Victorian Training Guarantee Literacy and Numeracy Support Implementation Guide

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Version 2

Following units updated to the current version:

Version 1.2	Version 2
VU20937 Read and write simple information	VU22097 Read and write simple information
VU21041 Complete forms	VU22109 Complete forms
VU21054 Develop written job application skills	VU22116 Develop written job application skills
VU21061 Respond to an advertised job	VU22122 Respond to an advertised job
VU21284 Engage with short simple texts for learning purposes	VU22344 Engage with short simple texts for learning purposes
VU21285 Engage with short simple texts for employment purposes	VU22345 Engage with short simple texts for employment purposes
VU21300 Engage with simple texts for learning purposes	VU22361 Engage with simple texts for learning purposes
VU21301 Engage with simple texts for employment purposes	VU22362 Engage with simple texts for employment purposes
VU21326 Engage with texts of limited complexity for learning purposes	VU22387 Engage with texts of limited complexity for learning purposes
VU21327 Engage with texts of limited complexity for employment purposes	VU22388 Engage with texts of limited complexity for employment purposes
VU21356 Engage with a range of complex texts for learning purposes	VU22414 Engage with a range of complex texts for learning purposes
VU21357 Engage with a range of complex texts for employment purposes	VU22415 Engage with a range of complex texts for employment purposes
VU21377 Engage with a range of highly complex texts for learning purposes	VU22436 Engage with a range of highly complex texts for learning purposes
VU21378 Engage with a range of highly complex texts for employment purposes	VU22437 Engage with a range of highly complex texts for employment purposes
VU21288 Create short simple texts for learning purposes	VU22349 Create short simple texts for learning purposes
VU21289 Create short simple texts for employment purposes	VU22350 Create short simple texts for employment purposes
VU21304 Create simple texts for learning purposes	VU22366 Create simple texts for learning purposes
VU21305 Create simple texts for employment purposes	VU22367 Create simple texts for employment purposes
VU21330 Create texts of limited complexity for learning purposes	VU22392 Create texts of limited complexity for learning purposes
VU21331 Create texts of limited complexity to participate in the workplace	VU22393 Create texts of limited complexity to participate in the workplace
VU21360 Create a range of complex texts for learning purposes	VU22419 Create a range of complex texts for learning purpose
VU21361 Create a range of complex texts to participate in the workplace	VU22420 Create a range of complex texts to participate in the workplace
VU21381 Create a range of highly complex texts for learning purposes	VU22440 Create a range of highly complex texts for learning purposes

Version 1.2	Version 2
VU20939 Recognise and interpret safety signs and symbols	VU22098 Recognise and use basic mathematical symbols and processes
VU21049 Use basic measuring and calculating skills	VU22101 Use basic measuring and calculating skills
VU21046 Prepare simple budgets	VU22104 Prepare simple budgets
VU21291 Recognise numbers and money in simple, highly familiar situations	VU22352 Recognise numbers and money in simple, highly familiar situations
VU21293 Recognise measurements in simple, highly familiar situations	VU22354 Recognise measurements in simple, highly familiar situations
VU21294 Recognise shape and design in simple, highly familiar situations	VU22355 Recognise shape and design in simple, highly familiar situations
VU21295 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
VU21296 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
VU21307 Work with numbers and money in simple familiar situations	VU22369 Work with simple numbers and money in familiar situations
VU21308 Work with and interpret directions in simple, familiar situations	VU22450 Work with and interpret simple directions in familiar situations
VU21309 Work with measurements in simple, familiar situations	VU22370 Work with simple measurements in familiar situations
VU21310 Work with simple design and shape in familiar situations	VU22371 Work with simple design and shape in familiar situations
VU21311 Work with and interpret simple numerical information in familiar texts	VU22372 Work with and interpret simple numerical information in familiar texts
VU21312 Work with and interpret statistical information in simple, familiar texts	VU22373 Work with and interpret simple statistical information in familiar texts
VU21333 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
VU21334 Work with and interpret directions in familiar and routine situations	VU22396 Work with and interpret directions in familiar and routine situations
VU21335 Work with measurement in familiar and routine situations	VU22397 Work with measurement in familiar and routine situations
VU21336 Work with design and shape in familiar and routine situations	VU22399 Work with design and shape in familiar and routine situations
VU21337 Work with and interpret numerical information in familiar and routine texts	VU22400 Work with and interpret numerical information in familiar and routine texts
VU21363 Investigate and interpret shapes and measurements and related formulae in a range of contexts	VU22422 Investigate and interpret shapes and measurements and related formulae
VU21364 Investigate numerical and statistical information in a range of contexts	VU22423 Investigate numerical and statistical information

Version 1.2	Version 2
VU21365 Investigate & use simple mathematical formulae and problem solving techniques in a range of contexts	VU22424 Investigate and use simple mathematical formulae and problem solving techniques
VU21333 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
VU21292 Recognise, give and follow simple and familiar oral directions	VU22353 Recognise, give and follow simple and familiar directions
VU21313 Develop verbal communication skills	VU22374 Develop verbal communication skills
VU21317 Communicate with others in familiar and predictable contexts	VU22378 Communicate with others in familiar and predictable contexts
VU20939 Recognise and interpret safety signs and symbols	VU22099 Recognise and interpret safety signs and symbols

Version 1.2

Updated information to reflect Department of Education and Training

Inclusion of the current versions of the following units of competency from endorsed training packages

Version 1	Version 1.2
BSBADM101A Use business equipment and resources	BSBADM101 Use business equipment and resources
BSBADM302B Produce texts from notes	BSBADM302 Produce texts from notes
BSBCMM101A Apply basic communication skills	BSBCMM101 Apply basic communication skills
BSBCMM201A Communicate in the workplace	BSBCMM201 Communicate in the workplace
BSBWHS201A Contribute to health and safety of self and others	BSBWHS201 Contribute to health and safety of self and others
BSBWRT301A Write simple documents	BSBWRT301Write simple documents
BSBWRT401A Write complex documents	BSBWRT401 Write complex documents
TLIE3002A Estimate/calculate mass, area and quantify dimensions	TLIE3002 Estimate/calculate mass, area and quantify dimensions
TLIE3016A Estimate/calculate load shifting requirements for a mobile crane	TLIE3016 Estimate/calculate load shifting requirements for a mobile crane
TLIE4013A Apply workplace statistics	TLIE4013 Apply workplace statistics

***Skills First* Literacy and Numeracy Support Implementation Guide**

Contents

INTRODUCTION

The Department of Education and Training (DET) is committed to increasing the level of proficiency in literacy and numeracy of Victorians undertaking vocational education and training (VET) and is dedicated to ensuring learner focused literacy and numeracy support is available within a sustainable funding environment.

Literacy and Numeracy Support is specifically designed for learners requiring literacy and numeracy skills to support the achievement of vocational competence. DET remains committed to the acquisition of full foundation skill qualifications where appropriate and on the Approved Foundation Skills List.

PURPOSE

DET is pleased to introduce its Literacy and Numeracy Support Implementation Guide. This guide provides specific information relating to the use of the *Skills First* program in promoting good practice and ensuring learners are supported in the acquisition of foundation skills while pursuing endorsed Training Package and accredited course qualifications and/or accredited "Courses in".

This guide is intended to provide information to Training Providers and teachers/trainers and assessors to assist the implementation of Literacy and Numeracy Support in Victoria.

The guide is designed to:

- inform Training Providers about the implementation arrangements for training delivery for Literacy and Numeracy Support under the *Skills First* program;
- inform Training Providers which units of competency relating to foundation skills comprise Victoria's Literacy and Numeracy Support;
- provide sample skills groups to illustrate good practice; and
- provide key information, contacts and links.

WHAT IS LITERACY AND NUMERACY SUPPORT?

Depending on the learner needs and delivery contexts, Literacy and Numeracy Support is designed to enable the selection and use of approved Literacy and Numeracy Support units to address individual needs of vocational learners to facilitate completion of a vocational qualification under the *Skills First* program.

Training Providers are encouraged to package approved Literacy and Numeracy Support units where a specific need for foundation skills development has been identified. Integrated Literacy and Numeracy Support programs enable individuals to:

- acquire contextualised foundation skills to participate successfully in education and training;

and

- build contextualised foundation skills that underpin vocational competency.

When considering and arranging for the delivery of Literacy and Numeracy Support, Training Providers must abide by the requirements of their *Skills First* VET Funding Contract and current policies and procedures.

Training Providers should note that enrolments in Literacy and Numeracy Support under *Skills First* will count towards a student's commencements for the purpose of the two Victorian Government subsidised commencements per year rule.

In addition to supporting vocational competence, the approved Literacy and Numeracy Support list of units (pp. 10 – 14) have be provided for Training Provider selection for delivery of electives in Approved Foundation Skills List courses under the *Skills First* program. Please see the *Skills First* VET Funding Contract and accompanying directions for information pertaining to the Approved Foundation Skills List.

> **NOTE:** Literacy and Numeracy Support is a *Skills First* concept only and does not have broader application within the Vocational Education and Training System.

REPORTING UNDER THE SKILLS FIRST PROGRAM

DET has assigned a course code for Literacy and Numeracy Support to allow for reporting under the *Skills First* program, in accordance with the Victorian VET Student Statistical Collection Guidelines.

Course code	Title	Maximum Nominal Hours
LNSUPPORT	Literacy and Numeracy Support	95

Training Providers that have any of the following qualifications on their scope of registration will have the LNSUPPORT Literacy and Numeracy Support course code automatically added to their Approved Funded Scope under the *Skills First* VET Funding Contract:

- The three Foundation Skills (FSK) Training Package qualifications;
- The suite of courses for General Education for Adults (22471VIC, 22476VIC, 22472VIC, 22473VIC, 22474VIC);
- The suite of courses for Mumgu-dhal tyama-tiyt (22447VIC, 22448VIC, 22449VIC).

Training Providers that, over time, add these qualifications to their scope of registration will need to seek to have them added to their Approved Funded Scope in the usual manner.

Training Providers that add any of the approved Literacy and Numeracy Support units to their scope of registration will need to apply to DET for the inclusion of LNSUPPORT Literacy and Numeracy Support on their Approved Funded Scope.

> **NOTE:** The LNSUPPORT Literacy and Numeracy Support course is not an Accredited Course and therefore cannot be added to scope of registration. Instead, Training Providers need to ensure that particular Literacy and Numeracy Support units or their source DET owned accredited course or Training Package qualifications are on their scope of registration.

APPROVED LITERACY AND NUMERACY SUPPORT UNITS OF COMPETENCY

The DET approved Literacy and Numeracy Support includes 154 units of competency. The list (pp. 10 – 14) includes selected units of competency from the FSK Foundation Skills Training Package and selected units of competency from DET's accredited courses.

Consistent with the categorisation in the FSK Foundation Skills Training Package, the units have been broadly listed in the categories of reading, writing, numeracy, oral communication, learning, and digital technology. The units are defined by their unique code and title. The nominal hours are listed next to each unit.

The list identifies the specified units approved for Literacy and Numeracy Support under the *Skills First* program. The content of DET's accredited units is provided at **Appendix 1**.

WHERE CAN I FIND THE UNITS OF COMPETENCY?

Units of competency sourced from an endorsed Training Package (e.g. FSKOCM04 Use oral communication skills to participation in workplace meetings or; BSBWRT401 Write complex documents) can be sourced from the National Register, TGA. More information is available here. Training Providers are advised to review accompanying Companion Volumes, including Implementation Guides, when planning delivery of Literacy and Numeracy Support Training Package Units of Competency.

Units of Competency sourced from a DET owned accredited course (e.g. VU22345 Engage with short simple texts for employment purposes) can be sourced from the DET website: http://www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx. Training Providers are advised to review the accompanying curriculum document for any specific delivery and/or assessment requirements.

In order to identify the copyright owner of a unit and which website houses the necessary documentation, a Training Provider should visit TGA and complete the following steps:

1. Search for the unit code (e.g. VU22345) to identify the unit's source qualification.
2. For units from within a DET owned accredited course, the complete curriculum documentation is not available on TGA, but is published on the DET website. More information is available here
4. If you are required to provide copyright permission to your registration body, you should use the licensing statement at the beginning of the curriculum document
3. Training Package units and source qualifications are available on TGA

REGULATORY REQUIREMENTS

DET seeks the application of best practice education and training design and delivery for all learners, including those undertaking Literacy and Numeracy Support. Consequently, DET has an expectation that Training Providers will comply with their obligations associated with relevant national and Victorian standards and policies and VET Regulator legislation and guidelines.

Scope of Registration

As per usual practice, Training Providers must have the qualifications, accredited courses and units of competency it delivers on its scope of registration.

> **NOTE:** The LNSUPPORT Literacy and Numeracy Support course is not an Accredited Course and therefore cannot be added to scope of registration. Instead, RTOs need to ensure that particular Literacy and Numeracy Support units or their source DET accredited course or Training Package qualification are on their scope of registration.

Training Providers must be registered by either the Victorian Registration and Qualifications Authority (VRQA) or the Australian Skills Qualification Authority (ASQA) to be eligible to issue Qualifications and Statements of Attainment under the Australian Qualifications Framework (AQF).

The VRQA is the regulatory authority for Victoria that registers training organisations who provide courses to domestic students only and who only offer training in Victoria.

To register to provide training to international students and in other Australian states and territories Training Providers will need to apply to ASQA.

Trainer and Assessor Requirements

In designing and delivering the Literacy and Numeracy Support program, teachers/trainers and assessors must comply with the assessor competencies and requirements of the Australian Quality Training Framework and/or the Standards for Registered Training Organisations (SRTOs) 2015 that require trainers and assessors to:

- have training and assessment competencies determined by the National Skills Standards Council or its successors;
- have relevant vocational competencies at least to the level being delivered or assessed;
- continue to develop their vocational and training and assessment competencies to support continuous improvements in the delivery of Training Provider services.

Of particular note to the Literacy and Numeracy Support units are the prescribed vocational trainer/assessor requirements relevant to the FSK Foundation Skills Training Package and those contained within some of the DET owned accredited courses.

Training Providers are advised that trainers and assessors working with the FSK Foundation Skills Training Package are required to demonstrate current industry skills directly relevant to the training/assessment being undertaken and recognised expertise in the delivery and assessment of

foundation skills. This expertise will vary according to the training context and the needs of the learners.

Teachers/trainers and assessors should refer to the host Accredited Course curriculum documentation for further information relating to:

- the context for education and delivery; and
- qualification requirements for delivery and assessment.

For example, assessor requirements for the Certificates in General Education for Adults advises:

- In the context of the delivery and assessment of the Core Skills Reading, Writing units, relevant vocational competencies refers to demonstrable expertise in teaching literacy. This can include holding an AQF level 7 or above teaching qualification with a relevant method. Where a teacher / assessor does not hold a formal relevant qualification he/she would need to demonstrate relevant knowledge of the theory of literacy development and its application. This can include adult literacy pedagogy and the socio – cultural factors affecting literacy learning, including language as a social and cultural phenomenon and the importance of context.
- In the context of the delivery and assessment of the Core Skills Numeracy and Mathematics units, relevant vocational competencies refer to demonstrable expertise in teaching numeracy. This can include holding an AQF level 7 or above teaching qualification with a relevant method. Where a teacher / assessor does not hold a formal relevant qualification they would need to demonstrate knowledge of the theory of numeracy development and its application. This can include adult numeracy pedagogy and the importance of context.

It is important to note that the two examples, above, are extracts from the current assessor competencies for the Certificates in General Education for Adults. Changes to the curriculum documentation will occur periodically and trainers and assessors must ensure version currency.

ENQUIRIES

Should a Training Provider have any questions concerning Literacy and Numeracy Support an enquiry should be submitted through the Skills Victoria Training System (SVTS) with the enquiry category, *Literacy and Numeracy Support*. More information is available here.

LIST OF APPROVED LITERACY AND NUMERACY SUPPORT UNITS

The following list of Literacy and Numeracy Support units of competency has been grouped into Reading, Writing, Numeracy, Oral Communication, Learning and Digital Technology to align with the FSK Foundation Skills Training Package.

Training Providers may only claim Victorian Government funding for units in an Approved Foundation Skills course that are either core, listed as elective or specialised in the curriculum documentation, or chosen from the approved Literacy and Numeracy Support units, below:

Reading		
Unit Code	**Unit Title**	**Nom Hrs**
FSKRDG01	Recognise highly familiar workplace signs and symbols	10
FSKRDG02	Read and respond to basic workplace signs and symbols	10
FSKRDG03	Read and respond to basic workplace instructions	10
FSKRDG04	Read and respond to basic workplace information	10
FSKRDG05	Read and respond to simple workplace procedures	10
FSKRDG06	Read and respond to simple informal workplace texts	10
FSKRDG07	Read and respond to simple workplace information	15
FSKRDG08	Read and respond to routine visual and graphic texts	10
FSKRDG09	Read and respond to routine standard operating procedures	10
FSKRDG10	Read and respond to routine workplace information	15
FSKRDG11	Read and respond to complex workplace information	20
FSKRDG12	Read and respond to highly complex workplace information	20
CPCCCM2001A	Read and interpret plans and specifications	36
VU22097	Read and write simple information	25
VU22344	Engage with short simple texts for learning purposes	20
VU22345	Engage with short simple texts for employment purposes	20
VU22361	Engage with simple texts for learning purposes	25
VU22362	Engage with simple texts for employment purposes	25
VU22387	Engage with texts of limited complexity for learning purposes	25
VU22388	Engage with texts of limited complexity for employment purposes	25
VU22414	Engage with a range of complex texts for learning purposes	30
VU22415	Engage with a range of complex texts for employment purposes	30
VU22436	Engage with a range of highly complex texts for learning purposes	30
VU22437	Engage with a range of highly complex texts for employment purposes	30

Writing		
Unit Code	**Unit Title**	**Nom Hrs**
FSKWTG01	Write personal details on basic workplace forms	10
FSKWTG02	Write basic workplace formatted texts	10
FSKWTG03	Write basic workplace information	10
FSKWTG04	Write simple informal workplace texts	10
FSKWTG05	Complete simple workplace formatted texts	10
FSKWTG06	Write simple workplace information	15
FSKWTG07	Write routine formal workplace texts	10
FSKWTG08	Complete routine workplace formatted texts	10
FSKWTG09	Write routine workplace texts	15
FSKWTG10	Write complex workplace texts	20
FSKWTG11	Write highly complex workplace texts	25
BSBADM302	Produce texts from notes	60
BSBWRT301	Write simple documents	30

BSBWRT401	Write complex documents	50
VU22109	Complete forms	20
VU22116	Develop written job application skills	20
VU22122	Respond to an advertised job	20
VU22349	Create short simple texts for learning purposes	15
VU22350	Create short simple texts for employment purposes	15
VU22366	Create simple texts for learning purposes	25
VU22367	Create simple texts for employment purposes	25
VU22392	Create texts of limited complexity for learning purposes	25
VU22393	Create texts of limited complexity to participate in the workplace	25
VU22419	Create a range of complex texts for learning purpose	30
VU22420	Create a range of complex texts to participate in the workplace	30
VU22440	Create a range of highly complex texts for learning purposes	30

Numeracy

Unit Code	Unit Title	Nom Hrs
FSKNUM01	Use beginning whole number skills and money up to one hundred for work	10
FSKNUM02	Use beginning skills related to time and 2D shapes for work	10
FSKNUM03	Use whole numbers and money up to one thousand for work	10
FSKNUM04	Locate, compare and use highly familiar measurements for work	10
FSKNUM05	Identify and use some common 2D shapes for work	10
FSKNUM06	Use highly familiar maps and diagrams for work	10
FSKNUM07	Locate specific information in highly familiar tables, graphs and charts for	10
FSKNUM08	Identify and use whole numbers and simple fractions, decimals and percentages for work	15
FSKNUM09	Identify and estimate familiar quantities for work	15
FSKNUM10	Identify and describe common 2D and some 3D shapes for work	10
FSKNUM11	Read and use familiar maps, plans and diagrams for work	10
FSKNUM12	Identify and interpret information in familiar tables, graphs and charts for work	10
FSKNUM13	Construct simple tables and graphs for work using familiar data	10
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	15
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work	10
FSKNUM16	Interpret, draw and construct 2D and 3D shapes for work	15
FSKNUM17	Use routine maps and plans for work	15
FSKNUM18	Collect data and construct routine tables and graphs for work	15
FSKNUM19	Interpret routine tables, graphs and charts for work	15
FSKNUM20	Use basic functions of a calculator	10
FSKNUM21	Apply an expanding range of mathematical calculations for work	15
FSKNUM22	Use and apply ratios, rates and proportions for work	15
FSKNUM23	Estimate, measure and calculate measurements for work	15
FSKNUM24	Use geometry to draw 2D shapes and construct 3D shapes for work	15
FSKNUM25	Use detailed maps to plan travel routes for work	15

FSKNUM26	Read, interpret and use detailed plans, drawings and diagrams for work	15
FSKNUM27	Collect, organise and interpret statistical data for work	15
FSKNUM28	Use routine formulas and algebraic expressions for work	15
FSKNUM29	Use introductory graphical techniques for work	15
FSKNUM30	Use common functions of a scientific calculator for work	10
FSKNUM31	Apply a wide range of mathematical calculations for work	20
FSKNUM32	Use and calculate with complex measurements for work	20
FSKNUM33	Collect, organise and analyse statistical data for work	20
FSKNUM34	Use and apply concepts of probability	20
FSKNUM35	Use algebraic and graphical techniques to analyse mathematical problems for work	20
FSKNUM36	Use trigonometry for work	20
FSKNUM37	Use introductory matrices for work	20
FSKNUM38	Use introductory vectors for work	20
FSKNUM39	Use introductory calculus for work	20
TLIE3002	Estimate/calculate mass, area and quantify dimensions	30
TLIE3016	Estimate/calculate load shifting requirements for a mobile crane	20
TLIE4013	Apply workplace statistics	20
FDFOP2061A	Use numerical applications in the workplace	30
SISSCOP307A	Manage personal finances	20
CPCCCM1011A	Undertake basic estimation and costing	16
CPCCCM1015A	Carry out measurements and calculations	20
VU22098	Recognise and use basic mathematical symbols and processes	20
VU22101	Use basic measuring and calculating skills	15
VU22104	Prepare simple budgets	10
VU22352	Recognise numbers and money in simple, highly familiar situations	25
VU22354	Recognise measurements in simple, highly familiar situations	25
VU22355	Recognise shape and design in simple, highly familiar situations	25
VU22356	Recognise and locate simple numerical information in short, simple highly	25
VU22357	Recognise and locate numerical information in simple, highly familiar tables	25
VU22369	Work with simple numbers and money in familiar situations	30
VU22450	Work with and interpret simple directions in familiar situations	30
VU22370	Work with simple measurements in familiar situations	30
VU22371	Work with simple design and shape in familiar situations	30
VU22372	Work with and interpret simple numerical information in familiar texts	30
VU22373	Work with and interpret simple statistical information in familiar texts	30
VU22395	Work with a range of numbers and money in familiar and routine situations	30
VU22396	Work with and interpret directions in familiar and routine situations	30
VU22397	Work with measurement in familiar and routine situations	30
VU22399	Work with design and shape in familiar and routine situations	30
VU22400	Work with and interpret numerical information in familiar and routine texts	30
VU22422	Investigate and interpret shapes and measurements and related formulae	50
VU22423	Investigate numerical and statistical information	50

VU22424	Investigate and use simple mathematical formulae and problem solving techniques	50
VU22442	Analyse and evaluate numerical and statistical information	50
VU22443	Use algebraic techniques to analyse mathematical problems	50
VU22444	Use formal mathematical concepts and techniques to analyse and solve problems	50

Oral Communication

Unit Code	Unit Title	Nom Hrs
FSKOCM01	Participate in highly familiar spoken exchanges	10
FSKOCM02	Engage in basic spoken exchanges at work	10
FSKOCM03	Participate in simple spoken interactions at work	10
FSKOCM04	Use oral communication skills to participate in workplace	10
FSKOCM05	Use oral communication skills for effective workplace	10
FSKOCM06	Use oral communication skills to participate in workplace	10
FSKOCM07	Interact effectively with others at work	10
FSKOCM08	Use oral communication skills to facilitate workplace	15
FSKOCM09	Use oral communication skills to facilitate workplace meetings	15
FSKOCM10	Use oral communication skills for complex workplace	15
FSKOCM11	Use oral communication skills to facilitate workplace teams	15
BSBCMM101	Apply basic communication skills	40
BSBCMM201	Communicate in the workplace	40
CPCCCM1014	Conduct workplace communication	20
VU22353	Recognise, give and follow simple and familiar directions	25
VU22374	Develop verbal communication skills	15
VU22378	Communicate with others in familiar and predictable contexts	15

Learning

Unit Code	Unit Title	Nom Hrs
FSKLRG01	Prepare to participate in a learning environment	10
FSKLRG02	Identify strategies to respond to basic workplace problems	10
FSKLRG04	Use basic strategies for work-related learning	15
FSKLRG05	Use strategies to plan simple workplace tasks	10
FSKLRG06	Participate in work placement	10
FSKLRG08	Use simple strategies for work-related learning	15
FSKLRG09	Use strategies to respond to routine workplace problems	15
FSKLRG11	Use routine strategies for work-related learning	10
FSKLRG12	Apply strategies to plan and manage complex workplace	15
FSKLRG13	Apply strategies to respond to complex workplace problems	20
FSKLRG15	Manage own work-related learning	20
BSBADM101	Use business equipment and resources	15
BSBWHS201	Contribute to health and safety of self and others	20
VU22099	Recognise and interpret safety signs and symbols	10

Digital Technology		
Unit Code	**Unit Title**	**Nom Hrs**
FSKDIG01	Use digital technology for basic workplace tasks	10
FSKDIG02	Use digital technology for simple workplace tasks	10
FSKDIG03	Use digital technology for routine workplace tasks	15

Note *Approved Literacy and Numeracy Support Units are limited to the specific units of competency listed above or their equivalent.*

SAMPLE SKILLS GROUPS

The following examples are intended to assist Training Providers as Literacy and Numeracy Support is introduced. They are meant as a guide to illustrate possible skills groups for delivery of Literacy and Numeracy Support and are not exhaustive.

Industry-Specific Skills Groups

The following four sample skills groups identify Literacy and Numeracy Support units aligned to the specific requirements of different industries.

1. Construction / Plumbing

The following sample skills group supports the numeracy skills required by a learner undertaking a plumbing or construction trade qualification.

Unit Code	Unit Title	Nom Hrs
FSKNUM08	Identify and use whole numbers and simple fractions, decimals and percentages for work	15
FSKNUM09	Identify and estimate familiar quantities for work	15
FSKNUM11	Read and use familiar maps, plans and diagrams for work	10
	Total	**40**

2. Electrical

The following sample skills group supports the literacy and numeracy skills required by a learner undertaking an electrical trade qualification.

Unit Code	Unit Title	Nom Hrs
FSKNUM28	Use routine formulas and algebraic expressions for work	15
FSKNUM30	Use common functions of a scientific calculator for work	10
FSKRDG09	Read and respond to routine standard operating procedures	10
FSKWTG08	Complete routine workplace formatted texts	10
	Total	**45**

3. Transport

The following sample skills group supports the literacy and numeracy skills required by a learner undertaking an operational transport driving qualification.

Unit Code	Unit Title	Nom Hrs
FSKOCM07	Interact effectively with others at work	10
FSKRDG10	Read and respond to routine workplace information	15
FSKWTG08	Complete routine workplace formatted texts	10
FSKNUM17	Use routine maps and plans for work	15
	Total	**50**

4. Aged Care

The following sample skills group supports the language and literacy skills required by a learner undertaking an aged care qualification.

Unit Code	Unit Title	Nom Hrs
FSKOCM07	Interact effectively with others at work	10
FSKRDG10	Read and respond to routine workplace information	15
FSKWTG08	Complete routine workplace formatted texts	10
FSKWTG09	Write routine workplace texts	15
	Total	**50**

General Foundation Skills Group

The following fourteen sample skills groups support the development of a range of Foundation Skills in a range of different contexts at difference ACSF levels.

1. ACSF Level 1 Language and Literacy		
The following sample skills group is designed for learners who require language and literacy skills at ACSF Level 1 to begin to access employment opportunities.		
Code	Title	Nom Hrs
VU22345	Engage with short simple texts for employment purposes	20
VU22350	Create short simple texts for employment purposes	15
FSKOCM01	Participate in highly familiar spoken exchanges	10
VU22116	Develop written job application skills	20
	Total	**65**

2. ACSF Level 1 Language, Literacy and Numeracy		
The following sample skills group is designed for learners who require language, literacy and numeracy skills at ACSF Level 1 to participate in employment opportunities.		
Code	Title	Nom Hrs
VU22099	Recognise and interpret safety signs and symbols	10
VU22101	Use basic measuring and calculating skills	15
VU22345	Engage with short simple texts for employment purposes	20
VU22350	Create short simple texts for employment purposes	15
	Total	**60**

3. ACSF Level 2 Language Literacy and Numeracy		
The following sample skills group is designed for learners who require language literacy and numeracy skills at ACSF Level 2 to participate more effectively in a workplace		
Code	Title	Nom Hrs
VU22362	Engage with simple texts for employment purposes	25
VU22367	Create simple texts for employment purposes	25
VU22370	Work with simple measurements in familiar situations	30
VU22374	Develop verbal communication skills	15
	Total	**95**

4. ACSF Level 2 Numeracy		
The following sample skills group is designed for learners who require numeracy skills at ACSF Level 2 to perform basic workplace functions		
Code	Title	Nom Hrs
FSKNUM08	Identify and use whole numbers and simple fractions, decimals and percentages for work	15
FSKNUM09	Identify and estimate familiar quantities for work	15
FSKNUM12	Identify and interpret information in familiar tables, graphs and charts for work	10
FSKNUM13	Construct simple tables and graphs for work using familiar data	10
	Total	**50**

5. ACSF Level 3 Numeracy		
The following sample skills group is designed for learners who require numeracy skills at ACSF Level 3 to support technical work		
Code	Title	Nom Hrs
VU22397	Work with measurement in familiar and routine situations	30
VU22400	Work with and interpret numerical information in familiar and routine texts	30
FSKNUM16	Interpret, draw and construct 2D and 3D shapes for work	15
	Total	**75**

6. ACSF Level 3 Literacy		
The following sample skills group is designed for learners who require literacy skills at ACSF Level 3 to support job seeking		
Code	Title	Nom Hrs
VU22388	Engage with texts of limited complexity for employment purposes	25
VU22393	Create texts of limited complexity to participate in the workplace	25
VU22122	Respond to an advertised job	20
	Total	**70**

7. ACSF Level 3 Language, Literacy and Numeracy		
The following sample skills group is designed for learners who require language, literacy and numeracy skills at ACSF Level 3 to undertake general work related activities		
Code	Title	Nom Hrs
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	15
FSKOCM04	Use oral communication skills to participate in workplace meetings	10
FSKRDG09	Read and respond to routine standard operating procedures	10
FSKWTG08	Complete routine workplace formatted texts	10
	Total	**45**

8. ACSF Level 4 Numeracy		
The following sample skills group is designed for learners who require numeracy skills at ACSF Level 4 to undertake specialised work involving calculations		
Code	Title	Nom Hrs
FSKNUM21	Apply an expanding range of mathematical calculations for work	15
FSKNUM22	Use and apply ratios, rates and proportions for work	15
FSKNUM28	Use routine formulas and algebraic expressions for work	15
FSKNUM30	Use common functions of a scientific calculator for work	10
	Total	**55**

9. ACSF Level 4 Language and Literacy		
The following sample skills group is designed for learners who require language and literacy skills at ACSF Level 4 to access further learning opportunities		
Code	Title	Nom Hrs
VU22414	Engage with a range of complex texts for learning purposes	30
VU22419	Create a range of complex texts for learning purposes	30
FSKLRG15	Manage own work-related learning	20
	Total	**80**

10. ACSF Level 4 Language and Literacy		
The following sample skills group is designed for learners who require language and literacy skills at ACSF Level 4		
Code	Title	Nom Hrs
FSKOCM10	Use oral communication skills for complex workplace presentations	15
FSKOCM09	Use oral communication skills to facilitate workplace meetings	15
VU22420	Create a range of complex texts to participate in the workplace	30
VU22415	Engage with a range of complex texts for employment purposes	30
	Total	**90**

11. ACSF Level 5 Language and Literacy		
The following sample skills group is designed for learners who require general literacy skills at ACSF Level 5		
Code	Title	Nom Hrs
VU22437	Engage with a range of highly complex texts for employment purposes	30
BSBWRT401	Write complex documents	50
	Total	**80**

12. ACSF Level 5 Language, Literacy and Numeracy		
The following sample skills group is designed for learners who require broad language, literacy and numeracy skills at ACSF Level 5		
Code	Title	Nom Hrs
FSKRDG12	Read and respond to highly complex workplace information	20
FSKWTG11	Write highly complex workplace texts	25
FSKNUM33	Collect, organise and analyse statistical data for work	20
FSKNUM34	Use and apply concepts of probability	20
	Total	**85**

13. ACSF Level 5 Numeracy		
The following sample skills group is designed for learners who require numeracy skills at ACSF Level 5 to undertake specialised functions		
Code	Title	Nom Hrs
FSKNUM31	Apply a wide range of mathematical calculations for work	20
FSKNUM32	Use and calculate with complex measurements for work	20
FSKNUM36	Use trigonometry for work	20
TLIE4013	Apply workplace statistics	20
	Total	**80**

CONTACTS AND LINKS

State Government		
Department of Education and Training	The Department of Education and Training is responsible for funding and the implementation of Vocational Education and Training (VET) in Victoria, including Apprenticeships and Traineeships.	More information is available here For general information Phone: 03 9637 2000
State Government		
Department of Education and Training website	The DET website contains freely available Victorian Crown Copyright Accredited Course curriculum, Victorian Purchasing Guides as well as other important information	More information is available here
Service Skills Organisations		
Service Skills Organisations (SSOs)	SSOs are responsible for developing national Training Packages and can be contacted for further information, including copies of Training Packages and supporting materials.	More information is available here
Skills for Australia	This SSO is responsible for the **FSK Foundation Skills Training Package** and can be contacted for further information.	More information is available here
State VET Regulatory Authority		
Victorian Registration and Qualifications Authority (VRQA)	The VRQA is a statutory authority responsible for the registration of education and training providers in Victoria to ensure the delivery of quality education and training.	More information is available here Phone: 03 9637 2806
National VET Regulatory Authority		
Australian Skills Quality Authority (ASQA)	ASQA is the national regulator for Australia's VET sector vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.	More information is available here Info line: 1300 701 801

Glossary

Code	Nationally endorsed Training Package qualification or Accredited Course code.
Title	Nationally endorsed Training Package qualification or Accredited Course title.
Unit Code	Nationally endorsed Training Package or Accredited Course unit code.
Unit Title	Nationally endorsed Training Package or Accredited Course unit title.
Nominal Hours	The anticipated hours of supervised learning or training deemed necessary to conduct training and assessment activities associated with the program of study. These hours are determined by the Victorian State Training Authority.
Scope of Registration	Scope of registration specifies the AQF qualifications and/or units of competency the training organisation is registered to issue and the industry training and/or assessment services it is registered to provide.

APPENDIX 1

Department of Education and Training (DET)

Literacy and Numeracy Support

Units of Competency – Version 2

Department of Education and Training (DET) July 2018

Disclaimer

In compiling the information contained in and accessed through this resource, the Department of Education and Training (DET) has used its best endeavours to ensure that the information is correct and current at the time of publication but takes no responsibility for any error, omission or defect therein.

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Contents

Unit Code VU22097

Unit Title Read and write simple information

Unit Descriptor

This unit describes the skills and knowledge to read, comprehend and write simple information.

No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those who require support to develop their comprehension and writing skills to engage with and create simple texts.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Select relevant texts	1.1 Identify ***personal reading purpose***
	1.2 Identify and select ***relevant texts*** with assistance from a ***support person***
2 Interpret the texts	2.1 Apply ***reading strategies*** to read texts
	2.2 Identify the main ideas and key features of the texts
	2.3 Evaluate the ***effectiveness of the texts***
3 Write simple texts	3.1 Identify the ***purpose of written texts***
	3.2 Select the appropriate ***text type***
	3.3 Identify ***features of the text***
	3.4 Plan the content and sequence of the text to complete a draft
	3.5 Review the draft with a support person for ***readability and accuracy***
	3.6 Make any required changes to produce the final copy of the text

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- de-coding and meaning-making reading strategies to enable the interpretation and evaluation of simple texts
- basic structural convention of texts such as chronological sequencing of events and character development to enable the interpretation of texts

Required Skills:

- literacy skills to identify and select texts for different purposes
- planning and organising skills to plan the content and sequencing of information for different types of texts
- problem solving skills to interpret the main ideas and key features of texts and evaluate their effectiveness

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Personal reading purpose may include:	• factual information • entertainment • knowledge development • general interest
Relevant texts may include:	• brochures • advertisements • fiction • online texts • magazines
Support person may include:	• fellow learners • teachers and assistants • Aboriginal and/or Torres Strait Islander community members

Reading strategies may include:

- de-coding strategies:
  - using a range of word identification strategies including phonic and visual letter patterns; syllabification; background knowledge of text
- meaning-making strategies:
  - drawing on a bank of personally relevant words and phrases
  - clarifying intended meaning by varying speed when reading
  - recognising meaning of conventional punctuation, font and layout (semi-colons, brackets, italics)
  - identifying ways in which the author chooses words to convey feelings and experiences, and the effect of these choices in creating emotions in the reader
- recognising that use of vocabulary, style of writing, layout and graphic features vary according to purpose

Effectiveness of the texts may include:

- the usefulness of the text in meeting its purpose
- the layout of the text in supporting readability
- the way in which the text influenced the reader

Purpose of written texts may include:

- recording messages
- taking notes
- writing a personal letter
- writing a formal letter

Text type may include:

- phone message
- note
- email
- short letter

Features of the text may include:

- date and/or time
- recipient's address
- greetings, openings, closings
- abbreviations, acronyms, symbols

Readability and accuracy may include:

- layout and register
- sentence structure
- grammatical accuracy
- spelling
- appropriate vocabulary

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- select and interpret a minimum of two different text types
- produce a minimum of two text types, each for a different purpose, including evidence of planning content and sequencing information

Context of and specific resources for assessment

At this level the learner may:

- require additional time to complete written tasks
- depend on the teacher/support person/model text
- depend on a personal dictionary

Assessment must ensure access to:

- a range of texts suited to the interests of learners
- writing materials and or electronic communication methods.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio containing a draft and final copy of each text type written by the learner
- oral or written questioning to assess the learner's ability to interpret texts and to evaluate their effectiveness
- third party feedback from a support person on the progress of the learner

Unit Code	**VU22098**
Unit Title	**Recognise and use basic mathematical symbols and processes**
Unit Descriptor	This unit describes the skills and knowledge to recognise and use basic mathematical symbols and whole and half numbers to make basic mathematical calculations. No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to those who require support to develop their knowledge of mathematical symbols and processes and their meaning and use.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify mathematical symbols	1.1 Identify the four main ***mathematical symbols***
	1.2 Identify the mathematical function of each symbol
2 Identify different methods for making calculations	2.1 Identify the different ***methods for making simple calculations***
	2.2 Become familiar with the ***conventions of making simple written calculations***
	2.3 Become familiar with ***simple strategies for making mental calculations***
	2.4 Become familiar with the location and usage of ***basic calculator functions***
3 Use mathematical processes to make simple calculations	3.1 Identify ***ways in which mathematical processes are applied*** in everyday life
	3.2 Select the most appropriate process for the required calculation
	3.3 Apply the most appropriate method for making the calculation

3.4 Perform ***simple calculations*** using whole and half numbers

3.5 Use an alternative method to test the accuracy of calculations

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- simple mathematical vocabulary such as addition / plus; subtraction / minus; multiplication / times
- the link between addition and subtraction

Required Skills:

- problem solving skills to select the mathematical process appropriate for each different basic calculation and to test the accuracy of results

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Mathematical symbols include:

- addition
- subtraction
- multiplication
- division

Methods for making simple calculations may include:

- mental
- on paper
- with a calculator

Conventions of making simple written calculations may include:

- using signs and symbols to make calculations, such as

$$\begin{array}{r} 46 \\ +\ 4 \\ \hline 50 \end{array}$$

Simple strategies for making mental calculations may include:

- reordering numbers in a calculation
- count forward or back in tens
- partitioning and recombining whole numbers

Basic calculator functions include:	• addition • subtraction • multiplication • division • equals • decimal point • clear
Ways in which mathematical processes are applied may include:	• to calculate: − money tendered for goods and expected change − number of people attending a meal and amount of food required − cost and amount of fabric required to complete a garment − travel distance and estimated time taken
Simple calculations may include:	• adding the cost of individual items to determine the total cost • subtracting the total cost of items from a fixed amount to determine expected change • multiplying the cost of a single item by the number of items required to calculate the total cost • dividing the number of cakes by the number of guests to calculate how many cakes each person can have

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • recognise and apply basic mathematical symbols and processes to make simple calculations related to the learner's everyday life • use mental, written and/or electronic methods to make basic calculations and test their accuracy
Context of and specific resources for assessment	Assessment must ensure access to: • to calculators • calculations that relate to the everyday life of the learner

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner making mental, written and electronic calculations and recording accurate results
- portfolio of written calculations showing methodology
- oral or written questioning to assess the learners knowledge of mathematical vocabulary

Unit Code	**VU22099**
Unit Title	**Recognise and interpret safety signs and symbols**
Unit Descriptor	This unit describes the skills and knowledge to recognise and interpret safety signs and symbols commonly found in workplace and community settings. No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners who wish to develop their basic knowledge of safety signage to prepare for work or community participation.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify features of common safety signs and symbols	1.1 Identify ***common safety signs and symbols***
	1.2 Identify the ***purpose*** of common safety signs and symbols
	1.3 Identify ***features*** of common safety signs and symbols
2 Recognise common safety signs and symbols	2.1 Use ***navigation skills*** to recognise the type of signs and symbols
	2.2 Use ***reading strategies*** to interpret common safety signs and symbols
	2.3 Confirm understanding with ***others***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- navigation skills and reading strategies to enable recognition and interpretation of commonly used safety signs and symbols
- high frequency words used in safety signage
- colours and shapes used in the main categories of safety signage

Required Skills:

- literacy skills to identify and interpret key words regularly used in common safety signs and symbols
- numeracy skills to recognise and interpret the meaning of shapes in safety signage
- problem solving skills to distinguish between different types of commonly used safety signs and symbols using shapes, colours and words

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Common safety signs and symbols may include:	• warning signs • no smoking • no entry • hazardous substances
Purpose may include:	• to warn • to advise • to instruct
Features may include:	• shape • colour • text • visuals

Navigation skills may include:	• scanning for general understanding
	• scanning for key words
	• scanning for key colours:
	  − red to prohibit
	  − yellow to warn
	  − blue for mandatory action
	• scanning for key shapes
	  − crossed circle to prohibit
	  − triangle to warn
	• clear circle to mandate

Reading strategies may include:	• using text features to predict content • making connections between prior knowledge and text content • making connections between high frequency words, symbols and pictures • sounding out letters and syllables • simple strategies to assist with word and symbol identification and extend vocabulary
Others may include:	• peers / team members • trainers • supervisors

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to:
	• recognise and interpret the meaning of common safety signs and symbols found in workplace and community settings such as:
	  − no smoking
	  − do not enter
	  − switch off mobile phones
	  − no swimming

Context of and specific resources for assessment	Assessment must ensure access to: • commonly used safety signs and symbols found in workplace and community settings

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner identifying and interpreting a range of safety signs and symbols, including prohibition, warning and mandatory action signage
- a portfolio of commonly used safety signs and symbols and their meaning
- oral or written questioning to assess the learners ability to recognise and interpret the meaning of commonly used safety signs and symbols.

Unit Code	**VU22101**
Unit Title	**Use basic measuring and calculating skills**
Unit Descriptor	This unit describes the skills and knowledge to measure quantities in standard units and carry out basic calculations involving these quantities. No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners who wish to develop their basic numeracy skills to support re-engagement with learning as a pathway to entering or re-entering formal education, employment or community participation activities. Skill development at this level will generally require assistance from a support person.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Select appropriate measurement method	1.1 Confirm measurement ***requirements***
	1.2 Determine correct ***unit of quantity*** to apply to ***measurement***
	1.3 Select appropriate ***equipment*** or materials
2 Obtain measurements	2.1 Use measuring technique appropriate to task
	2.2 Obtain correct measurements
3 Carry out simple calculations with measurements	3.1 Determine ***information*** according to requirements
	3.2 Complete ***calculations*** involving quantities
	3.3 Check accuracy of calculations
	3.4 Communicate or record information as required

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required knowledge:

- measurements of quantities such as time, length, volume, using common measuring instruments
- mathematical processes:
  - addition / subtraction / multiplication / division
  - fractions and decimals
- basic functions of calculators:
  - addition / subtraction / multiplication / division
  - equals
  - decimal point
  - clear
- basic measuring instruments:
  - rulers / tape measures
  - thermometers
  - scales

Required Skills:

- problem solving skills to:
  - interpret the measurement requirements
  - apply the appropriate mathematical method to make required calculations
  - check the accuracy of calculations

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Requirements may include:
- verbal or written instructions
- manuals
- diagrams

Unit of quantity may include:
- whole numbers
- fractions / decimals
- degrees Celsius
- imperial and metric measurements

Measurement may include:
- length / distance
- mass
- capacity
- time taken
- temperature

Equipment may include:	• rules / measuring tapes • scales • protractors / set squares • thermometers
Information may include:	• dimensions • diagrammatical or visual results • projections
Calculations may include:	• 'in the head' methods • pen and paper • using a calculator

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • select and apply appropriate mathematical processes to make correct calculations for a range of purposes such as determining quantities and measuring distance • use measuring devices such as rulers and scales to make accurate measurements
Context of and specific resources for assessment	Assessment must ensure access to: • measuring equipment
Method(s) of assessment	The following suggested assessment methods are suitable for this unit: • observation of the learner using equipment to take accurate measurements and make correct calculations • portfolio of a range of measurements and calculations showing the application of mathematical processes • third party reports from a mentor or supervisor detailing the ability of the learner to measure and calculate

Unit Code VU22104

Unit Title Prepare simple budgets

Unit Descriptor

This unit describes the basic mathematical and arithmetical skills and knowledge to compare prices, calculate quantities and costs, and to gather relevant information to prepare a simple balanced budget.

No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to learners who wish to re-engage with learning as a pathway to education, employment or community participation activities.

Skill development at this level will generally require assistance from a support person.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Determine prices of a selection of goods for a specified budget	1.1 Select items for inclusion in ***budget***
	1.2 Compare available prices of the selected ***items***
	1.3 Determine quantities required and enter data correctly into set formulae on calculator
	1.4 Use ***strategies to check accuracy***
2 Prepare a simple budget	2.1 Investigate ***information*** to establish income and expenditure
	2.2 Develop a balanced budget
	2.3 Check balanced budget meets all users' needs

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- four operations of arithmetic applied to money, quantities and measurement
- estimation
- comparisons using number skills
- simple percentages and fractions
- basic functions of calculators:
  - addition / subtraction / multiplication / division
  - equals
  - decimal point
  - clear

Required Skills:

- problem solving skills to compare prices and determine quantities

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Budget may include:	• personal – income and expenditure weekly or monthly • project, such as a small community picnic
Items may include:	• food • clothes and make-up • electricity, gas, phone • rent • equipment hire or purchase • entertainment costs
Strategies to check accuracy may include:	• estimation • doing calculations twice to check answers • consulting others • use of spreadsheet software
Information may include:	• advertising material • newspapers • magazines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- apply the four operations of arithmetic to prepare a simple budget for personal or project use.

Context of and specific resources for assessment

Assessment must ensure access to:

- a calculator
- reference material such as household incomes, rentals, household expenses

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learning using a calculator to prepare a budget
- portfolio of budget workings.

Unit Code VU22109

Unit Title Complete forms

Unit Descriptor

This unit describes the skills and knowledge to complete a range of everyday routine forms.

No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to learners who wish to re-engage with learning as a pathway to education, employment or community participation activities.

Skill development at this level will generally require assistance from a support person.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare to complete a range of forms	1.1 Access ***forms*** relevant to own purposes
	1.2 Identify ***key sections*** of the form
	1.3 Clarify purposes of sections
2 Complete documentation	2.1 ***Enter*** information into correct sections of the form
	2.2 Review all entries for ***accuracy***
	2.3 Submit forms according to the ***required process***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required knowledge:

- basic structural conventions of text such as features of page layout
- decoding strategies such as using word identification strategies and drawing on a bank of personally relevant words and phrases
- spelling references to enable information entered to be checked for accuracy

Required Skills:

- literacy skills to identify, interpret and provide required information
- planning and organising skills to plan the content of required information and submit according to the required process and timeline

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Forms may include:	• community organisation membership • employment related • further study related • banking • federal / state government applications • paper based • electronic
Key sections may include:	• personal information • past educational experiences • past employment experiences
Information may include:	• records • certificate • bank statements
Accuracy may include:	• spelling • punctuation • all required information included
Required process may include:	• posting • counter submission • online submission • designated timeframes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- identify, access, complete and submit a form for a minimum of two different purposes relevant to the learner
- check forms for accuracy

Context of and specific resources for assessment

Assessment must ensure access to:

- paper based or electronic forms relevant to learners
- electronic submission of forms where required

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner accessing and completing forms
- portfolio of electronic or paper based samples of forms completed by the learner showing evidence of checking and revision
- oral or written questioning to assess knowledge of the purpose of different forms relevant to the learner

Unit Code VU22344

Unit Title Engage with short simple texts for learning purposes

Unit Descriptor

This unit describes the skills and knowledge to engage with short, simple, highly familiar paper based and web based text types to participate in learning. Learners at this level may require support through prompting and advice.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 1: 1.03, 1.04

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to people seeking to improve their educational participation options and who need to develop a range of reading skills and learning strategies. The unit is suitable for those at the very beginning stages of learning to read and develops reading strategies to support learning.

Where application is as part of the Course in Initial General Education for Adults, it is recommended that this unit is integrated with the delivery and assessment of the Core Skills writing unit *VU22349 Create short simple texts for learning purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22343 Engage with short simple texts for personal purposes* and *VU22348 Create short simple texts for personal purposes*.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Locate specific information in short, simple highly familiar paper based and web based text types in the learning environment	1.1 Identify a ***limited range of short, simple text types*** in the learning environment
	1.2 Recognise ***features of text types***
	1.3 Identify ***specific information*** in the text
	2.1 Select one paper based and one web based text from the identified range of text types

2 Read simple highly familiar print and digital learning related texts	2.2 Use a ***limited range of reading strategies*** to identify the meaning of the texts
	2.3 Use a limited range of reading strategies to identify the ***intention of the texts***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required knowledge:

- basic information seeking strategies to locate information
- different text types relevant to personal learning
- basic reading strategies to engage with paper based and web based texts
- awareness of the different ways in which web based information may be organised, such as linear and non linear

Required Skills:

- problem solving skills to:
  - use cues from context, personal experience and document lay-out to identify highly familiar words, phrases, symbols, numbers
  - use a limited range of reading strategies including ability to draw on small bank of sight vocabulary of personally relevant words/ phrases and use elementary word attack skills
- technology skills to navigate web based text to locate simple information

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Limited range of short simple text types may include:

- texts with highly explicit purpose and limited highly familiar vocabulary
- web based, printed, handwritten and visual text types:
  - simplified diagram of learning provider rooms and facilities
  - own student card
  - room signs / symbols
  - own email address
  - calendars and diaries
  - enrolment forms, library card
  - messages
  - notices relevant to own interests
- teaching and learning texts in the classroom

Features of text types may include:

- visual elements
- symbols
- abbreviations
- layouts

Specific information may include:

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

Limited range of reading strategies may include:

- drawing on a small bank of known words and phrases which relate to the immediate environment
- word attack skills:
  - basic phonics such as initial letter-sound combinations, unambiguous letter-sound combinations
- following the left to right, top to bottom orientation of printed texts and screen-based texts
- relying on non-linguistic support such as illustrations, diagrams, photos, symbols, colours
- reading text to self and aloud with the support of others
- recognising meaning of conventional sentence punctuation such as full stops, capital letters
- identifying sources of text:
  - teacher
  - writer
  - peers
- predicting the purpose of texts based on, for example:
  - prior knowledge of the context
  - personal experience
- prior knowledge of aspects of the text such as layout
- following simple on-line prompts

Intention of the text may include:

- to inform / instruct
- to advise
- to remind

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- locate specific information in a minimum of 2 short, simple, explicit and personally relevant text types related to the learning environment, one of which must be paper based and the other web based
- apply a limited range of reading strategies to identify meaning and intention of a minimum of 2 short, simple, explicit and personally relevant texts related to the learning environment, one of which must be paper based and the other web based

Context of and specific resources for assessment

Assessment must ensure access to:

- a minimum of 2 short, simple, learning related text types, one of which must be paper based and the other web based
- communication technology as required

At this level the learner:

- may require strong support from the context, including visual cues
- may require strong support to access digital media and navigate web based text
- may use texts which contain repetition
- may require extended time to read, reread and decode text
- may depend on a personal dictionary
- can work alongside an expert / mentor where prompting and advice can be provided

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

Method(s) of assessment

The following methods of assessment are suitable for this unit:

- direct observation of the learner locating information in, and making meaning of short, simple paper based and web based texts
- oral or written questioning to assess knowledge of the purpose of different learning related texts
- verbal information from the learner describing the meaning and intention of the selected texts.

Unit Code

VU22345

Unit Title

Engage with short simple texts for employment purposes

Unit Descriptor

This unit describes the skills and knowledge to engage with short, simple, highly familiar paper based and web based text types for employment purposes. Learners at this level may require support through prompting and advice.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 1: 1.03, 1.04

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those who wish to improve their employment participation options by developing a range of reading skills. The unit is suitable for those at the very beginning stages of learning to read and develops reading strategies. It is suitable for those in employment or those who aspire to employment.

Where application is as part of the Course in Initial General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU22350 Create short simple texts for employment purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22343 Engage with short simple texts for personal purposes* and *VU22348 Create short simple texts for personal purposes*.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Locate specific information in short, simple paper based and web based workplace text types	1.1 Identify a ***limited range of short, simple workplace texts types***
	1.2 Recognise ***features of texts types***
	1.3 Identify ***specific information*** in the texts

2 Read short, simple, paper based and web based workplace texts	2.1 Select one paper based and one web based text from the identified range of text types
	2.2 Use a ***limited range of reading strategies*** to identify the meaning of the texts
	2.3 Use a limited range of reading strategies to identify the ***intention of the texts***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required knowledge:

- different text types relevant to employment purposes
- basic reading strategies to engage with paper based and web based texts
- purpose of a limited range of employment related texts
- the different ways in which web based information may be organised, such as linear and non linear

Required Skills:

- problem solving skills to:
  - use cues from context, personal experience and document lay-out to identify highly familiar words, phrases, symbols, visuals, numbers to recognise text types relevant to employment needs
  - use a limited range of reading strategies including ability to draw on a small bank of sight vocabulary of personally relevant words/ phrases and use elementary word attack skills to create meaning from text
  - follow non-linear orientation of web based text to enable simple navigation
- technology skills to navigate web based text to locate simple information

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Limited range of short, simple workplace text types may include:

- texts with highly explicit purpose and limited highly familiar vocabulary
- printed, handwritten web based and visual texts:
  - brief formatted employment application
  - forms requiring own contact details, BSB and account number for pay
  - notification of employment arrangements such as time and place of work by SMS, email
  - pay slip
  - list of names on a roster which include own name, employee number
  - OHS / WHS and hazard signs and symbols
  - workplace timetables or calendars
  - notices containing specific information such as safety posters, social club, union

Features of text types may include:

- symbols
- instructions
- required fields in formatted texts

Specific information may include:

- highly familiar words / phrases / abbreviations:
  - own personal details such as own name from a list of names on a work roster
  - place-related information such as location of work or workplace
  - time-related information such as starting and finishing time, lunch time, shift length
  - workplace specific vocabulary, such as technical term, name of department, name of supervisor / team leader
  - signs associated with personally relevant work activities such as wash hands sign
  - short, simple instructions of one or two steps/ keywords
  - common workplace abbreviations such as OHS / WHS
- numbers as whole numbers:
  - dates and times
  - place-related information
  - money such as $ per hour pay rate, buying lunch / snacks, pay slip information
  - phone numbers relevant to workplace
  - counting units of production/ materials
- well-known visuals, symbols and logos:
  - logo of workplace
  - map of workplace with relevant facilities marked
  - symbols for staff conveniences
  - OHS / WHS symbols / tags related to safe use of machinery
  - colour coded safety and workplace information
  - letters on a keyboard
  - ‘save’ ‘print’ icons on computer menu
- charts and graphs:
  - simple pie-chart showing production hours / down time
- simple bar and line graphs containing specific information such as outputs, safety days

Limited range of reading strategies may include:

- drawing on a small bank of known words and phrases which relate to the immediate environment
- word attack skills such as basic phonics (initial letter-sound combinations, unambiguous letter-sound combinations)
- relying on non-linguistic support such as illustrations, diagrams, photos, symbols, colours
- reading text to self and aloud with the support of others
- recognising meaning of conventional sentence punctuation such as full stops and capital letters
- identifying sources of text:
  - employment agency
  - workplace
  - union
  - peers
  - training organisation
- predicting the purpose of texts based on:
  - prior knowledge of the context
  - personal experience
  - prior knowledge of aspects of the text such as layout

Intention of the text may include:

- to inform / instruct
- to warn
- to notify participation in workplace activities
- to advise
- to remind

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- locate specific information in a minimum of 2 short, simple employment related text types, one of which must be paper based and the other web based
- apply a limited range of reading strategies to identify meaning and intention of a minimum of 2 short, simple employment related texts, one of which must be print based and the other digitally based

Context of and specific resources for assessment

Assessment must ensure access to:

- a minimum of 2 short, simple employment related test types, one of which must be paper based and the other web based
- communication technology as required

At this level the learner:

- may require strong support from the context, including visual cues
- may require strong support to access digital media and navigate digital text
- may use texts which contain repetition
- may require extended time to read, reread and decode text
- may depend on a personal dictionary
- can work alongside an expert / mentor where prompting and advice can be provided

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

Method(s) of assessment

The following methods of assessment are suitable for this unit:

- direct observation of the learner locating information in, and making meaning of short, simple paper based and web based texts
- oral or written questioning to assess knowledge of the purpose of different employment related text types
- verbal information from the learner describing the meaning and intention of the selected texts

Unit Code	**VU22349**
Unit Title	**Create short simple texts for learning purposes**
Unit Descriptor	This unit describes the skills and knowledge to develop initial writing skills to create short simple highly familiar text types for learning purposes. It can include handwritten and / or digitally based text types. Learners at this level may require support through prompting and advice. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 1: 1.05, 1.06
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners who wish to improve their written communication skills to better participate in educational activities. Where application is as part of the *Course in Initial General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU22344 Engage with short simple texts for learning purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22348 Create short simple texts for personal purposes* and *VU22343 Engage with short simple texts for personal purposes*.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Complete short simple learning related formatted texts	1.1 Identify ***formatted text types***
	1.2 Identify ***features of text types***
	1.3 Confirm ***purpose*** of formatted texts
	1.4 Enter required information accurately and legibly
2 Create a short simple learning related text	2.1 Identify the requirements of the ***text***
	2.2 Select the ***appropriate format for the text***

2.3 Prepare the ***content***

2.4 Arrange features of text accurately and effectively to meet purpose

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- spatial arrangement, word separation and alignment of text
- a small bank of words and phrases related to the learning environment to enable the preparation of content

Required Skills:

- organisational skills to:
  - construct a short hand written or digitally based text of one or two phrases / sentences with support
  - locate simple information in text and use it to construct simple text
- problem solving skills to recognise formatting conventions of text.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Formatted text types may include:

- texts with highly explicit purpose and limited highly familiar vocabulary
- a limited range of digital and / or printed texts containing visual elements:
  - *sections* of forms requiring basic information such as name and address on an enrolment form, very simple course evaluation forms
  - simple, short surveys related to participation in learning or related activities in an education setting
  - work sheets, cloze exercises
  - tests, quizzes
  - self assessments
  - tables to be completed
  - timetables
  - checklists
  - charts in a classroom
  - self-paced workbooks

Features of text types may include:

- highly familiar words / phrases:
  - name, address, age
  - place-related and time-related information (street / suburb / town / building / classroom / class time)
  - names of facilities and services in the learning / education context, e.g. canteen
  - commonly used words and phrases associated with personally relevant education activities
  - simple diagrams, for example: hand drawn map of educational institution with facilities marked
  - one or two simple sentences for example an application for English classes
- numbers as whole numbers:
  - time-related information, dates of public holidays/ school holidays, class times
  - place-related information, such as room numbers, building / level numbers
  - connected with money such as course fees, excursion costs
- abbreviations:
  - M / F
  - text messaging abbreviations such ‘u’ for ‘you’
- familiar visuals, for example:
  - layout features and styles (print and screen based)
  - left to right and top to bottom orientation
  - writing on the line
  - capitalisation (including for the personal pronoun I, upper and lower case)
  - full stop punctuation photographs
  - symbols / logos / icons
- layout features and styles (print and screen based)
  - left to right and top to bottom orientation
  - writing on the line
  - capitalisation (including for the personal pronoun I, upper and lower case
  - punctuation such as full stop

Purpose may include:

- collection of information
- recording information
- organising information for regular reference
- organising time
- mnemonic purposes

Text may include:	• labels in a folder • short written or electronic note or message for teacher or fellow student • paper based or electronic timetable entry

Appropriate format for the text may include:	• size of words and visuals
	• place of colour, symbols
	• inclusion of visual elements
	• short text message to teacher or fellow student:
	  – "running late"
	  – "unable to attend"
	• number of characters including spaces
	• use of punctuation

Content may include:	• words / phrases:
	  – class times and locations
	  – homework tasks
	• commonly used symbols and icons such as & for 'and'
	• commonly used words from the learning environment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • complete a minimum of one short simple, learning related formatted text • create one short, simple learning related text which may be digital or hand written

Context of and specific resources for assessment

Assessment must ensure:

- access to text types drawn from the learner's immediate environment which are personally relevant to the learner

At this level, the learner :

- may require additional time to complete written tasks
- can work alongside an expert / mentor where prompting and advice can be provided

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may apply to both domains.

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner planning and creating short, simple learning related hand written and / or digital texts
- portfolio of examples of formatted texts completed by the learner
- written or oral questioning to confirm understanding of the purpose of different text types

Unit Code	**VU22350**
Unit Title	**Create short simple texts for employment purposes**
Unit Descriptor	This unit describes the skills and knowledge to develop initial writing skills to create short simple highly familiar text types for employment purposes. It can include handwritten and / or digitally based text types. Learners at this level may require support through prompting and advice. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 1: 1.05, 1.06
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to those in employment and those who aspire to employment. People seeking to improve their employment participation options will need to develop a range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create short simple texts with a workplace context and purpose. These skills will provide the foundation for future activities associated with producing text. Where application is as part of the *Course in Initial General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU22345 Engage with short simple texts for employment purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22343 Engage with short simple texts for personal purposes* and *VU22348 Create short simple texts for personal purposes*.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Complete a simple formatted text for employment purposes	1.1 Identify ***formatted text types***
	1.2 Confirm the ***purpose*** of the formatted text and ***audience***
	1.3 Identify the ***features of the text***

	1.4 Enter required information accurately and legibly
2 Create a short simple text for employment purposes	2.1 Describe the purpose of the ***text type***
	2.2 Select the ***appropriate format for the text***
	2.3 Prepare the ***content***
	2.4 Arrange the features of the text accurately and effectively to meet purpose

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required knowledge:

- spatial arrangement, word separation and alignment of written text
- a small bank of employment related words and phrases to enable the preparation of content

Required Skills:

- organisational skills to:
  - construct a short hand written or digital text of one or two phrases / sentences with support
  - locate simple information in text and use it to construct simple text
- problem solving skills to recognise different formatting conventions of text.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Formatted text types may include:

- texts with highly explicit purpose and limited highly familiar vocabulary
- *sections* of a limited range of electronic or printed texts containing visual elements related to basic personal information:
  - medical forms / consent to flu vaccination
  - rosters
  - banking authority
  - leave forms
  - claim forms for overtime or petty cash
  - induction checklist
  - notification of change of details form
  - time sheet

Purpose may include:

- collection of information
- legal or OHS / WHS compliance
- participation in work activities:
  - union meeting
  - on the job training

Audience may include:

- supervisor
- OHS /WHS officer
- Human Resources
- workers on next shift

Features of the text may include:

- highly familiar words / phrases:
  - name, address, age
  - place and time related information such as rosters and timesheets
  - names of facilities in the workplace
  - commonly used words / phrases such as ‘public holidays’
  - one or two simple sentences
- numbers as whole numbers:
  - time-related information, dates of public holidays/ shift hours
  - place-related information, such as building numbers, locker rooms
  - connected with money such as costs associated with fares, buying snacks, pay slip information
  - phone numbers relevant to workplace
  - counting units of production/ materials
  - connected with organising goods, sorting items
- abbreviations / acronyms.
  - M / F, OHS / WHS, HAZCHEM
- familiar visuals:
  - photographs
  - symbols in the workplaces such as hazard signs
  - logos associated with workplace
  - simple diagrams, such as map of building / factory with evacuation points marked
  - colour coded information
- layout features and styles
  - left to right and top to bottom orientation
  - writing on the line
  - capitalisation including for the personal pronoun I, upper and lower case
- punctuation such as full stop

Text type may include:	• notice • messages • checklist • handover notes • warning notice / tag • label • computerised leave application • short basic text and / or numerical data into portable handheld scanning device
Appropriate format for the text may include:	• inclusion of visual elements • size and location of letters and / or visuals • data entry • number of characters including spaces for digital texts • text sequence • use of punctuation

Content may include:	• words / phrases:
	  – “do not use’
	  – “checked by ”
	• commonly used symbols and icons such as ‘&’ for ‘and’
	• commonly used words from the immediate environment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • complete one short simple, employment related formatted text • create one short, simple employment related text which may be either digital or hand written

Context of and specific resources for assessment

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

Assessment must ensure:

- access to text types drawn from employment related environments that are relevant to the learner

At this level, the learner:

- may require additional time to complete written tasks
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner planning and creating short, simple employment related hand written and / or digital texts
- portfolio of examples of formatted texts completed by the learner
- oral or written questioning to confirm understanding of the purpose of different text types

Unit Code

VU22352

Unit Title

Recognise numbers and money in simple, highly familiar situations

Unit Descriptor

This unit describes the skills and knowledge that enable learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition, comparison and use of simple whole numbers and money which are part of the learners' normal routines and activities. Learners will mainly communicate these mathematical ideas using spoken rather than written responses. Learners at this level may require support through prompting and advice.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10 & 1.11

Employability Skills

This unit contains employability skills.

Application of the Unit

People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Recognise and compare numbers into the hundreds, and halves in	1.1 Recognise ***place value concepts*** in ***whole numbers*** into the hundreds
	1.2 Express whole numbers into the hundreds orally and write them as numerals

	simple, highly familiar situations	1.3 Write whole numbers as words up to twenty
		1.4 Recognise ***halves*** in simple, ***highly familiar situations***
		1.5 Use ***common words*** to compare whole numbers
2	Recognise and compare money into the hundreds of dollars in simple, highly familiar situations	2.1 Recognise the value of coins and notes, money notation and symbols for money into the hundreds of dollars
		2.2 Recognise prices of familiar items into the hundreds of dollars in short, simple highly familiar situations
		2.3 Use common words for comparing costs
3	Perform simple, one-step addition and subtraction calculations with numbers and money into the hundreds	3.1 Perform ***simple, one-step calculations of +,–*** with whole numbers and money into the hundreds
		3.2 Roughly check ***the reasonableness of results*** in relation to the context

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints / symbols represent meaning in simple texts
- place value of whole numbers into the hundreds
- techniques used to make rough estimations

Required Skills:

- literacy and communication skills to:
  - read and say whole numbers and basic words associated with money
  - recognise simple fractions (½)
  - write whole numbers as numerals and some in words
- problem solving skills to:
  - recognise and compare the value of coins and notes
  - recognise the simple operations of addition and subtraction and the words and symbols associated with them

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Place value concepts refer to:	• place value concepts for whole numbers into the hundreds

Highly familiar situations may include:	• recognising numbers in documents such as:
	  − advertising leaflets
	  − notices, signs,
	  − simple pricelists
	  − sports results
	  − recipes
	  − workplace parts lists
	• recognising and naming:
	  − coins and notes
	  − values on packaging, equipment and tools

Common words may include:	• more/less • cheaper/more expensive • smaller, bigger • the same as • double • half
Simple, one-step calculations of +,– may include:	• addition up to a total of 999 • subtraction in the form of adding on: − "if you have $5, how much more do you need to get to $7?" Answers to be less than 100 • calculations which can be done in an idiosyncratic manner, by counting on, with or without the aid of concrete aids or calculators
Halves refers to:	• the fraction ½ (one half)
The reasonableness of results refers to:	• very rough estimates based on questioning and prompting by the teacher/trainer: − 'do you think this is about what you'd expect to have to pay if you bought those two items?'

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use the concept of place value and the associated language of numbers to recognise, compare and talk about numbers and money into the hundreds
- write numbers and money into the hundreds as numerals and some values as words
- undertake simple operations of addition and subtraction with numbers and money into the hundreds and make rough estimates on results in highly familiar situations

Context of and specific resources for assessment

Assessment must ensure:

- access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts
- concrete, relevant, highly familiar and personal contexts and materials where the maths content is explicit

At this level the learner may:

- work alongside an expert/mentor where prompting and advice can be provided use “in the head” methods, or concrete aids, or pen and paper methods for calculations or use calculators to obtain and/or check calculations that require accuracy

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner recognising money and numbers
- portfolio of completed simple, one-step addition and subtraction calculations with numbers and money into the hundreds
- oral or written questioning to assess knowledge of techniques to roughly estimate

Unit Code

VU22353

Unit Title

Recognise, give and follow simple and familiar directions

Unit Descriptor

This unit describes the skills and knowledge that enable learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition, giving and following of simple and highly familiar directions. These directions are part of the learners' normal routines to do with orienting oneself in familiar contexts such as near their homes, in workplace buildings or classrooms. Learners will mainly communicate these mathematical ideas using spoken or simple written responses. Learners at this level may require support through prompting and advice.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10 & 1.11

Employability Skills

This unit contains employability skills.

Application of the Unit

People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Recognise and follow short, simple directions	1.1 Identify and use ***simple concepts of position and location*** to identify an explicit and relevant location

in highly familiar situations	1.2	Read and use ***simple diagrams and maps*** of ***highly familiar locations*** to identify an explicit and relevant location
	1.3	Follow simple ***highly familiar directions*** for moving between known locations
2 Recognise and give simple directions in highly familiar situations	2.1	Describe the relative location of two or more objects using ***highly familiar, informal language of position***
	2.2	Use simple, highly familiar, informal language of position to give directions in a ***highly familiar situation***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints / symbols represent meaning in signs, diagrams and maps
- informal language of position and location to give and follow short, simple directions in highly familiar situations

Required Skills:

- communication and literacy skills to:
  - read relevant, short texts and diagrams
  - recognise simple diagrams and maps of highly familiar locations

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Simple concepts of position and location may include:	• relative positions such as:
	  – in
	  – left/right
	  – front/behind
	  – up/down
	  – opposite
	  – on the corner
	  – next to
	  – between

Simple diagrams and maps may include:	• simplified diagrams of buildings, including locations of classrooms/workplace/office; local home area of learner; local shopping centre • simple and familiar online maps

Highly familiar locations may include:	• student's classroom and building • home • workplace • local shopping centre
Highly familiar directions should be:	• short, clear, with only one given at a time • clarified with teacher prompting if required • given using common, everyday, informal language and gestures
Highly familiar, informal language of position may include:	• over/under • in front/behind • up/down • through • opposite • on the corner • next to • first / second • between
Highly familiar situations may include:	• moving from one position to another within a room • one room to another • between buildings in a large institution, workplace or shopping centre

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • use simple diagrams and maps to find and identify specific locations • use informal language of location and direction to describe relative positions of objects • apply simple concepts of position to give and follow simple directions

Context of and specific resources for assessment

Assessment must ensure:

- access to authentic materials and texts in appropriate and relevant contexts
- concrete, relevant, highly familiar and personal contexts and materials where the maths content is explicit

At this level, the learner may:

- require additional time to complete tasks
- work alongside an expert/mentor where prompting and advice can be provided

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner giving and following simple and familiar directions in highly familiar situations
- oral or written questioning to assess ability to read relevant, short texts and diagrams and recognise simple diagrams maps of highly familiar locations

Unit Code
VU22354

Unit Title
Recognise measurements in simple, highly familiar situations

Unit Descriptor
This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition and comparison of simple and familiar measurements which are part of the learners' normal routines. This would typically relate to activities such as shopping, cooking, work related measures and telling the time. Learners will mainly communicate these mathematical ideas using spoken rather than written responses. Learners at this level may require support through prompting and advice.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10 & 1.11

Employability Skills
This unit contains employability skills.

Application of the Unit
People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Recognise and compare simple, highly familiar metric measurements	1.1 Recognise ***common units of metric measurement*** for length, mass, capacity and temperature and use them appropriately in ***highly familiar situations***

	1.2 Identify and choose ***appropriate measurement tool*** and use it at a basic level in a limited range of highly familiar situations to measure and compare items
	1.3 Recognise ***whole numbers*** into the hundreds related to measurement
	1.4 Use ***common words*** for comparing measurements
2 Recognise time in simple, highly familiar situations	2.1 Read ***time measuring devices*** for digital time, including am/pm
	2.2 Recognise ***familiar dates*** on calendars
	2.3 Use the ***language of dates and digital time*** orally
	2.4 Recognise ***numbers related to time*** in highly familiar situations

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in measurement contexts and materials such as on tools and packaging
- common units of metric measurement and their appropriate use
- abbreviations associated with highly familiar measurement and time

Required Skills:

- communication and literacy skills to read and say whole numbers, simple fractions (½) and basic words associated with measurement and time

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Common units of metric measurement should include:	• common measures for: – length, mass, capacity and temperature, for example, metres, kilograms, litres, degrees Celsius
Highly familiar situations may include:	• reading and interpreting measures on advertising leaflets, notices, signs, simple recipes, food and drink packaging, workplace documents • cooking, gardening, building • reading opening hours, timesheet hours

Appropriate measurement tool may include:	• rulers, tape measures • kitchen scales • measuring cups, spoons
Whole numbers should:	• be relevant and appropriate to the learner and should be in numeral form • include an understanding of place value concepts for whole numbers into the hundreds
Common words may include:	• long / short • big / small • thick / thin • short / tall • hot / cold • the same as • double, half
Time measuring devices may include:	• digital time pieces • analogue time pieces read to the hour and ½ hour
Familiar dates may include:	• date and day of the week • birthdays • appointments

Language of dates and digital time may include:	• oral language:
	  − hours, minutes
	  − days, weeks, months
	  − yesterday, tomorrow
	  − before / after
	  − longer / shorter

Numbers related to time may include:	• whole numbers related to time such as 60, 30 • fractional hours of time limited to ½

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- recognise and apply appropriate metric units for simple everyday measurements in a limited range of highly familiar situations
- select and use measurement tools at a basic level to measure and compare measurements

Context of and specific resources for assessment

Assessment must ensure access to:

- authentic materials and texts in appropriate and relevant contexts
- simple measuring tools

At this level, the learner may:

- require additional time to complete tasks
- work alongside an expert/mentor where prompting and advice can be provided

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner selecting and using simple measuring tools to take and compare measurements
- oral or written questioning to assess the ability to recognise digital and analogue time and to recognise familiar dates

Unit Code

VU22355

Unit Title

Recognise shape and design in simple, highly familiar situations

Unit Descriptor

This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition and comparison of simple and familiar shapes and designs. These shapes and designs relate to the learners' normal routines to do with familiar buildings, furniture, signs, or common household or workplace objects. Learners will mainly communicate these mathematical ideas using spoken rather than written responses. Learners at this level may require support through prompting and advice.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10 & 1.11

Employability Skills

This unit contains employability skills.

Application of the Unit

People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Recognise, describe and sketch simple two-dimensional shapes and designs	1.1 Recognise, describe and name ***common two-dimensional shapes*** in ***simple, highly familiar situations*** using ***highly familiar, informal vocabulary***
	1.2 Produce a ***sketch*** of a common two-dimensional shapes
2 Compare simple two-dimensional shapes and designs	2.1 Compare common two-dimensional shapes in simple, highly familiar situations in relation to ***characteristics of shape***
	2.2 Use highly familiar, informal vocabulary for comparing shapes, including relative size
	2.3 Classify common two-dimensional shapes according to characteristics of shape

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in relation to shapes and designs
- characteristics of common two-dimensional shapes and the informal language of shape, size and colour

Required Skills:

- communication and literacy skills to read relevant, short simple texts and illustrations, diagrams and signs
- ability to use simple drawing tools to draw rough sketches of simple two-dimensional shapes

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Common two-dimensional shapes include:	• circle • square • triangle
Simple, highly familiar situations may include:	• recognising and describing elements of buildings, furniture, common household or workplace objects • recognising and describing signs and shapes such as safety signs and road signs

Highly familiar, informal vocabulary may include:	• straight / round • names of colours • long / short • big / small • thick / thin • short / tall • the same as • double, half
Sketch may include:	• making a freehand, rough and approximate drawing, • using a ruler or a template such as a Mathomat®
Characteristics of shape may include:	• shape • size • length / width / thickness • colour

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • recognise, compare and describe simple and common shapes and designs using the informal language of shape • link a range of common two-dimensional shapes to familiar everyday objects • sketch a simple representation of common two-dimensional shapes
Context of and specific resources for assessment	Assessment must ensure: • access to authentic materials in appropriate and relevant contexts At this level, the learner may: • require additional time to complete tasks • work alongside an expert/mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner recognising a range of common two-dimensional shapes and linking them to familiar everyday objects
- portfolio of sketches of common two-dimensional shapes produced by the learner
- oral or written questioning to assess the ability to describe, name and classify common two-dimensional shapes according to characteristics of shape

Unit Code

VU22356

Unit Title

Recognise and locate simple numerical information in short, simple highly familiar texts

Unit Descriptor

This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to locate and recognise simple whole numbers which are part of numerical information in short, simple highly familiar texts. Learners can then use those numbers to perform very simple one-step calculations when reading documents such as short and simple newspaper articles, sports results, prices in advertisements and utility bills. Learners will mainly communicate these mathematical ideas using spoken rather than written responses. Learners at this level may require support through prompting and advice.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10 & 1.11

Employability Skills

This unit contains employability skills.

Application of the Unit

People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Recognise, locate and compare simple numerical information in short, simple highly familiar texts	1.1 Locate, recognise and compare ***whole numbers*** into the hundreds written as numerals in ***short, simple highly familiar texts***
	1.2 Express whole numbers into the hundreds orally and write them as numerals
	1.3 Write numbers up to 20 as words
	1.4 Use ***common words*** for comparing whole numbers into the hundreds
	1.5 Recognise ***halves*** in short, simple highly familiar texts
2 Perform simple, one-step addition and subtraction calculations with numbers into the hundreds	2.1 Perform ***simple, one-step calculations of +,–*** with whole numbers into the hundreds
	2.2 Roughly check ***the reasonableness of results*** in relation to the context

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in simple texts such as in popular newspapers, advertising materials, bills and notices
- that numerical information can be represented in different forms
- techniques used to make rough estimations
- place value of whole numbers into the hundreds

Required Skills:

- literacy skills to:
  - read relevant, short texts
  - write whole numbers as numerals and some in words
- communication skills to:
  - read and say whole numbers and basic words associated with numbers
  - recognise simple fractions (½)
- cognitive skills to understand simple operations of addition and subtraction.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Whole numbers should be:	• into the hundreds • relevant and appropriate to the learner • in numeral form • include an understanding of place value concepts for whole numbers into the hundreds
Short, simple highly familiar texts may include:	• advertising leaflets • utility bills • notices • simple pricelists • sports results • short newspaper articles
Common words	• first / second • between • smaller / bigger • more / less • the same as • double / half
Halves	• the fraction ½ (one half)
Simple, one-step calculations of +,– may include:	• addition up to a total of 999 • subtraction only in the form of adding on: − "if you have $5, how much more do you need to get to $7?" Answers to be less than 100. • calculations done in an idiosyncratic manner, by counting on, with or without concrete aids or calculators
The reasonableness of results refers to:	• very rough estimates based on questioning and prompting by the teacher/trainer: − "do you think this is about what you'd expect to have to pay if you bought those two items?"

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- locate and recognise simple numerical information embedded in a range of familiar texts where the maths content is explicit
- use the associated oral language of numbers to read and convey numerical information
- write numbers into the hundreds as numerals and some values as words
- use numerical information to undertake simple operations of addition and subtraction with numbers into the hundreds and to make and check rough estimations.

Context of and specific resources for assessment

Assessment must ensure:

- access to concrete, relevant, highly familiar and personal contexts and materials where the maths content is explicit
- calculators where appropriate

At this level, the learner may:

- require additional time to complete tasks
- work alongside an expert/mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner performing simple, one-step addition and subtraction calculations with numbers into the hundreds
- portfolio of calculations, numerical expression of numbers to the 100s and written expression of numbers to 20, completed by the learner
- oral or written questioning to assess the ability to recognise, locate and compare simple numerical information in short, simple highly familiar texts.

Unit Code	**VU22357**
Unit Title	**Recognise and locate numerical information in simple, highly familiar tables and graphs**
Unit Descriptor	This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to locate, recognise and verbally convey information about simple whole numbers which are part of numerical information in short, simple highly familiar tables and graphs. These may be located in documents such as short and simple newspaper articles, sports results, utility bills and price lists. Learners at this level may require support through prompting and advice. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10 & 1.11
Employability Skills	This unit contains employability skills.
Application of the Unit	People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills. Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful. It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Recognise and locate numerical information in	1.1 Identify the ***key features of simple tables*** in ***short, simple, highly familiar documents***

	simple, highly familiar tables	1.2 Recognise and locate ***whole number*** values in relevant simple tables
		1.3 Locate specific numerical information in ***simple, highly familiar tables*** and report on it orally using ***familiar, informal language***
2	Recognise and locate numerical information in simple, highly familiar graphs	2.1 Identify the ***key features of simple highly familiar graphs*** in short, simple, highly familiar documents
		2.2 Recognise and locate whole number values in relevant simple, highly familiar graphs
		2.3 Locate specific information in simple, highly familiar graphs and report on it orally using familiar, informal language

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in simple texts such as in popular newspapers, advertising materials, bills and notices
- the key features of tables and graphs

Required Skills:

- communication and literacy skills to:
  - read relevant, short, simple texts and diagrams that include tables and graphs
  - locate and convey numerical information represented in tables and graphs
  - read and say whole numbers, simple fractions (½) and basic words associated with numbers

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Key features of simple tables may include:	• columns and rows • values of columns and rows
Short, simple, highly familiar documents may include:	• utility bills • sports results • simple pricelists • short newspaper articles where the maths content is explicit

Whole number refers to:	• numbers into the hundreds, that are relevant and appropriate to the learner and should be in numeral form or written as words up to 20
Simple, highly familiar tables may include:	• tables with familiar whole number values such as: − dollars − points (as in sport) − numbers of people
Key features of simple, highly familiar graphs may include:	• very explicit and simple labels and axes – in whole numbers and scale graduations of 1s, 2s, 5s or 10s
Familiar, informal language may include:	• smallest / biggest • more / less • the same as

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • use key features of tables and graphs to locate and extract simple numerical information embedded in simple, highly familiar tables and graphs • use the oral language of numbers, graphs and tables to read and convey simple numerical information embedded in simple, highly familiar tables and graphs
Context of and specific resources for assessment	Assessment must ensure: • access to authentic tables and graphs and texts in appropriate and relevant contexts At this level, the learner: • may require additional time to complete tasks • can work alongside an expert/mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner recognising and locating numerical information in simple, highly familiar tables and graphs
- discussion to assess the ability to use informal familiar language to report numerical information

Unit Code
VU22361

Unit Title
Engage with simple texts for learning purposes

Unit Descriptor
This unit describes the skills and knowledge to engage with simple, familiar and predictable paper and web based text types for learning purposes. Learners at this level may request support and begin to develop their own support resources

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 2: 2.03, 2.04.

Employability Skills
This unit contains employability skills.

Application of the Unit
This unit applies to learners seeking to improve their reading skills in order to access educational participation options. Where application is as part of the Certificate I in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU22366 Create simple texts for learning purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22360 Engage with simple texts for personal purposes* and *VU22365 Create simple texts for personal purposes*.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Locate specific information in simple paper based and web based text types relevant to the learning environment	1.1 Identify a limited range of ***simple, learning related text types***
	1.2 Recognise ***features of text types***
	1.3 Identify ***specific information*** in the texts
2 Read and interpret simple explicit paper based and web based texts relevant to the learning environment	2.1 Identify ***sources of texts***
	2.2 ***Predict*** the purpose of the texts
	2.3 Use a range of ***strategies*** to interpret the texts
	2.4 Identify key information in texts

2.5 Determine the ***effectiveness*** of the texts in terms of meeting their purpose

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- how basic punctuation impacts on meaning
- reading strategies to engage with paper based and web based texts
- different purposes of text types

Required Skills:

- literacy skills to:
  - critically read texts which have predictable structure and familiar vocabulary to make meaning
  - get the gist of texts which have more unfamiliar elements to interpret information
  - use a range of reading strategies to draw on bank of key vocabulary of personally relevant words/ phrases and use of word attack skills
  - make connections between own knowledge and experience and the purpose and structure of texts
  - use decoding strategies such as phonic and visual letter patterns to identify unknown words
  - follow non-linear web based texts to gain information
- technology skills to navigate web based text to locate simple information

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Simple learning related text types may include:

- simple familiar texts with clear purpose and familiar vocabulary
- web based, printed, handwritten and visual texts:
  - sections of formatted texts for example enrolment forms, student card
  - student services available, list of courses
  - diagrammatic texts such as map of classrooms and facilities, calendars and diaries, evacuation plan
  - instructional texts such as teaching and learning texts in the classroom, workbooks, model texts, collaborative texts
  - learning plan, timetables, study plans, portfolio of work
  - messages such as SMS, email or handwritten from the teacher or fellow students, tweets
  - symbols related to facilities in the training organisation
  - notices

Features of text types may include:

- text structure with transparent organisation appropriate to text type:
  - informative texts with explicit navigation features such as, headings, site map/ menus
  - narrative texts with sequential prose: beginning, middle and end;
  - procedural texts with a small number of sequentially ordered dot points or numbered instructions
  - persuasive texts supported by visual material, opinion expressed using sentences with simple verb tenses
  - information formatted into a table (one or two columns)such as timetable, teachers and room numbers
  - supporting visual material

Specific information may include:

- sentences with:
  - simple verb tenses and routine word order patterns
  - one or two clauses
  - adjectives, pronouns and prepositions
  - simple cohesive devices such as, and, but, then
- familiar predictable words / phrases/ abbreviations:
  - place-related information such as classroom, library, Independent Learning Centre, exit locations
  - time-related information such as, class times, availability of teachers, library hours, lunch time
  - those associated with personally relevant learning activities, such as names of courses / units being studied
  - vocabulary related to own learning activities
  - abbreviations related to learning centre and activities
- numbers as whole numbers, simple fractions, decimals, and percentages:
  - dates and times
  - money costs associated with enrolments, purchasing learning related resources, cost of photocopying
  - phone numbers of class mates saved to note book or own personal phone bank

Sources of text may include:

- training organisation
- teachers
- other learners
- web site

Predict may include:

- consideration of:
  - prior knowledge of the context
  - personal experience
  - prior knowledge of aspects of the text such as layout
  - visual clues from reading materials

Reading strategies include:

- meaning-making strategies:
  - drawing on non-linguistic support such as illustrations, diagrams, photos, symbols, colours, layout
  - drawing on knowledge of syntactic and semantic cues to maintain meaning when reading
  - making connections between own knowledge and experience, and the ideas, events and information in spoken, written, pictorial or digital texts
  - making connections between own knowledge and experience and the purpose of texts
  - comparing and contrasting information between similar texts
  - drawing on a bank of known words and phrases including those related to the immediate learning environment
  - following the left to right, top to bottom orientation of printed texts and digital texts
  - asking questions to clarify meaning
  - self-correcting when meaning is lost by re-reading
- de-coding strategies:
  - using word attack skills such as phonics (letter-sound combinations, syllables, recognition of prefixes, suffixes, common stems)

Effectiveness of the text is determined in terms of:

- whether the texts meet the needs of the reader
- own knowledge and experience
- purposes of the texts
- features such as graphics or visuals

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- locate, read, interpret and determine the effectiveness of information in a minimum of 2 simple and familiar text types relevant to learning, one of which must be paper based and the other web based

Context of and specific resources for assessment

Assessment must ensure access to:

- a limited range of simple, personally relevant digital and paper based texts related to learning
- communication technology as required

At this level the learner may:

- need time to read, reread and decode text
- depend on a personal dictionary
- work with an expert/mentor where support is available if requested

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

Method(s) of assessment

The following assessment methods are suitable for this unit:

- direct observation of the learner applying reading strategies to locate and interpret information in, and making meaning of simple paper based and web based texts related to learning
- oral or written questioning to assess knowledge of the purpose and features of different text types related to learning needs
- oral information from the learner describing the meaning and effectiveness of the selected texts

Unit Code
VU22362

Unit Title
Engage with simple texts for employment purposes

Unit Descriptor
This unit describes the skills and knowledge to engage with simple, familiar and predictable paper and web based text types for employment purposes. Learners at this level may request support and begin to develop their own support resources

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 2: 2.03, 2.04.

Employability Skills
This unit contains employability skills.

Application of the Unit
This unit applies to learners who are seeking develop a range of reading skills to improve their employment participation options.. This unit is suitable for those in employment and those who aspire to employment.

Where application is as part of the Certificate 1 in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU22367 Create simple texts for employment purposes.* The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22360 Engage with simple texts for personal purposes* and *VU22365 Create simple texts for personal purposes*.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Locate specific information for employment purposes in simple paper based and web based texts	1.1 Identify a limited range of ***simple employment related text types***
	1.2 Recognise ***features of text types***
	1.3 Identify ***specific information*** In the texts
2 Read and interpret simple explicit paper based and digital texts	2.1 Identify ***source of texts***
	2.2 ***Predict*** the purpose of the texts

for employment purposes	2.3	Use a range of ***reading strategies*** to interpret the texts
	2.4	Identify main ideas in the texts
	2.5	Determine the ***effectiveness of the texts*** in terms of meeting their purpose

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- how basic punctuation impacts on meaning
- reading strategies to engage with printed and digital texts
- different sources of employment texts
- different purposes or texts

Required Skills:

- literacy skills to:
  - critically read texts which have predictable structure and familiar vocabulary to make meaning
  - get the gist of texts which have more unfamiliar elements to interpret information
  - use a range of reading strategies to draw on bank of key vocabulary of personally relevant words/ phrases and use word attack skills
  - make connections between own knowledge and experience and the purpose and structure of texts
  - use decoding strategies such as phonic and visual letter patterns to identify unknown words
  - follow simple non-linear digital texts to gain information
- technology skills to navigate web based text to locate simple information

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Simple employment related text types may include:

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

Features of text types may include:

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

Specific information may include:

- sentences:
  - simple verb tenses and routine word order patterns such as questions and instructions about familiar work matters
  - linked by simple cohesive devices such as, and, but, then
  - one or two clauses
  - containing adjectives, pronouns and prepositions
- familiar words / phrases/ abbreviations:
  - personal details of self or work activities
  - place-related information such as location of workplace
  - time-related information such as starting and finishing times, lunch time
  - vocabulary related to employment and particular workplaces
- numbers as whole numbers, simple fractions, decimals, and percentages:
  - dates and times
  - money such as costs associated with buying snacks, hourly rate, overtime award
  - phone numbers relevant to workplace saved to note book or own personal phone bank
  - counting and measuring units of production
  - numbers on graphs or charts
- familiar visuals, symbols and logos:
  - keyboard keys
  - icons such as ‘save’ ‘print’ icons on computer menu
  - axis in graph

Sources of text may include:

- employment agency
- workplace
- union
- peers

Predict may include:

- consideration of:
  - prior knowledge of the context
  - personal experience
  - prior knowledge of aspects of the text such as layout

Reading strategies may include:

- meaning-making strategies:
  - drawing on non-linguistic support such as illustrations, diagrams, photos, symbols, colours, layout
  - drawing on knowledge of, syntactic and semantic cues to maintain meaning when reading
  - making connections between own knowledge and experience, and the ideas, events and information in spoken, written, pictorial or electronic texts
  - making connections between own knowledge and experience and the purpose of texts
  - comparing and contrasting information between similar texts
  - self-correcting when meaning is lost by re-reading
  - recognising meaning of conventional sentence punctuation such as full stops, capital letters
  - drawing on a bank of known words and phrases including those related to the employment and / or immediate work environment
  - following the left to right, top to bottom orientation of printed texts and screen-based texts
  - asking questions to clarify meaning
- de-coding strategies:
  - using word attack skills such as phonics (letter-sound combinations, syllables, recognition of prefixes, suffixes, common stems)

Effectiveness is determined in terms of:

- meeting its purpose
- meeting the needs of the audience
- own knowledge and experience

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- Locate, read, interpret and determine the effectiveness of information in a minimum of 2 simple and familiar text types relevant to employment, one of which must be paper based and the other web based

Context of and specific resources for assessment

Assessment must ensure access to:

- a limited range of simple, personally relevant web based and paper based texts relevant to employment
- communication technology as required

At this level the learner may:

- need time to read, reread and decode text
- depend on a personal dictionary
- work with an expert/mentor where support is available if requested

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as community participation, the same texts may be relevant to both domains.

Method(s) of assessment

The following assessment methods are suitable for this unit:

- direct observation of the learner applying reading strategies to locate and interpret information in, and making meaning of simple paper based and web based texts related to employment
- oral or written questioning to assess knowledge of the purpose and features of different text types related to employment needs
- oral information from the learner describing the meaning and effectiveness of the selected texts
- portfolios containing samples of responses to texts
- on the job assessment of application of information to follow work rosters or simple flowcharts

Unit Code
VU22366

Unit Title
Create simple texts for learning purposes

Unit Descriptor

This unit describes the skills and knowledge to develop writing skills to create simple, familiar and predictable handwritten and digital text types for learning purposes. Learners at this level may request support and begin to develop their own support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 2: 2.05, 2.06.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those who wish to improve their personal written communication skills. The unit provides the learner with the skills and knowledge necessary to create simple texts with a learning context and purpose. Where application is as part of the Certificate I in General Education for Adults (Introductory), it is strongly recommended that application is integrated with the delivery and assessment of *VU22361 Engage with simple texts for learning purposes.* The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22360 Engage with simple texts for personal purposes* and *VU22365 Create simple texts for personal purposes*.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify simple text types relevant to own learning needs	1.1 Explore a range of ***simple text types***
	1.2 Relate the ***purpose*** of the texts to own learning need
	1.3 Identify the key ***features of selected text types***
2 Produce a simple learning related hand written text	2.1 Confirm the purpose of the paper based text
	2.2 Select the ***appropriate format***
	2.3 Plan and sequence the ***content***
	2.4 Arrange the features of the text to meet the purpose

	2.5 ***Review*** the draft text and make any adjustments to the final text as required
3 Produce a simple learning related digital text	3.1 Confirm the purpose of the digital text
	3.2 Select the appropriate format
	3.3 Plan and sequence the content
	3.4 Arrange the features of the text to meet the purpose
	3.5 Review the draft text and make any adjustments to the final text as required

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- stages or processes of writing including planning, drafting and editing
- punctuation conventions of sentence writing

Required Skills:

- literacy skills to demonstrate:
  - beginning ability to structure text
  - consistent use of upper and lower case letters
  - developing ability to link ideas using simple conjunctive devices such as “and” and “but”
  - grammatically correct simple sentence structure
  - use of familiar letter patterns for spelling
- problem solving skills to identify audience and purpose of hand written and digital texts and use appropriate language

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Simple text types may include:

- simple familiar texts with clear purpose and familiar vocabulary
- electronic, printed and texts containing visual elements:
  - self-assessments
  - tables to be completed
  - study plans
  - SMS, tweets, email and / or handwritten messages to the teacher, fellow students
  - simple blog or wiki post
  - checklists
  - charts / posters
  - workbooks such as self-paced activities
  - journal
  - labels / diagrams with labels
  - notes copied from another source such as whiteboard, teacher talk
  - texts for Read-Cover-Remember-Retell
  - texts from the study environment such as tests, exercises
  - study related prose texts such as report with headings
  - digital stories

Features of selected text types may include:

- transparent organisation of text structure appropriate to text type:
  - narrative texts with sequential prose: beginning, middle and end;
  - procedural texts with a small number of sequentially ordered dot points or numbered instructions
  - informative texts with explicit navigation features such as headings, site map / menus
  - persuasive texts supported by visual material, opinion expressed using sentences with simple verb tenses
  - spacing, headings
  - information formatted into a one or two columns table such as wordlists with definitions
  - chronologically sequenced prose
  - navigation features such as grids, arrows, dot points, highlighted links
  - left to right and top to bottom orientation
- sentences:
  - with simple verb tenses and routine word order patterns (subject verb object), e.g. a journal entry of one or two sentences
  - of one or two clauses
  - using adjectives, pronouns and prepositions to write about familiar people, places, things and events time/ location markers
  - with a limited range of simple cohesive devices such as and, but, then to sequence writing
  - using conventions of punctuation and capitalisation including for the personal pronoun I, upper and lower case, full stop, writing on the line
  - simple sentences linked by simple cohesive devices, such as ‘and’, ‘but’, ‘then’
- simple words / phrases:
  - related to homework, tasks for learning
  - associated with giving an opinion, expressing ideas
- numbers as whole numbers and familiar fractions:
  - time-related information such as dates of courses
  - place-related information such as locations within the educational institution
  - connected with money such as course fees or organising an excursion
  - phone numbers
  - related to simple charts, tables or surveys
- visuals:
  - photographs

- symbols
- logos
- drawings
- simple diagrams

- abbreviations
- ticks, circles, underlining

Purpose may include:

- collecting and / or providing information
- recording information
- organising information for regular reference
- organising time
- mnemonic purposes

Appropriate format may include:

- printed or cursive written
- word processed
- text message:
  - use of punctuation
  - abbreviations
- size of words and visuals
- place of colour, symbols
- layout on page
- organisational features:
  - alphabetical, numerical listings
  - spacing
  - headings
  - other markers such as symbols
- upper and / or lower case

Content may include:

- words / phrases which may be copied from a model text:
  - response to a series of questions to provide an opinion
  - homework tasks
- commonly used symbols and icons
- commonly used words from the learning environment

Review may include:

- support from the teacher, peers and / or another support person, as often as is required for:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose / audience / message
  - appropriateness of layout / register

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- identify the purpose and audience for a range of learning related text types
- produce one digital and one hand written simple, learning related text

Context of and specific resources for assessment

Assessment must ensure:

- access to real time or class specific opportunities to create digital learning related texts such as a blog, wiki or electronic discussion board
- access to learning related text types drawn from the learner's immediate environment which may include formatted and unformatted sections

At this level, the learner may:

- work with an expert / mentor where support is available if requested
- require additional time to complete written tasks
- depend on a personal dictionary

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may apply to both domains.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner planning, drafting and editing simple learning related handwritten and digital texts
- portfolio of hand written and digital texts produced by the learner
- oral or written questioning to confirm knowledge of the purpose and audience of a range of learning related text types

Unit Code

VU22367

Unit Title

Create simple texts for employment purposes

Unit Descriptor

This unit describes the skills and knowledge to develop writing skills to create simple, familiar and predictable handwritten and digital text types for employment purposes. Learners at this level may request support and begin to develop their own support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 2: 2.05, 2.06.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those who wish to improve their personal written communication skills. The unit provides the learner with the skills and knowledge necessary to create simple texts with an employment context and purpose.

Where application is as part of the Certificate I in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of *VU22362 Engage with simple texts for employment purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22360 Engage with simple texts for personal purposes* and *VU22365 Create simple texts for personal purposes*.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify simple employment related text types	1.1 Explore a limited range of ***simple employment related text types***
	1.2 Identify the ***purpose*** and ***audience*** of the texts
	1.3 Identify the ***features*** of selected texts
2 Produce a simple employment related hand written text	2.1 Confirm the purpose and audience of the hand written text
	2.2 Select the ***appropriate format***

	2.3 Plan and sequence the ***content***
	2.4 Arrange the features of the text to meet the purpose
	2.5 ***Review*** the draft text and make any adjustments to the final text as required
3 Produce a simple employment related digital text	3.1 Confirm the purpose of the digital text
	3.2 Select the appropriate format
	3.3 Plan and sequence the content
	3.4 Arrange the features of the text to meet the purpose
	3.5 Review the draft text and make any adjustments to the final text as required

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- stages or processes of writing including planning, drafting and editing
- punctuation conventions of sentence writing

Required Skills:

- literacy skills to demonstrate:
  - beginning ability to structure text
  - consistent use of upper and lower case letters
  - developing ability to link ideas using simple conjunctive devices such as “and” and “but”
  - grammatically correct simple sentence structure
  - use of familiar letter patterns for spelling
- problem solving skills to identify audience and purpose of paper based and digital texts and use appropriate language

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Simple employment related text types may include:	• simple familiar texts with clear purpose and familiar vocabulary
	• electronic, printed and texts containing visual elements:
	  − formatted workplace texts requiring personal details, providing familiar information such as pre-operation checklists, WorkCover, leave forms, tax forms, induction checklists
	  − forms such as roster, timesheets, OHS / WHS incident reports, fault reports, petty cash
	  − signs, notices
	  − email and / or handwritten messages
	  − short memos
	  − warning notices

Purpose may include:	• collection of information • compliance / legal / OHS/ WHS requirements • participation in workplace training • communication of information related to storage, location of products and resources, health and safety • communication of instructions or warnings: • change of roster notification
Audience may include:	• fellow workers • immediate superior • workers in another section • clients / customers • visitors / contractors

Features may include:

- transparent organisation of text structure appropriate to text type:
  - short narrative texts with sequential prose: beginning, middle and end
  - procedural texts with a small number of sequentially ordered dot points or numbered instructions
  - informative texts with explicit navigation features such as headings, site map/ menus
  - spacing, headings, alphabetical, numerical listings
  - information formatted into a one or two column table such as checklist of equipment requirements for job, price list of components
  - a number of simple sentences linked by simple cohesive devices such as and, but, then
  - navigation features such as grids, arrows, dot points
  - left to right and top to bottom orientation
- sentences:
  - with simple verb tenses and routine word order patterns, such as questions and instructions about familiar work matters, one or two sentences to describe events
  - of one or two clauses
  - containing adjectives, pronouns and prepositions
  - using conventions such as punctuation and capitalisation including for the personal pronoun I, upper and lower case
- familiar words / phrases:
  - personal details of self and other work colleagues
  - place-related information such as location of work, workplace
  - time-related information such as starting time, lunch time, finishing time
  - technical vocabulary related to the workplace
- numbers as whole numbers and familiar fractions:
  - dates and times
  - place-related information
  - connected with money
  - phone numbers relevant to workplace saved to note book or own personal phone bank
  - counting, sorting and measuring units of production/ materials
- abbreviations:
  - M / F
  - N /A
  - e.g.

- OHS / WHS, HAZCHEM

- well-known visuals, symbols and logos:
  - logo of workplace
  - symbols/ tags related to safe use of machinery
  - HAZCHEM symbols
  - photos
  - posters
  - maps / diagrams
  - in multimodal texts / writing such as speech, graphics and moving images
- charts and graphs
  - pie-charts to show production hours
  - line graphs to show outputs, safety days

Appropriate format may include:

- handwritten, word processed
- printed or online
- data entry in a database
- size of words and visuals
- place of colour, symbols, capitalisation

Content may include:

- words / phrases / simple sentences which may be copied from a simple, model employment related text
- commonly used workplace abbreviations, symbols and icons
- commonly used words from the immediate workplace environment

Review may include:

- with support from the teacher, by peers, by another support person:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose / audience / message
  - appropriateness of layout, register
  - effectiveness of layout features

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- identify the purpose and audience for a range of employment related text types
- produce one digital and one hand written simple, employment related text

Context of and specific resources for assessment

Assessment must ensure:

- access to simple employment related text types and texts which may include formatted and unformatted sections

At this level, the learner may:

- work with an expert / mentor where support is available if requested
- require additional time to complete written tasks
- access a personal dictionary

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may apply to both domains.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner planning, drafting and editing simple employment related hand written and digital texts
- portfolio of hand written and digital texts produced by the learner
- oral or written questioning to confirm knowledge of the purpose and audience of a range of learning related text types

Unit Code

VU22369

Unit Title

Work with simple numbers and money in familiar situations

Unit Descriptor

This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to perform simple and familiar numeracy tasks. This involves the recognition, comparison and simple one-step calculations with money, whole numbers and simple everyday fractions, decimals and percentages which are part of the learners' normal routines and activities such as shopping, recreational activities and routine work related calculations or purchases. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses. Learners at this level may request support and begin to develop their own support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10 & 2.11.

Employability Skills

This unit contains employability skills.

Application of the Unit

People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Identify and compare whole numbers and money into the thousands in simple, familiar situations	1.1 Identify ***place value concepts*** in ***whole numbers*** into the thousands
	1.2 Express whole numbers orally and write them as numerals and words
	1.3 Order and compare whole numbers into the thousands
	1.4 Read, write, interpret and compare numbers related to money in ***simple, familiar situations***
2 Identify and compare simple everyday fractions, decimals and percentages, in simple, familiar situations	2.1 Identify ***simple everyday fractions, decimals and percentages*** in simple, familiar situations, express them orally and write them as numerals
	2.2 ***Order and compare*** simple everyday unit fractions, decimals and percentages
3 Perform simple, one-step calculations with numbers and money into the thousands	3.1 Perform ***simple, one-step calculations*** of +, –, ×, and ÷ with whole numbers and money in simple, familiar situations
	3.2 Interpret and use simple everyday fractions, decimals and percentages to perform simple, one-step calculations with numbers and money into the thousands
	3.3 ***Estimate and roughly check*** the results of calculations in relation to the context

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning
- place value of whole numbers into the thousands
- techniques used to make estimations and check results of calculations
- understanding of operations of addition (+), subtraction (–) , simple multiplication (×) or simple division (÷) and the words and symbols associated with them

Required Skills:

- literacy and oracy skills to read, write and say whole numbers, simple fractions and familiar words associated with numbers and money
- numeracy skills to identify and use the value of coins and notes

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Place value concepts refer to:	• place value concepts for whole numbers into the thousands
Whole numbers should be:	• relevant and appropriate to the learner and should be known in both numeral and word form

Simple, familiar situations may include:	• identifying and comparing numbers in:
	  − household bills
	  − advertising leaflets or catalogues
	  − simple pricelists
	  − sports results
	  − workplace parts lists
	• relevant and simple texts and information from newspapers or the internet
	• identifying and comparing values on packaging, equipment, tools

Simple everyday fractions, decimals and percentages refers to:	• decimals mainly related to money and only to two decimal places • fractions such as ½ , ¼ , ⅓, ¾, 1/10 • 10% as it relates to the GST if appropriate and its equivalence to 1/10 • equivalence of common percentages such as 25% and ¼, and 50% and ½ • comparing only unit fractions with a numerator of 1
Order and compare refers to:	• ordering and comparing like forms with like only: − unit fractions with unit fractions, decimals with decimals and percentages with percentages • comparison between different forms only in terms of equivalence of common percentages and fractions such as 25% and ¼, and 50% and ½

Simple, one-step calculations refers to:

- just one operation chosen from +, – , simple × or simple division ÷
- simple multiplication in terms of multiplying by whole numbers up to and including 10
- division by small whole numbers such as 2, 3, 4, 5 or 10, such as calculations for sharing an amount between 2 or 4 people or as it relates to interpreting ½ or a ¼ of an amount – if the amount to be divided (dividend) is more complex (e.g. $59.95 ÷ 3) then a calculator should be used
- fraction calculations of whole number amounts only to be for common unit fractions and as above - division by small whole numbers such as 2, 3, 4, 5 or 10
- when working with money, rounding off should be to the nearest 5 cent or 1 cent to reflect practical reality – knowledge of formal rounding off rules are not required
- calculations may be done in an idiosyncratic manner, using familiar 'in head' methods where appropriate (e.g. × or ÷ by 2, 10), with or without the use of concrete aids, real money, or a calculator

Estimate and roughly check refers to:

- results being checked, using rough estimates based on prior and personal knowledge of the context and responses which can be supported by teacher prompting

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use the concept of place value and the associated language of numbers to recognise, compare and talk about numbers and money into the thousands
- say and write numbers and money into the thousands as numerals and as words
- identify and compare simple everyday fractions, decimals and percentages
- undertake simple operations of +, – , simple × or simple division ÷ with whole numbers and money into the thousands and make rough estimates of results in familiar situations

Context of and specific resources for assessment

Assessment must ensure:

- access to concrete, relevant, familiar and personal contexts and materials where the maths content is explicit

At this level, the learner:

- can use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically
- may work with an expert/mentor where support is available if requested.
- can use “in the head” methods, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner recognising money and numbers related to simple familiar situations
- portfolio of completed simple one step calculations of +, –, ×, and ÷ with whole numbers and money into the thousands
- oral or written questioning to assess knowledge of techniques to roughly estimate and the ability to communicate whole numbers, simple fractions and familiar words associated with numbers and money verbally and / or in writing

Unit Code

VU22450

Unit Title

Work with and interpret simple directions in familiar situations

Unit Descriptor

This unit describes the skills and knowledge to support learners to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving the interpretation of simple everyday maps or street directories. It includes giving and following simple and familiar directions which are part of the learners' normal routines to do with directions and locations in familiar contexts, such as near their homes, shopping centres, in workplace buildings or education institutions. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses. Learners at this level may request support and begin to develop their own support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10 & 2.11

Employability Skills

This unit contains employability skills.

Application of the Unit

People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other Numeracy and Mathematics Units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Identify and interpret key features and concepts of location and direction in simple everyday maps or street directories	1.1 Identify simple ***key features and concepts of position and location*** in ***simple everyday maps or street directories***
	1.2 Read and interpret simple everyday maps or street directories of familiar locations
	1.3 Use ***informal and some formal language of position and location*** to interpret simple everyday maps or street directories
2 Give and follow simple and familiar directions based on simple everyday maps, diagrams or street directories	2.1 Describe orally the relative location of two or more objects using informal and some formal language of position
	2.2 Follow ***simple oral directions*** for moving between familiar locations
	2.3 Give simple oral directions for moving between familiar locations using informal and some formal language of position

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in signs, diagrams and maps
- the key features of simple diagrams, maps and street directories of familiar locations
- mainly informal and some formal oral mathematical language of position and location to give and follow directions.

Required Skills:

- oracy skills to describe the relative location of two or more objects and to follow simple oral directions
- literacy skills to read relevant, familiar maps and street directories

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Key features and concepts of position and location refers to:	• intersections, street names, building names, simple co-ordinates such as A12, direction indicator/compass: North, South, East, West

Simple everyday maps or street directories may include:

- familiar and simple online maps and street directories
- maps of workplace or educational institution
- street directory page for learner's local area
- shopping centre map

Informal and some formal language of position and location may include:

- language of position:
  - over/under
  - in front/behind
  - left/right
  - up/down
  - through
  - opposite / on the corner / next to
  - first / second / between
  - North / South / East / West
- a combination of mainly informal and some formal oral mathematical and general language

Simple oral directions refer to:

- short, clear, with only two given at a time such as:
  - moving from one room to another
  - between buildings in a large institution, workplace or shopping centre
- clarification may be given if requested
- simple drawings, plans or maps may be used as an aid

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- read and interpret required location and direction information in simple diagrams, maps and street directories
- use informal and some formal language of location and direction to describe relative positions of objects or locations
- apply key features and concepts of position to give and follow simple, familiar oral directions

Context of and specific resources for assessment

Assessment must ensure:

- access to real/authentic or simulated tasks, materials and texts from a limited range of familiar and predictable contexts

At this level, the learner:

- can use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically
- may work with an expert/mentor where support is available if requested.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner identifying key features and concepts of position and location in simple everyday maps or street directories to determine direction and location
- role play of giving and following oral directions with a limited number of steps such as moving between buildings in a large institution or shopping centre
- oral or written questioning to assess knowledge of mainly informal and some formal oral mathematical language of position and location

Unit Code

VU22370

Unit Title

Work with simple measurements in familiar situations

Unit Descriptor

This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition and comparison of simple and familiar measurements which are part of the learners' normal routines. This would typically relate to activities such as shopping, cooking, work related measures and telling the time. Learners will mainly communicate these mathematical ideas using spoken rather than written responses. Learners at this level may request support and begin to develop their own support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10 & 2.11.

Employability Skills

This unit contains employability skills.

Application of the Unit

People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Recognise and compare simple, highly familiar metric measurements	1.1 Recognise ***common units of metric measurement*** for length, mass, capacity and temperature and use them appropriately in ***highly familiar situations***
	1.2 Identify and choose ***appropriate measurement tool*** and use it at a basic level in a limited range of highly familiar situations to measure and compare items
	1.3 Recognise ***whole numbers*** into the hundreds related to measurement
	1.4 Use ***common words*** for comparing measurements
2 Recognise time in simple, highly familiar situations	2.1 Read ***time measuring devices*** for digital time, including am/pm
	2.2 Recognise ***familiar dates*** on calendars
	2.3 Use the ***language of dates and digital time*** orally
	2.4 Recognise ***numbers related to time*** in highly familiar situations

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in measurement contexts and materials such as on tools and packaging
- common units of metric measurement and their appropriate use
- abbreviations associated with highly familiar measurement and time

Required Skills:

- oracy and literacy skills to read and say whole numbers, simple fractions (½) and basic words associated with measurement and time

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Common units of metric measurement should include:	• common measures for: • length, mass, capacity and temperature, for example, metres, kilograms, litres, degrees Celsius.

Highly familiar situations may include:	• reading and interpreting measures on advertising leaflets, notices, signs, simple recipes, food and drink packaging, workplace documents • cooking, gardening, building • reading opening hours, timesheet hours
Appropriate measurement tool may include:	• rulers, tape measures • kitchen scales • measuring cups, spoons,
Whole numbers should:	• be relevant and appropriate to the learner and should be in numeral form • include an understanding of place value concepts for whole numbers into the hundreds
Common words may include:	• long / short • big / small • thick / thin • short / tall • hot / cold • the same as • double, half
Time measuring devices may include:	• digital time pieces • analogue time pieces read to the hour and ½ hour
Familiar dates may include:	• date and day of the week • birthdays • appointments
Language of dates and digital time may include:	• oral language: − hours, minutes − days, weeks, months − yesterday, tomorrow − before / after − longer / shorter

Numbers related to time may include:	• whole numbers related to time such as 60, 30 • fractional hours of time limited to ½

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • recognise and apply appropriate metric units for simple everyday measurements in a limited range of highly familiar situations • select and use measurement tools at a basic level to measure and compare measurements
Context of and specific resources for assessment	Assessment must ensure: • access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts • access to simple measuring tools At this level, the learner may: • require additional time to complete tasks • work alongside an expert/mentor where prompting and advice can be provided
Method(s) of assessment	The following suggested assessment methods are suitable for this unit: • observation of the learner selecting and using simple measuring tools to take and compare measurements • oral or written questioning to assess the ability to recognise digital and analogue time and to recognise familiar dates

Unit Code

VU22371

Unit Title

Work with simple design and shape in familiar situations

Unit Descriptor

This unit describes the skills and knowledge to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving the identification, comparison and sketching of simple and familiar two-dimensional and three-dimensional shapes and designs which are part of the learners' normal routines to do with familiar buildings, furniture, signs, or common household or workplace objects. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses. Learners at this level may request support and begin to develop their own support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10 & 2.11.

Employability Skills

This unit contains employability skills.

Application of the Unit

People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Identify, sketch and describe simple, familiar shapes and designs	1.1 Identify and describe ***simple, common and familiar two-dimensional shapes and designs*** located in ***familiar situations***
	1.2 Identify and describe ***simple, common and familiar three-dimensional shapes and designs*** located in familiar situations
	1.3 ***Sketch*** simple**,** common and familiar two-dimensional shapes
	1.4 Use oral ***informal and some formal language of shape*** to describe and compare shapes
2 Compare and classify simple, familiar shapes and designs	2.1 Order, group and classify simple, common and familiar two-dimensional shapes explaining any simple relationships or patterns
	2.2 Order, group and classify simple, common and familiar three-dimensional shapes explaining any simple relationships or patterns

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in relation to shapes and designs
- the characteristics of common two-dimensional and three-dimensional shapes and the informal and some formal language of shape and design

Required Skills:

- literacy skills to read relevant, familiar materials and illustrations, diagrams and signs
- oracy skills to describe simple shapes and designs
- ability to use simple measuring and drawing tools to draw sketches of common two-dimensional shapes

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Simple, common and familiar two-dimensional shapes and designs should include:	• circles • squares / rectangles • triangles / diamonds

Familiar situations may include:	• recognising:
	  − road / warning signs
	  − building landmarks
	  − product packaging

Simple, common and familiar three-dimensional shapes and designs may include:	• spheres • cubes • cylinders
Sketch refers to:	• reasonably accurate simple shapes rendered freehand and / or using a ruler or template • drawings made using simple or familiar computer software drawing tools
Informal and some formal language of shape refers to:	• circle, square, rectangle, triangle, straight, curved, corner, sides and other words related to the shapes of everyday objects • long/short, big/small, thick/thin, short/tall, curved/straight • a combination of mainly informal and some formal oral and written mathematical and general language to communicate

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • identify the characteristics and sketch a representation of common two-dimensional and three-dimensional shapes • use informal and some formal language of shape to compare and describe familiar and common two-dimensional and three-dimensional shapes and designs in relation to familiar objects • sort and classify a range of simple and familiar 2D and 3D shapes and designs

Context of and specific resources for assessment

Assessment must ensure:

- access to concrete, relevant, familiar and personal contexts and materials related to shape and design

At this level, the learner may:

- work with an expert/mentor where support is available if requested.
- use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically
- use “in the head” methods, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner identifying a range of 2 and 3 - dimensional shapes in familiar situations
- portfolio of freehand and / or template or computer assisted sketches of simple**,** common and familiar two-dimensional shapes
- oral or written questioning to assess the ability to use informal and some formal language of shape to compare and describe familiar and common two-dimensional and three-dimensional shapes and designs in relation to familiar objects

Unit Code

VU22372

Unit Title

Work with and interpret simple numerical information in familiar texts

Unit Descriptor

This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to locate and recognise whole numbers and simple everyday fractions, decimals and percentages which are part of numerical information partially embedded in simple familiar texts. Learners can then use those numbers to perform simple one-step calculations when reading documents such as newspaper articles, sports results, prices in advertisements and utility bills. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses. Learners at this level may request support and begin to develop their own support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10 & 2.11.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those who wish to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Interpret and work with simple numerical information partially embedded in simple familiar texts	1.1 Identify, interpret and compare ***whole numbers*** into the thousands written as numerals or words that are ***partially embedded*** in ***simple, familiar documents or texts***
	1.2 Express whole numbers orally and write them as numerals and words
	1.3 Identify ***simple everyday fractions, decimals and percentages*** in simple, familiar documents or texts, express them orally and write them as numerals
	1.4 Use ***common words*** for ordering and comparing numbers
2 Undertake simple, one-step calculations with numbers into the thousands partially embedded in simple familiar texts	2.1 ***Simple, one-step calculations*** of +, –, ×, and ÷ are performed with whole numbers into the thousands partially embedded in simple, familiar texts
	2.2 The results of calculations are ***estimated and roughly checked*** in relation to the context

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in texts and documents
- place value of whole numbers into the thousands
- operations of addition (+), subtraction (–) , simple multiplication (×) or simple division (÷) and the words and symbols associated with them
- techniques used to make estimations and check results of calculations

Required Skills:

- literacy and oral communication skills to:
  - read relevant, familiar texts and documents
  - read, write and say whole numbers, simple fractions and familiar words associated with numbers

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Whole numbers should be:	• relevant and appropriate to the learner and should be known in both numeral and word form • may include decimals if appropriate such as 'a bottle of drink holds 1.25 litres and costs $2.15'
Partially embedded refers to:	• explicit maths that does not require a lot of reading or interpreting to locate and extract
Simple, familiar documents or texts may include:	• relevant and simple texts: − household bills − advertising leaflets / catalogues − simple pricelists − sports results − workplace parts lists • relevant and simple texts and information from newspapers or the Internet
Simple everyday fractions, decimals and percentages refers to:	• decimals mainly related to money and to two decimal places only • fractions should include ½ , ¼ , ⅓, ¾, 1/10 • 10% as it relates to the GST if appropriate and its equivalence to 1/10 • recognise equivalence of 25% and ¼, and 50% and ½ • when comparing fractions only compare unit fractions, i.e. fractions with a numerator of 1
Common words may include:	• first / second / between • smaller / bigger / taller • the same as / • half / double / quarter

Simple, one-step calculations may include:

- just one operation chosen from +, – , simple × or simple division ÷
- simple multiplication in terms of multiplying by whole numbers up to and including 10
- division by small whole numbers such as 2, 3, 4, 5 or 10, such as calculations for sharing an amount between 2 or 4 people or as it relates to interpreting ½ or a ¼ of an amount – if the amount to be divided (dividend) is more complex (e.g. $59.95 ÷ 3) then a calculator should be used
- when working with money, rounding off should be to the nearest 5 cent or 1 cent to reflect practical reality – knowledge of formal rounding off rules are not required
- calculations may be done in an idiosyncratic manner, using familiar 'in head' methods where appropriate (e.g. × or ÷ by 2, 10), with or without the use of concrete aids, real money, or a calculator

Estimated and roughly checked refers to:

- results are checked, using rough estimates based on prior and personal knowledge of the context and responses can be supported by teacher prompting

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- identify and interpret simple numerical information embedded in familiar texts where the maths content is explicit
- use the associated language of numbers to read and convey numerical information and to read, say and write numbers and money into the thousands
- identify and compare simple everyday fractions, decimals and percentages
- undertake simple operations of +, – , simple × or simple division ÷ with whole numbers into the thousands and make rough estimates on results in highly familiar texts

Context of and specific resources for assessment

Assessment must ensure:

- access to concrete, relevant, familiar and personal contexts and materials where the maths content is explicit

At this level, the learner can:

- may work with an expert/mentor where support is available if requested
- use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically
- use “in the head” methods, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner interpreting whole numbers and simple everyday fractions, decimals and percentages from simple familiar documents or texts
- portfolio of completed simple one step calculations of +, – , ×, and ÷ with whole numbers into the thousands
- oral or written questioning to assess knowledge of techniques to roughly estimate and the ability to communicate whole numbers and familiar words associated with numbers verbally and / or in writing

Unit Code	**VU22373**
Unit Title	**Work with and interpret simple statistical information in familiar texts**
Unit Descriptor	This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to work with, construct and interpret simple, familiar statistical tables and graphs related to learners' routine reading of information and documents that include data in tables and graphs such as simple newspaper articles, sports results, pricelists, utility bills etc. Their communication about these mathematical ideas will mainly be spoken but with some written communications. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses. Learners at this level may request support and begin to develop their own support resources. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10 & 2.11.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to those wishing to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills. Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful. It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Interpret and work with statistical information in simple, familiar tables	1.1 Interpret the ***key features***, ***conventions and symbols of simple, familiar tables*** in ***everyday documents or familiar texts***
	1.2 Locate specific ***whole number*** based information in tables and report on it using ***informal and some formal language***
2 Construct simple graphs and tables based on provided scales and axes	2.1 Order and use familiar whole value data to construct ***simple, familiar tables and graphs*** based on provided scales and axes
	2.2 Use the key features, ***conventions and symbols of simple, familiar graphs***
3 Interpret statistical information in simple, familiar graphs	3.1 Identify the key features, ***conventions and symbols of simple, familiar graphs*** in everyday documents or familiar texts
	3.2 Locate specific whole number based information in simple, familiar graphs and report on it orally using informal and some formal language

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in texts such as in newspapers, advertising materials, bills and notices
- the key features of tables and graphs to identify appropriate numerical and statistical information

Required Skills:

- literacy and oral communication skills to:
  - read relevant, short texts that incorporate tables and graphs
  - read, write and say whole numbers and use informal and some formal language of number and data to talk about numerical and statistical information

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- ***Key features, conventions and symbols of simple, familiar tables*** include:
  - identifying how the rows, columns and their values are labelled, organised and quantified

Everyday documents or familiar texts may include:	• relevant and simple texts:
	  − household bills
	  − advertising leaflets / catalogues
	  − simple pricelists
	  − sports results
	  − workplace parts lists
	• relevant and simple texts and information from newspapers or from the internet

Whole numbers should be:	• relevant and appropriate to the learner and should be known in both numeral and word form • could include whole value percentage values
Informal and some formal language may include:	• highest / lowest • most / least • maximum / minimum • first / last / in the middle
Simple, familiar tables and graphs may include	• small tables, pictograms and simple bar and line graphs using scales with graduations of 1s, 2s, 5s or 10s • graphs which are based on provided scales and axes with graduations of 1s, 2s, 5s or 10s • pie charts which only need to be read and interpreted at this level, not created
Key features, conventions and symbols of simple, familiar graphs may include:	• recognising and identifying features and conventions such as values/variables plotted, labels, axes, scales

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- construct simple graphs and tables based on provided scales and axes
- use key features and conventions of tables and graphs to identify and interpret simple numerical and statistical information
- use informal and some formal language of numbers, graphs and tables to read and convey simple numerical and statistical information and to read, say and write numbers into the thousands as numerals and as words

Context of and specific resources for assessment

Assessment must ensure:

- access to concrete, relevant, familiar and personal contexts and materials where the scales and axes are provided

At this level, the learner can:

- use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically
- work with an expert/mentor where support is available if requested

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of simple tables and graphs created by the learner
- oral and /or written questioning to assess the ability to communicate whole numbers and familiar words associated with numbers verbally and / or in writing and to use key features and conventions of tables and graphs to identify and interpret simple numerical and statistical information

Unit Code

VU22387

Unit Title

Engage with texts of limited complexity for learning purposes

Unit Descriptor

This unit describes the skills and knowledge to engage with a range of familiar and less familiar paper and web based text types of limited complexity for learning purposes. Learners at this level work independently and continue to build and use their own familiar support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 3: 3.03, 3.04.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to learners seeking to improve their reading skills in order to access educational participation options It provides the foundation for future activities associated with engaging with more complex texts for learning purposes.

Where application is as part of the Certificate 1 in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills writing unit: *VU22392 Create texts of limited complexity for learning purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22386 Engage with texts of limited complexity for personal purposes* and *VU22391 Create texts of limited complexity for personal purposes*.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Locate familiar and less familiar information in paper and web based text types of limited complexity for learning purposes	1.1 Locate and identify a range of ***text types of limited complexity for learning purposes***
	1.2 Describe ***features*** of text types
	1.3 Identify information relevant to learning purposes
	1.4 Select texts relevant to own purposes
2 Read selected texts	2.1 Determine ***source*** of selected texts

	2.2	Predict the purpose and audience of the texts
	2.3	Use a range of ***strategies to comprehend the texts***
	2.4	Identify ***main ideas*** in texts
	2.5	Identify supporting details in the texts
3 Interpret selected texts	3.1	Apply a limited range of ***strategies to interpret texts***
	3.2	Evaluate the ***effectiveness*** of the texts in terms of meeting personal purpose.

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- representation of an the author's experiences, purposes, opinions in texts
- relationship between source of text and validity of information
- different audiences and purposes of text types
- ways in which information can be accessed and represented in a number of ways including in digital mode

Required Skills:

- problem solving skills to:
  - interpret basic structural conventions of text such as sequencing of information, identification followed by description
  - draw on a range of de-coding and meaning-making strategies to make sense of text
  - draw on prior knowledge to make sense of text
- technology skills to access and navigate web based texts of limited complexity

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Text type of limited complexity for learning purposes may include:

- longer familiar and less familiar texts which require interpretation and integration of a number of ideas and pieces of information
- web based, paper based, handwritten and visual texts which may include:
  - instructional learning materials such as text books, collections of learning resources, handouts, web-based materials
  - fiction or non-fiction texts about different topics
  - procedural manuals / learner guides
  - reports / feedback
  - informal and formal emails or hand written messages about familiar and immediate matters such as information about an assignment from a fellow class member or the teacher, support available at the learning organisation
  - individual learning plans, self assessments, portfolios, diaries
  - formatted texts such as enrolment forms, timetables

Features of text types may include:

- text structures that incorporate a number of ideas and include some embedded information and abstraction:
  - instructional texts with headings and sub-headings to organise the text; format that typically includes a main statement and supporting information such as a learning goal and materials or other requirements needed to support it , sequential steps required to achieve goals; icons to provide guidance to the learner as to what is required
  - narrative texts such as a chronological sequence of events, use of descriptive language, variations in author's voice
  - informative texts which use impersonal tone and headings, facts that might follow a standard format such as general statement, factual description, conclusion
  - persuasive texts which use emotive and persuasive language, include facts and opinions, author's bias may be explicit or implicit, and might follow a standard format such as statement of opinion, argument, summing up or recommendation
  - explicit navigation features and layout such as headings, table of contents, site map/ menus
- sentences:
  - complex and compound sentences with simple verb tenses and routine word order patterns
  - devices used to refer to words or phrases used in previous clauses/sentences
  - dependent clauses introduced by words such as although, when, while, if
- familiar words / phrases/ abbreviations:
  - vocabulary associated with personally relevant learning activities
  - common idioms
  - technical terms linked to learning goals
- visual information:
  - icons
  - information and activities presented visually in learning resources such as graphs, tables and charts
  - table of contents, index

Sources of text may include:

- digital/online
- instructional designers / writers
- teachers/trainers

Predict may include :

- considerations of:
  - prior knowledge of the context
  - personal experience
  - prior knowledge of aspects of the text such as layout
  - title and other visual clues in text

Strategies to comprehend the text may include:

- meaning-making strategies such as:
  - identifying ways in which the author chooses words to convey feelings and experiences, and the effect of these choices in creating emotions in the reader
  - recognising that use of vocabulary, style of writing, layout and graphic features vary according to purpose and audience
  - drawing on a broad bank of personally relevant words and phrases
  - recognising introductory phrases which indicate an opinion or a fact is being offered
  - clarifying intended meaning by varying speed when reading
  - identifying techniques used by the author to achieve purpose such as tone and words
- de-coding strategies:
  - word identification strategies, including: phonic and visual letter patterns; syllabification; word origins; and background knowledge of text.
  - punctuation as an aid to understanding such as capitalisation, full stops, commas, exclamation marks, speech marks

Main ideas may include***:***

- plot, characters, setting of fiction text
- supporting information for non-fiction texts
- main arguments / requirements for transactional texts

Strategies to interpret texts may include:

- clarifying the intention of the writer
- identifying key words and phrases critical to gaining meaning from the text
- distinguishing between fact and opinion
- considering where the information comes from
- recognising simple inferences
- discussing effect of language choices on effectiveness of the text for example, use of passive voice, technical jargon, impersonal tone
- identifying ways in which the text reflects the author's culture, experiences and value system
- comparing similar texts of personal relevance in terms of language used or text structure or information provided

Effectiveness **of the texts** may include:

- Consideration of:
  - whether they meet purpose (instruction / information)
  - whether they meet the needs of the audience
  - whether they reflect or support own knowledge and experience
  - source of text
  - whether the text conveys the author's real or imaginary experience/ intentions
  - whether the material is presented in a way that makes it accessible to the reader

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- locate, read and interpret information in a minimum of 3 different text types of limited complexity related to learning at least one of which must be web based

Context of and specific resources for assessment

Assessment must ensure access to:

- communication technology and software
- web based and paper based text types of limited complexity related to learning purposes

At this level the learner works independently and continues to build and use their own familiar support resources, for example using an online dictionary or thesaurus

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting information in and making meaning of paper and web based text types of limited complexity
- oral or written questioning to assess knowledge of the purpose and features of different text types related to learning
- oral information from the learner describing the meaning and effectiveness of the selected texts
- portfolios containing samples of responses to selected texts

Unit Code
VU22388

Unit Title
Engage with texts of limited complexity for employment purposes

Unit Descriptor
This unit describes the skills and knowledge to engage with a range of familiar and less familiar paper and web based text types of limited complexity for employment purposes. Learners at this level work independently and continue to build and use their own familiar support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 3: 3.03, 3.04

Employability Skills
This unit contains employability skills.

Application of the Unit
This unit applies to learners who are seeking develop a range of reading skills both in a paper based and web based context to improve their employment participation options. These skills will provide the foundation for future activities associated with engaging with more complex texts. This unit is suitable for those in employment and those who aspire to employment.

Where application is as part of the Certificate 1 in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU22393 Create texts of limited complexity to participate in the workplace*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22386 Engage with texts of limited complexity for personal purposes* and *VU22391 Create texts of limited complexity for personal purposes*.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Locate familiar and less familiar information in paper and web based text types of limited complexity for employment purposes	1.1 Locate and identify a range of ***text types of limited complexity for employment purposes***
	1.2 Describe ***features*** of text types
	1.3 Identify information relevant to own employment purposes

	1.4	Select texts relevant to own purposes
2 Read selected texts	2.1	Determine ***source*** of selected texts
	2.2	***Predict*** the purpose and audience of the texts
	2.3	Use a range of ***strategies to comprehend the texts***
	2.4	Identify ***main ideas*** in texts
	2.5	Locate relevant explanatory or additional information needed to comprehend the texts
3 Interpret selected texts	3.1	Apply a limited range of ***strategies to interpret texts***
	3.2	Evaluate the ***effectiveness*** of the texts in terms of meeting own employment related purposes.

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- strategies used to interpret texts to identify their usefulness
- strategies and language used in texts to achieve purpose and convey information and opinion
- relationship between source of text and validity of information
- different audiences and purposes of text types
- ways in which information can be accessed and represented in a number of ways including in digital mode

Required Skills:

- problem solving skills to:
  - interpret basic structural conventions of text such as sequencing of information in flowcharts and work procedures, identification followed by description
  - draw on a range of de-coding and meaning-making strategies to make sense of text
  - draw on prior knowledge to make sense of text
  - distinguish fact from opinion
- technology skills to access and navigate web based texts of limited complexity

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Text types of limited complexity for employment purposes may include:

- longer familiar and less familiar texts which require interpretation and integration of a number of ideas and pieces of information
- web based, paper based, handwritten and visual texts which may include: informative texts:
  - information from government agencies such as Job Networks, employing organizations and companies
  - human resources information such as employment contracts and induction materials
  - OHS / WHS materials
  - company newsletters
  - notices from unions
- procedural texts:
  - standard operating procedures
  - job specifications
  - manufacturers' specifications
  - equipment manuals
  - flowcharts
  - customer requirements
- formatted texts:
  - workplace forms such as incident report forms
  - safety data sheets
- transactional texts:
  - texts requesting action or response

Features of text types may include:

- text structures that incorporate a number of ideas and include some embedded information and abstraction:
  - procedural texts with sequential steps and key headings such as standard operating procedures
  - informative texts using a standard format such as general statement, factual description, conclusion such as manufacturer's information
  - transactional texts with formal opening, statement of purpose, details, request, action required, formal close
  - persuasive texts in which bias may be explicit or implicit, may use emotive and persuasive language, include facts and opinions, and might follow a standard format such as statement of opinion, argument, summing up or recommendation such as union information
  - formatted texts with headings, numbered sections, sequentially organised information such as safety data sheets, ,award documentation,
  - explicit navigation features and layout such as, headings, table of contents, site map/ menus
- sentences:
  - complex and compound sentences with simple verb tenses and routine word order patterns such as instructions, explanations, questions, opinions
  - devices used to refer to words or phrases used in previous clauses/sentences
  - dependent clauses introduced by words such as although, when, if, while
- familiar words / phrases/ abbreviations:
  - vocabulary related to specific workplace or industry environment
  - technical terms related to workplace / industry
  - common idioms
- simple diagrams such as flowcharts of processes
- numerical information:
  - information which summarises data formatted into a table or chart
  - standard measurements
  - calculations for example ratios,
  - pay rates, costs

Sources may include:

- employment agency
- workplace, including paper-based, email, intranet
- union
- industry body
- manufacturer
- government department

Predict may include may be based on:

- Considerations of:
  - prior knowledge of the context
  - layout of the text
  - personal experience
  - prior knowledge of aspects of the text
  - visuals

Strategies to comprehend the text may include:

- meaning-making strategies such as:
- self-correction, re-reading, reading ahead, varying speed, reads aloud, creating questions, checking for accuracy of information by consulting other texts/people
- relating and integrating separate pieces of information within a text, rather than treating them as separate units of information
- recognising some technical vocabulary of relevance to particular industry or workplace
- predicting the meaning of unknown words by using surrounding words
- recognising introductory phrases which indicate an opinion or a fact is being offered
- identifying key words and phrases critical to gaining meaning from the text
- de-coding strategies:
- using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings
- recognising ways in which layout of a document conveys meaning

Main ideas may include:

- technical terms
- instructions / operating procedures
- customer requirements
- OHS / WHS information
- quality processes

Strategies to interpret texts may include:	• clarifying the intention of the writer • distinguishing between fact and opinion • considering where the information comes from • recognising simple inferences • identifying structure and language used to achieve purpose • expressing an opinion on the texts such as how the text affected them, whether the text conveyed information clearly • identifying ways in which the text reflects the author's culture, experiences and value system comparing similar texts in terms of language used or text structure
***Effectiveness* of the texts** may include	• Consideration of: − whether they meet their purpose − whether they meet the needs of the audience − whether they reflect or support own knowledge and experience − source of text − whether the text conveys the author's real or imaginary experience/ intentions − whether the material is presented in a way that makes it accessible to the reader

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • locate, read and interpret information in a minimum of 3 different text types of limited complexity relevant to employment or workplace purposes, at least one of which must be web based

Context of and specific resources for assessment

Assessment must ensure access to:

- communication technology and software
- personally relevant web and paper based text types of limited complexity related to employment or the workplace

At this level the learner: works independently and continues to build and use their own familiar support resources, for example using an online dictionary or thesaurus

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting information in and making meaning of paper based and web based text types of limited complexity
- oral or written questioning to assess knowledge of the purpose and features of different text types related to employment
- oral information from the learner describing the meaning and effectiveness of the selected texts
- portfolios containing samples of responses to workplace related text types

Unit Code

VU22392

Unit Title

Create texts of limited complexity for learning purposes

Unit Descriptor

This unit describes the skills and knowledge to develop writing skills to create a range of familiar and some less familiar handwritten and digital text types of limited complexity for learning purposes. Learners at this level work independently and continue to build and use their own familiar support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 3: 3.05, 3.06.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those who wish to improve their literacy skills in the learning environment and need to develop a range of writing and communication skills associated with creating texts.

Where application is as part of the *Certificate I in General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU22387 Engage with texts of limited complexity for learning purposes*. The link between Reading and Writing across the different domains also encourages co-delivery and assessment of additional units such as *VU22386 Engage with texts of limited complexity for personal purposes and VU22391 Create texts of limited complexity for personal purposes*.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify a range of familiar and some less familiar text types of limited complexity for learning purposes	1.1 Identify and select a range of ***text types of limited complexity related to learning purposes***
	1.2 Interpret the ***purpose and audience*** for the texts
	1.3 Describe the ***features of the text types***

2	Plan learning related handwritten and digital text types of limited complexity	2.1 Determine the audience and purpose of each text
		2.2 Select text types to be created
		2.3 Select the ***appropriate format*** and ***style*** for the required purpose and gather ***support materials***
		2.4 Collect and organise the information required to create the texts
3	Produce handwritten and digital text types texts of limited complexity for learning purposes	3.1 Plan, sequence and link the content for each text
		3.2 ***Review*** each draft text for accuracy and effect
		3.3 Complete final texts

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

- the major differences between public and private writing
- difference between formal and informal registers
- layout related to specific text types
- generic grammatical forms including personal pronouns and a range of tenses
- process of planning, drafting and proofreading

Required Skills:

- problem solving skills to:
  - locate information for texts to be created
  - identify and match a range of audiences and purposes to text types
  - connect ideas and information related to topic of text
  - use a range of strategies to spell unfamiliar words
  - use grammatical forms for different purposes such as giving explanations

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Text types of limited complexity related to learning purposes may include:

- longer familiar and less familiar text types which require integration of a number of ideas and pieces of information
- digital, print/handwritten and visual texts which may include:
  - informal and formal email or hand written messages about familiar and immediate matters such as requesting information about an assignment from a fellow class member or the teacher
  - notes taken from a whiteboard
  - notes taken from verbal instructions such as how to complete a task
  - project report
  - simple spreadsheet
  - vocabulary, spelling lists
  - task lists
  - diary entries related to study plans
  - individual learning plans
  - self assessments
  - tests / exercises / reports
  - portfolios
  - labels / labelled diagrams
  - dictation
  - work books
  - journals
  - digital stories
  - reflective writing related to learning experience
  - blogs / text for a webpage
  - collaborative text
  - notes in a visual diary

Audience and purpose may include:

- private or public audiences:
  - self only such as vocabulary lists, notes, task lists
  - class members such as report, summary of research, collaborative work
  - teacher, application for extension of time, message to explain absence
  - organisational such as administration change of address details, enrolment
- Purpose
- personal study or assessment purposes
  - collection of information to prepare for writing activities
  - recording and organising information for regular reference
- organising time such as timeline, homework grid / calendars

Features of the text types may include:

- text structures that incorporate a number of ideas and include some embedded information and abstraction:
  - clearly structured text using structural conventions
  - variation between public and private writing
  - features of narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
  - features of procedural and informative texts transparent organisation, such as sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings
  - features of persuasive texts which include facts and opinions, standard format such as statement of opinion, argument, summing up or recommendation
  - navigation features such as grids, arrows, dot points
  - information formatted into a table
- sentences*:*
  - consistent use of grammatically correct simple sentence forms
  - use of dependant clauses introduced by words such as ‘although’, ‘when’, ‘if’, and ‘while’
  - occasional use of complex and compound sentences
  - correct use of upper and lower case letters
  - use of generic grammatical forms including personal pronouns and temporal links
  - devices to refer to words or phrases used in previous clauses/sentences
- vocabulary:
  - precise /relevant use of vocabulary
  - use of introductory phrases to indicate an opinion or fact is being offered
  - use of appropriate language for audience and purpose
  - awareness and appropriate / effective use of local varieties of non - standard Australian English slang, dialect, LOTE
- visuals:
  - photographs
  - symbols
  - drawings / sketches / illustrations / diagrams
  - maps

Appropriate format may include:

- handwritten / word processed
- SMS / email / digital story
- size of words and visuals
- place of colour, symbols
- PowerPoint presentation
- report / essay / short answer questions
- book review
- reference list
- notes for a classroom presentation
- student evaluation / feedback

Style may include***:***

- basic structural conventions of text:
  - chronological sequencing of events, identification followed by description
  - consistent use of grammatically correct simple sentence forms
  - occasional use of complex sentences
  - use of upper and lower case letters
- selection of register
- use of vocabulary to convey shades of meaning
- use of some idioms
- use of a range of tenses
- grammatical forms related to specific purposes

Support materials may include:

- sample model texts / templates from a range of sources such as
- written material, information from the teacher, other students, library texts, online sources

Review may include:

- support from the teacher, by peers, by another support person for:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose and audience
  - clarity of message
  - appropriateness of layout, register
  - effectiveness of layout features

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- identify the purpose and audience for a range of learning related text types
- create one digital and one hand written learning related text of limited complexity with each text reflecting a different text type

Context of and specific resources for assessment

Assessment must ensure access to:

- real / authentic text types for learning purposes
- access to online facilities, communications technology as appropriate

At this level the learner works independently and continues to build and use their own familiar support resources for example they may use familiar support resources such as an online dictionary or thesaurus

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may be relevant to both domains.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner creating learning related texts of limited complexity
- portfolio of drafts and completed learning related texts of limited complexity created by the learner
- oral and / or written questioning to assess the ability to identify a range of learning related text types for different purposes and audiences and their features

Unit Code

VU22393

Unit Title

Create texts of limited complexity to participate in the workplace

Unit Descriptor

This unit describes the skills and knowledge to develop writing skills to create a range of familiar and some less familiar handwritten and digital text types of limited complexity for learning purposes. Learners at this level work independently and continue to build and use their own familiar support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 3: 3.05, 3.06.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to people seeking to improve their employment participation options by developing a range of writing and communication skills associated with creating employment related texts to.

Where application is as part of the *Certificate I in General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU22388 Engage with texts of limited complexity for employment purposes.* The link between Reading and Writing across the different domains also encourages co-delivery and assessment of additional units such as *VU22386 Engage with texts of limited complexity for personal purposes and VU22391 Create texts of limited complexity for personal purposes*

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify a range of familiar and some less familiar text types of limited complexity p relevant to employment	1.1 Explore a range of ***employment related text types of limited complexity***
	1.2 Identify the ***purpose*** and ***audience*** of the texts
	1.3 Identify the ***features of the text types***
	2.1 Determine the purpose and audience of the text
	2.2 Select text type to be created

2 Produce an employment related hand written text of limited complexity	2.3 Select the ***appropriate format*** and ***style***
	2.4 Plan and sequence the ***content***
	2.5 Arrange the features of the text to meet the purpose
	2.6 ***Review*** the draft text and make any adjustments to the final text as required
3 Produce an employment related digital text of limited complexity	3.1 Determine the purpose and audience of the digital text
	3.2 Select the appropriate format and ***style***
	3.3 Plan and sequence the content
	3.4 Arrange the features of the text to meet the purpose
	3.5 Review the draft text and make any adjustments to the final text as required

Required Knowledge:

- stages or processes of writing including planning, drafting and editing
- punctuation conventions of sentence writing such as full stops, commas and question marks
- technical vocabulary and acronyms relevant to the workplace
- difference between formal and informal registers

Required Skills:

- problem solving skills to:
  - structure and sequence writing to produce text
  - use punctuation devices such as full stops and commas, capitalisation of letters
  - use grammatical forms for different purposes such as giving explanations”
  - use dependent clauses with simple connectives such as when, if
  - use a range of strategies to spell unfamiliar words
  - identify audience and purpose of hand written and digital texts and use appropriate language

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Employment related text types of limited complexity may include

- longer familiar and less familiar text types which require integration of a number of ideas and pieces of information and could include visuals
- digital, print/handwritten and visual texts which may include:
- informative texts:
  - OH&S materials
  - company newsletters
  - routine reports such as an incident report or service provided
  - shift notes
- procedural texts:
  - standard operating procedures
  - job specifications
  - manufacturers' specifications
  - equipment manuals
  - flowcharts
  - customer requirements
- formatted texts:
  - incident report forms / pre-operational checklists
  - material safety data sheets
  - performance appraisal forms
- transactional texts:
  - letters or emails requesting action or response
  - response to customer feedback

Purpose may include:

- request for information
- provision of information about a workplace issue
- compliance / legal / OHS requirements
- invitation to participate in workplace training
- communication of information related to storage, location of products and resources, health and safety
- communication of instructions to complete a process
- communication of changes to procedures

Audience may include:

- fellow workers
- immediate superior
- workers in another section
- clients / customers
- visitors / contractors

Features of the text types may include:

- text structures that incorporate a number of ideas and include some embedded information and abstraction:
  - procedural texts with sequential steps and key headings such as standard operating procedures
  - informative texts using a standard format such as general statement, factual description, conclusion such as manufacturer's information, workplace report
  - transactional texts with formal opening, statement of purpose, details, request, action required, formal close
  - persuasive texts in which bias may be explicit or implicit, may use emotive and persuasive language, include facts and opinions, and might follow a standard format such as statement of opinion, argument, summing up or recommendation such as union information
  - formatted texts with headings, numbered sections, sequentially organised information such as safety data sheets, ,award documentation, workplace forms
  - explicit navigation feature such as, headings, table of contents, site map / menus
- sentences:
  - complex and compound sentences with simple verb tenses and routine word order patterns, for example, instructions, explanations, questions, opinions
  - devices used to refer to words or phrases used in previous clauses/sentences
  - dependent clauses introduced by words such as although, when, if, while
- familiar words / phrases/ abbreviations:
  - vocabulary related to specific workplace or industry environment
  - technical terms related to workplace / industry
  - common idioms
  - acronyms such as OHS/WHS, HR, MSDS
- simple diagrams such as flowcharts of work processes
- numerical information:
  - information which summarises data formatted into a table or chart
  - standard measurements
  - calculations for example ratios,
  - pay rates / costs

Appropriate format may include:

- handwritten
- online
- data entry in a database
- spreadsheet
- size of words and visuals
- font
- place of colour, symbols, capitalisation

Style may include:

- basic structural conventions of text:
  - chronological sequencing of events, identification followed by description
  - consistent use of grammatically correct simple sentence forms
  - occasional use of complex sentences
  - use of upper and lower case letters
- selection of register
- use of vocabulary to convey shades of meaning
- use of some idioms
- use of a range of tenses
- grammatical forms related to specific purposes

Content may include:

- commonly used workplace abbreviations, symbols and icons
- commonly used and specialised words from the immediate workplace environment

Review may include:

- using own support resources such as the teacher, peers or spell checker to review:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose / audience / message
  - appropriateness of layout, register
- effectiveness of layout features

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- identify the purpose and audience for a range of employment related text types
- produce one digital and one handwritten employment related text of limited complexity with each text reflecting a different text type

Context of and specific resources for assessment

Assessment must ensure access to:

- real / authentic employment related texts
- online facilities, communications technology as appropriate

At this level the learner works independently and continues to build and use their own familiar support resources for example they may use familiar support resources such as an online dictionary or thesaurus

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may be relevant to both domains.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner creating personally relevant texts of limited complexity related to employment purposes
- portfolio of drafts and completed texts of limited complexity created by the learner
- oral and / or written questioning to assess the ability to identify a range of personally relevant text types relevant to employment for different purposes and audiences and their features

Unit Code

VU22395

Unit Title

Work with a range of numbers and money in familiar and routine situations

Unit Descriptor

This unit describes the skills and knowledge to develop numeracy skills related to interpreting, using and calculating with a range of whole numbers, decimals, routine fractions and percentages and money in familiar and routine situations in their personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.

Learners at this level work independently and continue to build and use their own familiar support resources. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.9, 3.10 & 3.11.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Interpret and compare whole numbers,	1.1 Use ***place value concepts for whole numbers and decimals*** to interpret and compare numbers

decimals, routine fractions and percentages	1.2 Use the meaning of ***routine common fraction and percentages*** to interpret and compare numbers
	1.3 Convert between ***equivalent common fraction, decimal and percentage forms*** in order to compare numbers
2 Perform routine, multi-step calculations with numbers and money in familiar situations	2.1 Make ***an initial estimate*** when undertaking calculations
	2.2 Perform ***routine multi step calculations*** with numbers and money in ***familiar situations*** including making an ***initial estimate*** and where appropriate converting between equivalent common fraction, decimal and percentage forms
	2.3 Use and apply ***order of arithmetic operations*** to solve routine two step calculations
	2.4 Use and apply ***common rates*** in familiar or routine situations
	2.5 Check the ***reasonableness of results*** against initial estimate, context of problem and personal knowledge/experience

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in texts and materials
- place value to read, write and interpret decimals and large whole numbers
- decimals, common fractions and percentages and their common equivalent forms
- informal and formal language of number to compare and interpret decimals, common fractions and percentages
- techniques used to make initial estimations and check results of calculations in relation to the context

Required Skills:

- communication and literacy skills to read and interpret relevant, familiar texts and diagrams

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Place value concepts for whole numbers and decimals refers to:	• the relationship between numeral position and numerical value • the decimal point is clearly identified as a separator between whole number and part of a whole number such as dollar and part of a dollar • learners should be familiar with a range of numbers from thousandths to millions • a transition needs to be made slowly from interpreting $0.25 as 25 cents to 25 hundredths to a quarter of a dollar, for example
Routine common fraction and percentages may include:	• common fractions including halves, thirds, quarters, fifths, tenths, hundredths • common percentages such as 20%, 15%, 40%, 75%, 100%
Equivalent common fraction, decimal and percentage forms may include:	• converting between common fraction, decimal and percentage forms for simplification of calculations, such as 0.25 or 25% to ¼, or halving instead of using 50%, or dividing by 10 instead of working out 10% • common fractions including halves, thirds, quarters, fifths, tenths, hundredths • decimals to 3 decimal places • common percentages such as 20%, 15%, 40%, 75%, 100%
Initial estimate refers to:	• using number facts and rounding to make an initial estimate of an expected result/answer - if it is not evident in the context, the accuracy required needs to be discussed and clearly established

Routine multi step calculations may include:

- familiar/routine calculations that use more than one operation chosen from +, – , × or ÷ which may be the same operation, and/or include a percentage or fraction calculation as one of the steps)
- familiar/routine multi- step calculations with common fractions or percentages such as 20% of $45 or ¾ of $56
- calculations using familiar 'in head' methods where appropriate such as × or ÷ by 2, 10, 100 and also by pen and paper and by using a calculator or other technological processes and tools
- division by decimal values and long division may be worked out on a calculator
- when working with money, rounding off should be to the nearest 5 cent or 1 cent to reflect practical reality

Familiar situations may include:

- shopping
- planning holidays
- purchasing household items
- reading and working with household bills, advertising leaflets, catalogues, sale pricelists
- Standard Operating Procedures
- financial papers such as bank statements, budgets, salary statements, pay packets

Order of arithmetic operations refers to:

- the priority order of multiplication and division over addition and subtraction and the use of brackets in writing down two-step calculations involving + or – , with × is introduced and explained based on appropriate real life examples and how it applies to the use of some calculators such as purchasing one item at one cost ($5) and 3 of another item at a different unit cost ($6) gives 5 + 3 × 6 which can give answers of 48 or 23

Common rates may include:

- simple common routine rates:
  - $/kg, how much would you pay for 2.5 kg of potatoes at $1.69 per kg
  - $/m about how many metres of material at $5.99 per metre would you get for $20
  - a calculation of a medicine or pet food dosage based on ml/kg

Reasonableness of results refers to:	• where appropriate, making a comparison of final result to initial estimate is made to provide a reality check of the value • referral to context to decide if the result is possible and relevant or needs revising or modification • prior knowledge may lead to comparison to previous experiences and therefore decide whether result is appropriate or not

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • use the concept of place value and the associated language of numbers to interpret, compare and talk about whole numbers into the thousands and decimals to thousandths • identify and compare routine fractions and percentages including using equivalent common fraction, decimal and percentage forms • undertake a range of routine, multi-step calculations with numbers and money and make initial estimates of results in familiar situations and confirm results
Context of and specific resources for assessment	Assessment must ensure: • access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible At this level, the learner can: • work independently and use own familiar support resources • use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams • use a blend of “in the head” methods, pen and paper methods and calculators or technological processes and tools

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner performing routine multi step calculations with numbers and money in familiar situations
- portfolio of completed routine, multi-step calculations with numbers and money in contexts relevant to the learner
- oral or written questioning to assess the ability to interpret and compare whole numbers, decimals, routine fractions and percentages

Unit Code

VU22396

Unit Title

Work with and interpret directions in familiar and routine situations

Unit Descriptor

This unit describes the skills and knowledge to develop numeracy skills related to the interpretation and use of familiar maps or street directories, and giving and following directions which are part of the learners' familiar and routine situations in their personal, public, work or education and training lives. Their communication about these mathematical ideas will be a combination of spoken and written responses.

Learners at this level work independently and continue to build and use their own familiar support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.9, 3.10 & 3.11. t

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Use and interpret familiar maps or street directories	1.1 Read, interpret and use ***key features and conventions*** on ***familiar maps and street directories*** to locate and describe particular places, locations or routes

	1.2 Use ***simple scale indicators*** to estimate or calculate distances on ***familiar maps***
2 Interpret and use routine maps or street directories to follow and give oral and written directions	2.1 Create ***sketch maps*** and use ***oral and written directions*** to give and follow directions, checking on the effectiveness of the given directions
	2.2 Use a range of ***formal and informal language of position***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in diagrams, maps and street directories
- key features and conventions such as distance, directions, simple scales, labels, symbols and keys on maps and plans
- informal and formal oral and written mathematical language of position and location
- position and location to give and follow directions

Required Skills:

- literacy skills to read relevant, familiar written instructions and diagrams, including maps and street directories
- communication skills to use the formal and informal language of position

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Key features and conventions include:	• indexes in directories to identify pages and grid references (co-ordinates) • common symbols such as those for information, police, public transport, main routes, traffic lights, parks
Familiar maps and street directories may include:	• maps of local area, street directories, maps or plans of shopping centres and educational institutions • familiar online maps and street directories and GPS navigation devices
Simple scale indicators refers to:	• ones which uses simple distance and length units such as 1cm = 10km – use of a ratio scale is not required at this level and a learner should use ruler, string or other aids to determine distance from a map

Sketch maps should be:	• reasonably accurate, simple and uncluttered
Oral and written directions may include:	• simple, short and clear oral directions covering two or three changes in direction • locations between buildings in a large institution, from one workplace to another or from home to the local shopping centre • simple and brief written directions supported by sketched diagrams or maps
Formal and informal language of position may include:	• over/under • in front/behind • left/right • up/down • through / opposite / on the corner / next to / in between • more formal North, South, East, West • clockwise/anticlockwise; ½ turn, ¼ turn; 180o degree turn, grid references • a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • use key features and conventions in maps and street directories to locate particular places, locations or routes including estimating distances • use informal and formal language of location and direction to describe the location of particular places or routes on maps and street directories • use and apply key features and concepts of position, including using sketch maps, to give and follow oral and written directions

Context of and specific resources for assessment

Assessment must ensure:

- access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible

At this level the learner can:

- work independently and use own familiar support resources
- use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams
- use a blend of “in the head” methods, pen and paper methods and calculators or technological processes and tools

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner giving and following directions or using plans in outside locations
- portfolio of sketch maps completed by the learner
- oral and / or written questioning to assess the ability to use the formal and informal language of position

Unit Code
VU22397

Unit Title
Work with measurement in familiar and routine situations

Unit Descriptor
This unit describes the skills and knowledge to develop numeracy skills related to estimating, measuring and calculating everyday quantities including with time and dates, which are part of the learners' routine and less familiar situations in their personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.

Learners at this level work independently and continue to build and use their own familiar support resources. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.9, 3.10 & 3.11.

Employability Skills
This unit contains employability skills.

Application of the Unit
This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Estimate, measure and calculate routine quantities	1.1 Use and interpret the ***concepts and units of measure for routine quantities*** including using ***suitable symbols and abbreviations***

	1.2 Make an initial ***estimate of measurement*** and perform ***correct measurements*** using appropriate ***tools and instruments***
	1.3 ***Convert measures*** of length, mass, and capacity/volume within the metric system
	1.4 Perform ***routine and familiar calculations*** with relevant measurements are performed
	1.5 Check ***reasonableness of results*** and interpret results in terms of original purpose and the context
2 Interpret, use and calculate with time in familiar and routine situations	2.1 Read and use ***time measuring and/or recording devices*** to interpret, estimate and calculate with time in ***familiar and routine situations***
	2.2 Use ***symbols and language related to time*** to communicate results of ***calculations involving time***
	2.3 Identify and use the ***relationship between units of time*** to convert between units of time

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in measurement contexts, materials and diagrams
- routine units of metric measurement and conversions between metric units
- units of time and their representation
- knowledge of decimals and common fractions in relation to measurement and time
- informal and formal language of number in relation to measurement and time
- knowledge of abbreviations associated with measurement and time

Required Skills:

- communication and literacy skills to read relevant, familiar texts and diagrams and communicate results of calculations
- problem solving skills to estimate, measure and calculate with everyday quantities and time using familiar measuring instruments including time measuring and/or recording devices

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Concepts and units of measure for routine quantities should include:	• routine measurements for temperature, length, height, mass, volume/capacity • common routine measurements for perimeter and simple area • areas of non-rectangular shapes estimated by counting squares such as for areas of hands, leaves, curved shapes • rectangular areas based on an understanding of the formula Area = length x width developed from counting squares and seeing the pattern and relationship between the units along the length and width • angle as a rotation with a full turn = 360° and recognition of right angles as 90° and estimating angles in relation to less or more than 90° and 180°
Suitable symbols and abbreviations may include:	• the words, symbols and conventions for familiar or routine measurement units and rates such as litres, l, millilitres, ml, $/m, $/l, $/kg • names, abbreviations and symbols of the units of measurement within the metric system such as centimetre (cm), millimetre (mm), kilometre (km), millilitre (ml)
Estimate of measurement refers to:	• a rough estimate is appropriate unless a specific accuracy is requested by the assessor • use of common personal body referents such as hand spans
Correct measurements refers to:	• measurement made from starting point, especially where the instrument does not start at zero, the accuracy asked for is given
Tools and instruments may include:	• tape measures / rulers • kitchen / bathroom scales • thermometers / medicine glasses • measuring cups / spoons

Convert measures refers to:	• conversions such as mm-cm-m-km, ml-l, g-kg and vice versa • tonne and kilolitre only if specific need arises • converting may require fractions or decimal notation where this is the appropriate form needed such as 3,500 m is 3 ½ km or 3.5km
Routine and familiar calculations refers to:	• familiar/routine calculations that use one or two operations chosen from +, – , x or ÷ • calculations using familiar 'in head' methods where appropriate and also by pen and paper and by using a calculator • division by small whole numbers only • division by decimal values and long division which may be worked out on a calculator • simple common routine rates related to measurement such as $/kg, $/m
Reasonableness of results refers to:	• answers being given in required units and accuracy as appropriate to task such as sugar measure is in g not kg, *pinch* of salt is a few grams • amount is realistic given the context
Time measuring and/or recording devices may include:	• digital and analogue time pieces / alarm clocks • paper based or electronic calendars • timers on ovens / washing machines
Familiar and routine situations may include:	• recording entries in paper based or electronic calendars • timing of tasks and processes in Standard Operating Procedures • checking timetables / television program guides • establishing due dates for bill payments
Symbols and language related to time may include:	• oral and written language of time such as hours, minutes, days, weeks, fortnight, months, years and their respective abbreviations • semesters, seasons before/after, longer/shorter later, earlier, day before yesterday, first, second, between, due date

Calculations involving time may include:

- total length of time for a number of different times such as adding work shifts, TV programs
- difference in time between different durations or dates such as work shifts, TV programs, days between two dates

Relationship between units of time may include:

- minutes and hours where 60min =1hr, 30min =1/2hr
- weeks in a month or hours in a day
- days in a year

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- estimate and use appropriate metric units to measure a range of routine quantities
- undertake routine and familiar calculations with relevant measurements including to convert between metric units appropriately
- select and use familiar measurement tools to measure and compare measurements
- read, use and calculate with times and dates

Context of and specific resources for assessment

Assessment must ensure:

- use of concrete, relevant contexts and materials where the maths content is partly embedded but accessible

At this level the learner can:

- work independently and use own familiar support resources
- use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams
- use a blend of “in the head” methods, pen and paper methods and calculators or technological processes and tools

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner estimating, measuring and calculating routine quantities and calculating with time in situations relevant and familiar to the learner
- portfolio of correct measurements and calculations performed by the learner in contexts relevant to the learner
- oral or written questioning to assess the ability to use time measuring and/or recording devices

Unit Code

VU22399

Unit Title

Work with design and shape in familiar and routine situations

Unit Descriptor

This unit describes the skills and knowledge to develop numeracy skills related to identification, comparison, construction and drawing of familiar two-dimensional and three-dimensional shapes and designs which are part of the learners' familiar and routine situations in their personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.

Learners at this level work independently and continue to build and use their own familiar support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.9, 3.10 & 3.11.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Interpret illustrations, plans and diagrams of routine two and three-dimensional shapes	1.1 Classify, identify and describe common ***two-dimensional*** and ***three-dimensional shapes*** located in ***familiar and routine situations*** using both ***informal and formal language of shape***
	1.2 Read and ***interpret plans and diagrams*** representing familiar three-dimensional objects to see if they are representative of the original object and vice versa
2 Draw plans and assemble models of routine three-dimensional shapes	2.1 Draw and represent, using diagrams and plans, common two-dimensional and three-dimensional shapes located in familiar and routine situations
	2.2 Assemble ***three-dimensional models*** from given instructions and nets

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in relation to shapes and designs
- common two-dimensional and three-dimensional shapes
- the informal and formal language of shape
- the features and conventions of plans and drawings and instructions related to assembling shapes

Required Skills:

- communication and literacy skills to read relevant, familiar texts, diagrams, illustrations, and plans and communicate using the informal and formal language of shape
- problem solving skills to estimate, measure and draw plans and diagrams using familiar drawing and measuring instruments

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Two-dimensional shapes include:	• shapes visible in the environment in particular:
	  − square, rectangle, triangle, circle, diamond
	  − where appropriate pentagon, hexagon which may appear as road signs and advertisements

Three-dimensional shapes include:	• cylinder, cone, cube, cuboid/rectangular prism • pyramids and spheres as they are represented in real objects in familiar situations

Familiar and routine situations may include:	• packaging • buildings • furniture • gardening and landscaping situations • household or workplace objects • signage
Informal and formal language of shape may include:	• rectangle / square / triangle / circle / sphere / cube / cylinder / pyramid • horizontal / diagonal / vertical / parallel **/** sides / edges / corners and faces / curved / crescent / star / oval / heart-shaped • a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams
Interpret plans and diagrams refers to:	• identifying and describing key features and conventions on plans or diagrams and matching relevant aspects and characteristics between the plan and the actual item e.g. match sides / angles / corners • routine and familiar plans, diagrams and drawings such as floor plans / garden plans / builders, architects or landscaping plans / assembly instructions / dressmaking / craft patterns
Three-dimensional models refers to:	• models made from various materials assembled following written instructions such as: − instructions to build a box − assembling shape from a net of the object − instructions for creating Christmas decorations or bonbons

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- sort, classify and describe a range of two-dimensional and three-dimensional shapes and designs that exist in real situations
- draw and interpret plans of common three-dimensional shapes
- follow plans and instructions to assemble three-dimensional shapes from nets

Context of and specific resources for assessment

Assessment must ensure:

- access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible

At this level the learner can:

- work independently and use own familiar support resources
- use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner drawing plans and assembling models of routine three-dimensional shapes
- portfolio of shapes drawn by the learner to represent common two-dimensional and three-dimensional shapes found in the learner's own environment
- oral or written questioning to assess the ability to identify and interpret illustrations, plans and diagrams of routine two and three-dimensional shapes relevant to the learner

Unit Code

VU22400

Unit Title

Work with and interpret numerical information in familiar and routine texts

Unit Descriptor

This unit describes the skills and knowledge to develop numeracy skills related to locating and recognising a range of whole numbers, decimals, routine fractions and percentages which are part of numerical information partly embedded in routine texts. Learners can then use those numbers to perform simple multi-step calculations which are part of their' familiar personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.

Learners at this level work independently and continue to build and use their own familiar support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.9, 3.10 & 3.11.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Interpret numerical information partly embedded in familiar and routine texts	1.1 Interpret and use oral and written ***numerical information*** including whole numbers, decimals and ***routine, common fractions and percentages*** which are ***partly embedded*** in ***familiar and routine texts***
	1.2 Use ***place value concepts for whole numbers and decimals*** to interpret and compare numbers partly embedded in text
	1.3 Use the meaning of routine common fraction and percentages to interpret and compare numbers partly embedded in text
2 Perform routine, multi-step calculations with numbers partly embedded in familiar and routine texts	2.1 Extract numerical information including whole numbers, decimals and routine fractions and percentages partly embedded in text, and determine an appropriate ***mathematical process or calculation*** to solve the given mathematical task
	2.2 Make an ***initial estimate*** when undertaking calculations
	2.3 Perform ***routine multi step calculations*** with numbers in familiar situations including making an initial estimate and where appropriate converting between ***equivalent common fraction, decimal and percentage forms***
	2.4 Check the ***reasonableness of results*** against initial estimate, context of problem and personal knowledge/experience

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in texts and materials
- place value to read, write and interpret decimals and large whole numbers
- decimals, common fractions and percentages and their common equivalent forms
- informal and formal language of number to compare and interpret decimals, common fractions and percentages
- techniques used to make initial estimations and check results of calculations in relation to the context

Required Skills:

- communication and literacy skills to read relevant, familiar texts and identify decimals, common fractions and percentages when partly embedded in texts

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Numerical information may include:

- numbers into the millions
- fractions including halves, thirds, quarters, fifths, tenths, hundredths
- decimals to 3 decimal places
- common percentages such as 20%, 15%, 40%, 75%, 100%,

Routine, common fractions and percentages may include:

- common fractions including halves, thirds, quarters, fifths, tenths, hundredths
- common percentages such as 20%, 15%, 40%, 75%, 100%,

Partly embedded means:

- the maths involved is found within a familiar and routine text where some scanning and reading is required to be able to interpret, locate and extract the necessary mathematics

Familiar and routine texts may include:

- newspaper or magazine articles
- workplace documents such as Standard Operating Procedures
- online information
- public information documents
- advertising leaflets / catalogues,

Place value concepts for whole numbers and decimals refers to:

- the relationship between numeral position and numerical value
- the decimal point is clearly identified as a separator between whole number and part of a whole number such as a dollar and part of a dollar
- familiarity with a range of numbers from thousandths to millions
- making a transition slowly from interpreting, for example, $0.25 as 25 cents to 25 hundredths to a quarter of a dollar

Mathematical process or calculation may include:

- +,–, x, ÷, a conversion, ordering values, simple fractions of whole numbers, simple '% of' such as 50%, 25%, 10%, 20%
- fractions, decimals, percentages converted to equivalent values such as 25% = ¼ = 0.25, in situations where fractions and percentages are quoted in the same problem making a comparison difficult; or where one form of a fraction may be more difficult to work with; or where a measurement is quoted in different ways, such as 2¼ m and 2.250 m

Initial estimate refers to:

- using number facts and rounding to make an initial estimate of an expected result/answer - if it is not evident in the context, the accuracy required needs to be discussed and clearly established

Routine multi step calculations include:

- familiar/routine calculations that use more than one operation chosen from +, – , × or ÷ which can be the same operation, and/or include a percentage or fraction calculation as one of the steps
- calculations should be done using familiar 'in head' methods where appropriate, such as × or ÷ by 2, 10, 100 etc. and also by pen and paper and by using a calculator or other technological processes and tools
- division by decimal values and long division may be worked out on a calculator
- when working with money, rounding off should be to the nearest 5 cent or 1 cent to reflect practical reality

Equivalent common fraction, decimal and percentage forms may include:

- converting between common fraction, decimal and percentage forms for simplification of calculations, such as 0.25 or 25% to ¼, or halving instead of using 50%, or dividing by 10 instead of working out 10%

Reasonableness of results refers to:

- where appropriate, making a comparison of final result to initial estimate is made to provide a reality check of the value
- referral to context to decide if the result is possible and relevant or needs revising or modification
- prior knowledge may lead to comparison to previous experiences and therefore decide whether result is appropriate or not

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- read, extract and interpret numerical information partly embedded in a range of familiar and routine texts
- use the concept of place value and the associated language of numbers to interpret, compare and talk about whole numbers into the thousands and decimals to thousandths
- identify and compare routine fractions and percentages including using equivalent common fraction, decimal and percentage forms
- undertake routine, multi-step calculations with numbers and make initial estimates of results in familiar situations and confirm the results

Context of and specific resources for assessment

Assessment must ensure:

- access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible

At this level, the learner can:

- work independently and use own familiar support resources
- use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams
- use a blend of “in the head” methods, pen and paper methods and calculators or technological processes and tools

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner identifying and comparing routine fractions and percentages, including using equivalent common fraction, decimal and percentage forms, in situations that are familiar situations
- portfolio of routine, multi-step calculations which include initial estimates
- oral and written questioning to assess the ability to use the concept of place value and the language of numbers to interpret, compare and talk about whole numbers into the thousands and decimals to the thousandths

Unit Code

VU22398

Unit Title

Work with and interpret statistical information in familiar and routine texts

Unit Descriptor

This unit describes the skills and knowledge to develop numeracy skills related to interpreting and comprehending familiar chance statements and working with, constructing and interpreting statistical tables and graphs related to learners' familiar and routine situations in their personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.

Learners at this level work independently and continue to build and use their own familiar support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.9, 3.10 & 3.11

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Collect familiar data and construct tables and	1.1 ***Collect and record data*** in tables manually or in spreadsheets

	familiar and routine graphs	1.2 Represent data in ***graphical form*** using the ***key features and conventions of graphs*** manually or using appropriate software
		1.3 Check the appropriateness and accuracy of the ***statistical representation*** against the context of the problem
2	Interpret statistical information in familiar and routine tables and graphs	2.1 ***Interpret and describe*** the meaning of data in tables, graphs or charts and accompanying ***text***, using a range of ***descriptive informal and formal language***
		2.2 Check the ***reasonableness of any statistical interpretation*** against context of the problem and personal knowledge/experience

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in texts such as in newspapers, online, on utility bills and in notices and documents
- key features and conventions of tables and graphs
- informal and formal language of number and data to read, write and communicate about statistical results and information

Required Skills:

- communication and literacy skills to read relevant, familiar texts that incorporate tables and graphs
- problem solving skills to interpret tables and graphs to identify appropriate numerical and statistical information
- planning and organising skills to collect data and create tables and graphs

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Collect and record data in tables refers to:

- data which can be whole numbers, percentages, decimals and simple common fractions found in statistical information
- data collected can be existing data or new data developed with assistance
- deciding the categories/headings required to organise the data with assistance
- grouping data where required data can be entered into hard copy tables or into a word processing package or spreadsheet

Graphical form may include:

- pictographs
- column/bar graphs
- line graphs
- pie charts which should be produced using graphing tools in software such as Excel or Word or with a provided a pie chart template

Key features and conventions of graphs refers to:

- values/variables which are correctly identified, plotted and labelled, sensible scales and axes are used
- the scale should be worked out with assistance if requested and be appropriate in terms of size and readability
- scales created should count in 1's, 2's, 5's,10's or 100's and can be expressed as percentages

Statistical representation refers to:

- deciding if the constructed table(s) and graph(s) represent the data accurately and are appropriate for the data and the context such as are the variables on the axes correctly represent the data, are the scales appropriate, is it the right type of graph for the data
- prior knowledge may lead to comparison to previous experiences and therefore decide whether the result is appropriate or not

Text may include:

- newspapers / magazine journal articles
- workplace documents
- relevant online texts or information
- public information documents
- advertising leaflets / catalogues
- timetables

Descriptive informal and formal language includes:

- maximum / minimum
- same as
- increasing / decreasing
- constant / changing

Reasonableness of any statistical interpretation refers to:

- checking against the context to decide if the results and interpretations are possible and relevant
- using prior knowledge to compare to previous experiences and therefore deciding whether result is appropriate
- thinking about the results in terms of personal implications, social consequences, and how the statistics were used and applied

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- collect and organise data into tables
- use data to construct a range of graphs using appropriate scales and axes
- use key features and conventions of tables and graphs to identify and interpret familiar and routine statistical information
- use the informal and formal language of numbers, graphs and tables to interpret and convey familiar statistical information and results

Context of and specific resources for assessment

Assessment must ensure:

- access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible
- access to software spreadsheet applications and computer hardware where appropriate

At this level, the learner can:

- work independently and use own familiar support resources
- use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of tables and graphs completed by the learner
- oral and written questioning to assess the ability to communicate statistical results and information

Unit Code	**VU22414**
Unit Title	**Engage with a range of complex texts for learning purposes**
Unit Descriptor	This unit describes the skills and knowledge to interpret a range of structurally intricate paper based and web based texts which are relevant to learning purposes and which may include some specialisation and non-routine contexts. Learners at this level work independently and initiate and use support from a range of established resources. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 4: 4.03, 4.04.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to those seeking to improve their further education participation options and who need to develop a range of reading skills. Where application is as part of the Certificate II in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills writing unit: *VU22419 Create a range of complex texts for learning purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22413 Engage with a range of complex texts for personal purposes* and *VU22418 Create a range of complex texts for personal purposes*.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Locate a range of complex paper based and web based text types for learning purposes	1.1 Access and examine a range of ***complex text types***
	1.2 Define ***features of text types***
	1.3 Identify and confirm ***purpose*** of the texts
	1.4 Select texts relevant to own learning purposes
2 Analyse content in a range of complex paper	2.1 Use a range of ***strategies to interpret the texts***
	2.2 Summarise main ideas in texts

	based and digital texts for learning purposes	2.3 Evaluate supporting information in texts
3	Critically evaluate a range of complex paper based and digital texts for learning purposes	3.1 Identify ***means used by the author to achieve the purpose of the texts***
		3.2 Apply a range of ***strategies to critically analyse texts***
		3.3 Assess the relevance of the texts to own purpose
		3.4 Evaluate ***effectiveness of texts***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- a range of vocabulary related to learning including some specialised vocabulary to support comprehension
- techniques used by writers to convey meaning and achieve purpose
- factors that influence a text such as an author's culture, experiences and value system
- different representations of paper based and digital information

Required Skills:

- literacy skills to:
  - select and apply reading strategies to interpret and analyse texts
  - apply critical analysis skills to interpret and compare texts
  - assess relevance of texts to own purposes and needs
  - assess the validity of online information
  - apply a range of decoding strategies to identify unfamiliar words
- technology skills to access and navigate screen based digital text to locate information of some complexity

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Complex text types may include:

- structurally intricate texts which include embedded information, specialised vocabulary and abstraction and symbolism
- web based, paper based, handwritten and visual texts:
  - instructional material such as text books, research material on the internet, weblogs
  - classroom based learning materials notes taken from whiteboard, notes taken from a variety of sources
  - procedural or technical manuals / learner guides, work books
  - course information such as VTAC guide
  - journal articles, reports, including technical information
  - instructions on how to complete a task or project
  - informal and formal emails, tweets, online postings or hand written messages about matters related to learning for example, information about an assignment from a fellow class member or the teacher
  - individual learning plans, portfolios, diary entries related to study plans, task lists
  - diagrams with supporting information related to a specific area of study

Features of text types may include:

- text structures which use a variety of sentence structures:
  - instructional texts with headings and sub-headings to organise the text; format that typically includes a statement of learning goals, materials needed or other requirements, sequential steps required to achieve goals; and icons to provide guidance to the learner as to what is required
  - informative texts with impersonal tone, headings, author's views expressed as facts, might include abstract nouns that condense ideas, processes and descriptions, and might follow a standard format such as general statement, factual description, conclusion
  - persuasive texts with emotive and persuasive language, including facts and opinions, author's bias may be explicit or implicit, may include supporting materials, may include opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation
  - narrative texts with a chronological sequence of events, use of descriptive language, variations in author's voice
  - tables, graphs containing formatted data with explicit navigation features such as headings, table of contents, site map/ menus, numbered contents, dot points
- sentences:
  - complex syntactic structures including:
  - nominalisation
  - modality
  - linking devices to demonstrate conceptual connections and/or causal relationships
- words / phrases/ abbreviations:
  - vocabulary associated with personally relevant education activities
  - technical terms linked to learning goals / subject areas
  - abbreviations associated with further education such as TAFE, VET, VCE, HE,
- visual information
  - information and activities supported visually for example industry toolboxes
  - posters of careers information
  - documentaries
  - technical procedures such as a science experiment

Purposes may include:

- providing knowledge such as scientific, environmental, historical
- providing information for example career pathways, further education pathways
- providing skills development for example, scientific methods and techniques

Strategies to interpret the text may include:

- meaning-making strategies:
  - relating separate pieces of information within a text, rather than treating them as separate units of information
  - using knowledge of structure and layout to skim key information
  - using knowledge of principal conventions of texts to assist with constructing meaning from a range of text types
  - recognising that language relates to social contexts and when social relations change, language may also change
  - employing a variety of strategies when interpreting text such as self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people
  - recognising how supporting information is used effectively
  - distinguishing fact from opinion
  - noting cues such as particular words which indicate a new or important point is about to be made
  - making notes from written texts of personal relevance
  - comparing information from different sources
- de-coding strategies:
  - using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings
  - recognising ways in which punctuation conveys a range of emotions or intentions

Means used by the author to achieve the purpose of the text may include:

- choice of genre and text structure
- choice of language to create subtleties or precise meaning
- use of punctuation to convey a range of emotions or intentions
- logically organised separate pieces of information arranged within the text

Strategies to critically analyse text may include:	• analysis to identify :
	  − misleading information
	  − underlying values
	  − subtle nuances
	  − evidence to support judgements/conclusions
	• clarifying the purpose of the writer including stated purpose and inferred purpose
	• identifying key words and phrases critical to gaining meaning from the text
	• comparing similar texts in terms of language used or text structure
	• discussion of writer's voice
	• comparing ideas

Effectiveness of texts may include:	• whether the text meets its purpose, including inferred purpose • whether the text meets the needs of the audience • how the text relates to own knowledge and experience

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • locate, critically read, interpret and evaluate information in a minimum of 3 different complex, text types relevant to learning purposes, at least one of which must be web based

Context of and specific resources for assessment

Assessment must ensure access to:

- paper based and digital texts relevant to learning
- communication technology and software

At this level the learner:

- works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation
- initiates and uses support from a range of established sources

In order to support achievement meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting information in, and making meaning of complex paper based and web based texts
- oral or written questioning to assess knowledge of the techniques used by writers to achieve their purpose in text types relevant to learning purposes
- oral information from the learner assessing the effectiveness of the selected texts
- portfolios containing samples of responses to texts

Unit Code
VU22415

Unit Title
Engage with a range of complex texts for employment purposes

Unit Descriptor
This unit develops the skills and knowledge to interpret a range of structurally intricate paper based and web based text types which are relevant to employment purposes and which may include some specialisation and non routine contexts. Learners at this level work independently and initiate and use support from a range of established resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 4: 4.03, 4.04

Employability Skills
This unit contains employability skills.

Application of the Unit
This unit applies to those seeking to improve their employment options and who need to develop a range of reading skills both in a paper based and web based context. This unit is suitable for those already in employment and those who aspire to employment.

Where application is as part of the Certificates in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU22420 Create a range of complex texts to participate in the workplace*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22413 Engage with a range of complex texts for personal purposes* and *VU22418 Create a range of complex texts for personal purposes*.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Locate a range of complex paper based and web based text types relevant to employment purposes	1.1 Access and examine ***key employment and workplace text types***
	1.2 Locate any relevant explanatory or additional information needed to interpret the text types
	1.3 Identify and confirm the ***purpos***e of the text types
	1.4 Define ***features of the text types***

2 Analyse content in a range of complex paper based and web based texts for employment purposes	2.1 Select relevant texts 2.2 Use a range of ***strategies to interpret the texts*** 2.3 Interpret key information in the texts 2.4 Identify and evaluate supporting information in texts 2.5 Select Information to meet own purposes
3 Critically evaluate a range of complex paper based and web based texts relevant to employment purposes	3.1 Identify ***means used by the author to achieve the purpose of the texts*** 3.2 Apply a range of ***strategies to critically analyse*** **the texts** 3.3 Assess the relevance of the texts to own purpose 3.4 Evaluate ***effectiveness of texts***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- a range of vocabulary related to employment including some specialised vocabulary to support comprehension
- techniques used by writers to convey meaning and achieve purpose
- factors that influence a text such as an author's culture, experiences and value system
- differences in how paper based and web based information is represented

Required Skills:

- literacy skills to:
  - select and apply reading strategies to interpret and analyse texts
  - apply critical analysis skills to interpret and compare texts
  - assess relevance of texts to own purposes and needs
  - assess the validity of online information
  - apply a range of decoding strategies to identify unfamiliar words
- technology skills to access and navigate complex web based texts

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Key employment and workplace text types may include	• complex texts which include embedded information, specialised vocabulary and abstraction and symbolism
	• web based, paper based, handwritten and visual texts:
	  − information from government agencies such as Job Networks, advertisements and application processes
	  − human resource and employment contracts
	  − induction materials / job specifications
	  − OHS / WHS materials
	  − manufacturers' specifications / standard operating procedures
	  − workplace plans, drawings and specifications
	  − information from unions
	  − workplace newsletters
	  − workplace apps

Purposes may include:	• to provide information • to provide advice • to explain a work process

Features may include:

- text structures which use a variety of sentence structures and language features:
  - informative texts that use impersonal tone, numbered outlines / dot points, technical terms, abstract nouns that condense ideas, processes and descriptions, and follow a standard format such as statement of purpose, steps, diagrams / photographs and may include data such as statistical information
  - persuasive texts with author's bias that may be explicit or implicit, use emotive and persuasive language, includes facts and opinions, include supporting materials, may include opposing views on a subject and follow a standard format such as statement of opinion, argument, summing up or recommendation*;*
  - procedural texts with sequential steps required to achieve goals and which may be supported by diagrams, icons, symbols
  - formatted texts such as workplace forms or job applications with headings, instructions and symbols
  - tables, graphs containing formatted data with explicit navigation features such as headings, table of contents, site map/ menus, numbered contents, dot points
- sentences:
  - complex syntactic structures including nominalisation, modality, linking devices to demonstrate conceptual connections and/or causal relationships
- words / phrases/ abbreviations:
  - technical terms
  - abbreviations such as OHS / WHS, MSDS, HR
- simple diagrams:
  - process flowchart
  - charts, graphs to encapsulate data
  - posters to convey messages such as OHS / WHS information
- numerical information:
  - measurements and calculations using common measuring instruments
  - awards / salary information such as ordinary hours and penalty rates

Strategies to interpret texts may include:

- meaning-making strategies:
  - self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people
  - relating separate pieces of information within a text, rather than treating them as separate units of information
  - using knowledge of structure and layout to skim key information
  - recognising that language relates to social contexts and when social relations change, language may also change
  - using a range of technical vocabulary of relevance to particular industry or workplace
  - recognising how supporting information is used effectively
  - distinguishing fact from opinion
  - noting cues such as particular words which indicate a new or important point is about to be made for example, icons, emphasis, words indicating a shift in focus or position for example: however, although
  - making notes from written texts
  - comparing information from different sources
- de-coding strategies:
  - using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings

Means used by the author to achieve the purpose of the text may include:

- choice of genre and text structure
- choice of language to create subtleties or precise meaning
- effective use of punctuation to convey a range of emotions or intentions
- logically organised separate pieces of information arranged within the text

Strategies to critically analyse text may include:

- clarifying the purpose of the writer including stated purpose and inferred purpose
- brainstorming activities to discuss features of the text such as ways in which the text reflects the writer's culture, experiences and value system
- identifying key words and phrases critical to gaining meaning from the text
- comparing ideas
- discussion about the effectiveness of writing:
  - whether it meets the needs of the audience
  - how it relates to own knowledge and experience
  - whether any supporting information is reliable

Effectiveness of texts may include:	• whether the text meets its purpose, including inferred purpose • whether the text meets the needs of the audience • how the text relates to own knowledge and experience

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • locate, read, interpret and evaluate information in a minimum of 3 different complex text types relevant to employment purposes, at least one of which must be web based
Context of and specific resources for assessment	Assessment must ensure access to: • paper based and web based text types relevant to work and employment • communication technology and software where appropriate At this level the learner: • works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation • initiates and uses support from a range of established sources In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy. Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting information in, and making meaning of complex paper based and web based texts
- oral or written questioning to assess knowledge of the techniques used by writers to achieve their purpose in text types relevant to employment purposes
- oral information from the learner identifying key information in the texts and assessing the effectiveness of the selected texts
- portfolios containing samples of responses to texts

Unit Code

VU22419

Unit Title

Create a range of complex texts for learning purposes

Unit Descriptor

This unit describes the skills and knowledge to support the development of writing skills to create a range of complex text types which are relevant to the learning environment. At this level the learner works across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation. Learners at this level work independently and initiate and use support from a range of established resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 4: 4.05, 4.06

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those who wish to improve their literacy skills in the learning environment by developing a range of writing skills associated with creating texts.

Where application is as part of the *Certificate II in General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU22414 Engage with a range of complex texts for learning purposes*.

The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units such as *VU22418 Create a range of complex texts for personal purposes* and *VU22413 Engage with a range of complex texts for personal purposes*

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Research a range of complex text types relevant to learning	1.1 Select a range of ***complex text types***
	1.2 Identify the ***purpose and audience*** for the selected text types
	1.3 Define the ***features*** of the text types
2 Prepare a range of texts for learning purposes	2.1 Organise the ***appropriate format***, language, ***support materials*** and equipment

	2.2 Research content required to create texts
	2.3 Draft the content to meet the requirements of the texts
3 Produce a range of texts for learning purposes	3.1 Develop complex texts
	3.2 ***Review*** texts and check for accuracy
	3.3 Edit texts to enhance meaning and effectiveness in response to feedback
	3.4 Present texts according to ***specified requirements***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- a range of styles of writing and presenting information to a range of audiences
- knowledge of register to enable appropriate selection and application to context
- a broad vocabulary and a range of grammatical structures
- how to structure a range of texts

Required Skills:

- literacy skills to:
  - convey complex relationships between ideas
  - write texts which include a number of examples, opinions, facts, or arguments with supporting evidence
  - gather and order information required to create texts
  - apply spelling strategies such as using visual and phonic patterns
- problem solving skills to select and apply appropriate register according to context

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Complex text types may include:

- texts which include embedded information, specialised vocabulary and abstraction and symbolism
- electronic, printed and texts containing visual elements:
  - informal and formal email, tweet or hand written messages about familiar and immediate matters such as requesting information about an assignment from a fellow class member or the teacher
  - notes taken from the whiteboard/smartboard
  - notes taken from verbal instructions
  - summaries / essays / structured writing
  - vocabulary lists / task lists / dictation
  - individual learning plans / portfolios
  - work books / journal
  - story boards, digital stories
  - reflective writing related to learning
  - weblogs, text for a webpage
  - collaborative text / report
  - text to support verbal / visual presentation
  - survey

Purpose and audience may include:

- private or public audiences:
  - self only for vocabulary lists, notes, task lists
  - class members for a report, summary of research, collaborative work
  - organisational for administration change of address details / enrolment
- personal study purposes or to complete a requirement:
  - collection of information to prepare for writing activities
  - recording and organising information for regular reference
  - organising time

Features may include:

- layout features and styles as appropriate for digital and paper based text types
- standard templates
- use of appropriate language for audience and purpose
- text structure:
  - clearly structured text using a range of structural conventions
  - variation between public and private writing
  - features of narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
  - features informative texts such as transparent organisation with sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; general statement, factual description or logically sequenced explanation, conclusion
  - features of procedural texts such as instructions, statement of the goal, requirements and steps to achieve the goal
  - features of persuasive texts such as argument, statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations
  - navigation features such as grids, arrows, dot points
  - information formatted into a table with a number of columns
  - features of transactional texts such as formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- sentences:
  - consistent use of structurally complex sentences
  - use of nominalisation
  - use of modal verbs and modification devices
  - use of abstract nouns to condense ideas, processes and descriptions and/or explanations
  - use of linking devices appropriate to text type
- vocabulary*:*
  - use of appropriate language for audience and purpose, e.g. descriptive language, techniques to convey feelings and ideas, figures of speech
  - use of vocabulary specific to topic
  - precise selection of vocabulary to convey shades of meaning
  - most frequently used words spelt with accuracy
  - regular use of standard punctuation

  - control over the use of generic grammatical forms such as temporal links such as “meanwhile” and abstract nouns of “migration”, and referential devices
  - awareness and appropriate / effective use of local varieties of non - standard Australian English, slang, LOTE
- visuals:
  - photographs / drawings / sketches / illustrations
  - symbols
  - diagrams, graphs / maps

Appropriate format may include:

- handwritten / word processed / PowerPoint presentation
- online such as html / email / digital story
- report / essay / book review
- short answer questions
- reference list
- notes for a classroom presentation
- student evaluation / feedback
- size of words and visuals
- place of colour, symbols
- using features of punctuation, font and layout to support meaning and clarity such as semi-colons, brackets italics

Support materials may include:

- word processing program / electronic presentation software program
- sample model texts / templates
- written material, information from the teacher, other students, library texts, online sources, newspaper articles

Review may include:

- support from the teacher, by peers, by another support person for:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose / audience / clarity of message
  - appropriateness of layout, register
  - effectiveness of layout features

Specified requirements may include:

- presentation as part of portfolio
- content of text
- use of research
- format/layout
- range of texts

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- identify the purpose and audience for a broad range of complex learning related text types
- create a minimum of two complex learning related texts, with each text reflecting a different text type

Context of and specific resources for assessment

Assessment must ensure access to:

- authentic texts from the learning environment
- online facilities, communications technologies as appropriate

At this level the learner:

- works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation
- initiates and uses support from a range of established sources

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may apply to both domains.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of texts of different text types created by the learner which show evidence of drafting and review
- oral or written questioning to assess knowledge of a the purpose and audience for a range of texts

Unit Code

VU22420

Unit Title

Create a range of complex texts to participate in the workplace

Unit Descriptor

This unit describes the skills and knowledge to support the development of written communication in the workplace. It includes extracting meaning from written information for workplace purposes and preparing complex written materials. At this level the learner works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation. Learners at this level work independently and initiate and use support from a range of established resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 4: 4.05, 4.06

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those wishing to improve their literacy skills for the work environment by developing range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create workplace documents of some complexity.

Where application is as part of the *Certificate II in General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU22415 Engage with a range of complex texts for employment purposes*.

The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units such as *VU22418 Create a range of complex texts for personal purposes* and *VU22413 Engage with a range of complex texts for personal purposes*.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Research a range of complex workplace related text types	1.1 Select a range of ***complex workplace text types***
	1.2 Identify the ***purpose*** and ***audience*** for the selected text types

	1.3 Define the ***features*** of the text types
2 Prepare a range of complex texts for the workplace	2.1 Organise the ***appropriate format***, language, support materials and equipment
	2.2 Research content required to create texts
	2.3 Draft the content to meet the requirements of the texts
3 Produce a range of complex texts for workplace purposes	3.1 Develop complex texts according to any ***organisational requirements***
	3.2 Review texts and check for accuracy
	3.3 Edit texts to enhance meaning and effectiveness in response to feedback
	3.4 Present texts according to ***specified requirements***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- knowledge of organisational protocols / requirements related to written workplace material such as information security, email protocols and use of appropriate language
- differences between requirements for written as opposed to spoken English
- a range of styles of writing and presenting information to a range of audiences
- knowledge of register to enable appropriate selection and application to context
- a broad vocabulary related to the workplace and a range of grammatical structures

Required Skills:

- literacy skills to:
  - link ideas in written material through selection and use of words, language structures and punctuation appropriate to the purpose
  - gather and order information required to create texts
  - use structurally complex sentences
  - use spelling strategies such as visual and phonic patterns
- problem solving skills to select and apply appropriate register according to context

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Complex workplace text types may include:	• texts which include embedded information, specialised vocabulary and abstraction and symbolism • emails, tweets / web sites / help screens / workplace apps • agendas / minutes / meeting notes • instructions / manuals • letters / memos / f/ messages • reports • schedules / timetables / web calendars • manufacturers'/operating instructions/technical instructions • occupational health and safety procedures • style manuals • leave applications / travel forms / petty cash forms
Purpose may include:	• instructional • advisory • mandatory • legislative
Audience may include:	• work colleagues / supervisors • self • internal / external clients

Features may include:

- layout features and styles as appropriate for digital and paper based text
- standard templates such as workplace memos
- use of appropriate language for audience and purpose
- text structure:
  - clearly structured text using a range of structural conventions
  - features of informative texts such as transparent organisation with sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; general statement, factual description or logically sequenced explanation, conclusion
  - features of procedural texts such as instructions: statement of the goal, requirements and steps to achieve the goal
  - navigation features such as grids, arrows, dot points
  - information formatted into a table of one or two columns
  - features of transactional texts such as formal letter / email with formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- sentences:
  - consistent use of structurally complex sentences
  - use of nominalisation
  - use of modal verbs and modification devices
  - use of abstract nouns to condense ideas, processes and descriptions and/or explanations
  - use of linking devices appropriate to text type
  - regular use of standard punctuation
  - control over the use of generic grammatical forms such as temporal links for example, “meanwhile” and abstract nouns
- vocabulary*:*
  - use of appropriate language for audience and purpose, including specialised workplace terminology
  - use of vocabulary specific to workplace
  - precise selection of vocabulary to convey shades of meaning
  - most frequently used words spelt with accuracy
- visuals:
  - photographs / symbols
  - drawings / sketches / illustrations
  - diagrams, graphs
  - maps

Appropriate format may include:	• tables, charts and other graphic information • formatted and unformatted text types • formal emails
Organisational requirements may include:	• legislative requirements / obligations • codes of practice • codes of ethics • security standards • administrative procedures • writing guides/style manuals
Specified requirements may include:	• organisational standards for format and accuracy • use of standard templates • required timeframes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • identify the purpose and audience for a range of complex employment related text types • create a minimum of two complex employment related texts, with each text reflecting a different text type

Context of and specific resources for assessment

Assessment must ensure access to:

- authentic workplace texts in context
- communications technology as required

At this level the learner:

- works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation
- initiates and uses support from a range of established sources

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may apply to both domains.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of different text types created by the learner which show evidence of drafting and review
- oral or written questioning to assess knowledge of a the purpose and audience for a range of workplace related texts

Unit Code

VU22422

Unit Title

Investigate and interpret shapes and measurements and related formulae

Unit Descriptor

This unit describes the skills and knowledge to to investigate two-dimensional and three-dimensional shapes and their representation. It includes estimating, measuring and calculating quantities and using formulae related to personal, public, work or education and training. At this level the learner works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation. Learners at this level work independently and initiate and use support from a range of established resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 4: 4.09, 4.10, & 4.11.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Create two-dimensional and three-dimensional	1.1 Represent two-dimensional shapes and three-dimensional objects by ***scale drawings***, ***simple plans and models*** using appropriate ***symbols and conventions***

	shapes and their representation	1.2 Use ratio to create scale drawings, simple plans and models
		1.3 Estimate, draw and measure ***angles*** using a protractor or compass
2	Investigate two-dimensional and three-dimensional shapes and their representation	2.1 Use ***ratio*** to interpret scale drawings, simple plans and models
		2.2 Read and interpret scale drawings, simple plans and models to see if they are representative of the original object and vice versa
		2.3 Use the ***features and language of shape*** to describe objects and their representation
3	Estimate, measure and calculate quantities including using formulae	3.1 Make initial ***estimate of measurement*** and ***measure correctly*** using appropriate ***instruments***
		3.2 Interpret, use and describe ***concepts and units of measure*** using suitable ***language and symbols***
		3.3 Select and use ***appropriate formulae*** to calculate the measurement properties of ***common shapes***
		3.4 Perform ***conversions between metric units***
		3.5 Check and interpret on the ***reasonableness of results*** in terms of original purpose

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in relation to shapes and designs and in measurement contexts and materials such as on tools, packaging, recipes, designs, diagrams
- simple measurement formulae in familiar and routine contexts
- the characteristics and convention of plans and drawings of two-dimensional and three-dimensional shapes
- knowledge of a combination of informal and formal language of shape

Required Skills:

- literacy skills to read relevant illustrations, diagrams, signs, instructions including on relevant tools and machinery
- problem solving skills to:
  - interpret plans and draw and assemble three-dimensional models
  - estimate, measure and calculate a range of metric quantities
  - estimate, measure and draw accurate scale plans and diagrams of two-dimensional and three-dimensional shapes using drawing and measuring instruments

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Scale drawings, ***simple plans and models*** may include:

- plans of buildings such as classrooms, a house, a garden, a shop, an office or a factory floor and locations such as shopping centres or workplaces
- scale drawings c such as local maps, state maps, maps of Australia, survey or bushwalking maps, or any other relevant maps which have keys and defined scales
- models assembled following written instructions or constructed from nets of three-dimensional objects
- two-dimensional drawings to scale
- three-dimensional drawings not necessarily accurately scaled

Symbols and conventions include:

- scales expressed in ratio form, clear indications of dimensions, clear labelling and symbols such as for parallel lines («) as well as lines of equal length

Angles refers to:

- the symbols and conventions for angles(°, <)
- knowledge and language of angles may include acute, obtuse, right, straight, circle
- bearings used to give direction may be introduced

Ratio refers to:	• ratios for scales in the form of 1:25, 1:100, which should be understood and interpreted • simple ratios to be used and applied such as 1:2, 1:10 or 1:100 • more difficult ratios such as 1:25000 should be interpreted but not used to create drawings or plans
Features and language of shape may include:	• square, rectangle, circle, quadrilateral, triangle, isosceles, equilateral, regular, polygon, hexagon, diagonal, sphere, cube, cylinder, prism, pyramid, edges, corners, faces and shapes of interest such as crescent and star • features and descriptions such as symmetrical, horizontal, vertical, perpendicular and parallel
Estimate of measurement includes:	• use of personal body referents and knowledge including visualisation of size and quantity • recognition of an appropriate range and level of accuracy required is understood
Measure correctly refers to:	• ensuring the instrument starts at zero where appropriate (not on thermometers), the measurement made from the starting point, the accuracy asked for is given, detailed calibrations on measuring instruments are read and interpreted correctly
Instruments may include:	• tape measures, rulers • kitchen and bathroom scales, letter/parcel scales • thermometers • measuring cups/cylinders, spoons • protractors for angle measurement
Concepts and units of measure *may* include:	• concepts of linearity, surface, 3D space amount, capacity and corresponding number of dimensions to measure such as box: 3-dimensions, sheet of glass: 2-dimensions • those for temperature, length, height, mass, capacity, area, volume, angle, or specific interest such as horses' height, amperes, volts, wind speed, air pressure, astronomical distances

Language and symbols may include:	• metres squared, m^2 • hectares, building squares • cc, cm^3, ml, m^3, kL, • \$/m, \$/m^2, \$/m^3,
Appropriate formulae may include:	• perimeter / circumference • standard volumes of cubes, cuboids and cylinders but not volumes of other solids such as spheres, pyramids • standard areas of rectangles, triangles and circles; surface area to be understood as addition of several areas
Common shapes refers to:	• three-dimensional shapes such as packaging, buildings, furniture, cubes and other prisms, pyramids
Conversions between metric units may include:	• converting mm-cm-m-km, ml-l, g-kg and vice versa with tonne and kilolitre included if relevant • converting between units as required before use in area or volume calculations • converting between km^2 and hectares where relevant or volume and capacity such as cm^3, ml or m^3, kL • both fraction or decimal notation where this is the appropriate form needed such as 3,500 m is 3½ km or 3.5km
Reasonableness of results refers to:	• outcomes being checked against initial estimates and rough calculations and visualisation of size and quantity • amount is realistic given the context, for example, if purchasing for cooking is the purpose then 0.5 eggs or if for tiling ½ a tile are unacceptable as answers • answers being given in required units and accuracy as appropriate to task such as sugar measure in g not kg, *pinch* of salt is a few grams,

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use ratios, angle properties and scale drawings to create and investigate two-dimensional and three-dimensional shapes and their representation
- use the features and language of shape to describe a range of shapes and their plans
- estimate measures, and use appropriate metric units and measurement tools to accurately measure and compare a range of quantities
- convert between metric units
- undertake calculations with relevant measurement formulae

Context of and specific resources for assessment

Assessment must ensure access to:

- authentic or simulated tasks, materials and texts in appropriate and relevant contexts
- appropriate measuring instruments

At this level the learner can:

- flexibly use a blend of personal “in the head” methods, and formal pen and paper and calculator procedures (and software programs where appropriate) to solve problems
- work independently and initiate and use support from a range of established resources
- use a range of informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of measurements and calculations undertaken using a range of appropriate formulae
- oral or written questioning to assess the ability to use the features and language of shape to describe a range of shapes and their plans

Unit Code

VU22423

Unit Title

Investigate numerical and statistical information

Unit Descriptor

This unit describes the skills and knowledge to investigate and interpret numerical information embedded in a range of texts. It also includes creating, investigating and interpreting statistical data, tables and graphs related to personal, public, work or education and training needs.At this level the learner works independently across a range of contexts including some that are unfamiliar and/or unpredictable and which include some specialisation. Learners at this level work independently and initiate and use support from a range of established resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 4: 4.09, 4.10, & 4.11.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
	1.1 Identify and extract ***numbers and numerical information*** embedded within a range of ***texts***

1 Investigate and interpret numerical information in a range of texts	1.2 Use an appropriate ***mathematical procedure*** to undertake calculations when investigating the numbers and numerical information in the text
	1.3 Make an initial estimate of the result then perform an accurate ***numerical calculation***
	1.4 Use the ***descriptive language of numbers and numerical information***
	1.5 ***Interpret the results*** in terms of their reasonableness against initial estimates and in terms of any personal, social or work consequences.
2 Investigate and create statistical data, tables and graphs	2.1 ***Collect and represent data*** in tables and in ***graphical form***, using appropriate scales and axes
	2.2 Calculate ***measures of central tendency*** and ***simple measures of spread*** for sets of ungrouped data
	2.3 Use the ***descriptive language of graphs, tables and averages***
	2.4 Interpret the results of the investigation in terms of the meaning of the data and /or accompanying texts, tables and graphs and in terms of any personal, social or work consequences

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in texts and materials
- decimals, fractions and percentages and their equivalent forms
- key features and conventions of tables and graphs
- techniques used to make initial estimations and check results of calculations in relation to the context
- measures of central tendency and simple measures of spread

Required Skills:

- communication and literacy skills to:
  - read relevant texts incorporating numerical and statistical information in tables and graphs
  - use both informal and formal language of number and data to investigate and interpret a range of numerical and statistical information
  - read, understand and interpret numerical information embedded in texts
- problem solving skills to calculate with different types of numbers and mathematical procedures
- numeracy skills to collect data and create tables and statistical graphs

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Numbers and numerical information may include:

- whole numbers, fractions, decimals, percentages and ratios and their equivalent values in a form appropriate to the situation
- chance and probability values related to the likelihood of everyday chance events such as chance of rain, gambling
- rates including km/hr, \$/m, \$/m^3, one in ten
- ratios
- relevant positive and negative numbers such as to Temperature
- numbers expressed as simple powers such as e.g. 2^3, 5^2 and which may include simple scientific notation such as 3.6×10^3
- common square roots and their meaning such as $\sqrt{4} = 2$

Texts may include:

- printed and digital texts:
  - website, newspaper, or magazine journal articles
  - workplace documents
  - financial information such as taxation returns
  - advertising leaflets / catalogues
  - timetables

Mathematical procedure includes:

- addition, subtraction, multiplication, division (+,–, ×, ÷), conversion between fractions, decimals and percentages then an operation, several conversions to allow comparison
- using different methods, and choosing the most appropriate method for the question such as 5% done in the head using ½ of 10%, or using pen and paper, whereas complicated calculations such as 4.25% done only using a calculator
- conversion of fractions, decimals, percentages and ratios into their equivalent values in a form appropriate to the situation

Numerical calculation includes:

- +,–, ×, ÷ with whole numbers and decimals where division by decimal values and long division may be worked out on a calculator
- +,–, ×, ÷ with standard fractions only e.g. 2/3, 1/5, 7/10, etc. and where multiplication and division with fractions is related to relevant applications for example. multiplying fractions when increasing a recipe with fractions; calculating how far an estimated distance is based on a pace length of ¾ of a metre
- percentages including *% of*, *% change* and *A as % of B*
- routine rate and ratio calculations such as 2:3=4?
- knowledge and use of the order of arithmetic operations
- calculations can be undertaken flexibly using a blend of relevant “in the head” methods, and formal pen and paper and calculator procedures and software programs where appropriate

Descriptive language of numbers and numerical information may include:

- reading and writing decimal numbers such as point two four five, 0.245, two and five thousandths, 2.005
- common words, phrases and symbols for mathematical procedures such as percentages, rates, and arithmetical operations
- symbols and words for comparison such as >, <, = ,≥, ≤

Interpret the results refers to:	• a comparison of final result to initial estimate or referral to context to decide if the result is possible or relevant • knowledge that may lead to comparison to previous experience and therefore decide whether result is appropriate
Collect and represent data refers to:	• data which can be existing or newly collected via a survey/questionnaire • data which may be whole numbers, percentages, decimals and fractions • grouping data entering data into hard copy tables or into a word processing package or spreadsheet
Graphical form may include:	• pie charts, bar graphs, line graphs, pictograms typically found in newspapers, on household bills, information leaflets • scales created should be appropriate to the data collected or being investigated • scatter diagrams, box and whisker plots
Measures of central tendency refers to:	• mean, median and mode calculated from survey results, wages, production figures, sports information, sample packet contents • the use or misuse of the term average in relation to this should be discussed
Simple measures of spread may include:	• range • interquartile range
Descriptive language of graphs, tables and averages may include:	• common words, phrases and symbols for mathematical procedures such as percentages, rates, and arithmetical operations • symbols and words for comparison such as >, <, = ,≥, ≤ • descriptive language of graphs, tables and averages such as maximum, minimum, increasing, decreasing, constant, slope, fluctuating, average, above/below average, range • a range of informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- read and extract numerical information embedded in a range of texts
- undertake a range of mathematical calculations with numbers, make initial estimates of results and interpret and convey the results using both informal and formal language of numbers, graphs, tables and statistical information
- collect and organise data into tables and construct graphs using appropriate scales and axes
- use key features and conventions of tables and graphs and of measures of central tendency and simple measures of spread to investigate and interpret some unfamiliar statistical information

Context of and specific resources for assessment

Assessment must ensure:

- access to authentic or simulated tasks, materials and texts in appropriate and relevant contexts

At this level the learner can:

- flexibly use a blend of personal “in the head” methods, and formal pen and paper and calculator procedures (and software programs where appropriate) to solve problems
- work independently and initiate and use support from a range of established resources
- use a range of informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of work completed by the learner demonstrating the ability to investigate and interpret numerical information embedded in a range of relevant texts
- portfolio of tables and graphs created by the learner which demonstrate the ability to investigate and interpret statistical data
- oral or written questioning to assess the ability to use the formal and informal language of numbers, graphs, tables and statistical information to interpret and convey the results of a range of mathematical calculations

Unit Code	**VU22424**
Unit Title	**Investigate and use simple mathematical formulae and problem solving techniques**
Unit Descriptor	This unit describes the skills and knowledge to develop and use simple formulae to describe and represent relationships between variables in a range of real life contexts. It involves using simple mathematical problem solving techniques to interpret and solve straight forward mathematical problems related to personal, public, work or education and training needs. At this level the learner works independently across a range of contexts including some that are unfamiliar and/or unpredictable and which include some specialisation. Learners at this level work independently and initiate and use support from a range of established resources. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 4: 4.09, 4.10, & 4.11.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills. Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful. It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Develop and use simple mathematical formulae in relevant contexts	1.1 Develop ***simple formulae*** and ***algebraic expressions*** which generalise straightforward number patterns or relationships between variables in familiar and some unfamiliar contexts
	1.2 Translate ***simply worded problems*** involving unknown quantities into simple linear ***equations***
	1.3 Use ***verbal generalisations*** and ***informal and symbolic notation, representation and conventions*** of algebraic expressions
	1.4 Substitute into simple formulae or simple linear equations to find particular values and to check the effectiveness of the developed formulae or equation
	1.5 Solve simple formulae and equations using ***informal or formal techniques***
2 Use mathematical problem solving techniques to investigate and solve relevant problems	2.1 Use ***appropriate techniques*** to interpret and extract relevant information from a ***problem solving activity or text***
	2.2 Select and use a range of appropriate ***problem solving techniques***
	2.3 Assess the ***reasonableness of the result*** and select an alternative problem solving technique, if necessary
	2.4 Use the ***language and terminology*** of problem solving to communicate the procedures and outcomes of the problem solving activity

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints/ symbols represent meaning in relation to the writing and representation of algebraic expressions
- the use and the purpose of formulae and that they represent relationships between variables in real life tasks and situations

Required Skills:

- literacy skills to read relevant texts and diagrams
- problem solving skills to:
  - understand and use simple mathematical formulae
  - interpret, use and calculate with a range of types of numbers

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Simple formulae may include:

- formulae between variables in familiar and some unfamiliar contexts:
  - volume of a rectangular prism (V= L×W×H)
  - Australian Rules football scores (P = 6g + b)
  - cost of payment for a plumber charging $120 per hour and a call out fee of $50 (C = 50 + 120h)

Algebraic expressions includes:

- linear relationships and algebraic expressions for number patterns involving one or two arithmetical steps and based around situations that can be described or modelled such as “double the number and add five more”

Simply worded problems should include:

- one or two arithmetical steps and use language such as doubling, halving, words for the four arithmetic operations

Equations should:

- normally involve only two variables using one or two mathematical operations

Verbal generalisations may include:

- language such as doubling, halving, squaring,‘$25 plus $60 per hour’

Informal and symbolic notation, representation and conventions includes:

- informal representations using words or letters and symbols and standard abbreviations and conventions for the four operations, squares, and fractional amounts including using meaningful symbols such as □’s for unknowns, t’s for teaspoons, P for profit, etc. for written generalisations
- conventions for writing algebraic expression, such as not using a symbol for multiplication as in 6g = 6 × g

Informal or formal techniques may include:

- informal techniques such as backtracking / guess / check and improve
- simple applications of formal techniques such as using inverse operations to both sides of an equation in order to isolate the required variable on one side of the equation
- simple graphical techniques such as plotting a graph from a table of values and identifying key values from the graph (not including gradient at this level)

Appropriate techniques may include:	• restating/rewriting • drawing diagrams, using flow charts, sketching a graph
Problem solving activity or text includes:	• activities / tasks which require strategies other than the standard application of arithmetical processes
Problem solving techniques may include:	• guess and check; elimination; making a table, diagram or sketch; using patterns; simplifying; concrete modelling • those modelled by the teacher at this level with guidance and support via leading questions
Reasonableness of the result refers to:	• a comparison of final result to initial estimate or referral to context to decide if the result is possible, relevant • knowledge that may lead to comparison to previous experience and therefore decide whether result is appropriate
Language and terminology includes:	• common words and phrases for mathematical problem solving techniques such as guess and check, pattern, simplify, trial and error

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • develop and write a range of simple formulae based on real life situations or which generalise straightforward number patterns or relationships between variables • use a range of simple algebraic techniques in using and solving simple mathematical formulae and algebraic expressions • choose appropriate mathematical problem solving techniques to investigate and solve relevant problems

Context of and specific resources for assessment

Assessment must ensure:

- access to authentic or simulated tasks, materials and texts which require strategies other than the standard application of arithmetical processes

At this level the learner can:

- flexibly use a blend of personal “in the head” methods, and formal pen and paper and calculator procedures (and software programs where appropriate) to solve problems
- work independently and initiate and use support from a range of established resources
- use a range of informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of work completed by the learner demonstrating the ability to use a range of mathematical problem solving techniques and to develop and use formulae and algebraic expressions in familiar and some unfamiliar contexts
- oral or written questioning to assess the ability to translate simply worded problems involving unknown quantities into simple linear equations and to communicate processes and outcomes of mathematical problem solving

Unit Code

VU22436

Unit Title

Engage with a range of highly complex texts for learning purposes

Unit Descriptor

This unit describes the skills and knowledge to interpret and critically evaluate and synthesise a range of highly complex paper based and web based text types for learning purposes. These include intricate, dense and extended texts across a broad range of contexts including specialised contexts. Students at this level work autonomously and use and evaluate a broad range of support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 5: 5.03 & 5.04

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those seeking to improve their further education participation options and who need to develop a range of critical reading skills both in a paper based and web based context. These skills provide the foundation for future activities to extend reading skills to interpret and critically evaluate highly complex text types for learning purposes and enable the learner to gain access to knowledge and skills which will assist them in future educational, employment and community activities.

Where application is as part of the Certificate III in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills writing unit *VU22440 Create a range of highly complex texts for learning purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22435 Engage with a range of highly complex texts for personal purposes* and *VU22439 Create a range of highly complex texts for personal purposes*.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Access and select a range of highly complex paper and web based text types for learning purposes	1.1 Locate and access a range of ***highly complex text types***
	1.2 Clarify ***own specified purposes*** for engaging with texts
	1.3 Critically evaluate and select text types relevant to own learning purposes/needs

2	Review selected paper and web based texts	2.1 Interpret the ***purpose*** and audience of the selected texts
		2.2 Define ***features of text types*** selected
		2.3 Apply ***critical reading strategies*** to interpret and synthesise ideas and supporting arguments in texts
3	Critically evaluate selected paper and web based texts	3.1 Critically evaluate ***devices*** used to convey and influence meaning
		3.2 Critically evaluate the ***effectiveness*** of the texts and support judgements
		3.3 Critically ***compare and contrast*** the texts
		3.4 Assess relevance of texts to identified purpose

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- ways in which language is used to make hypotheses and convey implicit meaning to influence others
- broad vocabulary including idiom, colloquialisms, and cultural references, and specialised vocabulary as appropriate, to support comprehension
- devices used by writers to convey and influence meaning and achieve purpose
- differences in presentation between paper based and web based texts
- register and its influence on expression and meaning in text types

Required Skills:

- problem solving skills to:
  - apply a repertoire of strategies to interpret and critically evaluate structurally complex texts
  - assess relevance of texts to own purposes and needs
  - assess the validity and credibility of paper and web based texts, integrate complex concepts across different texts
- technology skills to access and navigate web based digital text to locate and assess highly complex texts
- planning and organising skills to gather, select and synthesise information in texts for own specific purposes/needs by defining and reviewing own information requirements both before and during research

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly complex text types may include:

- dense texts with highly embedded information and specialised language
- web based , printed, handwritten and visual texts which may include:
  - informative texts for example, text books, research material/data, academic reports and abstracts including technical information, newspaper and journal articles instructional materials such as learner resources to support participation in tertiary courses, classroom based learning materials
  - persuasive texts such as newspaper editorials and opinion pieces on complex subjects or issues
  - procedural manuals / learner guides
  - lecture notes about a specialist area
  - complex fiction texts

Own specified purposes may include:

- to meet current and future study demands
- to compare and evaluate information about different courses
- to access and compare academic journal articles about a specialised area
- to access information to complete a learning task
- to compare and evaluate arguments on a research question

Purpose of texts may include:

- to convey and contrast knowledge for example subject based such as scientific, environmental, historical, technical
- to develop specialised skills for example scientific methods, implementing a process or technique
- to provide options or advice for example about career pathways or further education pathways
- to provide multiple perspectives of a complex issue
- to make a specific impact on different audiences

Features of text types may include:

- lexically dense texts with highly complex text structures, which use a variety of language and structures to convey and influence meaning which may include highly complex narrative and expressive texts with highly embedded information, multiple points of view and perspectives, conflict development and resolution, different characters' point of view, multiple plot lines converging at the end, flash back or forwards, different time frames
- highly complex informative texts containing multiple cause and effect relationships, comparison and contrast, multiple sources, problem and solution with complex discourse markers, specialised vocabulary including technical vocabulary
- highly complex procedural texts with integrated and inferred steps required to achieve goals and which may include precautions or warnings, options or alternatives, inferred hints and advice and supporting explanations
- highly complex persuasive texts with intended messages that use emotive and persuasive language, may pose rhetorical questions, include facts and opinions, writer's bias which may be explicit or implicit, includes supporting materials and evidence, may include opposing views and opinions on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation

- sentences:
  - highly complex syntactic structures
  - highly embedded information
  - sophisticated stylistic devices such as nominalisation
- words / phrases/ abbreviations:
  - broad vocabulary including idiom, colloquialisms, cultural references as appropriate
  - vocabulary associated with personally relevant education activities and highly specialised areas
  - technical terms linked to study areas / subject areas
  - abbreviations associated with further and higher education such as TAFE, VET, VCE, HE
- information and data presented visually:
  - charts, tables, graphs of statistical data
  - demographic data
  - diagrams
  - flowcharts

Critical reading strategies may include:

- a broad range of meaning-making strategies to make complex conceptual connections, and/or causal relationships such as:
- drawing on a range of specialised vocabulary of relevance to specific areas of further learning and study
- recognising ways in which punctuation conveys a range of emotions or intentions
- making critical comparisons of information contained in different texts
- interpreting linking devices accurately to make complex conceptual connections, and/or causal relationships
- exploring how the writer's choice of language conveys mood and meaning
- reviewing the ways in which the writer's use of a range of language structures impacts on the reader for example conveying underlying values and subtle nuances
- critically analysing the effectiveness of the writer's choice of supporting materials and the reliability of their source
- writer's selection of specific text type to suit audience and purpose

- de-coding strategies:
  - using a broad range of word identification strategies, including word derivations and meanings

Devices may include:

- nuanced language
- figures of speech
- emotive (connotative) word choice
- colloquial language
- slang
- rhythm and rhyme
- use of idioms to convey and shape meaning
- flashback/retrospective account of event or incident
- analogy (reference to…)
- way language is used to create tension, mood, convey feelings
- selection of text-type, subject matter and language to suit specific audience and purpose
- omission of information or misleading information
- language choice to convey tone, attitude or bias
- layout

Effectiveness may include:	• credibility/reliability • relevance in meeting identified need or purpose • level of clarity • currency and accuracy
Compare and contrast may include	Similarities and / or differences related to: • styles and devices used to convey and influence the reader across texts • devices used to influence the reader • strength of arguments on same subject or issue across texts

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • select, review, interpret and critically evaluate highly complex texts for learning purposes • critically evaluate a minimum of 3 different personally relevant text types at least one of which must be web based
Context of and specific resources for assessment	Assessment must ensure access to: • t real / authentic text types relevant to the learner's learning needs • communication technology and software as appropriate At this level the learner: • works autonomously and uses and evaluates a broad range of support resources when support is required In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy. Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting and critically evaluating information in highly complex paper and web based text types relevant to learning purposes
- oral or written questioning to assess knowledge of the devices used by writers to convey information in text types relevant to learning
- oral information from the learner analysing the effectiveness of the selected texts
- portfolios containing:
  - samples of responses and analysis of texts
  - journal / log book of reflections on texts

Unit Code	**VU22437**
Unit Title	**Engage with a range of highly complex texts for employment purposes**
Unit Descriptor	This unit describes the skills and knowledge to interpret and critically evaluate and synthesise a range of highly complex paper based and web based text types for employment purposes. These include intricate, dense and extended texts across a broad range of contexts including specialised contexts. Students at this level work autonomously and use and evaluate a broad range of support resources. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 5: 5.03 & 5.04
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to those in employment or those who aspire to employment and who need to develop a range of reading skills both in a paper based and web based context. These skills provide the foundation for future activities to extend reading skills to interpret and critically evaluate highly complex text types for employment purposes and enable the learner to access knowledge and skills which will assist them in future educational, employment and community activities. Where application is as part of the Certificate III in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *BSBWRT401 Write complex documents*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22436 Engage with a range of highly complex texts for learning purposes* and *VU22440 Create a range of highly complex texts for learning purposes*.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Access and select a range of highly complex paper and web based	1.1 Locate and access a range of ***highly complex text types***
	1.2 Clarify ***own specified purposes*** for engaging with texts

	texts for employment purposes	1.3 Critically evaluate and select text types relevant to own employment purposes/needs
2	Review selected paper and web based texts	2.1 Interpret **purpose and audience** of the selected texts 2.2 Define ***features of text types*** selected 2.3 Apply ***critical reading strategies*** to interpret and synthesise ideas and supporting information in the texts
3	Critically evaluate selected paper and web based texts	3.1 Critically evaluate ***devices*** used to convey and influence meaning 3.2 Critically evaluate the ***effectiveness*** of the texts and support judgements 3.3 Critically ***compare and contrast*** the texts 3.4 Assess relevance of texts to identified purpose/needs

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- ways in which language is used to make hypotheses and convey implicit meaning to influence others
- broad and specialised work related vocabulary including idiom and cultural references as appropriate to support comprehension
- devices used by writers to convey and influence meaning and achieve purpose
- differences in presentation between paper and web based texts
- register and its influence on expression and meaning in text types

Required Skills:

- problem solving skills to:
  - apply a repertoire of reading strategies to interpret and critically evaluate structurally complex texts
  - assess relevance of texts to own purposes and needs
  - assess the validity and credibility of paper and web based texts integrate complex concepts across different texts
- highly technology skills to access and navigate web based digital text to locate and assess complex texts
- planning and organising skills to gather, select and synthesise information in texts for own specific purposes/needs by defining information requirements both before and during research

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly complex text types may include:	• dense texts with highly embedded information and specialised language • web based, printed, handwritten and visual texts such as: − job applications − work performance assessments − OHS / WHS materials and procedures − policy statements or induction materials such as information about the company / workplace, superannuation information − standard operating instructions and procedures − human resources information such as employment contracts and policy statements such as discrimination, sexual harassment, bullying − complex workplace plans, drawings, specifications or diagrams − Australian Standards applicable to industry sectors − Industrial information from unions and employee associations − position descriptions and selection criteria − company profiles such as mission statements, annual reports, company projections − complex workplace reports − procedures on how to use digital platforms such as air tasker to seek job information
Own specified purposes may include:	• to access information to complete a work task • to access information about a job role • to access information about a particular industry and its performance
Purpose of texts may include:	• to provide advice for effective techniques for interview • provide an analysis of trends in an industry • to provide options or advice for example about career pathways or further education pathways for an employment area • to provide multiple perspectives of a complex workplace issues • to make a specific impact on different audiences

Features of text types may include:

- lexically dense texts with highly complex text structures, which use a variety of language and structures to convey and influence meaning. These may include: a highly complex informative texts with highly embedded information and containing multiple cause and effect relationships, comparison and contrast, multiple sources, problem and solution options with complex discourse markers, specialised vocabulary including technical vocabulary
- highly complex procedural texts with integrated and inferred steps required to achieve goals and which may include precautions or warnings, options or alternatives, inferred hints and advice and supporting explanations
- highly complex persuasive texts with intended messages that use emotive and persuasive language ,may pose rhetorical questions, include facts and opinions, writer's bias which may be explicit or implicit, includes supporting materials and evidence, may include opposing views or perspectives on a subject or issue and might follow a standard format such as statement of opinion, argument, summing up or recommendation

- sentences:
  - highly complex syntactic structures
  - highly embedded information
  - sophisticated stylistic devices such as nominalisation
- words / phrases/ abbreviations:
  - broad, specialised vocabulary including idiom, colloquialisms, cultural references as appropriate
  - technical vocabulary specific to the workplace or industry
  - vocabulary which creates nuances of meaning
  - abstraction, symbolism
- information and data presented visually:
  - charts, tables, graphs of statistical data
  - demographic data
  - diagrams and flowcharts
- numerical formation:
  - statistics
  - graphs related to outputs and volume
  - grouped data

Critical reading strategies may include:

- a broad range of meaning-making strategies to make highly complex conceptual connections, and/or causal relationships such as:
- drawing on a range of specialised vocabulary of relevance to employment or workplace
  - recognising ways in which punctuation conveys a range of emotions or intentions
  - making critical comparisons of information contained in different texts
  - interpreting linking devices to make complex conceptual connections, and/or causal relationships
  - exploring how the writer's choice of language conveys mood and meaning
  - reviewing the ways in which the writer's use of a range of language structures impacts on the reader for example conveying underlying values and subtle nuances
  - critically analysing the effectiveness of the writer's choice of supporting materials and the reliability of their source
  - writer's selection of specific text type to suit audience and purpose
- de-coding strategies:
  - using a broad range of word identification strategies, including word derivations and meanings

Devices may include:

- nuanced language
- figures of speech
- emotive (connotative) word choice
- colloquial language
- slang
- rhythm and rhyme
- use of idioms to convey and shape meaning
- flashback/retrospective account of event or incident
- analogy (reference to…)
- way language is used to create tension, mood, convey feelings
- selection of text-type, subject matter and language to suit specific audience and purpose
- omission of information or misleading information
- language choice to convey tone, attitude or bias
- layout

Effectiveness may include:	• credibility/reliability • relevance in meeting identified need or purpose • level of clarity • currency and accuracy • evidence presented
Compare and contrast may include	Similarities and / or differences related to: • styles and devices used to convey and influence the reader across texts • devices used to influence the reader • strength of arguments on same subject or issue across texts

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • select, review, interpret and critically evaluate highly complex texts for employment purposes • critically evaluate a minimum of 3 different text types relevant to own employment needs at least one of which must be web based
Context of and specific resources for assessment	Assessment must ensure access to: • real / authentic text types relevant to the learner's employment needs • communication technology and software as appropriate • At this level the learner works autonomously and uses and evaluates a broad range of support resources. In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy. Where this unit is being co-assessed with units related to another domain, such as learning, the same texts may be relevant to both domains.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner selecting, interpreting and critically evaluating information in highly complex paper and web based text types relevant to employment purposes
- oral or written questioning to assess knowledge of the devices used by writers to convey information in text types relevant to employment
- oral information from the learner analysing the effectiveness of the selected texts
- portfolios containing:
  - samples of responses and analysis of texts
  - journal / log book of reflections on texts

Unit Code	**VU22440**
Unit Title	**Create a range of highly complex texts for learning purposes**
Unit Descriptor	This unit describes the skills and knowledge to develop writing skills to create highly complex text types for learning purposes across a range of contexts including specialised contexts. Learners at this level work autonomously and use and evaluate a broad range of support resources The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 5: 5.05 & 5.06
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to those who wish to develop their literacy skills to a highly complex level to enable more effective participation in further study. Where application is as part of the Certificate III in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of *VU22436 Engage with a range of highly complex texts for learning purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22435 Engage with a range of highly complex texts for personal purposes* and *VU22439 Create a range of highly complex texts for personal purposes*.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Research a range of highly complex text types for learning purposes	1.1 Research and select a range of ***highly complex text types***
	1.2 Determine the *purpose and audience* of the selected texts
	1.3 Critically analyse ***structure***, ***style*** and ***format*** requirements of the text types
2 Prepare a range of highly complex text	2.1 Determine the purpose and audience for the texts to be created

	types for learning purposes	2.2 Gather, synthesise and arrange the content for the texts in an ***appropriate form***
		2.3 Apply appropriate structure, style and format
		2.4 Use ***content and language*** appropriate and relevant to the writing purpose
3	Produce a range of highly complex text types for learning purposes	3.1 Use prepared content to develop highly complex texts
		3.2 Proof read and edit texts prior to presentation
		3.3 Elicit and incorporate feedback on effectiveness of texts as appropriate
		3.4 Present completed texts according to ***specified requirements***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- conventions and importance of note taking in a learning context
- genres and styles of writing related to learning
- registers and how they influence expression, meaning, and relationships
- a broad and / or specialised vocabulary to accurately express content
- complex grammatical structures to accurately and effectively express content
- style conventions of academic writing such as referencing and footnotes

Required Skills:

- problem solving skills to:
  - create highly complex relationships between ideas and purposes
  - critically evaluate and extend writing
  - apply drafting and revision processes
- planning and organising skills to:
  - gather organise and synthesise content
  - review texts to enhance meaning and effectiveness

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly complex text types include:

- dense texts with highly embedded information and specialised language such as:
  - research / reflective / project reports
  - essays
  - journals
  - articles

Structure may include:

- highly complex text type structures and features to support purpose:
  - clearly structured text displaying logical connections and transparent organisational structures, a range of conventions
  - variation between public and private writing
  - features of highly complex narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
  - features of informative texts such as transparent organisation using sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; structuring writing to move from introduction through several connected ideas / evidence / points of view to a summary / recommendation, data
  - features of highly complex procedural texts such as integrated instructions: statement of the goal, requirements and steps to achieve the goal
  - navigation features such as grids, arrows, dot points, web links
  - features of highly complex transactional texts such as formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
  - features of highly complex persuasive texts such as argument: statement of opinion and supporting evidence, arguments and summing up; discursive: opening statement, conclusion or recommendations
  - consistent use of highly complex sentence structure including stylistic devices such as nominalisation
  - effective use of linking devices to demonstrate highly complex conceptual connections and/or causal relationships appropriate to text type
- visual features:
  - complex diagrams such as flowcharts
  - charts, tables, graphs of statistical data
  - demographic data
  - photographs / illustrations

Style may include:	• appropriate register to support purpose and audience • effective and appropriate use of words and expressions • specialised language relevant to topic • selection of appropriate vocabulary such as idiom to convey shades of meaning • effective use of a variety of grammatical forms including cause and effect relationships, conceptual connections, conjunctions, clause markers such as 'if' and 'although' and modal structures,
Format may include:	• word processed / html / email • letter format / report • presentation • use of footnotes, references • visual • handwritten
Appropriate form may include:	• handwritten and / or digital notes • diagrams / graphs
Content and language may include:	• a range of topics, beliefs, issues or experiences • sophisticated literary devices to convey character, setting and/or emotions • a range of highly complex concepts and facts within a specialist field of knowledge including some abstract or technical concepts • vocabulary including idiom, colloquialisms, and cultural references as appropriate • specialist vocabulary in a variety of specialised fields grammatical structures to achieve precise meaning • accurate spelling and use of a range of punctuation features

Specified requirements may include:

- electronic or handwritten format
- drafts and notes
- number of copies
- style conventions:
  - numbered pages
  - headers and footers
  - referencing
  - appendices
  - table of contents
- as part of a paper based or e-portfolio
- according to set timelines, due dates

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- critically analyse and review features of a range of highly complex text types relevant to learning needs
- apply drafting and revision processes to produce two learning related highly complex text types from own notes which demonstrate the ability to gather, arrange and synthesise information

Context of and specific resources for assessment

Assessment must ensure access to:

- real / authentic highly complex text types relevant to a learning context
- online facilities, communications technology as appropriate

At this level the learner :

- operates autonomously in a broad range of contexts
- accesses and evaluates support from a broad range of sources

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of highly complex text types created by the learner from their own notes showing evidence of drafting and editing
- oral or written questioning to assess knowledge of the features, purpose and audience for a range of highly complex, learning related text types

Unit Code

VU22442

Unit Title

Analyse and evaluate numerical and statistical information

Unit Descriptor

This unit describes the skills and knowledge to analyse and evaluate highly complex numerical information in texts and analyse and create statistical data, tables and graphs.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 5: 5.09, 5.10 & 5.11Learners at this level work autonomously and use and evaluate a broad range of support resources.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Analyse and evaluate numerical information in texts	1.1 Identify ***numbers and numerical or quantitative information*** within ***texts or realistic contexts***
	1.2 Use ***mathematical procedures*** to undertake calculations appropriate to analysis of the numbers and numerical or quantitative information in the texts or context
	1.3 Make an initial estimate of the result then carry out an accurate calculation

	1.4 Reach conclusions regarding the use and application of the numerical or quantitative information in the texts or context in terms of accuracy and any personal, social or work implications and consequences
2 Analyse and evaluate statistical data, tables and graphs	2.1 Collect and represent statistical ***data*** in appropriate ***tabular and graphical form***
	2.2 Calculate ***measures of central tendency*** and ***common measures of spread***
	2.3 Reach conclusions regarding the use and application of the statistical data in terms of its ***accuracy*** and any personal, social or work implications and consequences
	2.4 Communicate information using the ***descriptive language*** of graphs, tables and measures of central tendency and spread

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- techniques used to make initial estimations and check results of calculations in relation to the context
- measures of central tendency including mean, median and mode or modal class
- common measures of spread including range, interquartile range, common percentiles and standard deviation

Required Skills:

- communication skills to use a wide range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically
- problem solving skills to:
  - interpret, select and investigate appropriate mathematical information and relationships highly embedded in an activity, item or text
  - analyse and evaluate the appropriateness, interpretations and wider implications of all aspects of a mathematical activity
  - select and apply a wide range of mathematical strategies flexibly to generate solutions to problems across a broad range of contexts

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Numbers and numerical or quantitative information include:	• any form of rational numbers such as fractions, decimals, percentages, rates and ratios and proportions, and their equivalent values • values and knowledge of probability and chance • numbers expressed in scientific notation • directed numbers and numbers expressed in index form
Texts or realistic contexts may include:	• newspaper articles • data on social issues such as gambling • financial information such as debts, banking loans • health and well-being, road safety and crash statistics • workplace quality control data and information • public information put out by councils, utilities, services
Mathematical procedures may include:	• calculation of rates, ratios and proportions • probabilities of events such as winning the lottery, horse racing odds, throwing of dice • the use of appropriate formulae • calculating using rational numbers
Data may include:	• whole numbers • percentages, decimals, fractions and ratios found in statistical information
Tabular and graphical form may include:	• pie charts, frequency graphs such as bar graphs, scatter diagrams, box and whisker plots, line graphs, and cumulative frequency graphs • software programs such as spreadsheets, or word processing graphing packages, or graphing calculators should be used to plot graphs
Measures of central tendency include:	• mean, median and mode or modal class including for grouped data
Common measures of spread include:	• range, interquartile range • common percentiles • standard deviation

Descriptive language may include:

- specialised and general language such as:
  - maximum, minimum
  - increasing, decreasing
  - constant, slope, fluctuating
  - average, above/below average
  - distorted, biased

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- analyse and evaluate highly complex numerical information in texts and use mathematical procedures to make calculations related to quantitative data
- analyse and evaluate statistical data, tables and graphs and communicate information using the descriptive and specialised language of graphs, tables and measures of central tendency and spread

Context of and specific resources for assessment

Assessment must ensure access to:

- real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts where the maths content is embedded
- access to computer hardware and software
- At this level the learner works autonomously and uses and evaluates a broad range of support resources.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of work completed by the learner demonstrating the ability to:
  - use mathematical procedures to analyse and evaluate highly embedded numerical information in texts
  - collect and represent statistical data and calculate measures of central tendency and common measures of spread
- oral and written questioning to assess the ability to use a wide range of oral and written informal and specialised language and representation including symbols, diagrams and charts to communicate mathematically

Unit Code	**VU22443**
Unit Title	**Use algebraic techniques to analyse mathematical problems**
Unit Descriptor	This unit describes the skills and knowledge to use algebraic techniques to investigate and solve mathematical problems and develop and use formulae and graphs to describe and represent relationships between variables. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 5: 5.09, 5.10 & 5.11. Learners at this level work autonomously and use and evaluate a broad range of support resources.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills. Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful. It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Use algebraic techniques to analyse and solve problems	1.1 Use algebraic expressions, rules, ***equations***, ***formulae***, and their conventions to describe ***generalisations*** or number patterns or relationships between variables

	1.2 Use the ***conventions and symbolic notation and representation*** of algebra including signed numbers and ***indices*** appropriately
	1.3 Use substitution into formulae or algebraic expressions to find particular values
	1.4 Solve a ***range of equations*** using a variety of ***algebraic techniques***
2 Develop and use algebraic graphs to analyse relationships between variables	2.1 Use ***graphical techniques*** to draw linear and ***simple non-linear graphs*** and analyse and solve relationships and equations
	2.2 Identify ***general shapes and major characteristics*** of linear and simple non-linear graphs and interpret their real world meanings interpreted
	2.3 Equations are developed and written from given linear and simple non-linear graphs

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- algebraic techniques such as same operation on both sides, backtracking and factorising

Required Skills:

- communication skills to use a wide range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically
- problem solving skills to:
  - interpret, select and investigate appropriate mathematical information and relationships highly embedded in an activity, item or text
  - analyse and evaluate the appropriateness, interpretations and wider implications of all aspects of a mathematical activity
  - select and apply a wide range of mathematical strategies flexibly to generate solutions to problems across a broad range of contexts

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Equations include:	• those with only one or two unknowns

Formulae and ***generalisations*** created may describe:	• linear and simple non-linear number patterns (simple polynomial graphs) • direct or inverse variation between variables in real or simulated situations • exponential growth or decay
Conventions and symbolic notation and representation may include:	• simple indices • square roots • brackets • alternative conventions for division • signed numbers to express and interpret formulae, rules and equations
Indices should include:	• positive, negative • key fractional values such as ½ and application of the index laws
Range of equations should include:	• linear • quadratic • simultaneous equations
Algebraic techniques include:	• same operation on both sides • backtracking • factorising • guess, check and improve and include transpositions, and some manipulation of algebraic fractions
Graphical techniques should include:	• plotting points • sketching from known main features of algebraic function • using technology such as a graphing calculator or computer package (where experimental data is plotted, lines of best fit to be drawn by eye only or using graphing calculators or software programs)
Simple non-linear graphs should include:	• parabolas • hyperbolas

General shapes and major characteristics may include:	• linear, parabolic and hyperbolic shapes • x and y-intercepts, gradients, lines of symmetry, turning points

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use algebraic techniques to analyse and solve problems
- develop and use algebraic graphs to analyse relationships between variables

Context of and specific resources for assessment

Assessment must ensure access to :

- real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts where the maths content is highly embedded
- access to computer hardware and software

At this level the learner:

- works autonomously and uses and evaluates a broad range of support resources

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of work completed by the learner demonstrating the ability to:
  - use algebraic expressions, rules, equations and formulae to analyse and solve a range of equations embedded in materials and / or texts
  - develop and use algebraic graphs to analyse relationships between variables and interpret their real life meaning
- oral and written questioning to assess the ability to use a wide range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically

Unit Code	**VU22444**
Unit Title	**Use formal mathematical concepts and techniques to analyse and solve problems**
Unit Descriptor	This unit describes the skills and knowledge to use formal mathematical concepts and techniques and mathematical problem solving techniques to analyse and solve problems. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 5: 5.09, 5.10 & 5.11 Learners at this level work autonomously and use and evaluate a broad range of support resources.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills. Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful. It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Use formal mathematical concepts and techniques to analyse and solve problems	1.1 Identify a range of ***mathematical concepts and techniques*** relevant to personal, future study or employment needs 1.2 Select and use appropriate mathematical concepts and techniques to solve mathematical problems

	1.3 Use ***specialised calculator or software functions*** relevant to the mathematical areas
	1.4 Use oral and formal written language and symbols related to the mathematical areas
2 Use mathematical problem-solving techniques to analyse and solve problems	2.1 Use appropriate ***problem solving techniques*** to interpret and extract relevant information from a task or problem
	2.2 Provide oral and written explanations of the problem solving and related mathematical techniques to explain the procedures used to solve the problem and to communicate the outcomes

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- specialised calculator functions such as trigonometric, statistical, algebraic, power, graphical functions to support mathematical problem solving
- problem solving techniques such as guess and check, elimination, using patterns, rules, relationships and algebra to interpret and extract information

Required Skills:

- communication skills to provide oral and written explanations of problem solving and mathematical techniques and outcomes
- problem solving skills to:
  - interpret, select and investigate appropriate mathematical information and relationships highly embedded in an activity, item or text
  - analyse and evaluate the appropriateness, interpretations and wider implications of all aspects of a mathematical activity
  - select and apply a wide range of mathematical strategies flexibly to generate solutions to problems across a broad range of contexts

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Mathematical concepts and techniques should be:

- chosen to provide an introduction to a specialist mathematical area relevant to the learner's future employment or study needs such as:
  - trigonometry including areas such as trigonometric ratios, bearings, angles of elevation and depression
  - probability including areas such as the use of tree and Venn diagrams, complementary events, mutually exclusive events
  - further statistics such as hypothesis testing and linear regression
  - introduction to calculus
  - scalars and vectors
  - business mathematics

Specialised calculator or software functions may include:

- trigonometric
- statistical
- algebraic
- power
- graphical

Problem solving techniques may include:

- guess and check
- elimination
- making a table, diagram or sketch
- using patterns, rules, relationships and algebra
- simplifying

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- relate the use of mathematical concepts and techniques to solve mathematical problems relevant to own personal, future study or employment needs
- use formal mathematical concepts, techniques and mathematical problem solving techniques to analyse and solve problems
- communicate procedures and outcomes both orally and in writing

Context of and specific resources for assessment

Assessment must ensure access to:

- real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts where the maths content is highly embedded
- specialised calculators and software where required

At this level the learner works autonomously and uses and evaluates a broad range of support resources

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of work completed by the learner demonstrating the ability to:
  - identify mathematical concepts and techniques related to own personal, further study or employment needs
  - select and use mathematical concepts, techniques and problem solving techniques to analyse and solve highly embedded mathematical problems related to own needs
- oral and written questioning to assess the ability to communicate the mathematical concepts and problem solving techniques used and the outcomes achieved

Unit Code VU22374

Unit Title Develop verbal communication skills

Unit Descriptor

This unit describes the skills and knowledge to communicate verbally with others in an immediate and highly familiar environment. The focus is on developing basic skills to exchange information in the immediate environment.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for oral communication at Level 1: 1.07, 1.08

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to those who wish to improve their verbal communication skills in their own highly familiar contexts.

Where application is as part of the Course in Initial General Education for Adults, it is recommended that application is integrated with other units such as *VU22342 Identify learning objectives*.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Communicate verbally in immediate context	1.1 Provide ***basic information*** in short and explicit exchanges
	1.2 Obtain ***specific information*** through questioning
2 Participate in discussions in immediate context	2.1 Undertake routine introductions and greetings
	2.2 Convey meaning in ***simple exchanges***
3 Respond to basic oral information in an immediate context	3.1 Identify ***the gist of short explanations***
	3.2 Identify ***specific information***
	3.3 Follow one/ twostep instructions

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- simple vocabulary related to own immediate needs
- simple strategies to participate in verbal communication exchanges such as requesting repetition, using nonverbal communication techniques and turn-taking

Required Skills:

- oral communication skills to:
  - exchange and respond to simple information
  - formulate simple questions
  - seek and respond to request for clarification of information
- literacy skills to use basic grammatical structures and tenses
- problem solving skills to:
  - draw on non-verbal communication to convey meaning
  - draw on own personal experiences to make sense of information

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Basic information may include:

- personal or factual information such as:
  - own personal details
  - simple autobiographical details
  - one/ two step instructions
  - reporting a hazard or incident
  - numerical data

Specific information may include

- names
- places
- times / dates
- costs
- people

Simple exchanges may include:

- providing personal details
- simple oral negotiation
- interactional strategies to show interest or attitude
- using voice tone, volume and content appropriately to suit different contexts

The gist of short explanations may include:	• using context clues and own experience to help understanding • using non-linguistic support such as body language, facial expressions, gestures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • participate in simple verbal exchanges with others in the immediate environment using appropriate communication skills and strategies to provide and respond to information
Context of and specific resources for assessment	Assessment must ensure access to: • a learning environment appropriate to the assessment task • appropriate support allowing for full participation • computer hardware and software, if appropriate. At this level the learner: • can work alongside an expert / mentor where prompting and advice can be provided **Use of non - standard English** Many students may speak non - standard English with variations in grammar, usage, stress, intonation and pronunciation. Where these variations do not interfere significantly with the overall intelligibility of the interaction, they should not present barriers to the successful completion of the learning outcomes.
Method(s) of assessment	The following are suggested assessment methods for this unit: • direct observation of the learner participating in verbal exchanges • verbal questioning to assess learner's knowledge of simple strategies to clarify information • third party feedback for example from other teachers or other relevant personnel

Unit Code	**VU22378**
Unit Title	**Communicate with others in familiar and predictable contexts**
Unit Descriptor	This unit develops the skills and knowledge to communicate verbally with others in familiar and predictable contexts. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Oral Communication: 2.07, 2.08
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to those who wish to improve their verbal communication skills such as information exchange, questioning, interactional and transactional exchanges. Where application is as part of the Certificate I in General Education for Adults (Introductory), it is recommended that application is integrated with other suitable units such as *VU22359 Conduct a project with guidance*.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Communicate verbally in simple exchanges	1.1 Make clear statements providing factual information
	1.2 Obtain or clarify ***information*** through questioning
2 Participate in discussions on personally familiar topics	2.1 Obtain or clarify information through questioning
	2.2 Identify the gist of the discussion
	2.3 Ask questions to clarify meaning
	2.4 Express own opinion and state reasons
	2.5 Use ***interactional strategies*** to show interest or attitude
	2.6 Appropriately express dis / agreement with views of others
3 Respond in familiar and predictable contexts	3.1 Identify the gist in simple explanations and instructions
	3.2 Follow simple ***explanations and instructions***

3.3 Respond to questions related to simple exchanges

3.4 Identify simply expressed feelings and emotions

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- simple vocabulary related to personal details and other areas of personal interest
- interactional strategies to participate in verbal communication exchanges such as requesting repetition, using nonverbal communication techniques and turn-taking
- different reasons for communicating verbally

Required Skills:

- oral communication skills to:
  - provide and respond to key information
  - formulate questions to seek clarification of information
- literacy skills to use:
  - simple grammatical structures and tenses such as openings and closings and adjectives
  - stress and intonation to communicate verbally
- problem solving skills to draw on:
  - non-verbal communication to convey meaning
  - own personal experiences to verbally communicate information

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Information communicated may include	• ideas • instructions • messages • personal information • descriptions • words of a song
Interactional strategies may include:	• varying language to reflect changes in social relations • using voice tone, volume and content appropriately to suit different social contexts • using appropriate introductions and greetings • turn taking

Following explanations and instructions includes	• noting sequence • identifying familiar vocabulary/ key words

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- communicate with others to provide and respond appropriately to simple information in a familiar and predictable environment

Context of and specific resources for assessment

Assessment must ensure access to:

- computer hardware and software, if appropriate
- situations to enable exchange of information

At this level the learner may:

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

Use of non - standard English

Many students may speak non - standard English with variations in grammar, usage, stress, intonation and pronunciation. Where these variations do not interfere significantly with the overall intelligibility of the interaction, they should not present barriers to the successful completion of the learning outcomes.

Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation of the learner participating in verbal exchanges and discussions
- oral questioning to assess learner's knowledge of interactional strategies to convey and respond to verbal information
- third party feedback for example from other teachers or other relevant personnel