style for the audience and context
		2.4	Provide an introduction, coherent thematic development and conclusion, using discourse markers
		2.5	Provide detail which demonstrates familiarity with the topic
		2.6	Communicate effectively using visual or other aids and appropriate paralinguistic cues
3	Respond to multi-step instructions for complex processes or procedures	3.1	Identify the purpose of the instructions
		3.2	Analyse the critical elements of the instructions
		3.3	Analyse the sequence of steps, highlighting the key issues, responsibilities or considerations
		3.4	Determine the importance of the steps, warnings and advice given by the speaker
4	Give multi-step instructions for complex processes or procedures	4.1	Select a complex process or procedure
		4.2	Use planning processes to prepare instructions
		4.3	Explain and elaborate on the purpose of the instructions
		4.4	Communicate detailed, clear and comprehensible instructions for process or procedure
		4.5	Convey the sequence of steps, highlighting the key issues, responsibilities or considerations

### Range of Conditions

In this context, complex spoken texts relate to a range of contexts which may include some specialised vocabulary or technical language specific to the topic or area, such as specific fields or professions, and contain detailed elements that are unfamiliar including abstraction, symbolism and complex language structures. They may include formal and/or informal registers and be conveyed in a number of styles and modes, such as face to face or digital.

Complex spoken texts may include but are not limited to radio/TV programs, such as current affairs interview or discussion, report about a community or work issue, talk at local community centre or school, eulogy, farewell speech, wedding speech, documentaries on a range of topics.

Paralinguistic cues may include but are not limited to body language, gestures, facial expressions, eye contact.

Critical analysis may include but is not limited to:

- distinction between fact and opinion
- evidence used to support information or position
- stated and unstated assumptions
- relevance of information presented
- credibility of information.

Extended spoken presentations may be conveyed through formal presentations or in small group settings.

Complex processes or procedures contain a number of extended and detailed steps and may include but are not limited to household instructions, such as a complex recipe or appliance, a new or unfamiliar activity, using a feature on mobile phones or digital devices, how to use computer programs or functions, health and safety procedures for a workplace or community organisation.

Features of clear and comprehensible instructions may include use of plain English, diagrams and visuals, clear sequence of steps indicated by use of discourse markers, effective intonation, pace and voice level, effective use of body language.

Issues, responsibilities or considerations may include but are not limited to warnings and advice, consequences of failure to follow instructions correctly.

The speaker uses intelligible pronunciation with effective stress and intonation.

## 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"> <li>• match register to audience and context</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan and organise an extended spoken presentation</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23530 Give and respond to complex spoken texts	VU22620 Give and respond to a wide range of oral presentations and instructions	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23530 Give and respond to complex spoken texts

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- apply critical analysis to respond to two complex, extended spoken texts
- plan and give one complex, extended spoken presentation on a selected topic or issue using appropriate register and style for the audience and context
- respond to one set of complex spoken instructions and plan and give one set of detailed, sustained and complex spoken instructions for one selected process or procedure.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary and expressions for topics related to different contexts including common collocations and phrasal verbs
- compound sentences and complex sentences with subordinate clauses
- complex verb tenses and verb forms, such as *active and passive forms* with different tenses such as *present and past continuous, present perfect, past perfect such as is being given, has been given, had been given, future and the imperative*
- modal forms with different tenses, such as *could have, may have had*
- question forms using a range of verb forms
- adjectives, adverbs, adverbial phrases and prepositional phrases to describe information and expand or modify ideas
- discourse markers, such as *therefore, thus, accordingly, subsequently, consequently*
- conjunctions including subordinating and coordinating, such as *although, because, unless, before, since* to link sentences and ideas.

Sociolinguistic and Cultural Knowledge:

- relationship of register and style to context of spoken discourse
- common idioms or colloquial expressions
- English varieties such as *localised expressions or terminology*
- meaning making strategies such as:
  - cues for inferred meaning, such as *logical, contextual*
  - paralinguistic such as pause, stress, use of silence, facial expression
  - use of fact and opinion, irony, understatement, exaggeration in spoken texts

	<ul style="list-style-type: none"> <li>○ use of tone, intonation and stress to influence meaning in spoken language.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure access to EAL resources including:</p> <ul style="list-style-type: none"> <li>• relevant complex, extended spoken texts and complex instructions</li> <li>• a bilingual dictionary, and/or an English-English dictionary</li> <li>• participants for spoken presentation.</li> </ul> <p>Assessment practices should consider the learner’s need for contextual support, such as in relation to unfamiliar jargon, and some aspects of the local culture.</p> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23531</b>
<b>Unit title</b>	<b>Read and write complex transactional texts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to read and write complex and extended transactional texts, which may be paper-based and/or digital format.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3 / 3+ and Writing 3 / 3+.</li> </ul> <p>This unit applies to learners needing to develop their English language reading and writing skills in different contexts. The contexts in which these skills are applied are varied and may be related to social, community, recreational, study or work needs.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Critically read complex and extended transactional texts	1.1	Identify the context and/or occasion for the transactional text
		1.2	Identify the purpose, genre and intended audience of the transactional text
		1.3	Analyse the style and organisational features of the text
		1.4	Outline and analyse the key facts, supporting details, opinions or attitudes and any inferred meaning

		1.5	Formulate own response on the effectiveness of the text
2	Write complex and extended transactional texts	2.1	Determine the audience, purpose and register required for the text
		2.2	Select supporting resources
		2.3	Select and sequence main ideas and supporting details using appropriate connectives and discourse markers
		2.4	Express complex ideas using connected prose to give detailed explanations
		2.5	Use language, format and layout appropriate to audience and intended outcome
		2.6	Use planning and drafting processes
		2.7	Review and amend final draft

### Range of Conditions

In this context, complex and extended transactional texts apply to a range of contexts. They include elements that are unfamiliar, include some specialisation specific to the topic and contain some abstract ideas and embedded information communicated through complex grammar structures which may be presented in different forms. They may contain different levels of formality depending on context. The texts may be paper-based or digital forms such as emails or social media.

Complex and extended transactional texts consist of connected prose with a series of connected paragraphs and use of discourse markers, conjunctions and connectives and may include but are not limited to:

- formal reports and letters, such as to members of parliament, job applications, workplace communications, council notices, newsletters
- response to a policy change, such as school policies, response to draft reports written by other learners requesting review and comment,
- complex forms including extended application forms and workplace forms, which may include open questioning, requirements to write prose texts of explanations, and include supporting documentation.

Style and organisational features of transactional texts include:

- level of formality, such as forms of address, use of nominalisation, text written in the passive, use of discourse markers which are formal for example therefore, use of modals, for example might and should, impersonal tone, neutral language
- use of discourse markers and conjunctions to maintain linkages through lengthy and complex text
- correct spelling and punctuation, capitalisation, dates and numbers and their abbreviations
- sequenced information such as chronological order of events, or sequence of a process
- logical progression, such as statement, opinion, evidence and summing up
- headings and sub-headings, bullet points, title, table of contents, attachments
- language which follows the conventions of politeness and formality

- register appropriate to the relationship including language which may require some nuancing.

Effectiveness of the text may refer to how effectively the main ideas were supported by the detail, whether the language of the text was appropriate for audience and purpose, credibility of source/s, references, objectivity / bias of writer.

Layout and formatting conventions may include:

- position of text on page, for example signature, address line, subject title and body of formal letter
- distinguishing between recipients, cc, bcc, copy all, forward, subject line, attachments of supporting information for digital texts or emails.

## 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"> <li>• apply appropriate style and organisational features to complex transactional texts</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan and sequence transactional texts</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23531 Read and write complex transactional texts	VU22621 Read and write complex communications and transactional texts	Not equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23531 Read and write complex transactional texts

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- read and critically analyse two complex and extended transactional texts including analysing key information and structural features
- plan, write and review two complex and extended transactional texts comprising a series of coherently linked paragraphs, which use register, style, structure and language appropriate to context, audience and purpose.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary and expressions for topics related to different contexts including collocations and phrasal verbs
- compound sentences and complex sentences with subordinate clauses to indicate relationships
- to convey relationships between ideas
- complex verb tenses and verb forms, such as *active and passive forms* with different tenses for example present and past continuous, present perfect, future, past perfect such as *is being given, has been given, had been given*
- reported speech with different reporting verb forms to relate other views, such as *mention, state, report*
- modals with different tenses, such as *could have, may have had, must have had, would like to*
- adjectives, adverbs, and adverbial phrases to explain why, how, where, or when an action occurs
- conjunctions (subordinating and coordinating), such as *although, because, unless, before, since* to link sentences and ideas and some relative pronouns, such as *who, whoever, that, which, when, where, whose*
- discourse markers used to sequence and structure complex transactional text, such as *with reference to, in conclusion*
- style and organisational features of transactional texts to coherently link paragraphs and communicate complex relationships between ideas.

Sociolinguistic and Cultural Knowledge:

- register, style and relationship to context used in written transactional discourse
- meaning making strategies, such as:

	<ul style="list-style-type: none"> <li>○ cues to detect inferred meaning, such as <i>logical, contextual</i></li> <li>○ use of fact and opinion, irony, understatement, exaggeration</li> <li>○ ways of detecting writer's tone, intention and attitude.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• relevant, complex and extended transactional texts</li> <li>• written texts in contexts which provide textual support in relation to unfamiliar jargon and culture</li> <li>• a range of EAL resources including: <ul style="list-style-type: none"> <li>○ bilingual resources and/or other digital or paper-based resources for support such as texts as models</li> <li>○ a bilingual dictionary, and/or an English-English dictionary.</li> </ul> </li> </ul> <p>Assessment practices must consider the learner's need to initiate support from a range of established resources such as:</p> <ul style="list-style-type: none"> <li>• contextual support in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences and expectations</li> <li>• assistance in reviewing texts prior to the final draft.</li> </ul> <p>Assessment takes into consideration:</p> <ul style="list-style-type: none"> <li>• time to read and analyse texts</li> <li>• time to complete written texts.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23532</b>
<b>Unit title</b>	<b>Read and write complex instructions and advisory texts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to interpret, analyse and write complex instructions and advisory texts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3 / 3+ and Writing 3 / 3+.</li> </ul> <p>This unit applies to learners needing to develop their English language reading and writing skills to satisfy social, community or vocational needs in a range of contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Analyse complex instructions	1.1	Identify the context and purpose of a set of complex instructions
		1.2	Identify and analyse the conventions and organisational features of complex instructions
		1.3	Use organisational features of text to locate specific information related to the completion of the task
		1.4	Analyse the effectiveness of the instructions
2	Write complex	2.1	Plan a set of complex instructions for a specific purpose

	instructions		or task
		2.2	Research information relevant to the instructions
		2.3	Write instructions following conventions and organisational features relevant to instructions
		2.4	Review the instructions and amend final draft
3	Analyse complex advisory texts	3.1	Identify the context, topic and purpose of the complex advisory text
		3.2	Analyse the structure and discourse features of the text
		3.3	Identify conventions of advisory text
		3.4	Use organisational features of the text to locate and select information for a specific purpose
		3.5	Analyse and comment on the effectiveness of the text
4	Produce complex advisory texts	4.1	Plan advisory text for a specific purpose
		4.2	Research information relevant to the purpose
		4.3	Sort and collate information and draft text using layout and formatting appropriate to a complex advisory text
		4.4	Review and amend the draft text

### Range of Conditions

In this context, complex instructions and advisory texts apply to a range of contexts. They include elements that are unfamiliar, include some specialisation specific to the topic and contain some abstract ideas and embedded information which may be presented in different forms and communicated through complex grammatical structures. They include analysis and integration of different pieces of information. The texts may be paper-based or digital forms.

Complex instructions may include but are not limited to instructions to access and act on information to complete a task, such as following instructions on a website, visual diagrams that require interpretation for example to assemble furniture, instructions for a learning activity which involves integration of a number of detailed steps and pieces of information, instructions to complete a project or activity which may involve a number of participants with different roles, activities and requirements.

Complex instructions may include the following conventions and organisational features: table of contents, dot points / numbered instructions to indicate order of sequenced steps in a process, use of sequence markers and other linguistic cues to indicate sequencing, headings, visually complex text, such as graphs / flowcharts / calendars / maps / tables / charts / diagrams.

Complex advisory texts include different purposes, such as providing guidance, offering advice about a problem or issue, how to achieve a solution or deal with a situation or influence a course of action, such as dealing with changed traffic conditions due to major infrastructure projects or events, how to manage study and work, how to reduce waste, how to save on energy costs, health and wellbeing

advice, travel/cultural advice, how to succeed in a job interview.

Structure and discourse features of complex advisory texts include:

- logical structure
- coherently linked paragraphs with topic sentences and supporting information
- discourse markers and conjunctions used to maintain linkages through lengthy and complex text,
- formatting such as numbered or bullet pointed lists, headings, visual material such as diagrams, symbols integrated into the text, formal style, such as impersonal tone, correct spelling and punctuation, capitalisation, and may include dates and numbers and their abbreviations.

## 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"> <li>• analyse and use structure and discourse features for complex instructions and advisory texts</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan, draft and produce complex instructions and advisory texts</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23532 Read and write complex instructions and advisory texts	VU22622 Read and write complex instructions and advisory texts	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23532 Read and write complex instructions and advisory texts

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- analyse and evaluate one set of complex instructions for a task or activity
- plan, research and produce one set of complex instructions using appropriate structure and conventions
- analyse and evaluate two complex advisory texts and plan, produce and review one complex advisory text comprising a series of coherently linked paragraphs which use register, style and language appropriate to audience, purpose and context.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary and expressions related to selected topics including collocations and phrasal verbs
- compound sentences and complex sentences with subordinate clauses found in complex instructions and advisory texts
- verb tenses and forms to convey different points in time, such as *active and passive, imperatives and conditionals* to indicate what might happen if an action is not followed
- modals and modal forms to reinforce choice in advisory texts, such as *You might like to..., Alternatively, you could...*
- adjectives, adverbs, and adverbial phrases to explain why, how, where, or when an action occurs
- conjunctions (subordinating and coordinating), such as *although, because, unless, before, since* to link sentences and ideas and some relative pronouns such as *who, whoever, that, which, when, where, whose*
- discourse markers to indicate comparisons and contrasts, similarities, cause and effect and to sequence, connect and structure instructions and advisory text, such as *first, second, first, whereas, nevertheless, even though, as well as, in particular, especially*
- adverbial phrases, prepositions and prepositional phrases to provide additional information, such as *how, when, where an action occurs*
- organisational features of instructions and advisory texts to coherently link paragraphs and communicate complex relationships between ideas.

Sociolinguistic and Cultural Knowledge:

- register and style appropriate to complex instructions and advisory texts
- cues for inferred meaning, such as *logical, contextual cues*
- ways of detecting the writer's purpose and attitudes.

**Assessment  
Conditions**

Assessment must ensure access to a range of EAL resources including:

- relevant complex instructions and advisory texts
- a bilingual dictionary, and/or an English-English dictionary.

Assessment practices consider the learner's need to initiate support from a range of established resources such as:

- contextual support, for example in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences and expectations
- assistance in reviewing texts prior to the final draft.

Assessment takes into consideration:

- time to read and analyse texts
- time to complete written texts.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23533</b>
<b>Unit title</b>	<b>Read and write complex creative texts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to critically read, analyse and write detailed, complex creative texts using appropriate language and structure.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3 / 3+ and Writing 3 / 3+.</li> </ul> <p>This unit applies to learners needing to develop their English language reading and writing skills to read and write complex creative texts. The contexts in which these skills are applied are varied and can relate to personal, community or further study contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Critically read complex creative texts	1.1	Assess the writer's intention and key theme/s or issues presented in the text
		1.2	Identify the conventions and literary devices used in the text
		1.3	Outline the key themes or issues and details, opinions, or attitudes expressed
		1.4	Conduct a detailed analysis of a specific aspect of the text
		1.5	Critically review the effectiveness of the text

2	Write detailed creative texts	2.1	Develop a plan for a creative text for a specific purpose
		2.2	Select content and language for inclusion
		2.3	Sequence text with a range of connectives and discourse markers
		2.4	Express ideas, opinions, feelings on the chosen topic/theme in complex writing
		2.5	Review and amend draft text

### Range of Conditions

In this context, complex creative texts apply to a range of contexts and may include themes such as life, society, human nature and identity and belonging or migration. They include elements that are unfamiliar, include some specialisation specific to the theme or topic and contain some abstract ideas and embedded information which may be presented in different forms and communicated through complex grammatical structures. They include extended texts which are detailed and include a number of coherently linked paragraphs or shorter texts which are complex in composition or structure and linguistically challenging. The texts may be paper-based or in digital format.

Complex creative texts may include but are not limited to short stories / novels, films / book reviews, poetry, dialogues, non-fiction accounts, such as personal recounts, biographies and autobiographies, reflective journals and diaries, learning logs.

Conventions and literary devices used in complex creative texts may include prose text, narrator's voice, such as use of first person, third person, narrative style and structure, such as chronological, forward or backward time shifts, use of symbolism, allegory, and imagery, use of language, including dialogue, sentence structure and word choices.

Specific aspects of the texts may include but are not limited to theme, plot, setting, character.

A writer's intention and purpose may include but are not limited to entertaining, amusing, informing, convincing or persuading, informing immediate or familiar audience, such as an autobiography written for own children.

Purpose for the imaginative or creative writing may include personal self-expression, inclusion in an anthology of writing, exploration of a particular theme or issue, such as impact of migration, experience of living in two cultures, stepping into the future.

### 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"> <li>apply appropriate conventions and literary devices to complex creative texts</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>plan and sequence creative texts</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23533 Read and write complex creative texts	VU22623 Read and write complex creative texts	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23533 Read and write complex creative texts</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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>select and critically analyse two complex creative texts including one aspect from each text and use of literary conventions and language</li> <li>construct and review one detailed, complex creative text comprising several coherently-linked paragraphs which communicate complex relationships between ideas and use register, style and language appropriate to audience and purpose or one shorter text which is complex in composition and structure.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>vocabulary and expressions for topics/themes for creative texts including literary language, such as <i>metaphors and similes, collocations and phrasal verbs</i></li> <li>compound sentences and complex sentences with subordinate clauses found in complex creative texts</li> <li>complex verb tenses and verb forms to convey points in time, such as <i>active and passive forms with different tenses such as present and past continuous, present perfect, past perfect, such as is being given, has been given, had been given, future, conditional</i></li> <li>reported speech / dialogue with different verb forms to relate different perspectives</li> <li>modals and modal forms, such as <i>can, could, may, might, would, shall, should</i></li> <li>adjectives, adverbs, and/or adverbial phrases to explain or describe <i>why, how, where, or when</i> an action occurs</li> <li>conjunctions (subordinating and coordinating), such as <i>although, because, unless, before, since</i> to link sentences and ideas and some relative pronouns, such as <i>who, whoever, that, which, whose</i></li> <li>discourse markers to sequence and structure text, and link paragraphs, such as to express <i>addition, cause and effect, contrast, such as however, sequence and time</i></li> <li>prepositions and/or prepositional phrases to provide additional information, such as <i>to, of, at, by, for, with, on</i></li> <li>prose styles, linguistic features and structures used in complex creative texts.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>common idiomatic or colloquial expressions</li> <li>register and style appropriate to context</li> </ul>

	<ul style="list-style-type: none"> <li>• meaning making strategies, such as:             <ul style="list-style-type: none"> <li>○ cues used for inferred meaning, such as <i>logical, contextual cues</i></li> <li>○ writer's tone and intention</li> <li>○ use of fact and opinion, irony, understatement, exaggeration in texts</li> <li>○ literary devices used in complex creative texts.</li> </ul> </li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• samples of complex creative texts which provide contextual support in relation to unfamiliar jargon and cultural aspects</li> <li>• a bilingual dictionary, and/or an English-English dictionary,</li> </ul> <p>Assessment practices consider the learner's need to initiate support from a range of established resources, such as:</p> <ul style="list-style-type: none"> <li>• contextual support in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences or perspectives in creative texts</li> <li>• assistance in reviewing texts prior to the final draft,</li> </ul> <p>Assessment takes into consideration:</p> <ul style="list-style-type: none"> <li>• time to read and analyse texts</li> <li>• time to complete written texts.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23534</b>
<b>Unit title</b>	<b>Participate in simple conversations and transactions for employment</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to use speaking and listening skills to participate in simple conversations and transactions which are routine and relevant to the employment context</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 2</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 2 and Listening 2.</li> </ul> <p>This unit applies to EAL learners developing speaking and listening skills in English to satisfy social and transactional needs for communication in employment-related contexts. These skills may apply to preparation for employment and a range of job roles and industry areas and may involve some specialised or technical language</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable.

<b>Element</b>		<b>Performance Criteria</b>	
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 simple casual conversations in a workplace context	1.1	Use common opening and closing expressions
		1.2	Use simple questions to maintain casual conversations
		1.3	Use turn-taking to maintain conversations
2	Participate in simple formal conversations in a	2.1	Use polite expressions to open and close formal workplace related conversations

	workplace context	2.2	Ask simple questions
		2.3	Make simple requests
		2.4	Respond to questions and requests for information
3	Follow simple spoken instructions or directions in a workplace context	3.1	Identify the purpose of the instructions or directions
		3.2	Identify discourse markers used to signal steps or movements
		3.3	Use simple visual or diagrammatic supports to follow instructions
		3.4	Ask questions to clarify or confirm meaning
4	Give simple spoken instructions or directions in workplace context	4.1	Explain the purpose of the instructions or directions
		4.2	Give one or two step instructions, using discourse markers
		4.3	Use supports as required
		4.4	Respond to requests for clarification

### Range of Conditions

In this context, spoken texts have familiar and predictable contexts with a clear personal or social purpose related to a workplace context and contain familiar vocabulary related to work. Spoken instructional texts contain a limited number of familiar steps and/or required movements.

Simple conversations should be appropriate to a workplace setting and can include casual, personal / social matters as a way to communicate with peers, colleagues and supervisors and/or workplace specific matters, seeking or giving directions, advice, confirmation, instruction.

Casual conversations in the workplace may include but are not limited to conversation on topics relating to everyday life including external interests, such as sport, weather, politics or topics relating to familiar employment situations.

Formal workplace conversations may include but are not limited to exchanges about work schedules, leave entitlements, workplace health and safety, simple work procedures.

Instructions or directions may include but are not limited to how to operate machinery or equipment, evacuation procedures, how to fill in timesheets, how to complete a simple form.

Visual supports that may assist in following and giving simple instructions or directions in the workplace may include but are not limited to: diagrams, charts, graphic instructions, diagrams, labels, photos.

At this level pronunciation is mostly intelligible with adequate stress and intonation characterised by hesitation and circumlocution.

## 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"> <li>obtain and respond to feedback</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify and use conventions to participate in simple conversations within a workplace context</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>manage learning and speaking tasks and identify ways to improve with advice from a support person</li> </ul>

Unit Mapping Information	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23534 Participate in simple conversations and transactions for employment	VU22628 Participate in simple conversations and transactions for employment	Equivalent

<b>Assessment Requirements</b>	
<b>Title</b>	Assessment Requirements for VU23534 Participate in simple conversations and transactions for employment
<b>Performance Evidence</b>	<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 use conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• participate in two simple conversations appropriate to a workplace with one or more people, one casual and one formal</li> <li>• follow a set of simple instructions or directions to perform a simple workplace task</li> <li>• give a set of simple instructions or directions for a workplace task.</li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary to talk about familiar issues including adjectives, adverbs and some adverbial phrases</li> <li>• simple and compound sentence structures</li> <li>• forms of questioning, including seeking clarification in conversations</li> <li>• simple high frequency verb tenses and forms</li> <li>• modals or modal forms, such as <i>should, would, could, might, need to</i></li> <li>• common phrasal verbs, such as <i>Can you finish this before you go home?</i></li> <li>• appropriate use of conjunctions, such as <i>when, but, if, although, so, When I left school, I got a job here.</i></li> <li>• discourse markers or cohesive devices, such as <i>first, then, by the way, anyway, so, after that</i></li> <li>• prepositions or prepositional phrases, such as <i>on the weekend, at the end of Ramadan</i></li> <li>• paralinguistic features of conversations or transactions to support understanding and communication</li> <li>• pausing, stress and intonation to support understanding and communication.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• politeness conventions in conversation.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• a range of EAL resources including: <ul style="list-style-type: none"> <li>○ bilingual resources and other resources for support, such as models for presentations</li> <li>○ a bilingual dictionary, and/or an English-English dictionary</li> </ul> </li> <li>• conversation participants.</li> </ul>

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Assessment must ensure support for the learner takes into consideration the following factors:

- need for a sympathetic interlocutor
- need for contextual support.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

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<b>Unit code</b>	<b>VU23535</b>
<b>Unit title</b>	<b>Read and write simple texts for employment</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to read and write simple, routine informational and instructional texts relevant to employment.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Reading and Writing at Level 2</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2 and Writing 2.</li> </ul> <p>This unit applies to EAL learners wishing to develop reading and writing skills to satisfy everyday routine needs in familiar employment and work contexts. The application of knowledge and skills described in this unit is relevant to a range of job roles and industry areas.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Respond to simple written instructions for a workplace task	1.1	Identify the purpose of the simple written instructions
		1.2	Identify features of discourse structure used in the written instructions
		1.3	Identify the requirements of the written instructions
		1.4	Use supporting visual information to clarify meaning as appropriate
		1.5	Ask questions to clarify meaning if required

2	Read simple messages in a workplace context	2.1	Identify the purpose of the simple message in workplace context
		2.2	Identify conventions in the message
		2.3	Identify the key information in the message
		2.4	Ask questions to clarify meaning if required
3	Read simple written workplace communications	3.1	Identify the purpose of the simple written workplace communication
		3.2	Identify the main idea or requirements
		3.3	Ask questions to clarify meaning if required
4	Write simple messages in a workplace context	4.1	Identify the purpose and convention for the note or message in a workplace context
		4.2	Plan and draft the note or message
		4.3	Convey information in a series of short sentences
		4.4	Proofread and correct final draft

### Range of Conditions

In this context, simple texts for employment are familiar and unambiguous with a clear, explicit purpose. They contain familiar vocabulary and instructional texts have a limited number of familiar steps. Texts are applied in a limited range of workplace contexts and may be paper-based, or in digital format.

Simple written instructions may include but are not limited to digital or paper-based texts such as:

- standard operating procedures of a small number of steps, manufacturer's instructions, simple work plans, application process, resume format and interview procedures for a new position
- supporting visuals, icons, diagrams, graphics, photos, screen-based information, colour coded signage and labelling or large type.

Simple messages may include but are not limited to written messages using printed and hand-written formats including:

- telephone messages on a proforma, maintenance forms, checklists of work tasks, SMS / email messages, for example to confirm an appointment time
- conventions such as particular workplace communication formatting and style for messages / emails, jargon / familiar vocabulary, routine technical terms, register appropriate to audience.

Simple written workplace communications may include but are not limited to rosters, notices, manufacturers' specifications, WHS notifications, flow charts, incident / accident report forms.

Conventions of simple workplace texts may include but are not limited to:

- formatting and style particular to an industry or workplace
- jargon / familiar vocabulary
- routine technical terms

- terms of address and register
- appropriate type of communication for particular messages
- dot points, numbering, sequence markers, use of conditional (instructions).

The planning and drafting process may include using digital spell checker, comparing own texts with model texts from the workplace or related contexts, checking grammar, sequencing of information, suitability of format.

## 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"> <li>• plan, draft and proofread own writing</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• use appropriate conventions according to workplace context</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23535 Read and write simple texts for employment	VU22629 Read and write simple texts for employment	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23535 Read and write simple texts for employment

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- respond to two sets of simple written workplace instructions for different workplace tasks
- read and respond to two simple types of workplace communications, including a simple message
- use the planning and writing process to write one simple message in a workplace context using a series of short sentences.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary and expressions relevant to the workplace to get the gist of, and locate key information in written texts
- simple adjectives, adverbs or simple adverbial phrases, such as *as soon as possible*
- simple or compound sentence structures
- simple question forms to clarify meaning
- simple high frequency discourse markers or cohesive devices, such as *first, then, after that*
- simple prepositions or prepositional phrases, such as *in, at, on, under, over*
- simple high frequency tense and aspect forms to describe present, past or future, such as:
  - simple present
  - simple past
  - present continuous
  - future forms such as I will be late for the meeting
  - verbs +ing such as, he is working on that machine
  - imperative such as leave the light on
- simple phrasal verbs used in instructional and informational texts, such as *Turn off the computer*
- simple modals or modal forms, such as *should, could, would, shouldn't need to, don't need to*
- simple connectives, such as *when, but, if although, so, Ring the boss when you get in.*

Sociolinguistic and Cultural Knowledge:

	<ul style="list-style-type: none"> <li>• difference between formal and informal registers in workplace communications</li> <li>• some awareness of tone, intention or attitude of writer.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• an appropriate range of relevant operational situations in the workplace</li> <li>• EAL resources, such as: <ul style="list-style-type: none"> <li>○ a bilingual and/or English-English dictionary</li> <li>○ model texts</li> <li>○ grammar references.</li> </ul> </li> </ul> <p>Assessment must ensure support for the learner takes into consideration that the learner may need:</p> <ul style="list-style-type: none"> <li>• contextual support, for example unfamiliar cultural references</li> <li>• time to work out meaning or requirements of texts</li> <li>• support to proofread and incorporate teacher comments on drafts.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23536</b>
<b>Unit title</b>	<b>Observe and report on workplace activities</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to plan and organise practical workplace observations, collect and record observations, report observations to others, evaluate the experience, and reflect on own learning goals for the Australian workplace. The focus of the workplace observation is on development of language skills in the context of work.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication, Reading and Writing at Level 2</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) are not applicable for this unit.</li> </ul> <p>This unit applies to EAL learners needing to develop skills and knowledge to familiarise themselves with Australian workplaces including different job roles in the Australian workplace.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan work observation experience	1.1	Identify workplace or community options for workplace observation placement
		1.2	Note requirements of workplace observation participants by selected workplace or community enterprise
		1.3	Discuss process and criteria for observation with supervising teacher
2	Collect and record	2.1	Identify roles and responsibilities of workplace personnel

	information at the workplace	2.2	Identify a range of workplace activities
		2.3	Note features of communication activities in the workplace
		2.4	Record information using agreed criteria
3	Report observations to others	3.1	Organise recorded information
		3.2	Present observation to others
4	Review observation experience in relation to own language learning goals for the workplace	4.1	Discuss observation in relation to own workplace language learning goals
		4.2	Adjust own workplace language learning goals if required

### Range of Conditions

In this context, language learning in a workplace context may involve tasks that are unambiguous with a clear, explicit purpose and a limited number of familiar steps. Workplace activities may be in paper-based or in digital format.

Observation requirements for participants may include but are not limited to:

- following WHS regulations such as use of personal protective clothing (PPE), no-go areas, correct manual handling and/or hazard identification
- some awareness of workplace requirements and processes such as codes of practice, anti-discrimination, industrial relations
- time of arrival
- meeting place
- reporting requirements
- requirements at the end of observation placement such as completing documentation, attending final interview and/or returning equipment / keys / access passes.

Workplace activities for observation may include but are not limited to routine job tasks, safety procedures, use of equipment.

Workplace communications may include but are not limited to:

- paper-based and digital notices and signage
- casual and formal exchanges in the workplace such as common topics in casual exchanges, procedures in formal meetings, protocols in interviews, reporting to superiors, cultural expectations, use of languages other than English, use of colloquial language
- operating procedures and equipment manuals
- digital communication and use of technology, such as digital devices
- writing skills required for specific job roles.

Participant workplace records may include but are not limited to:

- completing proformas
- keeping a log book or journal
- photographing or audio recording activities
- collecting employees' statement of duties

- collecting work samples, workplace documents
- developing vocabulary lists
- noting useful phrases and expressions.

Outcomes and report of workplace observations may be presented verbally or in writing.

Participant workplace language learning goals may include but are not limited to developing new skills, such as digital technology skills, amending study pathway plans, modifying language learning with a focus on specific areas, reviewing own employability skills and/or reviewing own expectations against those in workplace.

At this level pronunciation is mostly intelligible with adequate stress and intonation characterised by hesitation and circumlocution.

### 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"> <li>• review own language learning goals related to the workplace</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan and prepare for workplace observation</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• collect and record information for own workplace observation and experience</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23536 Observe and report on workplace activities	VU22630 Observe and report on activities in a workplace	Equivalent

## Assessment Requirements

<p><b>Title</b></p>	<p>Assessment Requirements for VU23536 Observe and report on workplace activities</p>
<p><b>Performance Evidence</b></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 use conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• plan and observe two workplace activities</li> <li>• record and report on information collected during each observation</li> <li>• review observation experience in relation to own learning goals</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary including adjectives, adverbs, some adverbial phrases or common phrasal verbs to discuss workplace observation and to describe workplace activities</li> <li>• simple or compound sentence structures</li> <li>• common high frequency verb tenses and forms</li> <li>• a range of common phrasal verbs to discuss workplace procedures, such as <i>She's turning off the computer</i></li> <li>• modals or modal forms, such as <i>should, would, could, might, need to</i></li> <li>• high frequency discourse markers or cohesive devices, such as <i>first, then, by the way, anyway, so, after that</i></li> <li>• prepositions and prepositional phrases, such as <i>on the first day of the month, at the end of the shift.</i></li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• politeness conventions in conversation</li> <li>• some awareness of register in workplaces</li> <li>• use and choice of address forms.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• appropriate workplaces to complete observation tasks</li> <li>• a range of EAL resources, such as bilingual resources as required.</li> </ul> <p>Assessment must ensure support for the learner takes into consideration:</p> <ul style="list-style-type: none"> <li>• the need for a sympathetic interlocutor</li> <li>• the need for contextual support related to cultural aspects of the Australian workplace.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23537</b>
<b>Unit title</b>	<b>Prepare to work effectively in an Australian workplace</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to participate effectively in an Australian workplace.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 2</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 2 and Listening 2.</li> </ul> <p>This unit applies to EAL learners needing to develop cultural knowledge to familiarise themselves with Australian workplaces to support effective participation.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 cultural features of communication in an Australian workplace	1.1	Identify key cultural features of the Australian workplace
		1.2	Discuss aspects of communication within the Australian workplace
		1.3	Discuss strategies to assist cultural understanding
2	Identify skills required to participate in an	2.1	Identify workplace skills and attributes of the Australian workplace

	Australian workplace	2.2	Identify own skills and attributes
		2.3	Compare own skills to those required for a specific job
		2.4	Discuss strategies to develop skills to participate effectively in an Australian workplace
3	Identify conditions in an Australian workplace	3.1	Identify common conditions of employment in an Australian workplace
		3.2	Identify sources of information about conditions of employment in an Australian workplace
		3.3	Locate sources of support in a workplace

### Range of Conditions

In this context, preparation to work in an Australian workplace may involve tasks that are unambiguous with a clear, explicit purpose and a limited number of familiar steps. Texts about the workplace may be paper-based or in digital format

Cultural features in Australian workplaces may include but are not limited to:

- organisational or workplace structures such as democratic or a flat structure
- expectations regarding workplace relationships such as:
  - communication behaviours, for example greetings at the start of a day
  - informality between different levels in the hierarchy
  - decision-making may be shared by a number of people
  - valuing team work
  - expectation that employees will involve themselves in social aspects of the workplace, for example engage in casual conversation, share celebrations
  - formality may be softened by informality, for example meetings often start with some informal small talk
- workplace expectations and ethics, such as complying with work procedures, following instructions, respecting others and complying with terms and conditions of employment including keeping to set hours, responsibilities regarding attendance, sick leave
- different ways of applying for positions, such as cold calling, submission of resume, digital applications for job ads
- how you communicate with others, such as understanding the importance of register, differences in forms of address, formality / informality and when required, language of the industry, protocols, values of the workplace
- workplace communication styles including colloquial language used in greetings, discussing familiar topics like sport or family, expressions specific to a workplace, expectations regarding use of swear words, expectations regarding use of language that is non-sexist / racist / homophobic or discriminatory in any way

- different strategies or ways appropriate for communicating with colleagues from diverse backgrounds and/or colleagues at different levels of the workplace hierarchy and in different situations
- dealing with communication problems, such as typical misunderstandings that can occur in the workplace, issues which can arise from cultural misunderstanding and/or appropriate ways of dealing with communication problems
- giving own opinions and attitudes and/or problem solving, negotiating
- reporting hazards or dangerous situations to appropriate workplace personnel,

Strategies to assist cultural understanding may include but are not limited to discussions to clarify points, sources of difference, accessing bilingual support, mediation, observation of different practices,

Skills applicable to an Australian workplace may include but are not limited to employability skills, such as problem solving and planning and organising, enabling and/or core language and numeracy skills, digital literacy skills,

A participant's own skills relevant to a workplace may include but are not limited to:

- formal technical skills gained through training and experience which includes paid and/or unpaid
- non-technical skills gained through family and/or community experience, such as communication, teamwork, organisational, problem solving,

Conditions of employment in an Australian workplace may include but are not limited to:

- those governed by legislation and regulation including freedom from harassment, racial discrimination, equal opportunity, safe working environment, guaranteed entitlements
- employer expectations, such as punctuality, personal presentation, behaviour
- daily routine requirements, such as attendance, hours of work / breaks, equipment, reporting.

Sources of information that offer support in Australian workplaces may include but are not limited to trade unions, internal support structures including Human Resources sections, training personnel.

Other sources of information may be obtained from but are not limited to government agencies including WorkSafe, Fair Work Australia, bilingual sources of information and assistance including telephone interpreter service.

Strategies that can be used to participate effectively in Australian workplaces include but are not limited to developing skills in specific areas, such as technical skills, digital skills, pronunciation, vocabulary, including industry terminology, interview skills, undertaking orientation to workplaces, resume building, seeking referees, volunteering, work placements, accessing resources to build knowledge, such as: audio visual demonstration of workplace activities, digital literacy training, mentors, colleagues with same language.

At this level pronunciation is mostly intelligible with adequate pausing, stress and intonation characterised by hesitation and circumlocution.

## Foundation Skills

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

Skill	Description
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Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify strategies to support effective participation in Australian workplaces</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>correlate own skills with required skill in the workplace</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23537 Prepare to work effectively in an Australian workplace	VU22631 Prepare to work effectively in an Australian workplace	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23537 Prepare to work effectively in an Australian workplace

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use conventions and linguistic knowledge to:

- identify and discuss at least two cultural features of the Australian workplace and at least two strategies to support effective workplace participation
- identify skills required in the Australian workplace and own skills that support workplace participation
- outline at least two common conditions of employment in the Australian workplace and at least two sources of relevant support.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary to describe and discuss cultural features of the workplace and skills required in the workplace including a limited range of common phrasal verbs, adjectives, adverbs or some adverbial phrases
- prepositions and prepositional phrases, such as *at the end of the shift*
- simple sentence structures, such as
  - simple or compound sentences to describe the workplace, or
  - simple questions, for example to seek clarification in a conversation, ask for repetition or restatement
- common high frequency verb tenses or imperative forms, such as
  - giving and following instructions, or
  - explaining a series of events
- modals or modal forms, such as *should, would, could, might, need to*
- conjunctions, such as *when, but, if, although, so, When you arrive, you need to open all the blinds*
- high frequency discourse markers or cohesive devices, such as *first, then, by the way, anyway, so, after that*
- simple paralinguistic features, such as *body language*, to interpret and convey meaning and acknowledge understanding.

Sociolinguistic and Cultural Knowledge:

- use of register in Australian workplaces
- some idiomatic expressions and colloquialisms typically used in the workplace.

**Assessment  
Conditions**

Assessment must ensure access to:

- current information about the Australian workplace,

Assessment must ensure support for the learner takes into consideration the following factors:

- need for a sympathetic interlocutor
- need for contextual support related to cultural aspects of the Australian workplace.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23538</b>
<b>Unit title</b>	<b>Participate in straightforward interactions for employment</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to use speaking and listening skills to participate in straightforward informal and formal employment interactions involving discussion and instructions.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 2+ and Listening 2+.</li> </ul> <p>This unit applies to learners needing to develop their speaking and listening skills in English in employment related contexts. These skills may apply to a range of job roles and industry areas, and may involve some specialised or technical language</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 casual conversations in a workplace context	1.1	Use informal expressions to open and close the conversation
		1.2	Use informal expressions to enter and leave the conversation
		1.3	Use questions and invitations to join the conversation
		1.4	Contribute comments and respond to familiar topics

		1.5	Use a range of phrases and some idiomatic expressions
2	Participate in a formal conversation with one or more people	2.1	Use polite expressions to open and close a conversation and take turns appropriate to the context
		2.2	Use a range of expressions to enter and leave a formal conversation
		2.3	Use straightforward everyday expressions appropriate to the context
		2.4	Respond to and raise issues or present a proposal
		2.5	Respond to and make requests
3	Follow spoken instructions or directions in a workplace context	3.1	Identify the purpose of the spoken instructions or directions
		3.2	Identify discourse markers used to signal steps or movements
		3.3	Link instructions or directions to visual or diagrammatic supports as appropriate
		3.4	Confirm understanding of the instructions or directions
		3.5	Comment on the effectiveness of the instructions or directions
4	Give spoken instructions or directions in a workplace context	4.1	Explain the purpose of the instructions or directions
		4.2	Use the processes of planning and drafting and prepare supports
		4.3	Use visuals to support delivery of instructions or directions
		4.4	Use appropriate signals to explain and indicate the importance of actions required
		4.5	Clarify audience understanding of the instructions or directions

### Range of Conditions

In this context, straightforward interactions for employment generally refer to familiar and some less familiar contexts such as work or workplace social contexts with some embedded information and some specialised vocabulary using informal and formal register relevant to the interaction.

Workplace conversations may include but are not limited to:

- informal topics of conversation, such as sports, weather, weekend events, current affairs or work-related topics such as work tasks, differences between workplaces here and overseas, skills required for certain jobs or technical and digital skills used in the workplace. In this context, register appropriate to the context may include polite expressions to open conversations using conditionals and other expressions, such as Would you mind if / Can I ask you something and to close conversations, such as Thanks for your time
- formal workplace conversations, such as discussion of rosters or leave entitlements, workplace operations, health and safety or bullying, workplace proposals, such as suggestions for improvement, request for a change of workplace arrangements, such as a change of roster or request to work part-time or solutions to problems, such as getting people to come to meetings or read work emails.

In this context, spoken workplace instructions may include but are not limited to how to operate machinery or equipment, procedures, such as for evacuation or workplace health and safety, workplace induction or handover from one shift to the next. Use of formal register may include appropriate discourse markers to show sequence and clear presentation of information.

Visual materials to support delivery of instructions or directions may include but are not limited to digital displays, on screen or paper-based diagrams, instructions, charts or labels.

At this level, pronunciation is generally intelligible with effective use of stress and intonation although speaking may be characterised by hesitations and pronunciation which generally does not obscure meaning but may require occasional clarification.

## 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"> <li>identify and apply strategies to participate in spoken transactions</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>prepare and present spoken instructions</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23538 Participate in straightforward interactions for employment	VU22632 Participate in a range of straightforward interactions for employment	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23538 Participate in straightforward interactions for employment

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- participate in one casual and one formal conversation in a work related context using appropriate conversation strategies for the context
- follow one set of instructions or directions in a work related context
- give one set of instructions or directions in a work related context.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- straightforward verb tenses, such as *present perfect continuous, past perfect, present and simple passive or conditional with if and unless*
- question forms, such as *to get others to clarify misunderstandings and ambiguous points*
- common modal forms, including negative form of *need to, have to*
- phrasal verbs
- adjectives, adverbs and adverbial phrases to explain or qualify information
- common formal and informal discourse markers and conjunctions
- modifying words and phrases to explain and qualify ideas and express opinions and attitudes
- use of voice quality, pausing stress and intonation to modify meaning
- strategies used to participate in straightforward conversations and to give and follow instructions or directions in an employment context.

Sociolinguistic and Cultural Knowledge:

- register appropriate to the context
- a limited range of colloquial and idiomatic expressions related to the workplace
- cues to recognise some inferred meaning
- detect and give opinions or attitudes in oral texts, such as *I think that, Wouldn't it be better?*

### Assessment Conditions

Assessment must ensure:

- access to a range of EAL resources including:
  - bilingual resources and other resources for support, such as models for presentations
  - a bilingual dictionary, and/or an English-English dictionary
- access to conversation participants

- assessment tools developed for this unit use straightforward oral texts without much colloquial speech and in which varieties of English are familiar.

Assessment must ensure support for the learner takes into consideration the following factors:

- need for moderate support from the interlocutor
- need for some contextual support.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23539</b>
<b>Unit title</b>	<b>Read and write straightforward texts for employment</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to read and write straightforward digital and/or paper-based texts relevant to employment including instructions.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Reading and Writing at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2+ and Writing 2+.</li> </ul> <p>This unit applies to EAL learners needing to develop their English reading and writing skills for formal and informal communications and transactions related to employment and the workplace. The application of knowledge and skills described in this unit is relevant to a varied of job roles and industry areas.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Respond to straightforward written instructions for a workplace task	1.1	Identify the purpose of a workplace instruction
		1.2	Identify layout features used in the instructions
		1.3	Locate specific information in the instructions
		1.4	Comment on the effectiveness of the instructions

2	Read straightforward workplace texts	2.1	Identify the context and purpose of workplace text
		2.2	Identify and analyse the format and presentation style in the text
		2.3	Identify the main ideas or requirements
		2.4	Identify some issues raised
		2.5	State explicit and inferred meaning
3	Write straightforward workplace texts	3.1	Identify the purpose and writing style for a straightforward text in a workplace context
		3.2	Identify and apply conventions appropriate to the task
		3.3	Use the processes of planning and drafting
		3.4	Sequence information in a suitable format
		3.5	Ensure supporting details are given
		3.6	Proofread and edit final draft

### Range of Conditions

In this context, straightforward texts for employment contain familiar and some less familiar elements, include some embedded information and specialised vocabulary and refer to workplace contexts and address different workplace purposes, such as warning, advising or informing. Texts can be digital or paper-based.

Workplace instructions may include but are not limited to procedures, specifications, safety notices or WHS instructions with layout features such as formatting, dot points, large type, numbered instructions, sequence markers, graphics or icons.

Commenting on the effectiveness of instructions may include but is not limited to beginning analysis of clarity of words and visuals, whether steps were sufficient or easy / difficult to follow and whether instructions were correct.

Workplace texts may include but are not limited to:

- formal and informal correspondence such as email messages, letters or memos which may feature format conventions, such as subject lines, addressing protocols
- workplace records and documentation, incident reports which may feature format and presentation styles, such as use of templates and digital texts
- work-related websites, including intranet policies and procedures which may feature format and presentation styles, such as headers, footers, logos, letterheads.

## 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"> <li>skim texts for main ideas</li> <li>work out meaning of unknown words from context</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>proofread, self-correct and redraft own writing</li> <li>select vocabulary, expressions and forms to modify own writing</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23539 Read and write straightforward texts for employment	VU22633 Read and write straightforward texts for employment	Equivalent

## Assessment Requirements

<p><b>Title</b></p>	<p>Assessment Requirements for VU23539 Read and write straightforward texts for employment</p>
<p><b>Performance Evidence</b></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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• respond to two straightforward texts for employment including one set of written instructions for a specific workplace task and one workplace communication text including use of formatting, register, layout and appropriate linguistic structures</li> <li>• write one straightforward text for a specific workplace purpose using appropriate register, layout and conventions</li> <li>• use processes to review and redraft text.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary and expressions for straightforward texts related to employment</li> <li>• common collocations</li> <li>• straightforward, compound and conditional sentence structures with <i>if or unless</i></li> <li>• question forms, such as <i>to request information</i></li> <li>• paragraph structure in formal communications, such as <i>topic sentence, supporting details, linking devices</i></li> <li>• adjectives and adverbs used in workplace documents</li> <li>• adverbial phrases, prepositions and prepositional phrases</li> <li>• tense and aspect forms, such as:             <ul style="list-style-type: none"> <li>○ present perfect continuous and past perfect, such as <i>I have given my leave form to the boss</i></li> <li>○ present and past simple passive, such as <i>The machine has been fixed. Meetings are held on Mondays</i></li> </ul> </li> <li>• reported speech used in communications and other work related texts</li> <li>• phrasal verbs</li> <li>• modals and modal forms, including negative form, such as <i>need to and have to</i></li> <li>• discourse markers and cohesive devices to structure text, such as             <ul style="list-style-type: none"> <li>○ addition: <i>in addition</i></li> <li>○ cause and effect: <i>therefore, as a result,</i></li> <li>○ contrast: <i>however</i></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ sequence: following that</li> <li>○ time: finally.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• variation of register in workplace communications</li> <li>• recognition of some inferred meaning by using cues such as <i>syntactic, semantic, logical, contextual</i></li> <li>• awareness of tone and intention of writer.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• appropriate and relevant operational situations in the workplace</li> <li>• access to EAL resources, such as: <ul style="list-style-type: none"> <li>○ a bilingual dictionary</li> <li>○ English-English dictionary</li> <li>○ model texts</li> <li>○ grammar references.</li> </ul> </li> </ul> <p>Assessment must ensure support takes into consideration that the learner may need:</p> <ul style="list-style-type: none"> <li>• contextual support, for example in relation to unfamiliar jargon, acronyms and some aspects of Australian culture</li> <li>• time to work out meaning, for example unfamiliar elements and specialised vocabulary or requirements of texts</li> <li>• occasional support to proofread and self-correct final drafts of written work</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23540</b>
<b>Unit title</b>	<b>Present and listen to complex oral presentations in an employment or professional context</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to present and listen to complex oral presentations in English in an employment or professional context</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of indicators of competence in Oral Communication at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>The ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+.</li> </ul> <p>This unit applies to learners needing to develop their speaking and listening skills in English in general employment or professional contexts. Contexts may include fields in which specialised or technical language is used, for example the health and engineering professions</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Demonstrate critical understanding of oral presentations	1.1	Identify the purpose and context of the spoken text
		1.2	Identify the tone, register and style of the spoken text
		1.3	Identify and analyse the main ideas and supporting details
		1.4	Analyse the effectiveness of the spoken text and give an opinion
		1.5	Identify any inferred meaning or nuance

2	Give an oral report or presentation in an employment or professional context	2.1	Use knowledge of conventions of extended spoken texts to prepare presentation
		2.2	Explain the intention or purpose of the report or spoken text
		2.3	Use planning and drafting processes to list and sequence key points and details required
		2.4	Use language and expressions appropriate to the topic and audience
		2.5	Use appropriate presentation supports
		2.6	Respond to requests for clarification or information
		2.7	Draw on feedback from others to evaluate own performance

### Range of Conditions

In this context, complex spoken texts include a range of contexts, elements that are unfamiliar which include some specialised vocabulary specific to the topic or area and include abstraction, symbolism and complex language structures. They may include formal and informal registers and be conveyed in a number of styles and modes such as face to face or digital

Complex spoken texts may include but are not limited to presentation of information on topics specific to a profession, industry or workplace, such as a work report, job role or project handover, case study or lecture utilising supports, such as digital presentation methods, visual supports, posters, graphics, diagrams or props such as models

Presentation conventions may include specific introductory or closing remarks, use of discourse markers to signal topic shifts or use of paralinguistic features of speech and body language

Features of complex spoken texts may include:

- voice quality reflecting the mood or emotional state of the speaker, such as serious, knowledgeable, happy, anxious, calm
- register following a standard format which may be impersonal with standard grammar and use of vocabulary which includes appropriate use of idioms and reflects nuance, inferred meaning or irony
- communication style which may be one-way, with specialised content and limited ongoing input from listeners.

At this level it is expected the learner mostly demonstrates use of intelligible pronunciation including effective pausing or self-correction, stress and intonation. There may be occasional strain for the listener.

## 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"> <li>use feedback to evaluate own performance</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>match register to audience and context</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>plan and organise an extended oral presentation</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23540 Present and listen to complex oral presentations in an employment or professional context	VU22635 Present and listen to complex oral presentations in an employment or professional context	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23540 Present and listen to complex oral presentations in an employment or professional context

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- listen and respond to two extended oral presentations in an employment or professional context including critically analysing the main ideas and giving an opinion on at least one aspect of each presentation
- apply appropriate processes and conventions to plan, deliver and review one extended oral presentation in an employment or professional context.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary and expressions for topics related to a range of contexts including common collocations or a range of phrasal verbs
- compound sentences and complex sentences with subordinate clauses
- complex verb tenses and verb forms, including active or passive
- most modal forms
- adjectives, adverbs, adverbial phrases or prepositional phrases to describe or convey information or expand on ideas
- discourse markers to develop ideas and their relationship to each other, to interpret or convey meaning or signal intention, such as *accordingly*, *subsequently*, *consequently*
- conjunctions of time, such as *after*, *until*, cause and effect, such as, *because*, *so*, contrast, such as *although*, *while*, or condition such as, *if*, *unless*.

Sociolinguistic and Cultural Knowledge:

- use of voice quality, pausing, intonation and stress to convey meaning, such as *to emphasise a point*
- a range of registers, styles and conventions used in oral presentations in an employment or professional context
- a wide range of common idioms and colloquial expressions as they relate to spoken texts relevant to presentations in an employment or professional context
- a range of verbal and paralinguistic strategies
- recognition of a range of cues for inferred meaning, such as *logical*, *contextual and paralinguistic (pausing, stress, use of silence, facial expression)*
- distinguish fact and opinion, irony, understatement, exaggeration in oral texts.

**Assessment  
Conditions**

Assessment must ensure access to:

- appropriate EAL resources such as a bilingual dictionary, and/or an English-English dictionary
- audience participants for the presentation
- assessment practices consider the learner's need for contextual support for example in relation to aspects of the local culture, discourse styles, register and jargon used in the employment or professional context.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.



<b>Unit code</b>	<b>VU23541</b>
<b>Unit title</b>	<b>Give and follow complex instructions in an employment context</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to analyse, follow and give complex spoken instructions in a work context. It includes identifying the linguistic features of the complex instructions.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of indicators of competence in Oral Communication at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+.</li> </ul> <p>This unit applies to EAL learners wishing to develop their speaking and listening skills in English in a wide range of informal and formal situations. The situation in which these skills are applied is broad, and encompasses a range of job roles and industry areas in general employment and professional contexts</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 complex verbal instructions in a workplace context	1.1	Identify and analyse distinguishing linguistic structures and features of the verbal instructions
		1.2	Identify the purpose and expected outcomes for the instructions
		1.3	Determine the sequence and steps required
		1.4	Identify equipment, tools or resources required

		1.5	Determine and analyse key pieces of information in the instructions
		1.6	Follow the instructions
		1.7	Request restatement or clarification if required
2	Give complex spoken instructions in a workplace context	2.1	Explain the purpose and expected outcome of the instructions
		2.2	Use appropriate linguistic features to convey the instructions
		2.3	Use discourse markers to explain the steps and sequence required to complete the task
		2.4	Identify the equipment, tools or resources required to carry out the instructions
		2.5	Highlight the key pieces of information in the instructions
		2.6	Respond to requests for clarification

### Range of Conditions

In this context, complex oral instructions involve a number of extended steps, contain highly embedded information, specialised vocabulary and complex linguistic grammatical structures and can be formal or informal depending on the context. They are applied in unfamiliar workplace contexts and can be face to face or digital.

Verbal instructions in an employment context may include but are not limited to operating machinery or equipment, handover procedures between shifts, evacuation procedures, induction procedures, safety procedures and are characterised by linguistic features such as use of tone and register.

Key pieces of information may include but are not limited to warnings, qualifying instructions, dangers, risks, additional advice.

At this level pronunciation is mostly intelligible with generally appropriate pausing, stress and intonation patterns.

### 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"> <li>select and apply appropriate linguistic features to convey spoken workplace instructions</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>organise and sequence information to convey spoken workplace instructions</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23541 Give and follow complex instructions in an employment context	VU22636 Give and follow a range of complex instructions in an employment context	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23541 Give and follow complex instructions in an employment context</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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>listen to and follow two different sets of complex spoken instructions and apply to related tasks for employment related purposes including analysing key information in each set of instructions</li> <li>convey two sets of complex spoken instructions to complete different workplace tasks using appropriate language features and register for the context.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>vocabulary and expressions including jargon or acronyms specific to employment area or industry to convey complex instructions in an employment context</li> <li>phrasal verbs, such as <i>think through, think over, put through, put off</i></li> <li>compound sentences and complex sentences with subordinate clauses</li> <li>complex verb tenses and verb forms to convey actions, including active and passive and imperative forms</li> <li>most modal forms, such as <i>should, must, can</i></li> <li>question forms to seek further information or clarification</li> <li>adjectives, adverbs, adverbial phrases or prepositional phrases to provide additional information</li> <li>discourse markers to sequence information and actions, such as <i>first, second, then, next</i></li> <li>conjunctions (subordinating and coordinating) to link information</li> <li>strategies to request restatement or clarification of information.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>voice quality, pausing, intonation, stress to convey meaning in spoken language</li> <li>register appropriate to context</li> <li>styles and conventions used in spoken discourse</li> <li>aspects of Australian workplace culture which may impact on how instructions can be delivered such as <i>politeness forms</i>.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>a range of EAL resources including</li> </ul>

- bilingual resources and other resources for support, for example relevant models and examples related to giving and following instructions
- a bilingual dictionary, and / or an English-English dictionary.

Assessment practices should consider the learner's need for:

- contextual support, such as in relation to unfamiliar jargon or acronyms, and some aspects of the local workplace culture
- time to work out meaning or requirements of complex instructions.

#### **Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.



<b>Unit code</b>	<b>VU23542</b>
<b>Unit title</b>	<b>Read and write complex texts for employment</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to read, analyse and write complex texts related to employment including complex instructions and formal workplace texts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3 / 3+ and Writing 3 / 3+.</li> </ul> <p>This unit applies to EAL learners wishing to develop their English language reading and writing skills to satisfy employment requirements. The application of knowledge and skills described in this unit applies broadly across a varied job roles and industry areas.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Interpret complex written workplace instructions	1.1	Identify the purpose of complex instructions and procedures for a workplace task
		1.2	Identify and analyse conventions used in the instructions

		1.3	Identify the requirements of the instructions
		1.4	Analyse the effectiveness of the instructions
2	Interpret complex workplace texts	2.1	Identify and analyse the conventions of complex formal written workplace text
		2.2	Identify the key content and supporting details of the text
		2.3	Identify stated and inferred meaning in the text
		2.4	Analyse the techniques used by the writer to convey information
		2.5	Analyse the effectiveness of the text
3.	Write complex workplace texts	3.1	Identify purpose and writing style for complex text in a workplace context
		3.2	Identify and apply conventions appropriate to the text
		3.3	Plan and draft the text
		3.4	Use supporting information as appropriate
		3.5	Review and amend draft

### Range of Conditions

In this context, complex written texts relate to unfamiliar workplace contexts, jobs and industries and can be presented in different forms. They contain highly embedded information, specialised vocabulary and complex linguistic grammatical structures, techniques to convey meaning and generally use a formal register. The relationship between concepts and information is not explicit and requires inference and interpretation. Complex written texts can be digital or paper-based.

Complex written instructions or procedures contain many steps which are interrelated and complex to interpret and may include but are not limited to operation of equipment / machinery / computer programs, protocols for various workplace activities, standard operating procedures, health and safety procedures, emergency management procedures

Conventions used in complex written instructions may include but are not limited to formatting devices, such as large type, numbered instructions, dot points, formatting and style particular to an industry or workplace, discourse markers, supporting visual information, such as icons / diagrams, use of language to create tone, such as warning, advisory, impersonal, formal register.

Complex workplace texts may include but are not limited to agenda / minutes, reports / reviews, incident reports, proposals, specifications for equipment / occupational health and safety, policies related to different workplace areas and contain conventions such as:

- formatting and style particular to an industry or workplace
- forms of address appropriate to purpose, formal subject title, using workplace file number or other identifier

- statement of purpose, details, desired response / recommendation/s / requests (confirm, inform or clarify action)
- appropriate closing with title and position
- awareness of audience
- correct spelling and punctuation, capitalisation, dates and numbers (and their abbreviations)
- language which follows the conventions of politeness and formality, such as not using slang, colloquial, or emotional language.

### Foundation Skills

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

Skill	Description
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan and produce a complex work text</li> <li>• source supporting information</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• apply appropriate conventions to produce complex workplace texts</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23542 Read and write complex texts for employment	VU22637 Read and write complex texts for employment	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23542 Read and write complex texts for employment</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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• read and interpret two different types of complex written instructions or procedures in an employment context</li> <li>• analyse and interpret one formal workplace text</li> <li>• use the process of planning and drafting to produce a series of paragraphs for one complex written workplace text, applying appropriate conventions and supporting information.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The candidate must be able to apply knowledge required to effectively perform the task outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary and terminology including jargon and acronyms specific to employment area or industry</li> <li>• collocations, such as <i>make progress, flatly reject, be interested in</i></li> <li>• compound sentences and complex sentences with subordinate clauses to indicate interrelationships</li> <li>• verb tenses and verb forms, including active, passive and imperative for instructions</li> <li>• modals and modal forms</li> <li>• phrasal verbs</li> <li>• adjectives, adverbs, and adverbial phrases to provide additional and qualifying information</li> <li>• conjunctions, for example: <ul style="list-style-type: none"> <li>conjunctions of time, such as <i>after, until</i></li> <li>cause and effect, such as <i>because, so</i></li> <li>contrast, such as <i>although, while</i> and</li> <li>condition, such as <i>if, unless</i></li> </ul> </li> <li>• discourse markers to sequence and structure text, such as to express addition, cause and effect, contrast, such as <i>however</i>, sequence and time</li> <li>• prepositions and prepositional phrases</li> <li>• different perspectives related to different sources of information</li> <li>• how text, language and structure influence the reader to adopt particular views and positions</li> <li>• linguistic features and conventions used in formal workplace texts.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• register and style relevant to texts in an employment context</li> <li>• cues to identify inferred meaning, such as <i>logical or contextual</i></li> <li>• strategies to detect writer's tone, intention and attitude</li> </ul>

	<ul style="list-style-type: none"> <li>• techniques used to present information such as <i>fact and opinion, irony, understatement, exaggeration</i> in texts</li> <li>• formality requirements for conveying written information in an employment context.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to EAL resources including             <ul style="list-style-type: none"> <li>○ bilingual resources and other digital or paper-based resources for support, for example texts as models</li> <li>○ a bilingual dictionary, and/or an English-English dictionary</li> </ul> </li> <li>• acknowledgement of the L2 user, such as cultural differences in written texts for employment.</li> </ul> <p>Assessment practices should consider the learner's need to initiate support from established resources such as:</p> <ul style="list-style-type: none"> <li>• contextual support, in relation to unfamiliar jargon, some aspects of the local workplace culture and expectations</li> <li>• assistance in reviewing texts prior to the final draft.</li> </ul> <p>Assessment also needs to take into consideration</p> <ul style="list-style-type: none"> <li>• time to read and analyse texts</li> <li>• time to complete written texts.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23543</b>
<b>Unit title</b>	<b>Critically read and write formal correspondence and complex prose texts for professional purposes</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to critically read and write formal correspondence and complex prose texts in a professional context. Texts may be in paper-based and/or digital format.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3 / 3+ and Writing 3 / 3+.</li> </ul> <p>This unit applies to EAL learners needing to develop their English language reading and writing skills to satisfy professional requirements. The application of knowledge and skills described in this unit applies broadly across a range of job roles and industry areas in a professional context.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 interpret formal correspondence in a professional context	1.1	Analyse the structure and conventions of the formal correspondence
		1.2	Determine the purpose of the formal correspondence
		1.3	Identify the register and analyse the writer's tone, intention and attitude
		1.4	Identify the main points, supporting details and expected outcomes

2	Write formal correspondence for professional purposes	2.1	Identify specialised vocabulary related to the profession
		2.2	Plan and draft a formal correspondence
		2.3	Apply the conventions of formal correspondence appropriate to the audience
		2.4	Use a range of appropriate vocabulary with suitable nuance, and cohesive devices
		2.5	Use jargon and professional terminology as appropriate
		2.6	Review draft and make required amendments
3	Critically read complex prose documents related to a profession	3.1	Identify distinguishing linguistic structures and features of a complex document relevant to the profession
		3.2	Scan text for main ideas or contentions
		3.3	Identify key vocabulary items and their meaning
		3.4	Identify the key information and supporting details
		3.5	Identify any inferred meaning
4	Research and write complex prose text related to a profession	4.1	Identify a topic related to the profession
		4.2	Locate a range of information related to the topic
		4.3	Record, paraphrase and synthesise complex information
		4.4	Sequence information into cohesive paragraphs
		4.5	Review draft and make required amendments
		4.6	Evaluate effectiveness of writing

### Range of Conditions

In this context, formal correspondence and complex prose texts apply to a range of contexts. They include elements that are unfamiliar, include some specialisation specific to the topic and contain some abstract ideas and embedded information which may be presented in different forms and communicated through complex grammatical structures. They include analysis and integration of different pieces of information in an employment or professional context. Reading texts may be in paper-based or digital forms.

Formal correspondence or documents for employment / professional purposes may include but are not limited to:

- formal emails, intranet communication or formal letters sent digitally which may include referrals, requests, advice re: products, materials or equipment, offers of employment, customer communication, cover letters for job applications, funding proposals or formal documentation of workplace discussions such as annual reviews

- longer reports such as the impact of a new piece of equipment or machinery for a specific audience, standard operating procedures (SOPs), journal articles, equipment instructions or product promotional material. Texts may include input from a range of sources and could include supporting materials such as diagrams, data, graphs or charts.

Structure and conventions may include appropriate forms of address, salutations and closings, formatting and layout style, correct spelling, punctuation, capitalisation, dates and numbers (and their abbreviations).

Linguistic structures and features may include specialised vocabulary, use of appropriate voice (active or passive), logical and transparent organisational structure and formatting, using linking devices effectively to demonstrate complex conceptual connections and/or casual connections and use of referencing / citing of sources.

Complex prose texts may include reports and complex documents related to a profession. Length of texts will be determined by the context and purpose. Texts should be sustained or extended, and include organised content, a number of coherently linked paragraphs which flow in logical order or main sections and sub-sections, detailed explanations or supporting evidence for a point of view.

Review may include use of dictionaries, word processing tools to check spelling and grammar and checking that the text clearly conveys main ideas and supporting detail, uses language appropriate for the audience and uses language, format, and content appropriate to the purpose.

## Foundation Skills

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

Skill	Description
Learning skills to:	<ul style="list-style-type: none"> <li>obtain and respond to feedback</li> </ul>
Problem solving skills to:	<ul style="list-style-type: none"> <li>apply appropriate structure and conventions to written correspondence and complex prose texts</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>plan, organise and review writing</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23543 Critically read and write formal correspondence and complex prose texts for professional purposes	VU22638 Critically read and write formal letters and complex prose texts for professional purposes	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23543 Critically read and write formal correspondence and complex prose texts for professional purposes

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- critically read, analyse and interpret two complex texts for professional purposes including:
  - one type of formal correspondence
  - one extended prose document related to a profession.
- plan, produce and review two complex texts for professional purposes including:
  - one type of formal correspondence for professional purposes
  - one extended prose document including undertaking research based on a topic related to a profession.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary and terminology including jargon related to professional interests including phrasal verbs, adjectives, adverbs, adverbial phrases
- common collocations, such as *make progress*, *be interested in*
- compound sentences and complex sentences with subordinate clauses
- verb tenses and verb forms, including active and passive
- reported speech (questions / instructions) with a range of reporting verbs, such as *admit*, *confirm*, *mention* and verb forms
- conditionals and modals
- conjunctions to communicate:
  - time, such as *after*, *until*
  - cause and effect, such as *for example*, *because*, *so*
  - contrast, such as *although*, *while*
  - condition, such as *if*, *unless*
- discourse linkers to develop ideas and their relationship to each other, to interpret and convey meaning, signal intention, such as *accordingly*, *subsequently*, *consequently*
- presentation of different perspectives by different sources
- how text, language and structure influence the reader to adopt particular views and positions
- principal conventions of formal letters, emails and complex prose texts.

Sociolinguistic and Cultural Knowledge:

- registers and styles appropriate to a professional context

	<ul style="list-style-type: none"> <li>• cues to identify inferred meaning such as <i>logical, contextual</i></li> <li>• ways of detecting the writer's tone, intention or attitude</li> <li>• distinguishing fact and opinion</li> <li>• use of techniques such as <i>irony, understatement or exaggeration in texts</i></li> <li>• idioms or colloquialisms relevant to the professional context</li> <li>• formality requirements for formal letters, emails or complex prose texts in digital or paper-based forms for a wide variety of purposes related to professional purposes.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to a range of EAL resources including <ul style="list-style-type: none"> <li>○ bilingual resources and other digital or paper-based resources for support, for example texts as models</li> <li>○ a bilingual dictionary, and/or an English-English dictionary</li> </ul> </li> <li>• acknowledgement of the L2 user, such as cultural differences in written texts.</li> </ul> <p>Assessment practices should consider the learner's need to initiate support from a range of established resources such as:</p> <ul style="list-style-type: none"> <li>• contextual support in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences and expectations</li> <li>• assistance in reviewing texts prior to the final draft.</li> </ul> <p>Assessment also needs to take into consideration</p> <ul style="list-style-type: none"> <li>• time to read and analyse texts</li> <li>• time to complete written texts.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23544</b>
<b>Unit title</b>	<b>Critically read and write complex descriptive texts in a professional context</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to critically read and write complex English language descriptive texts, apply knowledge of discourse and language use and review and edit own written text in a professional context.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3 / 3+ and Writing 3 / 3+.</li> </ul> <p>This unit applies to learners needing to develop their English language reading and writing skills to satisfy professional requirements. The application of knowledge and skills described in this unit applies broadly across job roles and industry areas in a professional context.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 complex descriptive texts in a professional context	1.1	Identify the key topic of the complex descriptive text
		1.2	Analyse the key details described
		1.3	Record specific information from the text
		1.4	Critically evaluate the quality of information given
2	Write complex descriptive texts in a	2.1	Identify the purpose and conventions of the complex descriptive text

	professional context	2.2	Plan and draft to sequence information effectively
		2.3	Include required details and explanations
		2.4	Use vocabulary appropriate to the document and the context, with appropriate techniques and language to convey information nuance and connotations
3	Review own descriptive text in a professional context	3.1	Select relevant section to be reviewed
		3.2	Identify key elements which need to be corrected
		3.3	Use a variety of sources to determine alternative words, expressions, structures or phrasing as required
		3.4	Review draft and make amendments as required

### Range of Conditions

In this context, complex descriptive texts apply to a professional context. They include elements that are unfamiliar, include some specialisation specific to the topic and contain some abstract ideas and embedded information which may be presented in different forms and communicated through complex grammatical structures. They include analysis and integration of different pieces of information. Texts may be in paper-based or digital forms.

Complex descriptive texts in a professional context may include but are not limited to professional information texts, such as research articles, journal or newspaper articles, workplace reports, complex procedural documents, complex incident reports or proposals. Texts will have a clear purpose which may include to inform, stimulate discussion or debate, present a point of view or present outcomes from research for peer review. Text conventions will have a clear statement of thesis, details and evidence to support the thesis, clear structure such as general to specific or chronological and have a logical conclusion.

At this level texts may be:

- detailed (sustained or extended) and include a number of coherently linked paragraphs with detailed examples and explanations or supporting evidence for a point of view
- short texts, for example summaries or proposals that may also be appropriate depending on their level of complexity.

The editing process of own text may include but is not limited to review of the text to ensure main ideas are clearly conveyed with supporting details, language and terminology used is appropriate to the audience and that language, format and content are appropriate to the purpose.

Elements to be reviewed may include but are not limited to grammar, use of terminology, text conventions, structure and cohesion, punctuation.

Review tools may include but are not limited to word processing spell checker, EAL paper-based and digital dictionaries and other digital language resources.

## 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"> <li>analyse and edit own descriptive text in a professional context</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>plan, draft and write a descriptive text in a professional context</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23544 Critically read and write complex descriptive texts in a professional context	VU22639 Critically read, write and edit complex descriptive texts in a professional context	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23544 Critically read and write complex descriptive texts in a professional context

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- read and analyse two different types of complex descriptive texts in a professional context
- use the process of planning and drafting to produce a series of paragraphs for one complex descriptive text in a professional context
- review at least three elements of own complex descriptive text.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- varied vocabulary and terminology including jargon related to employment and/or professional interests
- common collocations, such as *make progress, be interested in,*
- compound sentences and complex sentences with subordinate clauses
- complex verb tenses and verb forms, including active and passive
- reported speech (questions / instructions) with reporting verbs or verb forms, such as *admit, confirm, mention*
- conditionals and modals
- phrasal verbs, adjectives, adverbs, adverbial phrases and adjectives
- conjunctions to communicate:
  - time, such as *after, until*
  - cause and effect, such as, *for example, because, so*
  - contrast, such as *although, while*
  - condition, such as *if, unless*
- discourse linkers to develop ideas and their relationship to each other, to interpret and convey meaning, signal intention, such as *accordingly, subsequently, consequently*
- presentation of different perspectives by different sources
- how text, language and structure influence the reader to adopt particular views and positions
- principal conventions of descriptive texts.

Sociolinguistic and Cultural Knowledge:

- register and style appropriate to a professional context
- cues for inferred meaning, such as *logical or contextual*
- ways of detecting the writer's tone, intention or attitude
- use of techniques such as *irony, understatement or exaggeration*
- difference between fact and opinion

	<ul style="list-style-type: none"> <li>formality requirements for complex descriptive texts in digital or paper-based forms for purposes related to a professional context.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>access to EAL resources including             <ul style="list-style-type: none"> <li>bilingual resources and other digital or paper-based resources for support, for example texts as models</li> <li>a bilingual dictionary, and/or an English-English dictionary</li> </ul> </li> <li>acknowledgement of the L2 user such as cultural differences in written texts.</li> </ul> <p>Assessment practices should consider the learner's need to initiate support from established resources such as:</p> <ul style="list-style-type: none"> <li>contextual support, in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences and expectations</li> <li>assistance in reviewing texts prior to the final draft.</li> </ul> <p>Assessment also needs to take into consideration</p> <ul style="list-style-type: none"> <li>time to read and analyse texts</li> <li>time to complete written texts.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23545</b>
<b>Unit title</b>	<b>Present straightforward spoken texts for study purposes</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to participate in further study contexts that involve contribution and discussion of ideas and information for group tasks in group interactions and the presentation of straightforward spoken texts in individual presentations.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of Speaking 2+ / 3 and Listening 2+ / 3.</li> </ul> <p>This unit applies to learners needing to develop their English language speaking and listening skills to participate in formal group interactions and individual formal presentations. Application of presentation skills can occur in a range of further study or higher education contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan group tasks in study contexts	1.1	Determine the purpose of the group task
		1.2	Clarify roles of each participant
		1.3	Identify discussion topics / issues and plan for individual contribution
		1.4	Confirm contribution with group participants

2	Participate in group tasks in study contexts	2.1	Present own contribution according to plan
		2.2	Use a range of expressions and strategies to participate in and convey information and ideas to others
		2.3	Respond to requests for clarification and give explanations as required
		2.4	Ask and respond to questions about the discussed task or topic/s
3	Prepare straightforward spoken presentations	3.1	Clarify the topic, purpose, audience and other requirements of the presentation
		3.2	Locate, select and evaluate information from a range of sources
		3.3	Use the processes of planning, drafting and editing to produce a plan of a structured presentation
		3.4	Identify and access aids and supports appropriate to the planned presentation and confirm availability
		3.5	Rehearse planned presentation to meet requirements and make appropriate adjustments
4	Give spoken presentations	4.1	Organise prepared materials
		4.2	Use effective openings and closings in the presentation
		4.3	Present information according to the presentation plan using strategies and language to engage the audience
		4.4	Use prepared aids and supports effectively
		4.5	Encourage audience to seek clarification and respond effectively to any questions from the audience
5	Review performance in spoken group interactions and individual spoken presentations	5.1	Seek feedback from the audience on the effectiveness of the presentation
		5.2	Seek feedback from teacher or other group members on contribution to group interaction
		5.3	Conduct a review of performance according to relevant criteria
		5.4	Discuss performance and potential for improvement to future contributions to group interactions and presentations with a support person

## Range of Conditions

In this context, straightforward spoken texts generally relate to study contexts which may include familiar and some less familiar contexts, some embedded information and some specialised vocabulary using register relevant to the topic and setting. Group interactions include discussions, exchanges and individual contributions. Spoken presentations are formal, focused on the speaker and may be face to face, supported by digital technology, such as PowerPoint presentations, short videos or other visual supports, photos, charts, diagrams or paper-based handouts.

Group tasks may include but are not limited to group projects or assignments, group research and presentation of information on topics, for example a field of study, such as trades, childcare or other Vocational Education and Training qualifications, how current skills or skills to be developed meet prerequisite requirements for a training course or degree, presentation and reflection on work placement experience, presentation on job or career in country of origin and how it compares to the Australian context, survey/questionnaire set-up and report of findings or mock interview/panel.

At this level, language strategies to engage the audience may include but are not limited to appropriate openings and closings, paralinguistic strategies, such as using stress and intonation to emphasise key words, humorous anecdotes, rhetorical questions and non-verbal strategies, such as making eye contact and facial expressions and discourse strategies, such as appropriate expressions for interrupting, turn taking and effective use of visual and digital aids.

At this level, delivery should reflect appropriate timing, generally intelligible pronunciation with effective stress and intonation, although speaking may be characterised by hesitations and circumlocution.

Review of spoken texts may include but is not limited to use of a feedback sheet, one to one or group review based on a checklist of required items, feedback from a support person such as a teacher, mentor or peer on clarity of communication.

## 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"> <li>identify and apply strategies to participate in group interactions</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>participate in group interactions using appropriate conventions</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>participate in preparation of group interaction and prepare individual spoken presentation</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>identify ways to improve based on feedback</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23545 Present straightforward spoken texts for study purposes	VU22640 Give straightforward oral presentations for study purposes	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23545 Present straightforward spoken texts for study purposes</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• plan for and participate in two group interactions for study purposes each based on a different group task and using appropriate strategies to make contributions and convey information</li> <li>• plan for and present one individual oral presentation for a selected topic related to study purposes including use of appropriate strategies and support materials to present the information</li> <li>• review own performance in both the group interactions and individual presentation and seek and respond to feedback to make improvements to performance.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary for straightforward topics related to a study context</li> <li>• verb tenses and aspects, such as <i>present perfect continuous, past perfect, present and past simple passive, and conditionals</i></li> <li>• dependent clauses introduced by words, such as <i>although, when, if, while</i></li> <li>• discourse markers and conjunctions to link ideas and concepts, such as:             <ul style="list-style-type: none"> <li>○ adding information or contrasting ideas, such as <i>however, whereas</i></li> <li>○ showing cause and effect, such as <i>therefore</i></li> <li>○ generalising, such as <i>in general, broadly speaking</i></li> </ul> </li> <li>• modal forms, including negative forms such as <i>need to, have to</i></li> <li>• phrasal verbs, adverbs, adverbial phrases and adjectives to explain and qualify information</li> <li>• processes of planning, drafting and editing to prepare interactions and presentations.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• register required in group interactions and presentations in further study contexts</li> <li>• conventions to participate in group interactions, such as <i>turn taking, rebuttals and interruptions</i></li> <li>• use of tone, stress and intonation to modify meaning, such as <i>to convey emphasis on important information</i></li> <li>• cues for inferred meaning, such as <i>logical, contextual and paralinguistic</i> such as <i>pause, stress, use of silence, facial expression</i></li> </ul>

- strategies to detect and respond to opinions, attitudes in group interaction.

### Assessment Conditions

Assessment must ensure access to:

- a range of EAL resources such as a bilingual dictionary, and/or an English-English dictionary
- internet and library resources to access information
- participants for group interaction and audience for individual presentation
- a support person to provide feedback on performance
- software, aids and supports for the presentation.

Assessment practices should consider the learner's need for contextual support in relation to the discourse styles, register and jargon used in the further study context.

Learners should be able to use stress and intonation effectively, although speaking may be characterised by hesitations and circumlocution.

#### Assessor requirements

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23546</b>
<b>Unit title</b>	<b>Participate in straightforward interactions for study purposes</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to use linguistic skills to participate in straightforward interactions for study purposes. This involves planning and participating in group interactions, making verbal requests or suggestions and conveying and responding to verbal instructions related to study contexts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of Speaking 2+ / 3 and Listening 2+ / 3.</li> </ul> <p>This unit applies to learners needing to develop their listening and speaking skills in English to satisfy further study needs. The situations in which these skills are applied are varied, and can be related to a range of further study or higher education contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable.

<b>Element</b>		<b>Performance Criteria</b>	
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	Prepare for group interactions	1.1	List the key reasons for group work in further study
		1.2	Identify advantages and disadvantages of group work
		1.3	Confirm members of the group

		1.4	List key responsibilities and expectations of group members
		1.5	Identify strategies for dealing with problems within groups
2	Participate in group discussions	2.1	Use a range of strategies to initiate, maintain and manage a discussion
		2.2	Use expressions to enter and exit from discussion
		2.3	Express opinions on selected topics
		2.4	Clarify misunderstandings and ambiguous points
		2.5	Review the group discussion
3	Make verbal requests or suggestions in study contexts	3.1	Introduce the request or suggestion
		3.2	Clarify the main reasons for the request or suggestion
		3.3	Express reason, evidence or argument to support the request or suggestion
		3.4	Clarify ambiguous points and seek advice
4	Respond to verbal instructions in study contexts	4.1	Clarify the purpose of the verbal instructions or questions
		4.2	Respond appropriately to familiar imperative and question forms
		4.3	Confirm the requirements of the instructions or questions and respond appropriately
		4.4	Record key information as appropriate
5	Give instructions to complete study related processes or tasks	5.1	Identify the purpose for the instructions and the outcome of the process or task
		5.2	Convey the sequence and requirements of each step for successful completion of the process or task
		5.3	Identify and meet needs of audience
		5.4	Use non-verbal supports as appropriate

### Range of Conditions

In this context, straightforward interactions generally refer to familiar and some less familiar further study contexts which can include higher education or vocational study contexts. The interactions include some embedded information, some specialised vocabulary and use of register appropriate to

the context or setting.

Group interactions may take different forms and occur in different settings and may include project groups, support or lab groups, seminars or work placement groups.

Discussions should be of sufficient duration to allow learners to demonstrate consistency of performance and use a range of discourse strategies.

Participation in group work may include but is not limited to:

- clear allocation of tasks or roles, where group members show support for each other and working cooperatively
- listening and participating in discussion effectively
- review of progress and adherence to deadlines
- use of the chairperson to clarify acceptable behaviours, address imbalance / conflict within the group
- use of appropriate discourse strategies, such as rephrasing, concise, targeted questioning, asking for clarification or repetition,
- clarification of acceptable behaviour, such as disagreeing and interrupting politely, giving and receiving constructive criticism using informal expressions, such as, Maybe we could... What do you reckon, Wait a second, I feel really strongly about this, or similar expressions.

Instructions may include but are not limited to explanation of a study task or processes or procedures related to further study at Tertiary level or in Vocational Education and Training courses, such as:

- the process for a science experiment or other study related task.
- how to access digital information, use of Learning Management Systems, using digital text books or submitting assignments digitally, or how to participate in 'hybrid learning' such as combined face to face and online delivery
- industry specific instructions or information related to health and safety, such as injury, virus and illness prevention, how to handle emergencies,
- nutrition and diet related to Health Care industries, effective communication for customer care / service, industry related legal and ethical requirements.

Non-verbal supports may include but are not limited to photos, pictures, videos, diagrams, charts, graphs, written instructions in paper-based or digital format, cue cards and role cards.

At this level pronunciation should be generally intelligible pronunciation with effective stress and intonation, although speaking may be characterised by hesitations and circumlocution.

## 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
Teamwork skills to:	<ul style="list-style-type: none"> <li>• work cooperatively and effectively in group interactions</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan and participate in group interactions</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23546 Participate in straightforward interactions for study purposes	VU22641 Participate in a range of straightforward interactions for study purposes	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23546 Participate in straightforward interactions for study purposes

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- prepare for and participate in two group interactions in a further study context including making at least two requests or suggestions related to a study task for each interaction.

In the course of participating in the interactions the candidate must apply strategies to:

- respond to one set of instructions related to a study task
- give one set of instructions for a study task or process.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary for straightforward topics related to a study task or study context
- verb tenses, such as *present perfect continuous*, *past perfect*, *present and past simple passive*, and *conditional*, such as *if* and *unless*
- discourse markers and conjunctions to link ideas and concepts, such as
  - adding information or contrasting ideas, such as *however*, *whereas*
  - showing cause and effect, such as *therefore*
  - generalising, such as *in general*, *broadly speaking*
- modal forms, such as *need to*, *have to*, *must*
- phrasal verbs, adverbs, adverbial phrases and adjectives to explain and qualify information, convey ideas, express opinions
- reported speech to clarifying misunderstandings or check information, such as *You said that...*

Sociolinguistic and Cultural Knowledge:

- colloquial expressions or common idioms in interactions
- cues for inferred meaning, such as *logical*, *contextual* or *paralinguistic* such as *pause*, *stress*, *use of silence* or *facial expression*
- language to detect and respond to opinions in spoken group interaction.

### Assessment Conditions

Assessment must ensure access to:

- a range of EAL resources including:
  - bilingual resources and other resources for support,

- a bilingual dictionary, and/or an English-English dictionary
- participants for group interaction.

Assessment practices should consider the learner's need for contextual support, such as discourse styles and register and jargon used in the study context.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23547</b>
<b>Unit title</b>	<b>Read and write straightforward texts for study purposes</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to develop reading, note-taking and writing skills to produce straightforward texts based on study needs. Texts may be paper-based and/or digital format.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Reading and Writing at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Reading 2+ / 3 and Writing 2+ / 3. This unit applies to learners needing to develop their English language reading and writing skills to satisfy further study needs. The study situations in which these skills are applied are varied, and can be related to a range of further study or higher education contexts.</li> </ul> <p>This unit applies to learners needing to develop their reading and writing skills in English to satisfy further study needs. The situations in which these skills are applied are varied, and can be related to a range of further study or higher education contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Access and interpret straightforward texts for study purposes	1.1	Source texts relevant to own study purpose
		1.2	Establish own reasons or purpose for reading texts
		1.3	Select a text for an explicit study purpose or task
		1.4	Scan text and select information relevant to study

			purpose
		1.5	Use reading strategies to identify main ideas, some detail and opinion expressed in the text
		1.6	Assess the usefulness of the text for the study purpose or task
2	Analyse texts	2.1	Analyse the purpose and audience of the text
		2.2	Analyse the structure and discourse features of the text
		2.3	Identify specific layout and formatting features
		2.4	Analyse the stance of the writer of the text
3	Record specific information from texts for a study task	3.1	Review the study task and identify the information required to complete the task
		3.2	Use note-taking methods to record relevant information
		3.3	Organise the information gained from reading to fit the study purpose or task
		3.4	Review notes for accuracy and clarity
4	Write straightforward texts for study purposes	4.1	Determine the audience and purpose for the written text
		4.2	Establish any requirements for the text
		4.3	Locate, select and gather research information
		4.4	Record research information
		4.5	Develop an outline plan for the text using recorded research information
		4.6	Sequence key points and supporting information using appropriate format
		4.7	Compose draft text using appropriate format and structure
5	Reference sources used in texts	5.1	Identify the required format and content for references
		5.2	Check accuracy of references
		5.3	Use the required referencing format to include references
6	Review written text	6.1	Check text meets requirements of audience and purpose
		6.2	Review and edit key grammatical, spelling and punctuation features

## Range of Conditions

In this context, straightforward texts generally refer to familiar and some less familiar texts with some embedded information and some specialised vocabulary using register appropriate to context. They apply to less familiar further study contexts such as Higher Education or Vocational Education and Training, may relate to different study areas and may include paper-based and/or digital texts. Texts may be provided by the teacher or sourced by students.

Straightforward texts for study purposes may include but are not limited to argument pieces with straightforward structure (thesis-argument-conclusion), opinion pieces, case studies, reports or interview pieces, paper-based or digital newspaper articles, digital sources such as Wikipedia, digital lecture notes from specific fields of study.

Reading strategies to analyse texts may include but are not limited to:

- skimming, scanning and detailed reading, using knowledge of context, grammar and vocabulary and organisational structure of texts to work out meaning and relative importance of information, using non-text elements as clues, using dictionary or grammar references or summarising and paraphrasing
- noting stylistic features to determine audiences such as immediate teacher / peer group or external audience
- noting structure and discourse features, such as text pattern and structure, for example, a paragraph with topic sentence, supporting details and linking devices, chronological sequencing of events, identification followed by description or series of dot points which 'tell a story'.

Layout and formatting features of straightforward further study texts may include but are not limited to prose or formatted text, such as bulleted or numbered point form, use of bold, italic or underlined text, inclusion of diagrams, charts, tables, supporting illustrations.

Note-taking methods may include but are not limited to:

- highlighting, underlining and circling
- paraphrasing and summarising
- using:
  - key words as headings
  - outline numbering / bullets for supporting information
  - lists, abbreviations, symbols, such as \* and NB (important point)
  - quotations
  - tables
- drawing mind maps, including graphics.

Written texts which may be produced may include but are not limited to essays, reports, case studies appropriate to different study areas.

Requirements for the writing task may include but are not limited to:

- format, such as word processed, cover sheet, double spacing, references, header / footer
- references with or without in-text referencing or end notes, alphabetical by author, title in italics or underlined or position of year and publisher depending on format used, additional requirements for internet or digital sourced references, such as date and site visited
- number of drafts
- length and structure, such as paragraph with topic sentence, supporting detail, linking devices.

Review process may include but is not limited to:

- using word processing tools to check correct spelling, punctuation, grammar, capitalisation, dates and numbers and their abbreviations
- using EAL resources such as dictionaries to review language items
- checking all quotes are acknowledged and references are included, in accordance with formatting requirements such as year of publication, author, title, publisher
- checking paraphrasing is correct.

### 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"> <li>• review accurate use of referencing methods</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• collect and organise information to produce a text for study purposes</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23547 Read and write straightforward texts for study purposes	VU22642 Read and write straightforward texts for study purposes	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23547 Read and write straightforward texts for study purposes

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to :

- locate two written straightforward texts relevant to further study purposes or tasks and for each text:
  - read, analyse and evaluate the purpose, structure and discourse style of the text
  - evaluate the text in relation to study purpose or study task
  - write and organise notes using appropriate methods and conventions
- write two straightforward texts for further study purposes each including:
  - appropriate structure, using conventions to meet identified purpose
  - at least two appropriately structured paragraphs
- review the above two texts and seek and respond to feedback to improve each text.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary for a range of straightforward topics related to study purposes or tasks
- common collocations, such as *express an opinion, give an example*
- sentence structures for compound and some complex sentences
- verb tenses and aspect forms, such as the *present perfect continuous and past perfect, passive voice and conditional*
- discourse markers, connectives and cohesive devices to link ideas and concepts, add information or contrast ideas, such as *in addition, therefore, as a result, finally*
- modal forms including some negative forms, such as *need to, have to, must*
- reported speech with present tense, such as *Smith says, Smith thinks, Smith argues*
- adverbial phrases, prepositions and prepositional phrases to convey the relationship between ideas, time and location
- paragraph structure including topic sentence, supporting details, linking devices.

	<p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• register related to further study texts</li> <li>• some aspects of culture as it relates to study conventions, such as <i>referencing and structuring texts for further study purposes</i></li> <li>• cues for inferred meaning, such as <i>logical and contextual</i></li> <li>• ways of detecting a writer’s tone, intention and attitude.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• appropriate texts related to study purposes for analysis</li> <li>• a bilingual dictionary, and/or an English-English dictionary</li> <li>• information about referencing conventions for appropriate study field.</li> </ul> <p>Assessment practices consider the learner’s need to work independently and seek support as needed including:</p> <ul style="list-style-type: none"> <li>• contextual support in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences and expectations related to producing texts for study purposes</li> <li>• assistance in reviewing texts prior to the final draft.</li> </ul> <p>Assessment takes into consideration:</p> <ul style="list-style-type: none"> <li>• time to read and analyse texts</li> <li>• time to complete written texts.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23548</b>
<b>Unit title</b>	<b>Listen and take notes for study purposes</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to listen to, analyse and use note-taking skills to record information from straightforward spoken texts relevant to study purposes.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication and Writing at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of Speaking 2+/3, Listening 2+/3 and Writing 2+/3.</li> </ul> <p>This unit applies to learners needing to develop their English language listening and note-taking skills to satisfy further study needs. The study situations in which these skills are applied are varied, and can be related to a range of further study or higher education contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Analyse information from straightforward spoken texts for study purposes	1.1	Establish purpose of listening task and prepare to listen
		1.2	Clarify the topic and audience of the text
		1.3	Assess the usefulness of the text for the study purpose
		1.4	Identify main ideas and relevant details in the text

		1.5	Identify and analyse strategies used by the speaker in presenting the material
2	Write notes from straightforward spoken texts for study purposes	2.1	Use commonly recognised methods for recording information relevant to purpose
		2.2	Review notes with a support person for accuracy and clarity
		2.3	Adjust notes according to review

### Range of Conditions

In this context, straightforward spoken texts for study purposes generally refer to familiar and some less familiar contexts related to further study and contain some embedded information and some specialised vocabulary in familiar Tertiary or Vocational Education and Training contexts. Notes taken may be written or in digital format.

Reasons for listening to spoken texts may include preparation for research for an essay, report, oral presentation or group report, determining a particular point of view or argument for or against an issue or to locate a series of facts and figures for a class discussion.

Texts may be provided by the teacher or chosen by the student. If chosen by the student, preparation for listening may include ensuring availability of spoken texts and any relevant support materials such as PowerPoint slides or handouts.

Methods for note-taking to record information may include but are not limited to paraphrasing, making lists, using abbreviations and symbols, summarising, using layout and formatting, such as numbering / bullet points to order information or hierarchical layout with indenting.

Spoken straightforward texts for study purposes may be face to face or digital and may include:

- audio visual texts, such as a short television interview or news item, digital or streamed texts, such as a recorded video speech from the Internet, TED talks or podcasts with visuals
- audio only texts, such as podcasts, recorded lectures, radio reports or interviews
- digital pre-recorded model texts designed for EAL students
- face to face group presentations or seminars.

Key features of straightforward spoken texts may include but are not limited to:

- text organisation
  - structure: 'setting the scene': presenting a summary first; following a straightforward structure, such as introduction, evidence or argument, and a summary of key points at the conclusion.
- use of speaker strategies to convey information such as:
  - use of tone, stress and intonation and pausing to emphasise key points
  - use of volume and pace
  - use of discourse markers, connectives and cohesive devices to structure the information, such as in addition, therefore, as a result, finally

- use of examples.

Support person may include a teacher, peer, tutor, mentor or other suitable person.

### 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"> <li>• identify strategies applied to convey meaning in spoken text</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• determine an appropriate method for note-taking</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23548 Listen and take notes for study purposes	VU22643 Listen and take notes for study purposes	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23548 Listen and take notes for study purposes

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- listen to and analyse two straightforward spoken texts each related to a study task and for each text:
  - assess usefulness of information for relevance to each study task
  - take notes from each text using appropriate methods to record information including identifying key ideas and details
  - review notes and seek and respond to feedback to improve written notes.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary for straightforward topics related to study contexts or tasks
- verb tenses and aspect forms, such as *the present perfect continuous and past perfect, passive voice and conditional* such as *with if and unless*
- discourse markers, connectives and cohesive devices used in spoken text to link ideas and concepts, add information or contrast ideas, such as *in addition, therefore, as a result, finally*
- dependent clauses introduced by words, such as *although, when, if, while*
- modal forms including negative, such as *may, may not, should, should not*
- adverbial phrases, prepositions and prepositional phrases to convey the relationship between ideas, time and location
- how tone, stress and intonation modify meaning
- methods to take notes.

Sociolinguistic and Cultural Knowledge:

- aspects of the spoken discourse culture as it relates to how information is presented, such as *in speeches, lectures and other spoken texts relevant to further study*
- some colloquial expressions or idioms used in spoken texts in further study contexts
- cues for inferred meaning, such as *logical, contextual and paralinguistic* such as *pause, stress, use of silence*.

### Assessment Conditions

Assessment must ensure access to:

- a range of EAL resources including:

- suitable spoken texts such as those available digitally
- a bilingual dictionary, and/or an English-English dictionary
- a support person/s to provide feedback and guidance
- computers for production of word processed notes as required.

Assessment practices should consider the learner's need for:

- occasional teacher support to interpret meaning and understand unfamiliar cultural references
- time to listen to and decode spoken texts
- time to listen to, analyse and complete tasks.

Support for the learner in assessment of note-taking should take into consideration the following:

- contextual support in relation to cultural influences and expectations regarding conventions of academic note-taking, such as noting names of sources / references during listening.

#### **Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23549</b>
<b>Unit title</b>	<b>Use language analysis strategies for study purposes</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to analyse the structures and uses of language in study-related spoken or written texts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and/or Oral Communication at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 2+, Listening 2+ and/or Reading 2+ / 3.</li> </ul> <p>This unit applies to learners needing to develop their English language analysis skills for the purpose of interpreting and carrying out further study tasks. These skills can be used across a number of study tasks in a range of study contexts and areas.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Analyse language use in spoken or written texts for study purposes	1.1	Identify key language terms used to describe language structure and use
		1.2	Locate language features in study related spoken or written text
		1.3	Select, analyse and discuss examples of language features and their use in spoken or written text

		1.4	Ask and respond to questions about aspects of language structure and use
		1.5	Apply information as appropriate to edit and/or refine language use in own spoken or written text
2	Use language reference texts for study purposes	2.1	Locate a relevant language reference text
		2.2	Determine type of information required
		2.3	Locate relevant sections of the text
		2.4	Identify key grammatical terms and abbreviations used

### Range of Conditions

In this context, straightforward texts for language analysis generally refer to familiar and some less familiar contexts related to further study, some embedded information and some specialised vocabulary in familiar Higher Education or Vocational Education and Training contexts. Written texts may be paper-based or in digital format and spoken texts may be face to face, pre-recorded and/or in digital format.

Language terms may include but are not limited to:

- grammatical forms such as:
  - verb tenses
  - phrases
  - linking devices to refer to previous words
  - dependent clauses, such as when, if, while
  - question forms
  - passive / active forms
- vocabulary
- organisation and structure
- punctuation
- stress and intonation in spoken texts.

Spoken texts may include but are not limited to video blogs, TED talks, recorded conversations, discussions, interviews or podcasts, audio books or lectures.

Language reference texts may include but are not limited to dictionary (English–English), thesaurus, grammar text, digital language support resources, text book chapters, grammar or reference materials such as grammar texts, and may contain:

- features such as an index, contents pages, alphabetical listings, menu, hyperlinks or other structural features
- grammatical terms and language features such as conditional or other more complex verb tenses, passive or active verb forms, phrasal verbs, linking devices to refer to previous words, use of the

imperative to give instructions or explanations, examples of dependent clauses, such as when, if, why or other features and their use.

Refine and/or edit language use may include but is not limited to application of information, words or expressions in a written or spoken text for a study task, modifying a draft piece of writing which has been marked up by a teacher.

Study related written texts may include but are not limited to:

- instructional and/or advisory study related texts such as course application requirements, field trip or practical placement arrangements, how to apply for extensions on assignments, instructions for assignments or study tasks, examination questions,
- journal articles, reports, narratives, Power Point presentations
- non-continuous formatted texts, such as surveys / questionnaires, multiple choice assessment questions, texts incorporating mathematical / numerical data, for example percentages, diagrammatic or visual information relevant to a study task.

Analysis of study related texts may include but is not limited to:

- analysis of language items and key words or phrases used for a topic or to define task requirements in questions, such as list, describe, discuss, explain, compare and contrast,
- use of procedural language in sequence of required steps
- use of descriptive language such as adjectives and adverbs
- use of expressions, such as 'in your own words'
- specific language requirements such as use of the passive in a report
- instructions to complete a form such as what additional information to include, or rules for an assessment or examination, such as what items can be taken into the exam room, required time of arrival or other relevant requirements.

## 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"> <li>• apply knowledge of language structure and use to review, edit and refine own written or spoken text</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23549 Use language analysis strategies for study purposes	VU22644 Use language analysis strategies and study skills	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23549 Use language analysis strategies for study purposes</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• use at least two language references to locate information about language structure and use to analyse language features in one spoken or one written text related to study purposes including:             <ul style="list-style-type: none"> <li>○ analysing the use of at least three language features in the text</li> <li>○ using grammatical terms to discuss the selected language features of the text</li> </ul> </li> <li>• apply knowledge of language features to edit and/or refine language use in one of own written or spoken texts.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• linguistic features and structures in spoken or written texts related to further study and when and how they are used</li> <li>• types of language reference texts</li> <li>• terminology to describe use of language, such as <i>lexical</i>, <i>semantic</i></li> <li>• grammatical features of written or spoken English texts, such as             <ul style="list-style-type: none"> <li>○ verb tenses, such as the present perfect continuous and past perfect, present and past simple passive, conditional</li> <li>○ reported speech</li> <li>○ modals and modal forms, such as should, could, must to express tentativeness or obligation</li> <li>○ collocations for example, verb + preposition, such as <i>agree with</i></li> <li>○ discourse markers, conjunctions and cohesive devices to structure text</li> <li>○ prepositions and prepositional phrases</li> <li>○ pronouns</li> <li>○ phrasal verbs, adverbs, adverbial phrases and adjectives</li> </ul> </li> <li>• differences between spoken and written texts.</li> </ul>

**Assessment  
Conditions**

Assessment must ensure:

- access to a range of EAL resources including
  - a bilingual dictionary, and/or an English-English dictionary
  - written or spoken texts related to study purposes.

Assessment practices should consider the learner's need for:

- contextual support, such as in relation to unfamiliar cultural references
- time to analyse language in study texts
- extended time to complete tasks.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23550</b>
<b>Unit title</b>	<b>Give complex presentations for study purposes</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to participate in further study contexts which involve the presentation of ideas and information in complex formal presentations.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of Indicators of Competence in Oral Communication at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+.</li> </ul> <p>This unit applies to EAL learners wishing to develop their speaking and listening skills in English to satisfy further study needs. The study contexts in which these communication skills are applied are varied, and can be related to a range of further study, Vocational Education and Training (VET) or Higher Education contexts and specific fields of study.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Prepare an extended oral presentation on a researched topic	1.1	Analyse and confirm study task requirements for the presentation
		1.2	Locate, evaluate and synthesise relevant information and ideas from a range of sources
		1.3	Use planning and drafting processes to structure and sequence the presentation
		1.4	Document a detailed plan for the presentation

		1.5	Identify, evaluate and access supporting materials appropriate to the presentation and confirm availability
2	Give an extended oral presentation on a researched topic	2.1	Introduce and provide an overview of the presentation
		2.2	Communicate information, ideas and analysis according to presentation plan
		2.3	Use discourse strategies and complex language features effectively
		2.4	Engage and respond to the audience and clarify or elaborate where necessary
		2.5	Use supporting materials effectively
		2.6	Conclude the presentation by summarising main points and drawing key conclusions
3	Evaluate performance	3.1	Seek feedback from the audience and/or teacher on the effectiveness of the presentation
		3.2	Conduct a review of performance according to relevant criteria
		3.3	Discuss performance and any ideas for improvement of future presentations with a support person

### Range of Conditions

In this context, complex presentations refer to spoken texts in less familiar further study contexts such as Higher Education or VET. They focus is on the speaker with information usually conveyed in one direction.

Complex spoken texts are extended and include embedded information, specialised vocabulary specific to topics or study areas and complex linguistic structures using appropriate register relevant to the spoken text and context. Presentations may be face to face, supported by digital technology such as PowerPoint presentations, include short videos or other visual supports, photos, charts, diagrams or paper-based handouts.

At this level spoken discourse strategies may include but are not limited to:

- appropriate openings, closings, such as introducing the presentation
- inviting a response and expressions / words used to do so, such as: I just wanted to finish by saying...
- clarifying, elaborating, expressions to clarify misunderstandings and ambiguous points, such as In answer to your first question... If I could clarify that... I would like to add....
- use of pitch, volume, stress and intonation to emphasise an important point
- use of paralinguistic features in conveying meaning, attitude and emotion, such as body language, stance/posture, hand movements, facial expressions, use of eye contact
- signposts/discourse markers/signals, such as to start with ..., As I indicated in my introduction..., This leads me to my next point..., I'd like to finish by emphasising that
- expressions to sequence, connect and describe relationships between ideas, such as

for instance, in this respect, by this means, therefore, thus, subsequently, as a result.

Study task requirements may include but are not limited to topic and limitations of the topic, presentation criteria, such as time limits, length, use of notes, mode of presentation.

Evaluation of performance may include but is not limited to use of a feedback sheet, one to one or group feedback after the presentation based on a checklist of required items, feedback from a support person such as teacher, mentor or peer.

At this level it is expected the learner demonstrates use of intelligible pronunciation with effective stress and intonation patterns.

## 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"> <li>apply appropriate discourse strategies to convey spoken texts</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>develop and implement a presentation plan</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>deliver the presentation according to requirements</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23550 Give complex presentations for study purposes	VU22645 Give complex presentations for study purposes	Not equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23550 Give complex presentations for study purpose</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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• plan and present two complex oral presentations suitable to topic, purpose and audience including: <ul style="list-style-type: none"> <li>○ developing a presentation plan for each presentation including use of supporting materials</li> <li>○ applying discourse strategies to convey complex information</li> <li>○ using register appropriate to the context</li> </ul> </li> <li>• review each of the above presentations and for each make two suggestions for improvement.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary and terminology specific to the identified topic or further study area, such as <i>content words, collocations or phrasal verbs</i></li> <li>• compound sentences and complex sentences with subordinate clauses</li> <li>• verb tenses and verb forms such as <i>active and passive forms, present perfect continuous, past perfect, conditional, future</i></li> <li>• modal forms, such as <i>could have, might have, should have, may have</i></li> <li>• reported speech with some verb forms, such as <i>Smith stated that it was..</i></li> <li>• adjectives, adverbs, adverbial phrases or prepositional phrases to describe and convey information and expand on ideas</li> <li>• spoken discourse strategies to convey spoken text</li> <li>• discourse linkers to develop ideas and their relationship to each other, to interpret and convey meaning, signal intention and opinion</li> <li>• conjunctions to convey relationships, such as time <i>finally</i>, cause and effect <i>has a result of</i>, contrast <i>however</i>, condition <i>such as if, unless</i>.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• use of tone, intonation and stress to influence meaning in spoken language</li> <li>• register and style used in spoken presentations and formal interactions appropriate to further study contexts</li> <li>• some aspects of the local further study culture including language nuances, such as <i>idioms, irony and sarcasm</i> as they relate to spoken texts relevant to further study</li> <li>• purpose of paralinguistic features used in spoken text, such as <i>pitch, intonation and stress</i></li> </ul>

	<ul style="list-style-type: none"> <li>• cues used for inferred meaning, such as <i>logical, contextual and paralinguistic cues</i>.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• a bilingual dictionary and/or an English-English dictionary</li> <li>• research materials</li> <li>• audience for formal presentation</li> <li>• a support person for discussion of performance in formal presentation and potential improvements.</li> </ul> <p>Assessment practices should consider the learner's need for contextual support in relation to aspects of the local further study culture, such as discourse styles, register and jargon used in the study context</p> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23551</b>
<b>Unit title</b>	<b>Participate in complex spoken interactions for study purposes</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required by EAL learners to participate in and respond to complex spoken interactions which include discussion of ideas and opinions with others in study contexts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of Indicators of competence in Oral Communication at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+.</li> </ul> <p>This unit applies to EAL learners wishing to develop speaking and listening skills in English in contexts related to further study. The study contexts in which these skills are applied are varied, and can be related to a range of further study, Higher Education or Vocational Education and Training (VET) contexts and fields.</p> <p>Contexts may include fields in which specialised or technical language is used.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 complex, sustained group interactions in a study context	1.1	Identify the topic and purpose of the spoken interaction
		1.2	Express ideas or key arguments supported by evidence or examples
		1.3	Respond to ideas, expressing an opinion supported by evidence or examples.
		1.4	Use spoken discourse strategies to initiate, participate in,

			manage and sustain interaction
		1.5	Use style and language appropriate to the interaction
		1.6	Clarify or seek clarification on misunderstandings and ambiguous points as required
		1.7	Evaluate effectiveness of own contribution and identify areas for improvement
2	Apply complex spoken discourse to discuss study tasks	2.1	Identify the context and purpose of study task
		2.2	Initiate sustained exchange related to study task
		2.3	Express desired outcome clearly and concisely and provide supporting details using appropriate vocabulary and expressions
		2.4	Use spoken discourse and paralinguistic strategies to communicate ideas effectively
		2.5	Review own performance

### Range of Conditions

In this context, complex spoken texts refer to extended texts and include embedded information, specialised vocabulary specific to topics or study areas and complex linguistic structures using register relevant to the spoken text. They apply to less familiar further study contexts such as Higher Education or Vocational Education and Training contexts and may include class discussion, small group discussions, round table conversations or interviews. Interactions may be face to face or through a digital medium.

At this level spoken discourse strategies may include but are not limited to:

- appropriate openings, closings, such as leaving a discussion politely
- turn taking, claiming a turn, interrupting, inviting a response and expressions / words used to do so, such as I just wanted to finish by saying...I know what you mean...
- clarifying, elaborating, expressions to clarify misunderstandings and ambiguous points, such as In answer to your first question... If I could clarify that... I would like to add....
- pitch, volume, stress and intonation to emphasise an important point
- use of paralinguistic features in conveying meaning, attitude and emotion, such as body language, stance / posture, facial expressions, use of eye contact
- signposts/discourse markers/signals, such as to start with ..., I mean, I'd like to emphasise that, mind you.....
- expressions to sequence, connect and describe relationships between ideas, such as for instance, in this respect, by this means, therefore, thus, subsequently, as a result.

Study tasks may include but are not limited to presenting a proposal, arguing a case, discussing a specific problem or issue, conveying a point of view on a contemporary issue, discussing a project proposal, discussing a case study.

## 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"> <li>review discourse strategies used in interactions</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>apply appropriate discourse strategies to convey spoken texts according to context</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23551 Participate in complex spoken interactions for study purposes	VU22646 Participate in complex spoken discourse for study purposes	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23551 Participate in complex spoken interactions for study purposes</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• participate effectively in two complex and sustained group interactions, including one based on a study task, to convey and respond to information on topics related to a study context including:             <ul style="list-style-type: none"> <li>○ applying appropriate discourse strategies to convey and respond to complex information</li> <li>○ using register appropriate to the context</li> </ul> </li> <li>• review own participation in above interactions.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary and terminology specific to the identified topic or further study area for example content words, collocations and phrasal verbs, such as <i>take into account</i>,</li> <li>• compound sentences and complex sentences with subordinate clauses</li> <li>• verb tenses and verb forms, such as <i>present perfect continuous, past perfect, conditional, future, active and passive forms</i></li> <li>• modal forms, such as <i>could have, might have, should have, may have</i></li> <li>• reported speech using different verb forms</li> <li>• adjectives, adverbs, adverbial phrases and prepositional phrases to describe and convey information and expand on ideas</li> <li>• spoken discourse strategies to convey spoken text</li> <li>• conversational/discourse linkers and markers to develop and express ideas and their relationship to each other, to interpret and convey meaning, signal intention and opinion, such as <i>anyway, so, well then, I mean</i></li> <li>• conjunctions to convey relationships for example time, cause and effect, contrast, condition, such as <i>if, unless</i></li> <li>• question types, such as <i>open ended questions, direct questions to elicit specific information or longer responses, hypothetical questions, rhetorical questions.</i></li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• register and style used in complex spoken interactions appropriate for further study context</li> <li>• language nuances, such as <i>idioms, irony and sarcasm</i> as they relate to spoken texts relevant to further study</li> <li>• purpose of paralinguistic features of spoken text, such as <i>pitch, intonation and stress</i></li> </ul>

	<ul style="list-style-type: none"> <li>• cues used for inferred meaning, such as <i>logical, contextual and paralinguistic cues</i>.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• English language resources relevant to further study discourse to support effective interactions</li> <li>• participants for group interaction and discussion.</li> </ul> <p>Assessment practices should consider the learner's need for support with aspects of the local culture, discourse styles, register and jargon used in the study context.</p> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23552</b>
<b>Unit title</b>	<b>Take notes from complex spoken texts for study purposes</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to listen, analyse and take notes from complex and sustained spoken texts in further study contexts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 4 and Writing at Level 4 and</li> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Listening and Writing. They contribute directly to the achievement of, Listening 3/3+ and Writing 3/3+.</li> </ul> <p>This unit applies to EAL learners wishing to develop their English language listening and note-taking skills to satisfy further study needs. The study contexts in which these skills are applied are varied, and can be related to a range of further study, Vocational Education and Training (VET) or Higher Education context.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 and analyse sustained, complex spoken texts for study purposes	1.1	Determine the topic, purpose, genre and audience of spoken text
		1.2	Identify register, style, and tone of the text
		1.3	Identify and analyse key structural features of the text
		1.4	Analyse discourse strategies used by the speaker/s
		1.5	Critically evaluate the relevance of the spoken text

2	Write notes from complex spoken texts for study tasks	2.1	Confirm requirements of the study task
		2.2	Confirm purpose of note-taking in relation to the study task
		2.3	Use strategies to record information, outlining main ideas or themes and supporting information relevant to purpose
		2.4	Review notes for accuracy and clarity
		2.5	Assess the usefulness of the notes in meeting study task requirements
		2.6	Amend notes in response to review of usefulness

### Range of Conditions

In this context, complex spoken texts refer to extended texts and include embedded information, specialised vocabulary specific to topics or study areas and complex linguistic structures using register relevant to the spoken text. They apply to less familiar further study contexts such as Higher Education or Vocational Education and Training contexts and may include face to face spoken texts or spoken texts conveyed through a digital or media medium in real time or pre-recorded.

Complex spoken texts are likely to be delivered in formal settings and follow a standard format. They are likely to be one-way communications, with specialist content, and no or little on-going input from listeners. Language use is usually impersonal with standard grammar.

Complex/sustained spoken texts may include but are not limited to:

- real time or pre-recorded lecture
- tutorial / class session
- podcasts
- documentaries or interviews on a range of topics
- radio / TV programs, such as current affairs interviews, panel discussions
- an address or speech, such as by a politician
- a feature film based on a novel studied.

Key structural features of complex spoken texts include organisational structure, such as introduction /development/conclusion, use of facts, evidence to support hypothesis, use of data.

Discourse strategies may include but are not limited to

- signposts/discourse markers/signals, such as first of all, as I indicated in my introduction, this leads me to my next point, I'd like to finish by emphasising that...
- expressions to sequence, connect and describe relationships between ideas, such as well, for instance, by these means, therefore, thus, subsequently, as a result.

Study tasks may include but are not limited to essay/report, short answers, class discussion, examination, information or point of view to be posted to study blog or wiki essay, demonstration, developing a case study, practical task.

Strategies to record information may include but are not limited to

- abbreviations and acronyms, such as i.e., +, &, #, No.
- use of bullets and numbering
- mind-maps / visual diagrams, tables
- paraphrasing
- layout and formatting to order information, such as
  - numbering / bullet point system
  - hierarchical layout – indenting.

## 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"> <li>• apply strategies to record key information</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• select, organise and record information from spoken texts</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23552 Take notes from complex spoken texts for study purposes	VU22647 Take notes from complex spoken texts for study purposes	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23552 Take notes from complex spoken texts for study purposes

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- analyse and evaluate the relevance of two complex and sustained spoken texts relevant to study contexts including analysing the discourse features used in each text
- write and review notes for the above spoken texts including notes for a specific study task using appropriate note-taking strategies.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary, including specialist vocabulary related to areas of technical content and specific fields of study, such as *content words, phrasal verbs and collocations*
- compound sentences and complex sentences with subordinate clauses within complex and sustained spoken texts
- verb tenses and verb forms, such as *active and passive*, *present perfect continuous, past perfect, conditional, future*
- modal forms, using a range of verb forms, such as *could have, could have had*
- reported speech in spoken texts, using verb forms to relate supporting evidence and acknowledge or confirm views or arguments, such as: *According to Smith...*
- adjectives, adverbs, adverbial phrases and prepositional phrases used in complex spoken text
- discourse markers used in spoken texts to develop and express ideas and their relationship to each other, convey meaning and signal intention or resulting action
- spoken discourse strategies to convey spoken text
- note-taking methods used in further study contexts, such as *paraphrasing, synthesising key points*.

Sociolinguistic and Cultural Knowledge:

- how paralinguistic features of speech such as *tone, intonation and stress* are used to convey meaning in complex spoken texts
- register and style in complex spoken texts
- language nuances used in spoken texts, such as *idioms, irony and sarcasm, understatement, hyperbole* to exaggerate information to make a point or show emphasis

	<ul style="list-style-type: none"> <li>• cues used for inferred meaning, such as <i>logical, contextual and paralinguistic cues</i>.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to</p> <ul style="list-style-type: none"> <li>• spoken texts relevant to the area of study or study task</li> <li>• EAL resources such as:             <ul style="list-style-type: none"> <li>○ a bilingual dictionary, and/or an English-English dictionary</li> <li>○ digital bilingual resources</li> <li>○ computers for production of word processed notes if required.</li> </ul> </li> </ul> <p>Assessment practices should consider:</p> <ul style="list-style-type: none"> <li>• the learner's need for contextual support in relation to unfamiliar jargon related to further study</li> <li>• some aspects of the local study culture related to note-taking conventions</li> <li>• time to listen to, analyse and complete tasks.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23553</b>
<b>Unit title</b>	<b>Read and write complex texts for study purposes</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to use analysis and note-taking skills to read and write complex texts related to study purposes and/or the field of study.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4 and</li> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3 / 3+ and Writing 3 / 3+.</li> </ul> <p>This unit applies to EAL learners wishing to develop their English language reading and writing skills to satisfy further study needs. The study contexts in which these skills are applied are varied and can be related to a range of further study, Vocational Education and Training (VET) or higher education research and academic writing contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 analyse complex texts for study purposes	1.1	Identify the context, genre and purpose of the text and the register used
		1.2	Use a variety of reading strategies to analyse the text
		1.3	Analyse the discourse structure of the text
		1.4	Analyse the main concepts or contentions/ positions of

			the text
		1.5	Identify and analyse evidence provided to support concepts or contentions
		1.6	Identify language and other devices used to convey information in the text
		1.7	Critically evaluate the usefulness of the information within the text in relation to own study purposes
2	Take notes from complex written texts for study purposes	2.1	Confirm purpose of note-taking
		2.2	Use text layout to locate relevant information in complex texts.
		2.3	Use strategies to record information suited to study purpose or task
3	Produce extended written texts for study purposes	3.1	Confirm requirements and purpose of written text
		3.2	Source and synthesise complex information and ideas from a range of sources
		3.3	Design an outline plan for the text using researched material
		3.4	Support complex concepts or contentions with subsidiary points, reasons and relevant examples
		3.5	Link ideas in clear connected text using a range of cohesive devices
		3.6	Develop cohesive text according to plan using coherently linked paragraphs with language appropriate to register
4	Reference sources used in texts	4.1	Identify the purposes and conventions of referencing in formal study contexts and in own specific study field
		4.2	Locate and record references used to produce text
		4.3	Organise and insert references according to specified referencing conventions for the specific field of study
		4.4	Document reference list using appropriate formatting
5	Review own written texts	5.1	Use proofreading and editing processes to review text
		5.2	Review text for clarity of content, expression, structure and sequence of ideas
		5.3	Confirm the text meets the requirements of the task

		5.4	Seek feedback on the text from a support person
		5.5	Review feedback and edit text accordingly

## Range of Conditions

In this context, complex written texts refer to extended texts and include embedded information, specialised vocabulary specific to topics or study areas and complex linguistic structures using register relevant to the written text. They apply to less familiar further study contexts such as Higher Education or Vocational Education and Training contexts and may include paper-based or digital texts. At this level, texts may be accessed by the learner or the teacher.

Complex written texts for study purposes may be based on a specific field and may include but are not limited to research reports, experiment/ field trip/laboratory reports, technical reports which may include data such as graphs, tables, complex diagrams, questionnaire/survey, results, text books / reference books, journal/newspaper articles, proposals or synopsis, opinion pieces, case studies in a particular field of study, different types of essays, texts which analyse behaviour/suggest hypotheses / reflect on practice, complex recounts, narratives, forms of writing that reflect on learning experience or practice, for example learning journal, observations or reflections on work experience or practical placement, for example teaching practicum or work placement.

Reading strategies may include but are not limited to:

- skimming, scanning, glossing and speed-reading techniques to extract relevant information quickly
- actively predicting direction or intent of text and use of context as a guide to meaning
- detailed reading
- using features of text layout such as table of contents, chapter headings and chapter summaries, index, website menus and headings, footnotes, endnotes, references
- using knowledge of context, grammar and vocabulary and organisational structure of texts to work out meaning and relative importance of information
- looking at grammatical features to determine register, such as use of passive, third person singular, abstract nouns
- using non text elements in multimodal texts as clues
- use of reference within the text such as use of anaphora and cataphora
- using dictionary and grammar references.

Concepts and/or contentions may include but are not limited to viewpoints/perspectives, hypotheses, fact or logic, rationale, demographic measures.

Discourse structure may include but is not limited to:

- appropriate linguistic structure for register and purpose, such as use of passive
- rhetorical moves and patterns, layout and other text features of specific genres, such as research reports or case studies
- organisational structure including cohesive devices and sequence markers, such as
  - cause and effect for example As a result,.. is caused by... subsequently
  - hypothesis, for example: It could be considered that...
  - comparison and contrast for example: On the other hand
- specific and general statements or nominalisation

- definitions and classification of terms.

Language and other devices may include but are not limited to:

- indication of a writer's support for an argument, such as the writer clearly shows..., the research demonstrates
- indication of a writer's ambivalence towards an argument, such as the writer suggests that.. the research may indicate, but...
- indication of a writer's disagreement with an argument, such as the writer fails to establish... the research is inconclusive.

Evaluation of texts may include but is not limited to evaluating currency, credibility, authority/expertise of author/s, relevance to purpose, methodology of research, whether and how the text persuades or argues a case for or against something using supporting points and examples, whether the text is effective in clarifying or explaining a topic or research question, whether the text is well constructed, such as clear, cohesive text.

Support person may include peer / colleague, tutor / teacher / volunteer tutor, bilingual support worker.

## 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"> <li>• develop and implement a plan for own written text</li> </ul>
Problem solving skills to:	<ul style="list-style-type: none"> <li>• apply reading strategies to analyse complex texts for study purposes</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23553 Read and write complex texts for study purposes	VU22648 Read and write complex texts for study purposes	Equivalent

## Assessment Requirements

<b>Title</b>	Assessment Requirements for VU23553 Read and write complex texts for study purposes
<b>Performance Evidence</b>	<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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• read, analyse and evaluate two complex texts relevant to study purposes or tasks</li> <li>• synthesise information from research and notes to write one complex text for study purposes which includes complex sentences and a series of coherently linked paragraphs which communicate complex relationships between ideas</li> <li>• apply editing processes and techniques to review own text</li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary and expressions, such as <i>jargon, some specialist terminology for topics related to study areas or fields of study, collocations or phrasal verbs</i></li> <li>• compound sentences and complex sentences with subordinate clauses to communicate complex relationships between ideas</li> <li>• verb tenses and forms for example active and passive, conditionals, such as <i>with if and unless, present perfect continuous, past perfect</i></li> <li>• adverbs, adverbial phrases and adjectives</li> <li>• modals and modal forms, such as <i>could have, would have, may have</i></li> <li>• reported speech, using a range of verb forms to relate supporting evidence, acknowledge or confirm views or arguments, such as <i>According to Smith, In Smith's view...Smith states...</i></li> <li>• conjunctions including subordinating and coordinating and relative pronouns, such as <i>because ....., despite....., even though....., since..., unless..., while....which, that, who</i></li> <li>• discourse markers and cohesive devices to link ideas and concepts, add information or contrast ideas, such as <i>in spite of, the fact that, as a result of...</i></li> <li>• differences between paraphrasing, plagiarising and direct quotes in written text</li> <li>• processes to edit and review own writing</li> <li>• how different sources present different perspectives</li> <li>• how text language and structure may influence the reader to adopt particular views and positions</li> <li>• note-taking strategies.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• register and style in complex written texts related to study purposes</li> </ul>

	<ul style="list-style-type: none"> <li>• cultural influences on writing styles in texts related to study purposes</li> <li>• cues used for inferred meaning, such as <i>logical, contextual</i></li> <li>• language which distinguishes fact and opinion,</li> <li>• devices used to convey or modify meaning, such as <i>irony, understatement or exaggeration</i></li> <li>• conventions of referencing in texts for study purposes.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• digital and/or paper-based resources for support such as texts as models</li> <li>• a bilingual dictionary, and/or an English-English dictionary</li> <li>• complex texts related to study purposes for analysis</li> <li>• information about referencing conventions for appropriate study field.</li> </ul> <p>Assessment practices consider the learner's need to initiate support from a range of established resources such as:</p> <ul style="list-style-type: none"> <li>• contextual support in relation to unfamiliar jargon, cultural influences and expectations of written texts for study purposes</li> <li>• assistance in reviewing texts prior to the final draft.</li> </ul> <p>Assessment takes into consideration:</p> <ul style="list-style-type: none"> <li>• time to read, analyse and complete texts</li> </ul> <p>Considerations of length of text must be determined by the writing context and purpose, task requirements and learner needs.</p> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23554</b>
<b>Unit title</b>	<b>Use critical reading skills to analyse complex study tasks</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to analyse complex written study task requirements by using critical analysis of instructional and/or advisory language related to the successful completion of study tasks.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3/3+.</li> </ul> <p>This unit applies to EAL learners wishing to develop their English language reading skills to satisfy further study needs. The study contexts in which these skills are applied are varied and can be related to a range of further study, Vocational Education and Training (VET) or Higher Education contexts and study areas.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Examine complex study task requirements	1.1	Examine a range of study tasks containing instructions or advice
		1.2	Determine the purpose of the instructions or advice
		1.3	Identify types of study tasks and their requirements
2	Critically analyse instructional and/or advisory language for complex study tasks	2.1	Select a study task
		2.2	Identify type of study task required
		2.3	Establish the topic and key components for the study

		task
	2.4	Locate key instructional or advisory language for task completion
	2.5	Analyse the features and requirements of the key instructional or advisory language
	2.6	Locate and analyse key content words and phrases that link to the topic
	2.7	Identify and analyse language related to the scope of the study task
	2.8	Assess the importance and clarity of the instructional or advisory language for successful task completion

### Range of Conditions

In this context, complex study tasks refer to texts consisting of connected components and can be related to different study areas or fields. They include embedded information, specialised vocabulary specific to topics or study areas and complex linguistic structures using register relevant to the task. They apply to less familiar further study contexts such as Higher Education or Vocational Education and Training contexts and may include paper-based or digital study tasks.

Study tasks containing instructions or advice may include but are not limited to tasks to complete computer tasks, essay questions, exam questions, experiments/field trip reports, formal presentations, multiple choice questions, short answers, research tasks involving instructions on how to access library services, such as digital journal articles, advice or instructions about how to participate in collaborative digital study tasks, producing an annotated bibliography, poster presentation or literature review, producing a report.

Instructional language may include but is not limited to assess, analyse, contrast, evaluate, explain, discuss, interpret, review.

Requirements of key instructional language for study tasks may relate to and include but is not limited to:

- identifying and analysing essential elements of an issue
- presenting a case for and against a proposal
- identifying common or similar characteristics as well as differences
- comparing and contrasting different perspectives
- making a judgement of differing views, identifying limitations and drawing conclusions
- providing concise meaning without detailed explanation
- recounting in sequence
- providing alternative solutions to a problem
- appraising in relation to criteria and forming a judgement
- examining and using data to explain a problem or support a view
- extracting the main points.

Language indicating the scope of a study task may include but is not limited to limitations, specific areas of focus, number of examples to be included, examining different perspectives, structure and word limit.

## 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"> <li>apply knowledge of instructional and advisory language to analysis of the requirements of study tasks</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23554 Use critical reading skills to analyse complex study tasks	VU22649 Use critical reading skills to analyse study tasks	Equivalent

<b>Assessment Requirements</b>	
<b>Title</b>	Assessment Requirements for VU23554 Use critical reading skills to analyse complex study tasks
<b>Performance Evidence</b>	<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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• examine and critically analyse two complex study tasks consisting of a number of components including:               <ul style="list-style-type: none"> <li>○ identifying the type of study task and its components</li> <li>○ analysing instructional and/or advisory language used in each task.</li> </ul> </li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary and expressions, such as <i>jargon or specialist terminology, phrasal verbs, collocations</i> related to topics for vocational or higher education study tasks</li> <li>• adverbs, adverbial phrases and adjectives used to qualify or explain information in study tasks, such as <i>Critically reflect</i></li> <li>• verb tenses and forms related to study tasks, such as <i>imperative, present perfect, present continuous</i> such as <i>Using a variety of sources, ....</i></li> <li>• modals which are used in instructions for study tasks, such as <i>Answers should contain at least three examples</i></li> <li>• compound sentences and complex sentences with subordinate clauses which communicate complex relationships between concepts in study tasks, such as <i>Discuss the idea that, Discuss the factors that...</i></li> <li>• discourse markers, connectives and cohesive devices to link ideas and concepts in study tasks, such as <i>Discuss the use of digital storytelling in the teaching and learning of language and.....</i></li> <li>• question forms related to study tasks, such as <i>What does..., how can...</i></li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• register and style in complex written texts related to description of study tasks</li> <li>• processes in analysing study tasks for example identifying directive words, such as <i>discuss</i>, limiting words, such as <i>differences and similarities</i> and content words, such as <i>environmental impact</i></li> <li>• cues used to infer meaning, such as <i>logical, contextual and visual</i></li> <li>• conventions and formats relevant to different types of study tasks, such as <i>reports, essays</i>.</li> </ul>
<b>Assessment Conditions</b>	Assessment must ensure access to:

- a range of EAL resources including a bilingual dictionary, and/or an English-English dictionary
- complex study tasks for analysis

Assessment practices should consider the learner's need to initiate support from a range of established resources including contextual support, for example in relation to unfamiliar jargon and cultural influences and expectations, such as differences in study task structure and approaches in analysing study tasks.

Assessment takes into consideration time to read and analyse study task requirements.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23555</b>
<b>Unit title</b>	<b>Use language analysis skills to review own texts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to use language analysis skills and knowledge of language structure and use to review own written texts for further study purposes.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading, Writing, Oral Communication and Learning at Level 4 and</li> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+, Reading 3 / 3+ and Writing 3 / 3+.</li> </ul> <p>This unit applies to EAL learners wishing to develop their English language analysis skills for the purpose of reviewing and refining own written texts in a further study context. The study contexts in which these skills are applied are varied and can be related to a range of further study, Vocational Education and Training (VET) Higher Education contexts.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Analyse language and language use for own written texts	1.1	Determine the purposes and contexts for discussing language and language use
		1.2	Identify metalanguage terminology to describe language structure and use
		1.3	Determine questions relating to language structure and

			use
		1.4	Source and use language references to clarify information on language items and usage
		1.5	Record relevant information for future study reference
2	Apply knowledge of language and language use to review own written texts	2.1	Select language items in own written text for analysis and review
		2.2	Ask and respond to questions to analyse language structures using appropriate metalanguage terminology
		2.3	Determine and apply appropriate modifications to the text
		2.4	Review modified text for accuracy

### Range of Conditions

In this context own written texts for review may be paper-based or digital.

Metalanguage terminology may include but is not limited to terminology to describe a range of terms used in English grammar and structure including:

- language to describe word level features, such as word endings, suffixes and prefixes, word functions, such as verb, noun, adjective, adverb, vocabulary and choice of words
- text level features, such as genre, register, collocations.

Language items for analysis of language in written forms may include but are not limited to the rules of grammar, parts of speech, syntax, word order/sentence structure, agreement, verb tenses, contractions, collocations, discourse signals, cohesive devices, length of sentence.

Own written texts may include but are not limited to:

- essays, reports, reviews
- synopses
- posters

Purposes and contexts for discussing language use may include but is not limited to reviewing a written text to identify correct use of:

- grammatical devices used to achieve purpose, such as persuading, explaining, comparing
- language devices to convey tone, intention attitude
- language to convey opinion
- level of formality, for example use of passive
- discussion of the rules of punctuation to review clarity of text
- discussion of the rules of grammar such as parts of speech, syntax, word order, inflections, agreement to convey meaning.

## 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"> <li>analyse and review language use in own texts</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>use language resources to address language use questions</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>review own texts and make modifications</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23555 Use language analysis skills to review own texts	VU22650 Use language analysis skills to review own texts	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23555 Use language analysis skills to review own texts</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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• use available language references to analyse no less than five different language items in each of two of own written texts</li> <li>• apply grammatical knowledge to edit, refine and modify own language use in each of the above texts</li> <li>• maintain own records of relevant grammatical information for future study purposes.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>○ metalanguage to describe lexical, semantic, grammatical features and their uses for example: <ul style="list-style-type: none"> <li>○ verb tenses and their names, such as simple, perfect continuous, such as <i>have been melting</i>, active and passive, conditional, such as <i>if and unless</i></li> <li>○ phrasal verbs, adverbs, adverbial phrases and adjectives</li> <li>○ modals</li> <li>○ conjunctions and connectives,</li> <li>○ reported speech using different verb forms</li> <li>○ discourse / sequence markers</li> <li>○ features of genres and register used in further study discourse</li> <li>○ English language references, such as dictionaries, thesaurus, textbooks, digital references</li> <li>○ purposes for conducting language analysis of own work.</li> </ul> </li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure access to a range of EAL resources including language references such as a bilingual dictionary, and/or an English-English dictionary or grammar text.</p> <p>Assessment practices must consider the learner's need to initiate support from a range of established resources including:</p> <ul style="list-style-type: none"> <li>• contextual support, for example in relation to unfamiliar jargon and cultural influences and expectations related to analysis of own written texts</li> <li>• assistance in reviewing own texts.</li> </ul> <p>Assessment takes into consideration time to review and analyse own texts.</p>

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**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

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<b>Unit code</b>	<b>VU23556</b>
<b>Unit title</b>	<b>Use limited digital technology language and skills</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to use limited digital technology language and apply digital technology skills to short and simple learning tasks.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication and Reading at Level 1 and</li> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening, and Reading. They contribute directly to the achievement of Speaking 1+, Listening 1+, and Reading 1+.</li> </ul> <p>This unit applies to EAL learners wishing to develop the language of digital technology and use digital technology to support development of their English language skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 digital technology terminology	1.1	Identify common digital devices
		1.2	Recognise and use key digital technology language related to devices and their functions
		1.3	Recognise and use digital technology terminology to identify common programs and their uses
2	Perform a simple task using a digital device	2.1	Follow steps given verbally or in writing
		2.2	Perform digital task
		2.3	Follow workplace health and safety instructions related to

			use of technology
		2.4	Request assistance or clarification if required to complete the activity successfully
3	Use digital technology for language learning	3.1	Select a language learning activity
		3.2	Open and locate the program
		3.3	Use the basic navigation features correctly
		3.4	Follow instructions to complete the activity
		3.5	Close the activity correctly

### Range of Conditions

In this context, use of digital technology devices is highly familiar within limited contexts and functions and tasks have a highly explicit purpose. Digital technology devices may include but are not limited to laptops, computers, tablets, smart phones.

Digital technology language is highly familiar and is used to define common digital devices used in the classroom or at home. Key digital technology language may include but is not limited to:

- common technical terms, such as screen, mouse, keyboard / keypad, DVD drive, USB, password, cursor, file name, icons
- verbs to describe common actions performed on a digital device, such as drag, click, double click, open, close, scroll down, download, save, cancel, restart, recharge.

Common programs may include but are not limited to word processing programs, digital presentation programs or applications (apps), such as Facebook, WhatsApp, Instagram, maps apps, such as google maps on tablets or smart phones and their uses.

Tasks using digital devices may include but are not limited to starting-up / shutting down a device, sending or posting a message, downloading, finding a contact, opening or closing a program or app.

Workplace health and safety information may include seating/posture, lighting/glare, working heights and trip hazards.

Pronunciation, stress and intonation are generally intelligible with high frequency words in familiar, supportive contexts.

### 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"> <li>• identify key words and expressions related to digital technology</li> <li>• follow instructions to complete a language learning activity</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>• apply digital technology to own learning</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23556 Use limited digital technology language and skills	VU22596 Use basic digital technology language and skills	Equivalent

<b>Assessment Requirements</b>	
<b>Title</b>	Assessment Requirements for VU23556 Use limited digital technology language and skills
<b>Performance Evidence</b>	<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 use language conventions and apply linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• use English language digital technology terminology related to two commonly used devices</li> <li>• use digital technology terminology to identify two uses of one common program</li> <li>• follow verbal or written instructions to apply digital technology skills to complete one short and simple digital technology task and one short and simple digital language learning activity.</li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• simple terminology and expressions related to using digital devices, and programs and their uses</li> <li>• spoken, digital or paper-based instructions related to using technology and accessing digital programs for language learning;</li> <li>• short, simple verbal or on screen written instructions related to digital devices and their uses</li> <li>• WHS terminology and instructions related to use of technology</li> <li>• expressions used in instructions to indicate short sequence of steps and advice in use of technology, for example, first, next and simple phrasal verbs, such as <i>turn on, turn off, go to next</i></li> <li>• simple question forms to seek assistance, clarification, repetition or explanation.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• use of technology in language learning</li> <li>• conventions, navigation and layout in digital language learning tasks.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• appropriate digital devices and programs</li> <li>• internet access</li> <li>• digital texts or paper-based texts</li> <li>• EAL resources, such as               <ul style="list-style-type: none"> <li>○ bilingual dictionary</li> <li>○ simple English-English dictionary or picture dictionary</li> </ul> </li> </ul>

- charts, word lists.

Assessment must ensure support for the learner takes into consideration the following:

- need for frequent support to interpret meaning and understand unfamiliar cultural references
- need for strong support from the context, including visual cues to interpret meaning
- extended time to read instructions
- guidance, for example with spoken or written instructions
- prompting and advice.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23557</b>
<b>Unit title</b>	<b>Identify Australian leisure activities</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to access and identify information about and provide spoken information related to leisure activities in Australia.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication and Reading at Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening, and Reading. They contribute directly to the achievement of Speaking 1+, Listening 1+, and Reading 1+.</li> </ul> <p>This unit applies to EAL learners who require knowledge and skills in English to access and convey information about Australian leisure activities.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Access information on Australian leisure activities	1.1	Locate sources of information on leisure activities in Australia
		1.2	Identify main types of leisure activities in Australia
		1.3	Outline the features of main types of leisure activities

2	Give short, simple spoken information on leisure activities	2.1	Select one type of leisure activity
		2.2	Identify the key characteristics of the selected activity
		2.3	Select items to include in spoken information
		2.4	Provide a brief description of the selected leisure activity
		2.5	Explain reasons for selection
		2.6	Present information

### Range of Conditions

In the context of this information on Australian leisure activities they should short, simple and familiar and may be culturally sensitive and related to social and community contexts. Leisure activities may include cultural entertainment, such as music and dance, sporting activities, outdoor activities, activities for health and wellbeing, hobbies, community activities and other culturally specific activities.

Sources of information may be face to face, digital, paper-based or visual and may include guest speakers, TV programs, brochures, peers and community group members.

Key characteristics and features of leisure activities may include but are not limited to participant attributes such as age groups, gender, technical terms to describe activity, popularity, equipment needed/ costs, rules and requirements, wellbeing benefits.

Spoken information can be a formal presentation, informal talk, group or pair discussion and may include photos, posters, diagrams / maps, labelled items, sound or video recordings, for example demonstration, observations from a field trip, brochure or flyer.

Pronunciation, stress and intonation is generally intelligible with high frequency words in familiar, supportive contexts.

### 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"> <li>source and use information about Australian leisure activities</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>convey information about Australian leisure activities</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>plan, organise and convey information about Australian leisure activities</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23557 Identify Australian leisure activities	VU22598 Identify Australian leisure activities	Equivalent

<b>Assessment Requirements</b>	
<b>Title</b>	Assessment Requirements for VU23557 Identify Australian leisure activities
<b>Performance Evidence</b>	<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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>source and identify information about two leisure activities in Australia including their features</li> <li>convey information about one Australian leisure activity to others.</li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• basic vocabulary and expressions related to describing leisure activities, such as <i>content words, adjectives and adverbs</i></li> <li>• some limited verb tenses and phrasal verbs used to talk about leisure activities, such as <i>take up, camp out, join in, get into</i></li> <li>• simple paralinguistic features used in presenting information to convey meaning and engage audience</li> <li>• some simple connectives, such as <i>and, so, or, but</i>.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• some simple everyday colloquial expressions associated with leisure activities</li> <li>• some aspects of Australian culture associated with leisure.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• sources of information on Australian leisure activities</li> <li>• a range of EAL resources, such as               <ul style="list-style-type: none"> <li>○ bilingual resources</li> <li>○ a bilingual dictionary and/or English-English dictionary.</li> </ul> </li> </ul> <p>Assessment tools developed for this unit utilise resources from the student's immediate context which are familiar and culturally sensitive.</p> <p>Assessment must ensure support for the learner takes into consideration the following factors:</p> <ul style="list-style-type: none"> <li>• need for strong support from the context, including visual cues to interpret meaning</li> <li>• need for frequent support to interpret meaning and understand unfamiliar cultural references</li> <li>• extended time to read information</li> <li>• prompting and advice.</li> </ul> <p>Pronunciation, stress and intonation is generally intelligible with high frequency words in familiar, supportive contexts.</p>

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**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

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<b>Unit code</b>	<b>VU23558</b>
<b>Unit title</b>	<b>Identify settlement services and support</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to access and identify information and services relevant to personal settlement needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication and Reading at Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening, and Reading. They contribute directly to the achievement of Speaking 1+, Listening 1+, and Reading 1+.</li> </ul> <p>This unit applies to learners who need to develop skills and knowledge in English to satisfy immediate personal needs in communicating about and accessing information on settlement needs.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 information on common settlement issues or needs	1.1	Identify settlement issues relevant to self
		1.2	Identify sources of information and support
		1.3	Confirm any specific requirements
		1.4	Gather required documentation
		1.5	Identify key steps to take

2	Access key services in the local community	2.1	Identify own personal requirements or needs
		2.2	Use questions to make simple requests or inquiries
		2.3	Respond with simple statements to explain key requirements or needs
		2.4	Use simple strategies to clarify requirements
		2.5	Obtain key information or outcome required

### Range of Conditions

Settlement issues are personally relevant, relate to immediate needs and may be culturally sensitive. Information related to settlement issues may be digital, paper-based, oral/spoken, either in person or visual.

Familiar transactions related to settlement issues or needs may include but are not limited to housing, health, banking, access to education opportunities for self or others, internet/phone access, payments, applying for citizenship, obtaining a driver's license.

Sources of information may include but are not limited to community and government offices, such as VicRoads, Centrelink, language support, such as Multilingual Call Centre, telephone interpreter service, websites related to settlement needs, Migrant Resource Centres, local library, community organisations, such as welfare associations.

Requirements related to assistance for settlement needs may include waiting periods and waiting lists for services, forms to complete, such as enrolment forms, fees to pay, tests such as English language, learner permit.

Documentation may include but is not limited to proof of identity, certified translation of documents, authority letters, proof of address, such as recent utilities bill.

Personal requirements may include but are not limited to opening hours of shopping centres, leisure/health centres, where to purchase certain foods or other items, joining social groups or clubs, accessing and using a local library and its resources, accessing transport.

Strategies to clarify requirements may include but are not limited to using simple paralinguistic features which may include but are not limited to tone of voice, facial expressions or body language, gestures and, in this context, are used to interpret and convey meaning, to open and close exchanges and to acknowledge understanding.

Pronunciation is generally intelligible with high frequency words and phrases in familiar, supportive contexts.

### 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"> <li>obtain information to solve a personal need</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23558 Identify settlement services and support	VU22599 Identify settlement options	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23558 Identify settlement services and support</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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• obtain information on two different settlement issues or needs and follow requirements to access further support for one of the settlement issues or needs</li> <li>• use simple language to access and obtain information about two local services each related to a personal settlement need.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• simple words, phrases and expressions related to immediate settlement needs in familiar transactions, such as <i>simple adverbs and adjectives, adverbial time expressions</i> such as <i>before, after, some</i> simple phrasal verbs such as <i>look into, fill out, take a seat</i></li> <li>• some simple high frequency connectives, such as <i>and, or, but, because</i></li> <li>• some common high frequency tenses, such as <i>simple present, past, imperative</i> such as <i>wait here please</i></li> <li>• simple question forms to seek clarification, repetition or explanation</li> <li>• intonation of questions, statements and commands</li> <li>• simple strategies to clarify requirements, such as <i>simple paralinguistic features</i>.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• common polite expressions, such as <i>please, thank you, excuse me, could you?</i></li> <li>• simple expressions to open and close exchanges.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• current settlement information in English and in other languages</li> <li>• local community services or simulated environment</li> <li>• EAL resources, such as bilingual resources, a bilingual dictionary and/or an English-English dictionary</li> </ul> <p>Assessment tasks developed for this unit utilise resources from the student's immediate context which are familiar and culturally sensitive</p> <p>Assessment must ensure support for the learner takes into consideration the following factors:</p> <ul style="list-style-type: none"> <li>• need for a sympathetic speaker/interlocutor</li> </ul>

- need for strong support from the context, including visual cues to interpret meaning
- need for frequent support to interpret meaning and understand unfamiliar cultural references
- extended time to read information
- guidance, such as with spoken and written instructions related to specific requirements
- prompting and advice.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements

<b>Unit code</b>	<b>VU23559</b>
<b>Unit title</b>	<b>Identify and access simple legal information</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to identify and access simple information about legal issues and support services.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication and Reading at Level 2</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening, and Reading. They contribute directly to the achievement of Speaking 2, Listening 2, and Reading 2.</li> </ul> <p>This unit applies to EAL learners needing to develop skills and knowledge in English to access simple information about legal services to meet own needs.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Access simple information on personally relevant legal issues	1.1	Identify a common and/or personally relevant legal issue
		1.2	Identify and locate sources of information and support
		1.3	Identify specific requirements and conditions related to the issue
		1.4	Identify typical required documentation

		1.5	Determine key steps to resolve issue
2	Access information on legal services in the local community	2.1	Identify how to access legal support services
		2.2	Use simple questions to make simple requests or inquiries
		2.3	Use simple statements to explain key requirements
		2.4	Use simple strategies to clarify requirements where necessary
		2.5	Obtain key information or outcome required

### Range of Conditions

Legal issues are personally relevant, familiar, may relate to personal, social or community contexts and may be culturally sensitive. Sources of simple legal information may be paper-based and/or digital.

Simple legal issues may include but are not limited to paying fines, reporting accurate information to Centrelink, renting issues, such as bond payment, eviction; employment rights, consumer rights, domestic violence, family law, court appearances, personal injury claim.

Sources of information and support for obtaining basic legal information may include but are not limited to Community Legal Centres, Migrant Resource Centres, victim support services, Trade Unions, a local solicitor, language support either in person or using a digital or telephone interpreter service, including relevant websites.

The types of requirements and conditions that influence what information is accessed may include but is not limited to identifying rights and responsibilities of an individual for a specific situation, limits to the type of information, advice and support a service can offer; waiting periods and waiting lists for services; identifying eligibility for service, forms to complete such as application for service, request to waive payments; fees payable; obtaining certified copies of documents.

Documentation may include but is not limited to proof of identity, certified translation of documents, statutory declarations, proof of address, such as recent utilities bill, character reference letters, police reports, tax returns, infringement notice number.

Strategies to clarify requirements may include paralinguistic features which may include but are not limited to tone of voice, facial expressions or body language, gestures and, in this context, are used to interpret and convey meaning, to open and close exchanges and to acknowledge understanding.

The required outcome may be but is not limited to a phone call to a community legal centre or other service; appointment, documentation such as forms to complete; a redirection or referral to obtain further support; resolution of problem.

Pronunciation, stress and intonation is generally intelligible with high frequency words in familiar, supportive contexts.

## 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"> <li>locate and confirm required information</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>access legal information to obtain a required outcome</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23559 Identify and access simple legal information	VU22600 Identify and access basic legal information	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23559 Identify and access simple legal information</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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• obtain simple information on one relevant everyday legal issue</li> <li>• identify requirements to access further support for the above legal issue</li> <li>• use simple language to access and obtain information about local legal support services related to one specific everyday legal need.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• simple content terminology and expressions related to immediate legal needs or issues in familiar transactions</li> <li>• language and expressions related to information about legal issues and services such as:             <ul style="list-style-type: none"> <li>○ adjectives and adverbial time expressions, such as <i>before, after</i></li> <li>○ some simple phrasal verbs, such as <i>enter into, carry out</i></li> <li>○ some simple high frequency tenses, such as simple present, past, simple imperative, future such as <i>I will go to court</i></li> </ul> </li> <li>• some simple high frequency connectives such as <i>and, or, but, because</i></li> <li>• simple question forms to seek clarification, repetition or explanation, such as <i>why, who, how</i></li> <li>• intonation of questions, statements and commands</li> <li>• simple strategies to clarify requirements, such as <i>use of simple paralinguistic features</i>.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• common polite expressions, such as <i>please, thank you, excuse me, could you</i></li> <li>• simple expressions to open and close exchanges.</li> </ul>

**Assessment  
Conditions**

Assessment must ensure access to:

- current legal services information in English and in other languages
- local community legal services or simulated environment
- EAL resources, such as bilingual resources, a bilingual dictionary, an English-English dictionary and/or a picture dictionary.

Assessment tasks developed for this unit utilise resources from the student's immediate context which are familiar and culturally sensitive.

Assessment must ensure support for the learner takes into consideration the following factors:

- need for a sympathetic speaker / interlocutor
- need for strong support from the context, including visual cues to interpret meaning
- need for frequent support to interpret meaning and understand unfamiliar cultural references
- extended time to read information
- guidance, for example with spoken and written instructions for accessing legal services
- prompting and advice.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23560</b>
<b>Unit title</b>	<b>Access the internet and email to develop language</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to identify and use the fundamental features of the internet and email for language learning.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication, Reading and Writing at Level 2</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Listening, Speaking, Reading and Writing. They contribute directly to the achievement of ISLPR Listening 2, Speaking 2, Reading 2 and Writing.</li> </ul> <p>This unit applies to learners wishing to develop their English language and digital literacy skills to support their communication needs.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 information found on the internet	1.1	Identify types of information available on the internet
		1.2	Identify and open an internet browser
		1.3	Access and navigate an informational website
		1.4	Close the browser

2	Access and use the internet to develop digital communication skills	2.1	Identify internet resources suited to develop language/ communication skills
		2.2	Use the basic features of web navigation to launch program and use communication skills
		2.3	Observe safe internet practices
		2.4	Complete the activity
3	Communicate using simple email messages	3.1	Open an email program
		3.2	Locate the key menu items for composing, sending and replying to email messages
		3.3	Identify the features of email addresses
		3.4	Compose and send a simple message
		3.5	Open, read and reply to a received message
		3.6	Close the email program

### Range of Conditions

In this context, language development using the internet is familiar and predictable, in limited contexts, using simple, familiar texts with a clear purpose and familiar vocabulary with explicit tasks involving a limited number of familiar steps. Processes may involve identifying, simple interpreting or simple sequencing.

Email programs may be web based, on a tablet or smartphone, personal email or on organisation intranet. Key menu items may include icons, drop down menus, compose, send, forward, inbox, sent box, delete. Key features of an email address may include @, use of underscore, dot, spelling and difference between cc and bcc.

Informational websites, sourced in English on the internet using computers, smartphones or tablets, may include but are not limited to a digital newspaper, public transport or training course information, factual information from a reliable source, personal interest information, such as recipes, blogs, social media sites or smartphone apps or accessing MyGov.

Basic features of web navigation include moving 'back' and 'forward', mouse and key strokes to move about the screen, actions / finger movements on digital touch-based user interfaces, such as a touch screen at a shopping centre, opening links on web pages, filling in text boxes or digital forms, posting and composing a chat response.

Internet resources used to develop communication skills may include English language education websites with interactive learning activities, collaborative learning activities via blogs, developing speaking and listening on a digital session, such as FaceTime, WhatsApp, Teams, Zoom.

Safe internet practices and privacy may include:

- keeping passwords safe
- not revealing detailed information
- respecting others, such as not posting/reposting images without permission

- not clicking on unknown links
- logging out when finished
- recognising SPAM or phishing emails.

### 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"> <li>• understand common informal expressions, conventions and protocols used in internet use and email communication</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>• use basic digital technology skills, such as simple keyboard functions including location of letters, shift key, symbols and enter key</li> <li>• access simple on screen graphics, menus and navigational tools</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23560 Access the internet and email to develop language	VU22606 Access the internet and email to develop language	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23560 Access the internet and email to develop language

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- locate and navigate one informational website
- access the internet on one occasion to develop digital communication skills
- use an email program on one occasion to:
  - locate, open and close an email
  - read, compose and send one simple email.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- accessing the internet to develop language including:
  - terminology related to digital devices, functions, programs and internet
  - spoken and written language related to accessing the internet and internet programs for language learning
  - simple verbal and on screen written instructions, such as *open the program, double click on...next*
- simple prepositions and prepositional phrases related to accessing digital technology, such as *move the mouse under / over / on that word / scroll up / down*
- simple connectives used in instructions and routine email communications
- simple adjectives or adverbs or adverbial phrases as used in routine instructions and communication
- simple sentence structures for email communication, such as *simple compound sentences or simple question forms.*

Sociolinguistic and Cultural Knowledge:

- simple, common informal expressions, conventions and protocols used in internet use and email communication
- simple understanding of register in email communications.

**Assessment  
Conditions**

Assessment must ensure:

- access to digital technology, internet and email programs
- assessment tasks utilise on-line texts drawn from familiar contexts
- access to EAL resources, such as
  - a bilingual dictionary
  - English-English dictionary
  - model texts
  - grammar references.

Assessment must ensure support for the learner takes into consideration the learner may need:

- contextual support, for example unfamiliar cultural references
- time to work out meaning of information on a website.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23561</b>
<b>Unit title</b>	<b>Organise and participate in a practical placement</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to select, plan, participate in and evaluate a practical work placement.</p> <p>The unit focuses on an introduction to the Australian workplace, relevant terminology and work tasks. It covers negotiation of a placement, participation in the workplace, workplace health and safety, evaluation, and record keeping.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing and Oral Communication at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) is not applicable to this unit.</li> </ul> <p>This unit applies to learners needing to develop their English language skills to participate in a practical placement in an Australian workplace. These skills provide the foundation for the future development of language skills associated with employment in the Australian workplace.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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	Discuss practical placement in an Australian workplace	1.1	Identify terminology and language used to describe practical placement in an Australian workplace
		1.2	Identify the benefits of practical work placements

		1.3	Identify placement requirements
		1.4	Discuss possible options
		1.5	Identify potential barriers or problems
		1.6	List preferences and priorities in relation to practical placement
2	Identify practical placement options	2.1	Investigate possible workplaces for placement
		2.2	List own skills, knowledge and experience in relation to preferred options
		2.3	Prepare documentation for preferred options
		2.4	Use terminology and language appropriate to the industry and workplace
3	Plan practical placement	3.1	Participate in conversations with appropriate personnel
		3.2	Identify employer expectations
		3.3	Discuss own skills, knowledge, experience and expectations of the placement
		3.4	Present prepared documentation
		3.5	Make arrangements for work placement
4	Participate as a member of the workplace under supervision	4.1	Complete workplace tasks in accordance with Workplace Health and Safety requirements
		4.2	Follow work routine as directed
		4.3	Communicate in the workplace as required
		4.4	Locate workplace supports and access if required
		4.5	Document work routine and record experience as appropriate
5	Debrief and evaluate practical placement experience	5.1	Review main aspects of the practical placement experience
		5.2	Assess personal strengths and weaknesses in relation to the placement
		5.3	Re-establish goals for enhancement of work related skills

## Range of Conditions

Terminology and language relevant to a practical placement may include but is not limited to vocabulary such as industry and workplace requirements, including expectations, responsibilities, own skills, knowledge and experience in relevant industry or workplace, workplace and/or employer acronyms.

Requirements to commence and undertake placement may include but are not limited to completing required forms, obtaining necessary permission signatures, complying with WH&S requirements.

Workplace and personal documentation may include but is not limited to Curriculum Vitae listing previous education and work experience, covering letter which includes highlighting the reasons for your interest in the placement, examples of activities from a previous work placement.

Workplace/employer expectations may include but are not limited to attendance times, work breaks, advising absence, duties, reporting relationships, use of workplace technology for personal purposes.

Workplace Health and Safety requirements may include but are not limited to WH&S legislation, codes of practice, anti-discrimination measures, industrial relations, seating, manual handling, hazard identification, PPE (personal protective equipment), dangerous goods, personal safety requirements.

Communicating in the workplace may include but is not limited to:

- spoken communication, such as asking for assistance or clarification, following or giving instructions, liaising with customers
- reading workplace information, identifying the context and purpose and main idea, such as signs, operating procedures, policies
- completing workplace documentation, applying conventions appropriately, such as in templates, messages or shift reports
- casual conversations to build team relationships.

Documentation of the practical placement experience may be either digital or paper-based and can be in a range of different formats, such as a log book, employer report, statement of duties, journal.

Pronunciation is generally intelligible with effective use of stress, pausing and intonation although speaking may be characterised by hesitations and circumlocution.

## Foundation Skills

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

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> <li>• communication skills to negotiate and participate effectively in a placement</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• identify potential barriers in participating in a placement and suggest possible solutions</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>• participate in a work team</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan and participate in own placement</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• participate in a placement and evaluate own performance</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23561 Organise and participate in a practical placement	VU22634 Organise and participate in a practical placement	Equivalent

<b>Assessment Requirements</b>	
<b>Title</b>	Assessment Requirements for VU23561 Organise and participate in a practical placement
<b>Performance Evidence</b>	<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 use conventions and apply linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• plan and participate in one practical placement including:               <ul style="list-style-type: none"> <li>○ sourcing information about at least two practical work placement options</li> <li>○ completing workplace tasks safely and seeking assistance as appropriate</li> <li>○ interpreting and responding to workplace communication requirements</li> <li>○ evaluating own practical placement.</li> </ul> </li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary related to the practical placement, such as <i>industry and workplace requirements, own skills, knowledge and experience in relevant industry or workplace</i></li> <li>• conventions in conversation, such as <i>making requests for assistance</i>, strategies to request repetition or explanation of words and phrases</li> <li>• questions forms</li> <li>• signs and other visual texts in the workplace</li> <li>• modals and modal forms, such as <i>you must, you should</i>.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• registers, styles and conventions used in spoken discourse in the workplace</li> <li>• straightforward verbal and non-verbal strategies used to communicate in the workplace</li> <li>• common colloquialisms related to the workplace</li> <li>• recognition of some inferred meaning or nuances by the use of voice or facial expressions related to workplace communication.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• EAL resources including:               <ul style="list-style-type: none"> <li>○ bilingual resources and/or other digital or paper-based resources for support</li> <li>○ a bilingual dictionary, and/or an English-English dictionary</li> </ul> </li> </ul>

- a workplace environment
- mentors and other people in the workplace
- access to digital devices to prepare documentation for the workplace.

Assessment practices should consider the learner's need to work independently and seek support as needed including:

- contextual support, such as in relation to unfamiliar jargon, some aspects of the workplace culture, and workplace expectations
- assistance in preparing information related to work placement.

Assessment also needs to take into consideration

- time to read and interpret workplace texts
- time to complete written texts.

### **Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23562</b>
<b>Unit title</b>	<b>Explore community services</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to identify and explore key community services to support everyday life and needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication, Reading and Writing at Level 2</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Listening, Speaking, Reading and Writing. They contribute directly to the achievement of ISLPR Listening 2, Speaking 2, Reading 2 and Writing 2.</li> </ul> <p>This unit applies to EAL learners wishing to develop their English language skills and knowledge to access basic information about services in the local community.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Locate self in the local area	1.1	Identify street, suburb or town and state of residence
		1.2	Identify the local government area
		1.3	Locate place of residence in relation to the nearest major centre
2	Identify features of the	2.1	Explore modes of transport in the local area

	local transport system	2.2	Outline the features of the public transport ticketing system
		2.3	Identify local public transport stops and routes using available resources
		2.4	Outline the advantages and disadvantages of modes of transport available
3	Locate and explore community services in the local area	3.1	Explore sources of information on community services
		3.2	Select and locate a range of available, personally relevant services
		3.3	Discuss key features of services provided by a selected option
4	Explore recreation options in the local area	4.1	Explore sources of information on recreation options
		4.2	Identify and locate recreation options in your local area
		4.3	Discuss key features of a recreation activity

### Range of Conditions

Community services are familiar and may relate to personal, social and community contexts. Sources of simple information may be paper-based or digital and may include timetables, maps or digital journey planners, local paper, flyers, brochures, websites or smart phone apps.

Use of a map to locate oneself in the local area may be in either digital or paper-based format.

Transport features may include but are not limited to ticketing varieties, touch on/touch off travel cards, fares, concession eligibility, zone systems in metropolitan centres, free zones, free travel vouchers.

Consideration of transport mode advantages and disadvantages may include but is not limited to travel time, comfort, convenience and safety, comparative costs, environmental factors, such as emissions and health factors, such as walking and standing associated with public modes of transport.

Community services may include but are not limited to schools, kindergartens, childcare, hospital / medical centre, police station, neighbourhood house, markets, library, parent support programs, after school activities.

Key features of community services may include but are not limited to location, access times, contact methods, such as telephone, website, afterhours / emergency numbers, access to interpreters for medical or other matters, available services such as internet, counsellor, support, or referral services or the number and times of community classes or sessions.

Recreation options may include but are not limited to sporting clubs, teams, facilities, such as local pool, yoga /dance /drawing, conversation classes, children's playgroup, reading / book clubs or community clubs and centres, such as choir groups, craft, garden or exercise groups.

Pronunciation should be mostly intelligible with adequate stress and intonation, characterised by hesitation and circumlocution.

## Foundation Skills

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

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> <li>use politeness conventions in seeking information, such as showing interest, asking questions</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23562 Explore community services	VU22607 Explore community services	Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23562 Explore community services</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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• use a map to locate oneself in own local community</li> <li>• identify and compare information for two local transport options</li> <li>• source and discuss information on one local community service and one local recreation service and identify information relevant to personal needs.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary and expressions to identify location, directions</li> <li>• vocabulary of days, dates, time and frequency, such as <i>monthly</i></li> <li>• language of timetables and transport terminology</li> <li>• vocabulary and expressions related to community services and recreational activities</li> <li>• common tense and aspect forms to describe community services, such as <i>the centre opens, the centre closes.</i></li> <li>• prepositions and prepositional phrases</li> <li>• simple question forms to seek clarification about a community service.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• paralinguistic features to support understanding and communication.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to sources of information on local community services and recreation activities.</li> <li>• access to a range of digital and/or paper-based EAL resources, such as             <ul style="list-style-type: none"> <li>○ bilingual resources</li> <li>○ a bilingual dictionary, and/or an English-English dictionary.</li> </ul> </li> </ul> <p>Assessment must ensure support for the learner takes into consideration the following factors:</p> <ul style="list-style-type: none"> <li>○ need for contextual support</li> <li>○ time to work out meaning of community texts or information.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23563</b>
<b>Unit title</b>	<b>Investigate issues in the Australian environment</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to investigate and research issues in the Australian environment and present spoken and written information on a selected issue.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing and Oral Communication at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 2+, Listening 2+, Reading 2+ / 3 and Writing 2+ / 3.</li> </ul> <p>This unit applies to learners wishing to develop their English language skills to increase their knowledge and understanding of environmental issues in the Australian environment and their potential impact.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Investigate environmental issues of significance in Australia	1.1	Identify and select an environmental issue of significance in Australia
		1.2	Scan and interpret informational texts and note the main aspects of the environmental issue
		1.3	Analyse the potential impact of the environmental issue

2	Present research findings to a group	2.1	Outline the environmental issue and its potential impact on the community
		2.2	Describe possible solutions
		2.3	Use simple cohesive devices to give explanation and express opinion
		2.4	Use strategies to deliver information clearly demonstrating awareness of audience
3	Write a report on research	3.1	Plan to write a report on the environmental issue and possible solutions
		3.2	Select and order information, using appropriate layout and structure
		3.3	Use appropriate terminology and language
		3.4	Proofread and amend final draft, with guidance

### Range of Conditions

In this context, informational texts about the Australian environment should contain familiar and some unfamiliar elements and include some embedded and abstract information with some specialised vocabulary. They can be paper-based and/or digital and include some detail.

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

- salinity erosion
- drought/floods / bush fires
- air/water pollution
- impact of climate change and global warming
- fragility of the Great Barrier Reef
- natural disasters
- traffic congestion
- rubbish
- industrial waste
- water shortages
- endangered species.

Informational texts may include but are not limited to news articles, brochures, posters, flyers, bulletins, research papers, documentaries.

Strategies to deliver information may include but are not limited to sequencing information logically, responding to requests for clarification, responding to questions, using visual aids or other supports as an aid to meaning, managing timing of presentation.

Research report may include but is not limited to use of visual materials, graphic information of limited complexity, inclusion of numerical information or data.

At this level, pronunciation, stress patterns and intonation do not obscure meaning but may require occasional clarification.

## 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"> <li>obtain information using basic research techniques</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify and interpret information and develop solutions to a problem</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>plan presentation of investigation/research outcomes including both oral and written techniques</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>manage learning and speaking tasks and identify ways to improve</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23563 Investigate issues in the Australian environment	VU22615 Investigate issues in the Australian environment	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23563 Investigate issues in the Australian environment

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- analyse and take notes from at least two sources of information related to one environmental issue
- use strategies to give a short verbal presentation that includes at least one opinion about a selected environmental issue
- write a report with at least two structured paragraphs using appropriate features and format and including at least two possible solutions to the selected environmental issue.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- some specialised vocabulary related to selected environmental issues
- verb tenses, such as present, present perfect continuous, such as *have been melting*, past perfect, present, past simple passive and simple future, such as *will be* and conditional, such as *if and unless*
- sentence structures for compound and some complex sentences
- modal forms, such as *we should, we must, we have to...*
- common discourse markers, connectives and cohesive devices that link ideas and concepts, that add information or contrast ideas, such as *in addition, therefore, as a result, finally*
- linguistic cues to clarify and state own viewpoint
- features of paragraph organisation, such as *topic sentence, supporting details and linking devices*
- format of a report, such as *introduction, body, conclusion*
- dependent clauses introduced by words, such as *although, when, if, while*.

Sociolinguistic and Cultural Knowledge:

- registers, styles and conventions used in spoken and written discourse
- techniques used in spoken and written texts, such as *use of understatement, exaggeration*
- stress and intonation to modify meaning, such as *to convey emphasis on important information*
- distinction between fact and opinion and simple strategies to detect and respond to opinions or attitudes.

**Assessment  
Conditions**

Assessment must ensure access to:

- a bilingual dictionary, and/or an English-English dictionary
- sources of information on the Australian environment.

Assessment practices should consider the learner's need to work independently and seek support as needed, such as:

- contextual support in relation to unfamiliar or technical jargon, and cultural influences related to environmental issues
- assistance in reviewing text prior to the final draft.

Assessment also needs to take into consideration:

- time to read and analyse texts from different sources
- time to complete written text.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23564</b>
<b>Unit title</b>	<b>Research features of Australian Government</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to research features of Australian Government and write an opinion piece on a current issue related to government.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing and Oral Communication at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing are not applicable for this unit.</li> </ul> <p>This unit applies to learners who need to develop their English language skills to broaden their knowledge of Australian Government.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable.

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Describe the system of government in Australia	1.1	Discuss the features of a parliamentary democracy
		1.2	Identify the levels of government in Australia
		1.3	Describe the role of each level of government
		1.4	Identify the key personnel in federal, state and local government
2	Research the election process in Australia	2.1	Locate and analyse information about the election process

		2.2	Outline the key steps taken in the election process
		2.3	Describe the main features of the Australian voting system
		2.4	Outline the requirements to participate in an election in Australia
		2.5	Discuss and compare the advantages and disadvantages of participating in the electoral system
3	Research an issue of interest related to Australian Government	3.1	Scan texts and identify current issues related to government
		3.2	Select an issue for further research
		3.3	Identify terminology and language used when the issue is discussed
		3.4	Describe the main facts of the current issue
		3.5	Locate and analyse supporting information or examples
		3.6	Assess the effectiveness of the supporting information
4	Write an opinion piece	4.1	Write an opinion piece on selected issue of interest related to Australian Government
		4.2	Locate, record and synthesise complex information and ideas from selected sources to meet purpose
		4.3	Select and order information, using appropriate layout and structure
		4.4	Use appropriate terminology and language
		4.5	Proofread and amend final draft

### Range of Conditions

In this context, texts about Australian Government include elements that are unfamiliar, include some specialisation specific to the topic or issue and contain some abstract ideas and embedded information. Learners should work independently and initiate support from a range of established resources, including some sources and information that may be unfamiliar and/or unpredictable.

Features of Australian parliamentary democracy may include but are not limited to constitutional monarchy, elected parliament, head of government responsible to parliament

Sources of information may be face to face, digital or paper-based based and may include but are not limited to federal and state electoral commission websites, media reports, how to vote cards, ballot papers, candidate pamphlets, and/or any materials with symbols used to identify different levels of government departments and authorities, political parties

Key steps taken in the election process may include but are not limited to calling the election,

election campaign, voting, counting the votes / preferences, declaration of results

Research issues may include but not are limited to:

- the Australian voting system of compulsory voting, secret ballot, preferential voting and proportional voting
- behaviour of politicians, entitlements of politicians, royal commissions
- should Australia become a republic?
- does Australia have too many levels of government?
- government actions related to energy, sustainability, border controls and/or immigration, cost of living, housing

Text pattern, structure and conventions of paragraph writing include but are not limited to topic sentences, introduction, body with supporting information, conclusion with opinion.

### 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"> <li>• establish and analyse own opinion based on researched information</li> <li>• analyse and manage digital information</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• collect and use information to investigate features of Australian Government</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• manage learning tasks and identify ways to improve</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23564 Research features of Australian Government	VU22624 Research features of Australian Government	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23564 Research features of Australian Government

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use appropriate conventions and apply linguistic knowledge to:

- locate, interpret and analyse information on three features of the system of Australian Government and two features of the election process
- research, plan and write one opinion piece comprising several coherently linked paragraphs which use register, style and language appropriate to audience and intended outcome about an issue of interest related to the Australian Government.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- specialised vocabulary relevant to Australian system of government
- compound sentences and complex sentences with subordinate clauses
- use of verb tenses
- use of modal forms
- use of discourse markers
- use of conversational / discourse linkers and conjunctions in discussions
- linguistic features of informative texts and texts expressing an opinion including:
  - text pattern and structure
  - logical sequencing of events, identification of an issue followed by points of view and supporting material, followed by summary and opinion
  - conventions of paragraph writing
- strategies to express meaning in spoken texts, such as *fact and opinion*, *irony*, *understatement*, *exaggeration*.

Sociolinguistic and Cultural Knowledge:

- aspects of the national political culture, such as *colloquial language and irony* as it relates to spoken and written texts relevant to government
- detection of attitude, mood or intentions and inferred meaning by using cues, such as *syntactic, semantic, logical, contextual*
- different perspectives presented by different sources
- how text, language or structure influence the reader to adopt particular views and positions.

### Assessment Conditions

Assessment must ensure access to:

- a range of EAL resources, such as a bilingual dictionary, and/or an English-English dictionary
- paper-based, digital or visual resources related to Australian Government
- people in the community, guest speakers, local information as appropriate

Assessment practices should consider the learner's need to initiate support from a range of established resources including:

- contextual support, such as in relation to unfamiliar jargon, some aspects of the political culture and cultural influences
- assistance in reviewing texts prior to the final draft.

Assessment also needs to take into consideration:

- time to read and analyse texts
- time to complete written texts.

### **Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23565</b>
<b>Unit title</b>	<b>Investigate features of the Australian legal system</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to become familiar with features of the Australian legal system and the principles of the system of legal representation.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication, Reading and Writing at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 2+ and Listening 2+, Reading 2+ / 3 and Writing 2+ / 3.</li> </ul> <p>This unit applies to learners wishing to develop their English language skills through broadening their knowledge of features of the Australian legal system.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable.

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify the main features of the Australian legal system	1.1	Source information about main features of the legal system
		1.2	Identify the main differences between civil and criminal law
		1.3	Identify the rights and responsibilities of the police in Australia
		1.4	Describe the main features of the court system and the

			role of each court
		1.5	Discuss methods of punishment in Australia
2	Examine the process of accessing legal representation	2.1	Identify key features of the system of legal representation
		2.2	Access information about legal resources and services in the community
		2.3	Identify the typical costs of accessing legal services
3	Take notes of features of the Australian legal system	3.1	Select a key feature of the Australian legal system relevant to own interests for further research
		3.2	Source and take notes of the key information
		3.3	Sequence notes in a suitable format
4	Discuss a key feature of the Australian legal system	4.1	Use a range of strategies to initiate and participate in a discussion about selected feature
		4.2	Use notes to discuss key feature of the Australian legal system
		4.3	Use terminology related to legal system in Australia
		4.4	Clarify misunderstandings and ambiguous points arising in discussion if required

### Range of Conditions

In this context, texts about the Australian legal system contain familiar and some unfamiliar elements and include some embedded and abstract information and some specialised terminology. They can be digital and/or paper-based.

Civil law may include but is not limited to law concerned with private relations between members of a community, such as personal injuries, public liability, business contracts, transfer of property.

Criminal law may include but is not limited to law concerned with crimes and punishment, such as murder, assault, theft.

Legal resources may include but are not limited to legal aid, solicitors, information about human rights and equal opportunity, legal rights in the workplace, websites focussed on legal assistance.

Methods to record notes may include but are not limited to using dot point /bullet lists, paraphrasing, using mind maps, key words/headings, symbols, sequencing information, highlighting, underlining and circling.

A discussion may be a class discussion, a small group discussion or a one to one discussion. At this level, strategies to participate in a discussion may include but are not limited to use of verbal and non-verbal expressions, such as use of tone, pitch, stress and intonation to modify meaning or emphasise information, taking a turn, interrupting, inviting others into a discussion, exiting discussion.

Pronunciation is generally intelligible with effective use of stress and intonation although speaking may be characterised by hesitations and circumlocution.

## 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"> <li>source, interpret and convey information about the Australian legal system</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>apply suitable strategies to participate in discussions</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>collate, sequence and record notes</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>manage learning and speaking tasks</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23565 Investigate features of the Australian legal system	VU22616 Investigate features of the Australian legal system	Equivalent

<b>Assessment Requirements</b>	
<b>Title</b>	Assessment Requirements for VU23565 Investigate features of the Australian legal system
<b>Performance Evidence</b>	<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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• source and interpret information on two features of the Australian legal system including legal representation</li> <li>• investigate two sources of legal support in the community</li> <li>• produce notes and utilise to discuss information related to one feature of the Australian legal system.</li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• specialised vocabulary related to features of the Australian legal system</li> <li>• verb tenses to convey information about points and actions in time, such as <i>present perfect continuous to show continuing actions, passive voice, past and present perfect, conditional, such as if and unless</i></li> <li>• common discourse markers, connectives and cohesive devices used to link ideas and concepts, add information or contrast ideas, such as <i>although, when, while, in addition, therefore</i></li> <li>• modals, such as <i>should, could, must</i></li> <li>• adjectives and adverbs used to explain and qualify information</li> <li>• question forms to access information</li> <li>• strategies to participate in discussions, such as <i>to clarify</i> misunderstandings and ambiguous points where appropriate, use of paralinguistic features, such as <i>facial expressions or gestures</i></li> <li>• methods to record and structure notes, such as <i>using dot point lists, paraphrasing, mind maps, key words/headings, symbols.</i></li> </ul> <p>Sociolinguistic and Cultural knowledge:</p> <ul style="list-style-type: none"> <li>• register to convey information in different contexts</li> <li>• cues to identify inferred meaning, such as <i>contextual, syntactic, semantic or logical</i></li> <li>• basic principles and related cultural aspects underpinning the Australian legal system</li> <li>• use of voice for effect, such as <i>tone, stress and intonation</i> to modify meaning or emphasise information in discussions.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to a range of EAL resources including:</p> <ul style="list-style-type: none"> <li>• a bilingual dictionary, and/or an English-English dictionary</li> <li>• sources of information about aspects of the legal system</li> <li>• sources of information about legal services.</li> </ul> <p>Assessment practices should consider the learner's need to work</p>

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independently and seek support as needed, including:

- contextual support, such as in relation to unfamiliar jargon, and cultural aspects of the legal system.

Assessment must also take into consideration:

- time to read and interpret texts
- time to record notes from written texts
- factors which may affect intelligibility during discussion.

Pronunciation is generally intelligible and includes effective use of stress and intonation.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

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<b>Unit code</b>	<b>VU23566</b>
<b>Unit title</b>	<b>Explore transport options</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to identify local transport options and the requirements for using them.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication and Reading competence at Level 2</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Listening, Speaking, Reading and Writing. They contribute directly to the achievement of ISLPR Listening 2, Speaking 2, and Reading 2.</li> </ul> <p>This unit applies to learners wishing to develop their English language skills and knowledge to access information on basic requirements for various transport options.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 local public transport options	1.1	List the public transport options available locally
		1.2	Access information on local public transport options
		1.3	Outline key features of transport safety
		1.4	Outline legal requirements for public transport users
2	Examine the requirements for driving	2.1	Access information on local driving and riding requirements

	and riding in Australia	2.2	Outline the legal requirements and road requirements in the local area
		2.3	Identify sources of assistance in using roads
		2.4	Outline key aspects of road safety for driving and riding

## Range of Conditions

Transport options are familiar and may relate to personal, social and community contexts. Sources of simple information may be paper-based or in digital format.

Accessing information on transport may include but is not limited to searching internet sources, mobile phone apps, watching a digital video, reading digital displays, signs, brochures or community directories, visiting public transport offices, listening to key personnel such as ticket inspectors, Transit police or using information from cycling or car driver associations.

Legal requirements may include but are not limited to:

- public transport: buying and validating tickets on public transport, unlawful behaviour such as vandalism, rights and responsibilities of passengers on public transport
- private vehicles and motorbikes: licences / status of International licence, car registration, minimum age for a licence, number of passengers allowed, seatbelts / child restraints, drink driving laws for probation and fully licenced drivers, not using a mobile phone while driving, speeding and speed limits, parking infringements
- bicycle, electric bicycle, eScooter applicable road rules and safety measures.

Road requirements may include but are not limited to toll roads and payment options, traffic free zones on designated days, such as market day, speed limits, school zones, special conditions, bike lanes / helmets for bike riders, parking restrictions.

Sources of assistance may include but are not limited to webcam/apps giving directions and showing traffic conditions, petrol price comparison websites, digital or on air traffic advice, digital maps showing bike paths, public transport ombudsman, user associations, such as Bicycle Network or state based car driver associations.

Presentation of oral information may include but is not limited to spoken interactions which could include class discussions, small group discussions, one to one discussions or a Q & A with the teacher.

Pronunciation should be mostly intelligible with adequate stress and intonation, characterised by hesitation and circumlocution.

## 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"> <li>• access information on transport options and simple legal requirements</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• convey information</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• plan and deliver information</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23566 Explore transport options	VU22608 Explore transport options	Equivalent

<b>Assessment Requirements</b>	
<b>Title</b>	Assessment Requirements for VU23566 Explore transport options
<b>Performance Evidence</b>	<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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• source and verbally communicate information on:               <ul style="list-style-type: none"> <li>○ the requirements of using one type of public transport and one type of personal transport</li> <li>○ driving and riding requirements including legal and safety requirements.</li> </ul> </li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary and expressions related to using transport, transport safety and regulations</li> <li>• spoken, written and visual language and information related to using various modes of transport</li> <li>• sentence structures for simple and compound sentences</li> <li>• simple modals and modal forms (positive and negative) such as, <i>should, could, need to, don't</i></li> <li>• paralinguistic features to support understanding and communication.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to appropriate sources of information</li> <li>• access to EAL resources, such as               <ul style="list-style-type: none"> <li>○ bilingual resources about transport</li> <li>○ a bilingual dictionary, and/or an English-English dictionary.</li> </ul> </li> </ul> <p>Assessment must ensure support for the learner takes into consideration the following factors:</p> <ul style="list-style-type: none"> <li>• need for contextual support</li> <li>• time to interpret texts about transport options.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23567</b>
<b>Unit title</b>	<b>Investigate features of the education system in Australia</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to examine the Australian education system including its structure and cultural features.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Reading and Writing and Oral Communication at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 2+, Listening 2+, Reading 2+ / 3 and Writing 2+ / 3.</li> </ul> <p>This unit applies to learners needing to develop their English language skills to familiarise themselves with the education system and the cultural features of education in Australia to support educational or employment opportunities.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify the organisational features of the Australian education system	1.1	Identify the sectors of the Australian education system
		1.2	Identify the role of sectors in the education system
		1.3	Outline the qualifications offered by different sectors
2	Investigate the cultural features of the Australian education system	2.1	Identify the main aspects of learning culture in the Australian education system
		2.2	Analyse how these cultural factors may impact on

			learners from other cultures
3	Analyse features of the Australian education system	3.1	Select one feature of the Australian education system
		3.2	Access information about the feature from a range of sources
		3.3	Identify and analyse main points about the feature
		3.4	Take notes of the main aspects of the selected feature
		3.5	Discuss selected feature with others using appropriate strategies
4	Produce written report on research	4.1	Plan a report on the identified feature
		4.2	Select and order information, using appropriate layout and structure
		4.3	Use appropriate terminology and language
		4.4	Produce the report
		4.5	Proofread and amend final draft, with guidance

### Range of Conditions

In this context, texts about the Australian education system contain familiar and some unfamiliar elements and include some embedded and abstract information and some specialised terminology related to the education system. They can be digital and/or paper-based. Education sectors may include compulsory / post-compulsory, pre-school, primary, secondary, Vocational Education and Training (VET), Higher Education, adult / further education.

Cultural features of the education system may include but are not limited to rights and responsibilities of learners, role of the teacher / lecturer, government, parents, assessment methods and systems, learning approaches such as emphasis on collaborative learning and inquiry.

Features of the Australian education system may include but are not limited to:

- pathways in the education system
- framework for Australian qualifications, such as certificates, diplomas, degrees
- courses available in different sectors
- ways of learning, such as active learning, student centred
- the role of the teacher
- the role of parents, such as through school councils
- difference between School, Vocational and Higher Education

Discussions may be class discussions, small group discussions or one to one discussions. At this level, strategies to participate in a discussion may include but are not limited to use of verbal and non-verbal expressions, such as use of tone, pitch, stress and intonation to modify meaning or emphasise information, taking a turn, interrupting, inviting others into a discussion, exiting a discussion.

The report may include but is not limited to use of visual materials, graphic information of limited complexity, inclusion of numerical / statistical information.

Conventions for note-taking may include but are not limited to:

- highlighting, underlining and circling
- using key words as headings
- using outline numbering / bullets for supporting information
- hierarchical layout - indenting
- using lists
- paraphrasing.

Pronunciation is generally intelligible with effective use of stress and intonation although speaking may be characterised by hesitations and circumlocution.

## 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"> <li>• source, interpret and convey information about the Australian education system</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• apply suitable strategies to participate in discussions about the topic</li> <li>• compare a feature of Australian education to another country</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• collate, sequence and record notes</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23567 Investigate features of the education system in Australia	VU22617 Investigate features of the education system in Australia	Equivalent

<b>Assessment Requirements</b>	
<b>Title</b>	Assessment Requirements for VU23567 Investigate features of the education system in Australia
<b>Performance Evidence</b>	<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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• identify and examine key Australian education structures and two cultural features of the education system</li> <li>• access and discuss information on one selected feature of the Australian education system using appropriate strategies to participate in the discussion</li> <li>• write a report on the feature discussed comprising at least two paragraphs and demonstrating appropriate structure, writing conventions and styles.</li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• key terminology used to describe the Australian education system</li> <li>• sentence structures for compound and some complex sentences</li> <li>• paragraph structure, including topic sentence, supporting details and linking devices</li> <li>• verb tenses to convey information about points and actions in time, such as present perfect continuous and past perfect to show continuing actions, passive voice, conditional, such as <i>if</i> and <i>unless</i></li> <li>• discourse markers, connectives and cohesive devices to link ideas and concepts, sequence and add information or contrast ideas, such as <i>in addition, therefore, as a result</i></li> <li>• common conventions for note-taking, such as using dot point lists, paraphrasing, mind maps, key words/headings, symbols</li> <li>• adjectives and/or adverbs used to explain and qualify information.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• register and style used in spoken and written discourse</li> <li>• distinctions between fact and opinion in spoken and written texts</li> <li>• verbal and non-verbal strategies to participate in discussions, such as:               <ul style="list-style-type: none"> <li>○ entering a discussion, asking questions to clarify misunderstandings or ambiguous points, leaving a discussion</li> <li>○ using paralinguistic features to modify meaning or emphasise information, such as <i>use of voice for effect, intonation and emphasis, facial expressions or gestures.</i></li> </ul> </li> <li>• cultural features of the Australian education system.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to a range of EAL resources including:</p> <ul style="list-style-type: none"> <li>• a bilingual dictionary and/or an English-English dictionary</li> </ul>

- sources of information about the Australian education system.

Assessment practices should consider the learner's need to work independently and seek support as needed, including:

- contextual support, such as in relation to unfamiliar jargon, and cultural aspects of the education system.

Assessment must also take into consideration:

- time to read and interpret texts
- time to record notes from written texts
- factors which may affect intelligibility during discussion.

Pronunciation is generally intelligible and includes effective use of stress and intonation in discussion.

### **Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23568</b>
<b>Unit title</b>	<b>Locate health and medical information</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to obtain information about common health matters, read simple advice on medicine labels, and identify how to seek assistance in a medical emergency.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading at Level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening, and Reading. They contribute directly to the achievement of Reading 1+.</li> </ul> <p>This unit applies to EAL learners wishing to develop English language skills and knowledge to satisfy immediate personal needs in communicating about and accessing information on health and medical information.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Locate information about common health conditions	1.1	Identify and locate sources of information on health conditions
		1.2	Recognise common health conditions and their symptoms

		1.3	Recognise appropriate actions to take to manage common illnesses and injuries
2	Read information on common household medicines	2.1	Locate medicines commonly found in home first aid kits
		2.2	Identify key information contained on labels
3	Access information on medical support in the local area	3.1	Identify main types of medical support
		3.2	Locate medical support in the local area
		3.3	Identify short, simple information about medical support in local area
4	Identify appropriate actions in the event of a medical emergency	4.1	Identify common medical emergencies
		4.2	Determine steps required to obtain emergency assistance

### Range of Conditions

In this context, texts used to identify health and medical information are short and simple with familiar vocabulary and a highly explicit purpose. Information can be accessed in paper-based or digital formats and can include visuals.

Sources of information and support for obtaining information about health conditions may include but are not limited to Community Health Centres, pharmacies, doctors' surgeries, Migrant Resource Centres, relevant websites.

Common health conditions may include but are not limited to respiratory conditions such as asthma, back pain, headaches, cold and flu, allergies.

Common medicines may include pain killers, anti-inflammatories, antihistamines.

Information contained on labels include instructions, such as frequency and dosage, child - adult information, warnings and ingredients.

Information about available medical support can be accessed by visiting local community centres / hospitals, using the telephone interpreter service, using digital and/or paper-based information represented in different forms, asking local networks and may include hours of operation, locations and addresses, phone numbers, names, services provided, contact details.

### 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
Numeracy skills to:	<ul style="list-style-type: none"> <li>interpret directions on medicine labels such as basic measurements, quantities and frequency</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify steps to access emergency assistance</li> </ul>

**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23568 Locate health and medical information	VU22597 Locate health and medical information	Equivalent

<b>Assessment Requirements</b>	
<b>Title</b>	Assessment Requirements for VU23568 Locate health and medical information
<b>Performance Evidence</b>	<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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• locate and identify short and simple information related to health including:               <ul style="list-style-type: none"> <li>○ two common health conditions</li> <li>○ basic medical information on two medicine labels</li> <li>○ two items of information about one local health service</li> <li>○ information to determine appropriate actions in an emergency.</li> </ul> </li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• simple content terminology and expressions related to human anatomy, health, injuries, ailments and symptoms</li> <li>• simple verb tenses, such as the imperative to identify instructions on labels, such as <i>Take three times a day</i></li> <li>• some simple phrasal verbs related to health, such as <i>get over, break out, come down with</i></li> <li>• adjectives and adverbs to describe health conditions, symptoms or treatment, such as <i>sore throat, swollen ankle, take daily</i></li> <li>• simple modals to indicate obligation, such as <i>you must</i></li> <li>• simple strategies to seek clarification, repetition or explanation</li> <li>• common information found on medicine labels</li> <li>• basic measurements, quantities and frequency related to information on medicine labels.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• common cultural aspects related to health, such as <i>where, when and how patients seek help.</i></li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• up to date information on medical services in the local area</li> <li>• EAL resources, such as               <ul style="list-style-type: none"> <li>○ bilingual dictionary</li> <li>○ simple English dictionary or picture dictionary</li> <li>○ charts, word lists.</li> </ul> </li> </ul> <p>Assessment must ensure support for the learner takes into consideration the</p>

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following:

- need for frequent support to interpret meaning and understand unfamiliar cultural references
- need for strong support from the context, including visual cues to interpret meaning
- extended time to read information and instructions
- guidance, for example with locating appropriate information
- prompting and advice.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

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<b>Unit code</b>	<b>VU23569</b>
<b>Unit title</b>	<b>Investigate Australian visual arts</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to investigate and become familiar with aspects of the Australian visual arts including Australian film.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing and Oral Communication at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 2+, Listening 2+, Reading 2+ / 3 and Writing 2+ / 3.</li> </ul> <p>This unit applies to learners needing to develop their English language skills to increase their knowledge and understanding of Australian art.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Examine the features of the visual arts in Australia	1.1	Select one of the visual arts
		1.2	Outline the historical background of the art
		1.3	Identify the key figures associated with the visual art
		1.4	Describe the features of one artist's work in a spoken interaction

2	Examine an Australian film	2.1	Select an Australian film
		2.2	Identify the title, creators and key participants in the film
		2.3	Determine the historical setting and location of the film
		2.4	Explore the key events, significant issues or themes
		2.5	Critically analyse key aspects of the film
3.	Develop a simple written response to an Australian film	3.1	Plan the response
		3.2	Select and order information, using appropriate structure and layout
		3.3	Use appropriate terminology and language
		3.4	State own opinion about the film
		3.5	Proofread and amend final draft, with guidance

### Range of Conditions

In this context, texts about the Australian visual arts contain familiar and some unfamiliar elements and include some embedded and abstract information. They can be digital and/or paper-based and be represented in a number of forms.

Visual arts may include but are not limited to painting, drawing, print making, textile/craft work, pottery, sculpture, photography and the features of specific work may include but are not limited to location and time work was created, main techniques used, influences on the work, themes and intentions, colour and materials used, size and nature of the work.

Spoken interactions may be class discussions, small group discussions, one to one discussions or presentations. At this level, strategies to participate in a spoken interaction may include but are not limited to use of verbal and non-verbal expressions such as use of tone, pitch, stress and intonation to modify meaning or emphasise information, taking a turn, interrupting, inviting others into a discussion, exiting a discussion.

Key aspects of the selected film may include but are not limited to setting, music, plot, characters, emotions being expressed, themes/issues in the film.

The written response may include but is not limited to use of visual materials, graphic information of limited complexity.

Pronunciation is generally intelligible with effective use of stress and intonation although speaking may be characterised by hesitations and circumlocution.

## 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"> <li>source and interpret information about selected visual art and film</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>apply suitable strategies to participate in spoken interactions about Australian visual arts</li> <li>apply appropriate conventions to develop written response</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23569 Investigate Australian Visual Arts	VU22618 Investigate Australian art and culture	Not Equivalent

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23569 Investigate Australian visual arts</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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>interpret information about one Australian visual art related to one artist's work and participate in one spoken interaction to discuss the key features of that visual art using appropriate strategies to participate in the discussion</li> <li>interpret, analyse and respond to an Australian film in a written response consisting of at least two paragraphs and using appropriate structure and formatting.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>techniques used by artists and film makers to convey meaning and achieve purpose</li> <li>aspects of Australia's cultural diversity related to the visual arts</li> <li>vocabulary related to visual arts including some specialised vocabulary to describe details of the selected visual arts and films</li> <li>sentence structures for compound and some complex sentences</li> <li>strategies to clarify and state own viewpoint</li> <li>verb tenses to convey points in time, such as <i>present perfect continuous</i>, <i>past perfect</i>, <i>present and past simple passive</i>, such as <i>this piece was created by...</i>, conditional, such as <i>with if or unless</i></li> <li>adjectives and/or adverbs or adverbial phrases used to explain, describe or qualify information, such as <i>I really like this</i></li> <li>verbal and non-verbal strategies and conventions used in spoken interactions, such as: <ul style="list-style-type: none"> <li>entering a discussion, asking questions to clarify misunderstandings or ambiguous points, leaving a discussion</li> <li>using paralinguistic features to modify meaning or emphasise information, such as <i>use of voice for effect, intonation and emphasis, facial expressions or gestures.</i></li> </ul> </li> <li>structures and conventions for written responses including introduction, body, supporting details and conclusion.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p>

	<ul style="list-style-type: none"> <li>• how visual art reflects an artist's/film maker's culture, experiences or value system.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• EAL resources such as a bilingual dictionary, and/or an English-English dictionary</li> <li>• information about Australian art and films.</li> </ul> <p>Assessment practices should consider the learner's need to initiate support from a range of established resources such as:</p> <ul style="list-style-type: none"> <li>• contextual support in relation to unfamiliar jargon related to the visual arts</li> <li>• assistance in planning spoken interactions and written responses.</li> </ul> <p>Assessment also needs to take into consideration:</p> <ul style="list-style-type: none"> <li>• time to read and analyse texts</li> <li>• time to prepare spoken interactions and written responses</li> <li>• factors which may impact intelligibility.</li> </ul> <p>Pronunciation is generally intelligible with effective use of stress and intonation although speaking may be characterised by hesitations and circumlocution.</p> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23570</b>
<b>Unit title</b>	<b>Research the history of Aboriginal and/or Torres Strait Islander people in Australia</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to investigate and become familiar with aspects of the social and political history of Aboriginal and/or Torres Strait Islander people from pre-history to the present day.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of Indicators of Competence in Oral Communication and Reading at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, and Reading. They contribute directly to the achievement of ISLPR Speaking 3 / 3+, Listening 3 / 3+ and Reading 3 / 3+.</li> </ul> <p>This unit applies to learners needing to develop their English language skills to support personal or educational opportunities.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Describe Aboriginal and/or Torres Strait Islander' Australia prior to European settlement	1.1	Identify key features of Aboriginal and/or Torres Strait Islander culture prior to European settlement
		1.2	Identify appropriate terminology used to describe Aboriginal and/or Torres Strait Islander history and culture
2	Research the relationship between European settlers and Aboriginal	2.1	Investigate the key causes of conflict between European settlers and Aboriginal and/or Torres Strait Islander people

	and/or Torres Strait Islander people in the 18th and 19th centuries	2.2	Analyse the impact of settlement on Aboriginal and/or Torres Strait Islander people
3	Research recent Aboriginal and/or Torres Strait Islander history	3.1	Identify key significant events in Aboriginal and/or Torres Strait Islander history
		3.2	Use valid and reliable sources of information to describe the impact of these events on Aboriginal and/or Torres Strait Islander people.
4	Research and present information about an Aboriginal and/or Torres Strait Islander issue, event or person	4.1	Select an issue, event or person to research
		4.2	Investigate the issue, event or person
		4.3	Give an extended oral presentation about a specific issue, event or person and its/their impact
		4.4	Use a range of spoken discourse strategies to communicate ideas effectively

### Range of Conditions

This unit requires the support of Aboriginal and/or Torres Strait Islander community members.

In this context, texts about the history of Aboriginal and/or Torres Strait Islander people include elements that are unfamiliar, include some specialisation specific to the topic and contain some abstract ideas and embedded information which may be presented in different forms and communicated through complex grammatical structures. They include analysis and integration of different pieces of information. Information may be in paper-based and/or digital format.

Learners should work independently and initiate support from a range of established resources, including some sources and information that may be unfamiliar and/or unpredictable.

Research based on Aboriginal and/or Torres Strait Islander issues and events must be based on valid and reliable sources of information which include the voices and/or perspectives of Aboriginal and/or Torres Strait Islander communities.

When identifying terminology used to describe Aboriginal and/or Torres Strait Islander history and culture, learners should be aware of using the right words and appropriate terminology as used by Aboriginal and/or Torres Strait Islander community members.

In the context of this unit European settlement is identified as commencing in 1788 when Britain established a penal colony at Botany Bay.

The learner should consider aspects of context, purpose and audience when generating oral texts. Oral presentations may be formal or in a small group setting.

At this level the speaker uses intelligible pronunciation with effective stress and intonation patterns with occasional repetition, hesitation or self-correction. The presentation may include supporting materials such as, but not limited to, visual aids.

Key features of Aboriginal and/or Torres Strait Islander culture and society will vary depending on location in Australia, such as coastal, inland and/or arid areas of Australia, which impact the animal life, plant life and/or land type and use and if they were nomadic and may include but is not limited to:

- kinship groups

- language groups
- traditions, such as storytelling
- environmental management.

The causes of conflict for Aboriginal and/or Torres Strait Islander people with European settlers can include but is not limited to:

- attitude to the land (land as mother / 'terra nullius')
- colonialism/imperialism
- religious, spiritual and cultural differences
- access to resources, such as waterholes, sources of food.

The impact of European settlement for Aboriginal and/or Torres Strait Islander people may include but is not limited to genocide through war, disease, language loss, loss of food sources, cultural loss, rights of citizenship, ownership of land, forcible removal of children (stolen generation), intergenerational trauma and loss.

Significant events can be either historical, current or emerging.

The research topic and presentation may include but is not limited to:

- an issue faced by Aboriginal and/or Torres Strait Islander people, such as employment, education, health, incarceration
- a significant or key event
- an Aboriginal or Torres Strait Islander person of interest who can be identified as impacting or contributing to their culture through their role as, for example, a leader, artist, musician, film maker, actor, sports person or politician.

## 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"> <li>• access and interpret information about the history of Aboriginal and/or Torres Strait Islander' people of Australia</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• analyse the impact of European settlement on Aboriginal and/or Torres Strait Islander people</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• prepare information for presentation</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23570 Research the history of Aboriginal and/or Torres Strait Islander people in Australia	VU22625 Research the history of Aboriginal and/or Torres Strait Islander people in Australia	Equivalent



<b>Assessment Requirements</b>	
<b>Title</b>	Assessment Requirements for VU23570 Research the history of Aboriginal and/or Torres Strait Islander people in Australia
<b>Performance Evidence</b>	<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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• research and analyse information on:               <ul style="list-style-type: none"> <li>○ two aspects of Aboriginal and/or Torres Strait Islander history or culture</li> <li>○ two impacts on Aboriginal and/or Torres Strait Islander people arising from European settlement</li> </ul> </li> <li>• investigate and present information on an Aboriginal and/or Torres Strait Islander issue, event or person in an extended oral presentation using appropriate discourse strategies.</li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary to describe Aboriginal and/or Torres Strait Islander' history and culture in Australia</li> <li>• compound sentences and complex sentences with subordinate clauses</li> <li>• verb tenses</li> <li>• modal forms</li> <li>• discourse markers</li> <li>• conjunctions</li> <li>• pitch, intonation and stress.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• register and style used in spoken presentations and formal interactions</li> <li>• aspects of the local Aboriginal and/or Torres Strait Islander culture including colloquial language as it relates to spoken and written texts</li> <li>• verbal and non-verbal strategies and paralinguistic features of speech, such as <i>pitch, intonation and stress</i> to emphasise critical information, relative importance of information, convey feelings and attitudes, signal intent</li> <li>• cues for inferred meaning, for example logical, contextual and paralinguistic such as <i>pause, stress, use of silence, facial expression</i>.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• a range of EAL resources such as a bilingual dictionary, and/or an English-English dictionary</li> </ul>

- relevant and up to date resources related to Aboriginal and/or Torres Strait Islander history, such as films, documentaries, live performances, websites
- access to participants for group interaction.

Assessment practices should consider the learner's need to initiate support from a range of established resources, such as

- contextual support, such as in relation to unfamiliar jargon, some aspects of the local Aboriginal and/or Torres Strait Islander culture and cultural influences
- assistance in planning and reviewing draft presentations.

Assessment also needs to take into consideration:

- time to read and analyse texts.

### **Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23571</b>
<b>Unit title</b>	<b>Research significant events in Australian history</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to investigate and become familiar with significant events of Australia's political and social history and their impact on Australian history and society.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3/3+ and Writing 3/3+.</li> </ul> <p>This unit applies to learners needing to develop their English language skills to support personal or further study educational pathways.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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.	Analyse significant periods or events in Australian history	1.1	Identify major events or significant periods in Australian history
		1.2	Identify key timelines of major events or significant periods in Australian history
		1.3	Select and examine a major event or significant period in Australia's history
		1.4	Scan informational texts and make notes on the main features of the event

		1.5	Analyse the impact of the event on Australia's history or society
2	Present research findings	2.1	Plan a written report based on research
		2.2	Select and order information
		2.3	Use appropriate terminology and language
		2.4	Draft report using appropriate layout and structure
		2.5	Proofread and make amendments to final draft

### Range of Conditions

In this context, texts about Australian history include elements that are unfamiliar, include some specialised vocabulary specific to the topic and contain some abstract ideas and embedded information which may be presented in different forms and communicated through complex grammatical structures. They include analysis and integration of different pieces of information. Learners should work independently and initiate support from a range of established resources including some sources and information that may be unfamiliar and/or unpredictable. Information may be paper-based and/or digital format.

Major events or significant periods in Australian history may include but are not limited to historical, political or social events and may be past, current or emerging.

Methods to record notes may include but are not limited to:

- layout and formatting to order information, such as
  - numbering / bullet point system
  - hierarchical layout - indenting
  - lists
  - paraphrasing or summarising
  - abbreviations, symbols
  - quotations.

The report may include supporting material such as visual and/or audio material, different perspectives or a personal response such as an autobiographical recount.

### 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"> <li>• access and interpret information about significant events in Australian history</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• analyse the impact of an event in Australia's history</li> </ul>

Planning and organising skills to:	• prepare and structure information for report
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### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23571 Research significant events in Australian history	VU22626 Research events in Australian history, post 1770	Equivalent

## Assessment Requirements

<p><b>Title</b></p>	<p>Assessment Requirements for VU23571 Research significant events in Australian history</p>
<p><b>Performance Evidence</b></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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>analyse two key periods or events in Australian history and their impacts on Australian history or society</li> <li>produce a report comprising several coherently linked paragraphs which examines one major event or period in Australia's history.</li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>vocabulary to describe events in Australian history</li> <li>compound sentences and complex sentences with subordinate clauses</li> <li>verb tenses, such as the <i>present perfect continuous and past perfect, passive voice and conditional</i></li> <li>modal forms, such as <i>could have, would have, should have</i></li> <li>discourse markers, connectives, pronouns and cohesive devices to link ideas and concepts, add information or contrast ideas</li> <li>paragraph structure to communicate complex relationships between ideas</li> <li>structure and format of reports.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>aspects of Australia's history and their significance</li> <li>register, styles and conventions in written discourse</li> <li>use of fact and opinion, irony, understatement or exaggeration in texts</li> <li>cues such as <i>syntactic, semantic, logical, contextual</i> to work out meaning of text</li> <li>processes of planning, drafting and review.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>a range of EAL resources that may include a bilingual dictionary, and/or an English-English dictionary</li> <li>sources of information on Australian history.</li> </ul> <p>Assessment practices should consider the learner's need to initiate support from a range of established resources such as:</p> <ul style="list-style-type: none"> <li>assistance in reviewing texts prior to the final draft.</li> </ul> <p>Assessment also needs to take into consideration:</p> <ul style="list-style-type: none"> <li>time to read and analyse texts</li> <li>time to complete written texts.</li> </ul>

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**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

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<b>Unit code</b>	<b>VU23573</b>
<b>Unit title</b>	<b>Explore current issues</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to explore local or international current issues including identifying and discussing key information and expressing an opinion about an issue.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication, Reading and Writing at Level 2</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Listening, Speaking, Reading and Writing. They contribute directly to the achievement of ISLPR Listening 2, Speaking 2, Reading 2 and Writing 2.</li> </ul> <p>This unit applies to learners wishing to develop their language the skills and knowledge to explore and engage with current issues.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 current issues of local or international significance	1.1	Select a current issue of local or international significance
		1.2	Locate and engage with sources of information on the current issue
		1.3	Identify the main facts of the issue
2	Discuss a current issue	2.1	Explain the main facts of the selected issue

		2.2	Outline supporting information or examples
		2.3	Give and respond to a simple opinion on the issue
		2.4	Use conversation strategies to participate in an exchange about the issue
3	Write a simple text about the identified issue	3.1	Confirm audience and purpose for simple text
		3.2	Select and sequence relevant information
		3.3	Outline issue and main supporting information
		3.4	Use appropriate vocabulary and grammar to convey meaning
		3.5	Proofread and amend final draft

### Range of Conditions

In this context, current issues are familiar and may relate to personal, social and community contexts. Sources of information may be face to face, digital or paper-based information, such as websites, blogs or social networking, brochures or posters, information from a local library, museum or exhibitions, correspondence or flyers, such as local member's publicity, petitions, newspapers or magazines.

Current issues of local or international significance may include but are not limited to social issues, such as homelessness, drug use, affordable housing and cost of living, world health issues, such as obesity and pandemics, environmental issues, such as climate change/extreme weather events, waste and recycling, cars vs bicycles or public transport issues.

Discussions may include whole class, small group or pair discussions.

Discussions and writing about a current issue may include but are not limited to:

- main facts, such as location, main individuals/groups involved, history/background, reason/s why this is a current issue, main aspects of the issue including statistics or data, a range of opinions on the issue
- supporting information such as reasons for or against, statistics and data, history of the issue

Conversation strategies may include but are not limited to strategies to seek clarification or explanation in a respectful manner, such as Do you mean?, repetition to emphasise importance, use of simple paralinguistic cues to interpret and convey meaning.

Pronunciation is mostly intelligible with adequate pausing, stress and intonation. Speaking may be characterised by some hesitation and circumlocution.

A simple text may include but is not limited to a summary of main points in a series of short sentences and may include an email, letter, statement for a petition or a short report, such as an item for a newsletter.

Proofreading may include but is not limited to reviewing own writing and reviewing amended draft using a correction code, checking EAL resources and/or dictionaries to review language items, using word processing tools to check spelling.

## 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"> <li>source and interpret information about a current issue</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>use conversation strategies to discuss a current issue</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>select and sequence relevant information in a spoken and written text</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>prepare for discussion and writing of a simple text on a current issue</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23573 Explore current issues	VU22609 Explore current issues	Equivalent

## Assessment Requirements

### Title

Assessment Requirements for VU23573 Explore current issues

### Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:

- identify and engage with information on one current issue using at least two different sources
- use appropriate conversation strategies to participate in one simple discussion about a current issue
- plan, produce and proofread one simple written text about a current issue using a series of short sentences.

### Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:

- vocabulary and expressions related to topical issues
- simple expressions for giving reasons or simple opinions
- simple and compound sentence structures
- simple question forms
- common high frequency tense and aspect forms to describe present, past or future, such as *simple present, simple past, present continuous, future forms*
- simple modals and modal forms, such as *should, might, need to*
- simple phrasal verbs, such as, *We are using up too much water*
- simple connectives
- high frequency discourse markers or cohesive devices, such as *anyway, in my opinion, on the one hand / other hand*
- adjectives, adverbs or adverbial phrases to describe problems, issues or situations
- simple prepositions or prepositional phrases, such as *Prices in the supermarket are very high, cost of living in Australia is a problem.*

Sociolinguistic and Cultural Knowledge:

- simple paralinguistic features, such as *body language* to interpret and convey meaning and acknowledge understanding in discussions
- how tone, stress and intonation modify meaning when giving opinions on an issue
- simple high frequency idiomatic expressions
- tone, style, attitude or intention of writer.

### Assessment Conditions

Assessment must ensure access to:

- sources of information on national and international issues
- EAL resources, such as

- bilingual resources
  - a bilingual dictionary, and/or an English-English dictionary
- participants for a discussion.

Assessment must ensure support for the learner takes into consideration the following factors:

- need for a sympathetic interlocutor
- need for contextual support
- time to work out meaning of texts
- time to produce a text.

#### **Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23574</b>
<b>Unit title</b>	<b>Research current issues</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to research, analyse, discuss and write a report on a current issue of significance in Australia.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing and Oral Communication at Level 4</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+, and Reading 3 / 3+ and Writing 3 / 3+.</li> </ul> <p>This unit applies to learners needing to develop their English language skills to broaden their knowledge of current issues and/or access further study pathways.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 current issues of significance in Australia	1.1	Source and scan a range of texts and identify current issues of interest
		1.2	Select a current issue for further research
		1.3	Identify terminology and language used when the issue is discussed

2	Research a current issue of significance in Australia	2.1	Source a range of appropriate texts on the issue
		2.2	Identify conventions of texts
		2.3	Use reading strategies to identify main facts, some details and opinions related to the issue
		2.4	Locate supporting information or examples
		2.5	Synthesise information and take notes
		2.6	Analyse and evaluate different viewpoints/perspectives and relevant evidence
		2.7	Record own opinion and supporting reasons
3	Discuss the current issue	3.1	Participate in a discussion using terminology appropriate to the current issue being discussed
		3.2	Use appropriate discourse strategies
		3.3	Contribute own opinion or information
		3.4	Clarify misunderstandings and ambiguous points if required
4	Write a response to the issue	4.1	Plan to write an opinion piece
		4.2	Gather facts, opinions and evidence
		4.3	Select and order information using appropriate layout and structure
		4.4	Use appropriate terminology and language
		4.5	Proofread and make amendments to final draft

### Range of Conditions

In this context, texts about current issues refer to extended texts and include embedded information, specialised vocabulary specific to topics or issues communicated through complex linguistic structures using register relevant to the written text. They may be presented in different forms and include analysis and integration of different pieces of information. At this level, texts may be accessed by the learner or the teacher.

At this level, when researching current issues, learners should work independently and initiate the use of support from a range of established resources, including some sources and information that maybe unfamiliar and/or unpredictable. The learner should develop and refine personal views when expressing opinion, reflecting on perspectives and when participating in discussions. The written report should include embedded information and include complexity within the text.

Discussions may be broader class discussions, small group discussions or one on one discussions.

Information on current issues in Australia may be sourced from a range of paper-based or digital

texts including but not limited to news items, editorials, letters to the editor, opinion pieces, brochures, human-interest stories, posters, flyers, bulletins.

Current issues in Australia may include but are not limited to political issues, immigration policy, economic issues, financial management, mortgage rates, environmental issues, body image, education funding issues, political unrest, terrorism, acts of violence, war, natural disasters, human rights, equal rights, cost of living.

At this level it is expected the learner demonstrates use of intelligible pronunciation with effective stress and intonation patterns.

In the context of this unit, the written text may be hand-written or digital and may include supporting information or examples such as statistics or data or anecdotal evidence and can be in different forms such as a letter to the editor, a report or a piece for a newsletter.

### 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"> <li>access and interpret information about current issues of significance in Australia</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>analyse the impact of current issues of significance in Australia and identify key areas of concern</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>prepare information for a discussion</li> <li>plan and develop a written text on an issue of significance in Australia</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23574 Research current issues	VU22627 Research current issues	Equivalent

<b>Assessment Requirements</b>	
<b>Title</b>	Assessment Requirements for VU23574 Research current issues
<b>Performance Evidence</b>	<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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• source and analyse information on two current issues of interest</li> <li>• participate in a discussion about one current issue using appropriate discourse strategies</li> <li>• produce a text about one current issue comprising several cohesively linked paragraphs which use structure, style and language appropriate to audience and intended outcome.</li> </ul>
<b>Knowledge Evidence</b>	<p>The candidate must be able to apply knowledge required to effectively perform the task outlined in elements and performance criteria of this unit. This includes application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary for a range of topics related to current issues</li> <li>• compound sentences and complex sentences with subordinate clauses</li> <li>• verb tenses to convey points in time, such as <i>present perfect continuous, past perfect, present and past simple passive, conditional</i></li> <li>• reported speech using different tenses</li> <li>• discourse markers and conjunctions</li> <li>• adjectives, adverbs or adverbial phrases to explain and qualify ideas</li> <li>• discourse markers, connectives, pronouns and cohesive devices to link ideas and concepts, add information or contrast ideas</li> <li>• how different perspectives are presented by different sources</li> <li>• how text, language and structure influence the reader to adopt particular views and positions.</li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• register, styles and conventions in spoken and written discourse</li> <li>• cues such as <i>syntactic, semantic, logical or contextual</i> to work out meaning of text</li> <li>• ways of detecting the writer's tone, intention or attitude</li> <li>• detecting opinions in spoken and written texts</li> <li>• use of paralinguistic features, such as <i>stress and intonation</i> to convey or emphasise information or opinion.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• a range of EAL resources such as a bilingual dictionary, and/or an English-English dictionary</li> <li>• paper-based and/or digital resources such as reference and current affairs materials,</li> </ul> <p>Assessment practices should consider the learner's need to initiate support from a range of established resources such as:</p>

- contextual support in relation to unfamiliar jargon, some aspects of cultural expectations around presenting an argument or point of view
- assistance in reviewing texts prior to the final draft.

Assessment also needs to take into consideration:

- time to read and analyse texts
- time to complete written texts.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23575</b>
<b>Unit title</b>	<b>Recognise and use extremely familiar digital devices</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to recognise and use basic features in extremely familiar digital devices, and show emerging awareness of digital device security features.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators for Reading at Pre level 1 and</li> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening and Reading. They partly contribute to the achievement of Speaking 0+, Listening 0+, Reading 0+.</li> </ul> <p>This unit applies to learners from language backgrounds other than English who may be preliterate in their first language and who are at the beginning stages of reading.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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
2	Identify features of extremely familiar digital devices	2.1	Select a personally relevant digital device
		2.2	Identify own reason for using the digital device
		2.3	Identify a simple security feature of digital device

3	Use a digital device to communicate	3.1	Create an extremely simple message
		3.2	Send an extremely simple message

### Range of Conditions

In this context, digital devices are extremely familiar. Use of digital devices relates to personally relevant and concrete contexts, where learners rely heavily on highly structured modelling, copying and support.

Digital devices may include but are not limited to a mobile phone, laptop, iPad/tablet, classroom computer.

Purposes of using digital devices may include but are not limited to communicating with teacher, family or friends, reporting an emergency using 000.

Uses of digital devices may include but are not limited to sending/receiving text messages or emails, making/receiving phone calls.

Security features may include but are not limited to passwords, fingerprint access.

An extremely simple message, which may be a new or a reply message, may be copied or created using voice to text/voice applications. It may include but is not limited to simple formulaic messages such as Hi, thanks, got it, see you or use of a symbol or emoji as a response without written 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
Learning skills to:	<ul style="list-style-type: none"> <li>identify security features of digital devices</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23575 Recognise and use extremely familiar digital devices		New unit

<b>Assessment Requirements</b>	
<b>Title</b>	Assessment Requirements for VU23575 Recognise and use extremely familiar digital devices
<b>Performance Evidence</b>	<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 use conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• recognise and identify the purpose of one extremely familiar digital device</li> <li>• recognise a security feature of one extremely familiar digital device</li> <li>• use an extremely familiar digital device to create and send one very short message, either spoken or written.</li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• uses of personally relevant digital devices</li> <li>• uses of simple security features of digital devices</li> <li>• reasons for using digital devices</li> <li>• steps to send an extremely simple message using a digital device</li> <li>• extremely simple formulaic language or symbols to send or respond to an extremely simple message using a digital device.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• resources such as digital equipment, devices/visuals and bilingual resources as required.</li> </ul> <p>Where access to internet and/or mobile data is not available, skills in this unit may be demonstrated in a simulated environment.</p> <p>At this level the learner:</p> <ul style="list-style-type: none"> <li>• works alongside an expert / mentor</li> <li>• requires significant and highly structured support, prompting and advice</li> <li>• requires extensive modelling.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

<b>Unit code</b>	<b>VU23576</b>
<b>Unit title</b>	<b>Investigate Australian identity</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to investigate and become familiar with concepts of Australian identity and culture.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing and Oral Communication at Level 3</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 2+, Listening 2+, Reading 2+ / 3 and Writing 2+ / 3.</li> </ul> <p>This unit applies to learners needing to develop their English language skills to increase their knowledge of contemporary Australian identity and culture.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Investigate contemporary Australian society	1.1	Identify key aspects of contemporary Australian society
		1.2	Investigate key changes that have occurred in Australian society
		1.3	Describe key Australian values and traditions

		1.4	Investigate key issues facing contemporary Australian society
		1.5	Discuss aspects of contemporary Australian society with others
2	Investigate a local example of Australian culture	2.1	Select an example of Australian culture
		2.2	Investigate and describe the significance of and key characteristics of the example selected
		2.3	Gather and integrate information and perspectives about the example from different sources
		2.4	Take notes of key information
		2.5	Discuss the example of Australian culture investigated with others

### Range of Conditions

In this context, texts about Australian identity and culture contain familiar and some unfamiliar elements, include some embedded and abstract information and may contain some specialist terminology related to Australian culture. They can be paper-based and/or digital and may be represented in different forms such as through visuals or data.

Key aspects of Australian society may include but are not limited to cultural and linguistic diversity, diverse communities, urban and regional identities.

Changes in Australian society may include but are not limited to increased migration, increased population growth, ageing population.

Australian values and traditions may include but are not limited to respect for and acceptance of diversity, compassion for those in need, equality of opportunity and inclusion, freedom of speech.

Key issues facing contemporary Australian society may include but are not limited to treatment of Asylum Seekers and Refugees, climate change, the Indigenous Voice to Parliament, increasing population, cost of living, renting, inflation, access to healthcare.

Australian culture may include festivals, sporting events, Aboriginal and/or Torres Strait Islander performances, live music, eating out, community activities, volunteering.

Discussions may be class discussions, small group discussions or one to one discussions. At this level, strategies to participate in discussions may include but are not limited to use of verbal and non-verbal strategies such as use of tone, pitch, stress and intonation to modify meaning or emphasise information, taking a turn, interrupting, inviting others into a discussion, exiting a discussion.

Pronunciation is generally intelligible with effective use of stress and intonation although speaking may be characterised by hesitations and circumlocution.

## 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"> <li>interpret information about different aspects of Australian society</li> </ul>
Problem solving skills to:	<ul style="list-style-type: none"> <li>apply appropriate strategies to participate in spoken interactions</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>access, organise and convey information about Australian culture</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23576 Investigate Australian identity		New unit

<b>Assessment Requirements</b>	
<b>Title</b>	Assessment Requirements for VU23576 Investigate Australian identity
<b>Performance Evidence</b>	<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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• investigate and discuss at least two aspects of contemporary Australian society using appropriate strategies to participate in a discussion on each aspect</li> <li>• interpret, record and discuss information related to two examples of Australian culture using appropriate strategies to participate in a discussion on each example.</li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• vocabulary related to Australian identity including some specialised vocabulary to describe Australian society and culture</li> <li>• methods to record and structure notes, such as <i>using dot point lists, paraphrasing, mind maps, key words/headings, symbols</i></li> <li>• verb tenses to convey points in time, such as <i>present perfect continuous, past perfect, present and past simple passive, conditional</i>, for example <i>with, if and unless</i></li> <li>• adjectives and/or adverbs or adverbial phrases used to explain, describe or qualify information</li> <li>• verbal and non-verbal strategies and conventions used in spoken interactions such as: <ul style="list-style-type: none"> <li>○ entering a discussion, asking questions to clarify misunderstandings or ambiguous points, leaving a discussion</li> <li>○ using paralinguistic features to modify meaning or emphasise information, such as <i>use of voice for effect, intonation and emphasis, facial expressions or gestures.</i></li> </ul> </li> </ul> <p>Sociolinguistic and Cultural Knowledge:</p> <ul style="list-style-type: none"> <li>• aspects of Australia's cultural diversity related to Australia's identity</li> <li>• some common colloquial expressions or idioms related to Australian identity.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• EAL resources such as a bilingual dictionary and/or an English-English dictionary</li> <li>• information about Australian society and culture.</li> </ul> <p>Assessment practices should consider the learner's need to initiate support</p>

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from a range of established resources such as:

- contextual support in relation to unfamiliar jargon related to Australian identity and culture
- assistance in participating in spoken interactions.

Assessment also needs to take into consideration:

- time to read and analyse texts
- time to prepare spoken interactions
- factors which may impact intelligibility.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

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<b>Unit code</b>	<b>VU23577</b>
<b>Unit title</b>	<b>Recognise and use numbers and money from 50 to 100 for highly familiar activities</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to recognise and use numbers and money in highly familiar everyday activities.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators for Reading and Numeracy at Pre level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading. They partly contribute to the achievement of Reading 0 +. Numeracy is not applicable.</li> </ul> <p>This unit applies to learners from language backgrounds other than English who may be preliterate in their first language and who are at the beginning stages of numeracy.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 and order numbers between 50 and 100	1.1	Name numbers from 50 to 100
		1.2	Write numbers from 50 to 100
		1.3	Sequence a series of numbers between 50 to 100
2	Recognise money	2.1	Recognise whole dollar amounts between \$50 to \$100
		2.2	Recognise a highly familiar monetary amount in an everyday activity

3	Use numbers and money from 50 to 100 for highly familiar tasks	3.1	Add two whole numbers, totalling less than 100, in a one-step calculation in an everyday activity
		3.2	Locate whole dollar amounts between \$50 and \$100 in an everyday activity
		3.3	Add two whole monetary amounts, totalling less than \$100, in a one-step calculation in an everyday activity

### Range of Conditions

In this context, numerical information is highly familiar and relates to personally relevant and highly familiar contexts, presented in concrete representation and may be in hand-written, printed paper-based or digital format. Learners at this level may be reliant on highly structured support and modelling.

A series of sequenced numbers may include but is not limited to sequences of at least three consecutive numbers between 50 and 100.

Highly familiar tasks or everyday activities may include but are not limited to location of numbers and monetary amounts in authentic materials, such as shopping catalogues, short, simple menus, school related price lists, costs of leisure activities and entrance costs to entertainment venues, such as the cinema, the Zoo, play centres or similar activities. Prices in highly familiar activities, must be within the numerical range of less than \$100 and include some prices using .50c, such as \$50.50.

Numbers used in additions should be in whole numbers, in calculations that do not include carrying over numbers and showing correct use of signs and symbols related to numbers and money.

### 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"> <li>sequence numbers and money</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23577 Recognise and use numbers and money from 50 to 100 for highly familiar activities		New Unit

## Assessment Requirements

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23577 Recognise and use numbers and money from 50 to 100 for highly familiar activities</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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>• name numbers from 50 to 100 and show written representation of at least ten numbers from 50 to 100</li> <li>• put in order two sets of at least three sequenced numbers between 50 and 100</li> <li>• use numerical information in an everyday task or activity to:             <ul style="list-style-type: none"> <li>○ locate two whole dollar amounts</li> <li>○ locate two whole numbers</li> <li>○ add two whole dollar amounts showing correct use of signs and symbols</li> <li>○ add two whole numbers showing correct use of signs and symbols.</li> </ul> </li> </ul>
<p><b>Knowledge Evidence</b></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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>• concept that numbers increase in value</li> <li>• concept of number before and number after</li> <li>• signs and symbols related to numbers and money</li> <li>• concept that digits are combined to form numbers from 50 to 100</li> <li>• highly familiar strategies to assist in recognising and counting numbers from 50 to 100</li> <li>• concept of addition and associated vocabulary and symbols</li> <li>• language to express numbers and monetary values</li> <li>• personally relevant highly familiar vocabulary related to everyday tasks or activities.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• highly familiar context</li> <li>• content is highly familiar and not culturally biased</li> <li>• access to EAL resources such as bilingual resources, picture/number dictionary</li> <li>• assessment should normally involve only the learner and the interlocutor.</li> </ul> <p>Assessment must ensure support for the learner takes into consideration:</p> <ul style="list-style-type: none"> <li>• need for a sympathetic interlocutor</li> <li>• speaking at a slower rate with repetitions</li> <li>• use of nonverbal clues as aids to conversation.</li> </ul>

Consideration is given to the following factors:

- vocabulary is limited to highly familiar words
- pronunciation is clearly influenced by first language.

**Assessor requirements**

Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.

<b>Unit code</b>	<b>VU23578</b>
<b>Unit title</b>	<b>Recognise and use time in highly familiar situations</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required by EAL learners to recognise and use time including days and months related to highly familiar activities.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> <li>the Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators for Reading and Numeracy at Pre level 1</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading. They partly contribute to the achievement of Reading 0 + Numeracy is not applicable.</li> </ul> <p>This unit applies to learners from language backgrounds other than English who may be preliterate in their first language and who are at the beginning stages of numeracy.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	Nil
<b>Competency Field</b>	Not Applicable
<b>Unit Sector</b>	Not Applicable

<b>Element</b>		<b>Performance Criteria</b>	
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 and use highly familiar digital time in whole hours	1.1	Recognise time in whole hours on a digital clock
		1.2	Name the time of a daily activity in digital format
		1.3	Write the start and finish time of a daily activity in digital format
2	Recognise and use months and days in	2.1	Order the days of the week
		2.2	Order the months of the year

highly familiar situations	2.3	Name the day before and the day after a given day
	2.4	Write a date of personal significance using digital format

### Range of Conditions

In this context, numerical information as it relates to time, is in highly familiar and personally relevant contexts. Digital clocks or calendars may be in digital format or paper-based. Learners at this level may be reliant on highly structured support and modelling.

Time includes digital time, in 12 hour format, in whole hours, the difference between am/pm, months of the year and days of the week in calendars or diaries.

Times of daily activities may include but are not limited to days of classes, a regular time to get up or go to bed, eat meals, watch television shows, do regular activities or times to catch a bus or train.

In this context, dates should be written in digital format in sequence of date / month/ year, per Australian convention and may include but are not limited to:

- dates of personal significance, such as dates of birth of self, close family members, children or other highly familiar people, date of arrival in Australia
- recurring highly familiar dates, such as dates of cultural or religious annual events, varied dates for New Year according to culture, or other similar dates of significance.

Use of a calendar may support sequencing of days of the week, months of the year, a specific day of the week, such as the day of a class, a regular activity or a cultural or personal day of significance.

### 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"> <li>• sequence days and months</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23578 Recognise and use time in highly familiar situations		New unit

## Assessment Requirements

<b>Title</b>	Assessment Requirements for VU23578 Recognise and use time in highly familiar situations
<b>Performance Evidence</b>	<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 use language conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>recognise the time of two highly familiar activities in whole hours on a digital clock</li> <li>write the time of two highly familiar activities, in whole hours in 12 hour digital format, one of which includes the start and finish time</li> <li>write two dates of personal significance or importance, using appropriate conventions of writing dates</li> <li>order the days of the week and months of the year in correct sequence, including demonstration of the concept of the day before and day after.</li> </ul>
<b>Knowledge Evidence</b>	<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 application of linguistic, sociolinguistic and cultural knowledge appropriate to the context of the task including:</p> <ul style="list-style-type: none"> <li>concept of 12 hour time on a digital clock</li> <li>language to express time in 12 hour time</li> <li>concept of day before and day after</li> <li>dates in digital format according to Australian conventions</li> <li>numbers related to dates and times</li> <li>concept of sequence of days and months</li> <li>personally relevant vocabulary related to dates of personal significance.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>highly familiar context</li> <li>content is highly familiar and not culturally biased</li> <li>access to EAL resources such as bilingual resources, picture/number dictionary</li> <li>assessment should normally involve only the learner and the interlocutor.</li> </ul> <p>Assessment must ensure support for the learner which takes into consideration:</p> <ul style="list-style-type: none"> <li>need for a sympathetic interlocutor</li> <li>speaking at a slower rate with repetitions</li> <li>use of non-verbal clues as aids to conversation.</li> </ul> <p>Consideration is given to the following factors:</p> <ul style="list-style-type: none"> <li>vocabulary is limited to highly familiar words</li> <li>pronunciation is clearly influenced by first language.</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must be qualified TESOL teachers. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>