



SKILLS FIRST LITERACY, NUMERACY AND DIGITAL SUPPORT IMPLEMENTATION GUIDE

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Introduction

The Victorian Government is committed to improving the literacy, numeracy and digital (LND) skills of Victorians doing vocational education and training (VET). This benefits students, training providers, employers, and the broader economy.

The National Centre for Vocational Education Research (NCVER) research highlights the broad benefits of improved LND skills. Stronger foundation skills:

- enhance students' participation in society and expands their opportunities
- boost completion rates
- create stronger economic benefits and increase productivity.

Graduates with VET qualifications and contextualised foundation skills are more attractive to employers who want productive, work-ready staff.

Pre-accredited and foundation skills training is important in preparing students for an AQF qualification and employment. We're committed to ensuring that students who need foundation skills can access them through Skills First.

The Literacy, Numeracy and Digital support program

The LND support program is a Skills First concept and does not have broader application within the VET system. It allows TAFE and dual sector universities, as well as select Adult and Community Education (ACE) providers, to deliver foundation skills subjects to Skills First students alongside their primary vocation qualification in Victoria.

Training providers should consider how to strategically target LND support to where it is most needed, ensuring stronger outcomes for Skills First students. In contrast to isolated interventions, LND support offers responsive, accessible and integrated support to students.

The guidance provided in this document outlines best-practice implementation principles which can be tailored to the unique needs of each provider's scope, chosen delivery methodology, and student demographic.

Who can deliver LND support

Only TAFE, dual sector universities and select Adult and Community Education (ACE) training providers can deliver LND support.

You can only claim funding for LND support you deliver to Skills First students.

You cannot deliver LND support on its own. It must be part of a dual enrolment with a AQF qualification on the Skills First funded programs report.

Skills First teacher requirements

LND support trainers and assessors must be Skills First teachers and meet regulatory standards. That means they must:

- have training and assessment qualifications set by the regulator, and that specified by the training product being taught.
- have hands-on experience and knowledge that matches at least the level of what they're training or assessing.
- keep developing their skills and knowledge for continuous improvement in training delivery.

Some LND support subjects have extra requirements for trainers and assessors. If you're delivering subjects from accredited courses, check the curriculum documents for those programs for information about:

- the delivery and education context
- the level of qualification or expertise needed to deliver and assess the subject.

Scope of registration

LND support isn't an accredited course, so you can't add it to your scope of registration. Instead, make sure that the specific subjects you're delivering - or the accredited courses or qualifications they come from - are on your scope of registration.

How to target and deliver LND support

Approach to implementation

You can use 2 approaches to target LND support implementation:

- **Individual** – to target LND support to an individual student's need, helping them with foundation skills to successfully complete their AQF qualification.
- **Classroom** – to target LND support to a program or subjects to lift overall classroom outcomes.

LND support implementation tool

This LND support implementation tool (Table 1 and 2) guides you through the 2 approaches to targeting LND support (i.e. individual or classroom approaches).

Consider the 3 principles that outline the rationale and evidence requirements to help you select your approach.

Figure 1 summarises the key features of the LND support implementation tool, for best practice implementation.

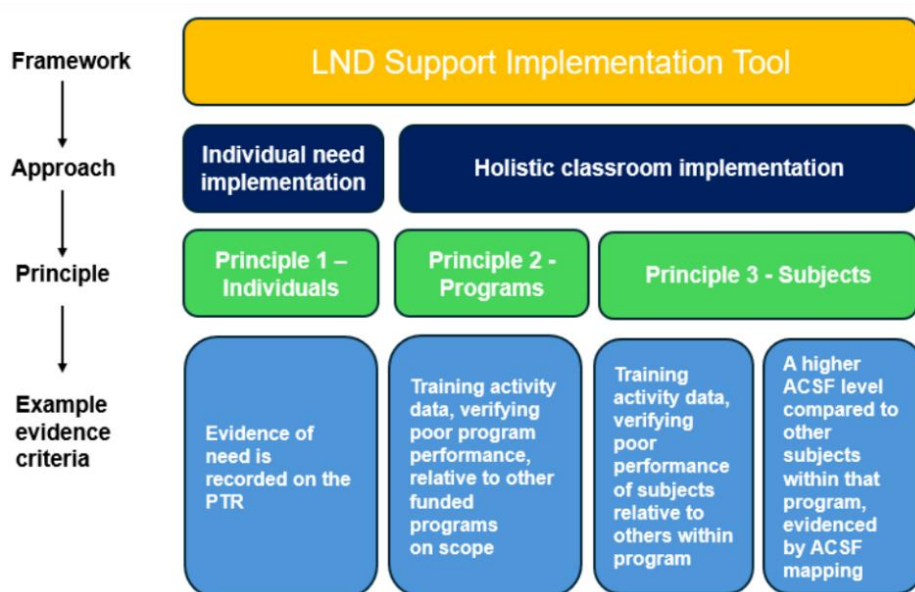


Figure 1 - LND Support Implementation Tool

TABLE 1

Approach 1: Individual need implementation (for TAFE network and ACE providers)		
Principle	Rationale	Evidence requirement
PRINCIPLE 1 - INDIVIDUALS	LND support is targeted at an individual who needs help with foundation skills to successfully complete their AQF qualification	1. Pre-training review Your pre-training review for the AQF qualification, that documents: - how you considered the student's literacy, numeracy and digital capabilities in line with your documented pre-training review process - your decision that with additional LND support the qualification is suitable for the student. Where you notice a need for LND support after the student starts their training, make a note on your original pre-training review to explain how you came to that decision. For example, through a test or observation, a referral from a Skills First teacher or the student requesting support.

TABLE 2

Approach 2: Classroom implementation (for the TAFE network only)		
Principle	Rationale	Evidence requirement
PRINCIPLE 2 - PROGRAMS	LND support is targeted at AQF qualifications that have poorer performance outcomes relative to other funded programs on scope.	1. Methodology for selecting programs Your documented methodology for how you decide that a qualification is appropriate for classroom implementation. For example, your criteria or threshold for identifying a poor training outcome, and the data you used to decide this. 2. Training and assessment strategy Your training and assessment strategy for the qualification, that documents: - the LND subjects you will deliver - how you will integrate and contextualise the LND subjects into the qualification.
PRINCIPLE 3 - SUBJECTS	LND support is targeted at a subject within an AQF qualification that either: - requires higher Australian Core Skill Framework (ACSF) skill levels relative to other subjects within the same qualification and/or - has poorer outcomes relative to other subjects	1. Methodology for selecting subjects Your documented methodology for how you decide that an individual subject within a qualification is appropriate for classroom implementation.

Approach 2: Classroom implementation (for the TAFE network only)

Principle	Rationale	Evidence requirement
	within the same qualification.	For example: - your threshold for identifying a poor training outcome, and the data you used to decide this - ACSF mapping. 2. Training and assessment strategy Your training and assessment strategy for the qualification, that documents: - the subjects where you will deliver integrated LND support - which LND subjects you will deliver - how you will integrate and contextualise the LND subjects.

Teaching models

You can use one of 2 teaching models:

1. Team-teaching model

- LND support is embedded with the primary VET program of study and involves a specialist LND support teacher co-teaching alongside the Skills First teacher(s) delivering the primary qualification. Through co-teaching, LND support is contextualized and integrated within the primary program and therefore tailored to the learner.
- The team-teaching model is most applicable to classroom-based implementation.
- Where you deliver LND support using a team-teaching model, you may deliver the subject as a non-assessable enrolment.

2. Standard teaching model

- Students attend separate LND support classes which are delivered in conjunction with their primary VET program of study. Support is contextualised to the primary program content. This mode of delivery allows for more targeted support to the individual learner and is often in a smaller class setting.
- The standard teaching model is most applicable to individual implementation.
- Where you deliver LND subjects using the standard teaching model you must assess the student.

Applying teaching models

You can be flexible in how you use the teaching models. For example, even if you're using a classroom-based approach, you might decide to deliver some of the LND subjects with the standard teaching model.

Similarly, you can use the team-teaching model to deliver individual support. But you can only claim funding for those students in the class that are enrolled in LND support.

Participation requirements for LND support

Dual enrolment

You can't deliver LND support on its own. It must be part of a dual enrolment with an AQF qualification on the Skills First funded programs report.

Program exclusions

You can't enrol a student in LND support if they're doing:

- an Advanced Diploma (AQF level 6) or higher-level qualification
- a Foundation Skills qualification
- a skill set or short course
- a school-based apprenticeships or traineeship
- the Victorian Certificate of Education (VCE), the VCE Vocational Major (VCE VM) or Victorian Pathways Certificate (VPC).

Exclusion for individual delivery

You cannot enrol a student in LND support using approach 1 (targeted to individuals under Principle 1) if they already hold an AQF level 5 (Diploma) or higher qualification.

This exclusion doesn't apply to approach 2 (targeted to classrooms, under Principles 2 or 3).

Limits on the amount of training

A student's participation in LND support does not count towards their '2 skill sets in a year' or '2 AQF qualifications in a year' or '2 programs (skill sets and AQF qualifications) at a time' limits.

For each enrolment in an AQF qualification, a student can access up to 100 hours of LND support per calendar year. Once a student has used their 100 hours, you can't re-enrol them in any more LND support for that qualification in that same calendar year.

Students under 17

If a Skills First student has been granted an exemption from school attendance to enrol in an AQF qualification, they don't need to get an additional exemption to enrol them in LND support.

The student only needs to get a new exemption if they wish to enrol in a completely different AQF qualification, go to a different training provider or substantially drop below the required hours of training or work.

Before you enrol

Consent for enrolment

You must not enrol students in LND support subjects without their informed consent.

You must retain documented evidence of their consent. You can decide the form of evidence depending on your business processes. Examples could include an enrolment form or the Skills First evidence of eligibility and student declaration form.

The student's AQF qualification must be suitable and appropriate

As with all Skills First training, you must do a pre-training review to decide whether the primary AQF qualification the student wants to enrol in is suitable and appropriate for them.

If you decide through the pre-training review that the student lacks the required literacy, numeracy or digital skills to the extent they aren't ready for their chosen AQF qualification, then enrolling them with LND support isn't appropriate. You must consider other more appropriate options including:

- pre-accredited training in a supported environment. See the Learn Local website for information about referral pathways
- a full foundation skills program to get them ready for their chosen AQF qualification
- a qualification at a lower AQF level within the same vocational stream.

Other Skills First requirements

You must deliver training and assessment for LND support subjects according to the requirements of the Skills First VET funding contract and guidelines.

- Additional requirements for the LND support program are in clause 17 of schedule 1 of the TAFE and Dual Sector contracts.
- For the most up to date information on maximum payable hours, current subsidy and fee waiver rate for LND support, training providers should refer to the funded programs report.
- For the most up to date information on LND support program allocations, training providers should refer to Schedule 2 of their VET funding contract.

Allocation for the LND support program

We allocate you an LND support budget that you may deliver in a calendar year in your schedule 2.

This means we don't limit how many students you can commence in the LND support program. You can estimate your projected delivery hours and distribute the hours across all students who participate in the program in a year, up to a maximum of 100 hours per student for each AQF qualification they do per calendar year.

The training plan

You must fully inform students about being enrolled in LND support, by documenting in their training plan:

- both the LND support subjects and AQF qualification subjects.
- any LND support subjects you will deliver as non-assessable enrolment.

Evidence of participation

- You must keep 1 item of evidence of participation regardless of the duration of an LND support subject.
- You can use any of the accepted types of evidence of participation. Unless the subject is delivered as a non-assessable enrolment, in which case you cannot use evidence of assessment.
- To be valid evidence of participation, an attendance roll for an LND support subject delivered using team teaching must clearly show the subjects you delivered in the session.

Reporting

Report LND support training activity using:

- the assigned program code: LND SUPPORT
- the state funding source ID: GSP General skill sets

LND support is included as a Free TAFE short course, which means you must not charge a tuition fee. You must report the fee concession / exemption type identifier of 'S' to ensure we pay the correct contribution rate.

If you use the team-teaching model and deliver subjects as non-assessable enrolments, use the following outcome identifiers as applicable:

- satisfactorily completed (Code 81) - the student has completed the program of study in a way that satisfies the requirements of the training organisation.
- withdrawn or not satisfactorily completed (Code 82).

LND support subjects

This guide sets out the list of approved literacy, numeracy and digital support subjects you can deliver. We've grouped the list of LND support subjects into 6 key areas in line with the foundation skills training package:

- reading
- writing
- numeracy
- oral communication
- learning
- digital technology.

Where to find the LND subjects

See [Appendix 1](#) for:

- the list of approved literacy, numeracy and digital support subjects you can deliver
- sample skills groups with nominal hours, organised by industry and foundation skills.

See [Appendix 2](#) for course content for subjects from Victorian accredited courses. For further curriculum information see the Department's [accredited VET courses website](#) for the service industries.

If you're using subjects from training packages, you can find the content for each subject in a training package on the national register at training.gov.au.

Contacts and links

Questions about the LND support program

If you have any questions about the LND support program, submit an enquiry in the [Skills Victoria Training System](#) (SVTS) using the 'Funded initiatives - Literacy and numeracy support program' enquiry category.

Organisation	Contact and link
Curriculum maintenance manager (CMM)	Nadia Casarotto
Service industries	Mandy Penton
The CMM service is provided on behalf of Skills & TAFE in the Department of Jobs, Skills Industry and Regions (DJSIR).	Phone: (03) 9919 5300/5302
CMM Service Executive Officers can assist with questions on payable and nominal hours	Email: sicmm.generalstudies@vu.edu.au
Training.gov.au (TGA) is the Australian government's official national register of information on training packages, qualifications, accredited courses, units of competency and RTOs.	See the national register
Department of Employment and Workplace Relations	See the Department of Employment and Workplace Relations website
The Commonwealth Department is responsible for national policies and programs that help Australians access quality vocational education and training.	
Department of Jobs, Skills, Industry and Regions (DJSIR)	Phone: 131 823
DJSIR is the State Training Authority responsible for supporting implementation of vocational education and training (VET) in Victoria.	See the Department of Jobs, Skills, Industry and Regions website
Australian Skills Quality Authority (ASQA)	Info line: 1300 701 801
ASQA is the national regulator for Australia's VET sector.	See the ASQA website
Victorian Registration and Qualifications Authority (VRQA)	Phone: (03) 9637 2806
The VRQA is the statutory authority responsible for the registration and regulation of Victorian RTOs and the regulation of apprenticeships and traineeships in Victoria.	See the VRQA website

Appendix 1: list of approved LND support subjects and sample skills groups

List of approved LND support subjects

We've grouped the list of LND support subjects into 6 key areas - reading, writing, numeracy, oral communication, learning, and digital technology, in line with the foundation skills training package.

When a subject is replaced, superseded, or deleted, you should no longer use it for new enrolments. You should enrol students in the most current replacement or superseding unit. You should teach out existing enrolments as permitted by the regulator.

Reading		
Unit code	Unit title	Nominal hours
FSKRDG001	Recognise extremely short and simple workplace signs and symbols	10
FSKRDG002	Read and respond to short and simple workplace signs and symbols	10
FSKRDG004	Read and respond to short and simple workplace information	10
FSKRDG005	Read and respond to simple and familiar workplace procedures	10
FSKRDG006	Read and respond to simple informal workplace texts	10
FSKRDG007	Read and respond to simple workplace information	15
FSKRDG008	Read and respond to information in routine visual and graphic texts	10
FSKRDG009	Read and respond to routine standard operating procedures	10
FSKRDG010	Read and respond to routine workplace information	15
FSKRDG011	Read and respond to complex workplace information	20
FSKRDG012	Read and respond to highly complex workplace information	20
CPCCOM2001	Read and interpret plans and specifications	36
VU23234	Read and write simple information	25
VU23755	Engage with short simple texts for learning purposes	20
VU23756	Engage with short simple texts for employment purposes	20
VU23772	Engage with simple texts for learning purposes	25
VU23773	Engage with simple texts for employment purposes	25
VU23796	Engage with texts of limited complexity for learning purposes	25
VU23797	Engage with texts of limited complexity for employment purposes	25
VU23820	Engage with complex texts for learning purposes	30
VU23821	Engage with complex texts for employment purposes	30
VU23841	Engage with highly complex texts for learning purposes	30
VU23842	Engage with highly complex texts for employment purposes	30



Writing		
Unit code	Unit title	Nominal hours
FSKWTG001	Complete personal details on extremely simple and short workplace forms	10
FSKWTG002	Write short and simple workplace formatted texts	10
FSKWTG003	Write short and simple workplace information	10
FSKWTG005	Write simple workplace formatted texts	10
FSKWTG006	Write simple workplace information	15
FSKWTG008	Complete routine workplace formatted texts	10
FSKWTG009	Write routine workplace texts	15
FSKWTG010	Write complex workplace texts	20
FSKWTG011	Write highly complex workplace texts	25
BSBWRT311	Write simple documents	30
BSBWRT411	Write complex documents	50
VU23246	Complete forms	20
VU23255	Develop written job application skills	20
VU23262	Respond to an advertised job	20
VU23760	Create short simple texts for learning purposes	15
VU23761	Create short simple texts for employment purposes	15
VU23777	Create simple texts for learning purposes	25
VU23778	Create simple texts for employment purposes	25
VU23801	Create texts of limited complexity for learning purposes	25
VU23802	Create texts of limited complexity to participate in the workplace	25
VU23825	Create complex texts for learning purposes	30
VU23826	Create complex texts to participate in the workplace	30
VU23845	Create highly complex texts for learning purposes	30

Numeracy		
Unit code	Unit title	Nominal hours
FSKNUM001	Use beginning whole number skills up to 100 for work	10
FSKNUM002	Use beginning skills related to time and 2D shapes for work	10
FSKNUM003	Use whole numbers and halves for work	10
FSKNUM004	Use basic and familiar metric measurements for work	10
FSKNUM005	Use familiar 2D shapes for work	10
FSKNUM006	Use simple and highly familiar spatial information for work	10
FSKNUM007	Use simple data for work	10
FSKNUM008	Use whole numbers and simple fractions, decimals and percentages for work	15
FSKNUM009	Use familiar and simple metric measurements for work	15
FSKNUM010	Use common shapes for work	10
FSKNUM011	Use familiar and simple spatial information for work	10
FSKNUM012	Use familiar and simple data for work	10
FSKNUM013	Construct simple tables and graphs for work	15
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work	15



Numeracy		
Unit code	Unit title	Nominal hours
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work	10
FSKNUM016	Interpret, draw and construct 2D and 3D shapes for work	15
FSKNUM017	Use familiar and routine maps and plans for work	15
FSKNUM018	Collect data and construct routine tables and graphs for work	15
FSKNUM019	Interpret routine tables, graphs and charts and use data and information for work	15
FSKNUM020	Use familiar, routine functions of a calculator for work	10
FSKNUM021	Apply an expanding range of arithmetical calculations for work	15
FSKNUM022	Use ratios, rates and proportions for complex work tasks	15
FSKNUM023	Estimate, measure and calculate measurements for work	15
FSKNUM024	Use geometry to draw 2D shapes and construct 3D shapes for work	15
FSKNUM025	Use detailed maps to plan travel routes for work	15
FSKNUM026	Read, interpret and use detailed plans, drawings and diagrams for work	15
FSKNUM027	Collect, organise and interpret statistical data for work	15
FSKNUM028	Use routine formulas and algebraic expressions for work	15
FSKNUM029	Use introductory graphical techniques for work	15
FSKNUM030	Use common functions of a scientific calculator for work	10
FSKNUM031	Apply specialised mathematical calculations for work	20
FSKNUM032	Use and calculate with complex measurements for work	20
FSKNUM033	Collect, organise and analyse statistical data for work	20
FSKNUM034	Use and apply concepts of probability for work	20
FSKNUM035	Use algebraic and graphical techniques to analyse mathematical problems for work	20
FSKNUM036	Use trigonometry for work	20
FSKNUM037	Use introductory matrices for work	20
FSKNUM038	Use introductory vectors	20
FSKNUM039	Use introductory calculus for work	20
FSKNUM040	Identify and interpret common chance events for work	10
FSKNUM041	Use chance and probability calculations for work	20
TLIE0008	Calculate mass, area and quantify dimensions	30
TLIE3016	Estimate/calculate load shifting requirements for a mobile crane	20
TLIE0007	Apply workplace statistics	20
FBPOPR2069	Use numerical applications in the workplace	30
CPCCCM1011	Undertake basic estimation and costing	16
CPCCOM1015	Carry out measurements and calculations	20
VU23235	Recognise and use basic mathematical symbols and processes	20
VU23238	Use basic measuring and calculating skills	15
VU23241	Prepare simple budgets	10
VU23763	Work with numbers in highly familiar situations	25
VU23764	Work with money in highly familiar situations	25
VU23766	Work with measurement in highly familiar situations	25



Numeracy		
Unit code	Unit title	Nominal hours
VU23767	Work with shape in highly familiar situations	25
VU23768	Work with data in highly familiar situations	25
VU23780	Work with whole numbers in familiar and predictable situations	30
VU23781	Work with fractions decimals and percentages in familiar and predictable situations	30
VU23782	Work with directions in familiar and predictable situations	30
VU23783	Work with measurement in familiar and predictable situations	30
VU23784	Work with shape in familiar and predictable situations	30
VU23785	Work with statistics in familiar and predictable situations	30
VU23804	Work with numbers in familiar and some less familiar situations	30
VU23805	Work with and interpret directions in familiar and some less familiar situations	30
VU23806	Work with measurement in familiar and some less familiar situations	30
VU23808	Work with shape and angle in familiar and some less familiar situations	30
VU23828	Work with measurement and geometry in less familiar situations	50
VU23829	Work with statistics and probability in less familiar situations	50
VU23830	Work with number and algebra in less familiar situations	50
VU23847	Work with number and algebra in specialised situations	50
VU23848	Work with measurement and geometry in specialised situations	50
VU23849	Work with statistics and probability in specialised situations	50

Oral Communication		
Unit code	Unit title	Nominal hours
FSKOCM001	Participate in highly familiar spoken exchanges	10
FSKOCM002	Engage in short and simple spoken exchanges at work	10
FSKOCM003	Participate in familiar spoken interactions at work	10
FSKOCM004	Use oral communication skills to participate in workplace meetings	10
FSKOCM005	Use oral communication skills for effective workplace presentations	10
FSKOCM006	Use oral communication skills to participate in workplace teams	10
FSKOCM007	Interact effectively with others at work	10
FSKOCM008	Use oral communication skills to facilitate workplace negotiations	15
FSKOCM009	Use oral communication skills to facilitate workplace meetings	15
FSKOCM010	Use oral communication skills for complex workplace presentations	15
FSKOCM011	Use oral communication skills to facilitate complex workplace teams	15
FSKOCM012	Use oral communication skills to participate in workplace negotiations	10
BSBCMM211	Apply communication skills	40
CPCCOM1014	Conduct workplace communication	20
VU23765	Work with directions in highly familiar situations	25



Learning		
Unit code	Unit title	Nominal hours
FSKLRG001	Prepare to participate in a learning environment	10
FSKLRG002	Identify strategies to respond to short and simple workplace problems	10
FSKLRG004	Use short and simple strategies for work-related learning	15
FSKLRG005	Use strategies to plan simple workplace tasks	10
FSKLRG006	Participate in work placement	10
FSKLRG008	Use simple strategies for work-related learning	15
FSKLRG009	Use strategies to respond to routine workplace problems	15
FSKLRG011	Use routine strategies for work-related learning	10
FSKLRG012	Apply strategies to plan and manage complex workplace tasks	15
FSKLRG013	Apply strategies to respond to complex workplace problems	20
FSKLRG015	Manage own work-related learning	20
FSKLRG016	Use short and simple strategies to organise highly familiar workplace tasks	10
FSKLRG017	Identify simple strategies to respond to familiar workplace problems	10
FSKLRG018	Develop a plan to organise routine workplace tasks	15
BSBOPS101	Use business resources	15
BSBWHS211	Contribute to the health and safety of self and others	20
VU23236	Recognise and interpret safety signs and symbols	10

Digital Technology		
Unit code	Unit title	Nominal hours
FSKDIG001	Use digital technology for short and basic workplace tasks	10
FSKDIG002	Use digital technology for routine and simple workplace tasks	10
FSKDIG003	Use digital technology for non-routine workplace tasks	15
BSBTEC101	Operate digital devices	20
BSBTEC203	Research using the internet	30
VU23792	Identify and use common digital devices	20

Sample skills groups

These are examples to show how you could combine subjects into skills groups to deliver LND support in specific contexts. They're examples only and not exhaustive.

Industry-specific skills groups

The following 4 sample skills groups identify LND support units aligned to the specific requirements of different industries.

1. Construction / Plumbing		
This sample skills group supports a learner undertaking a plumbing or construction trade qualification.		
Unit code	Unit title	Nominal hours
FSKNUM008	Use whole numbers and simple fractions, decimals and percentages for	15
FSKNUM009	Use familiar and simple metric measurements for work	15
FSKNUM011	Use familiar and simple spatial information for work	10
Total		40

2. Electrical		
This sample skills group supports a learner undertaking an electrical trade qualification.		
Unit code	Unit title	Nominal hours
FSKNUM028	Use routine formulas and algebraic expressions for work	15
FSKNUM030	Use common functions of a scientific calculator for work	10
FSKRDG009	Read and respond to routine standard operating procedures	10
FSKWTG008	Complete routine workplace formatted texts	10
Total		45

3. Transport		
This sample skills group supports a learner undertaking an operational transport driving qualification.		
Unit code	Unit title	Nominal hours
FSKOCM007	Interact effectively with others at work	10
FSKRDG010	Read and respond to routine workplace information	15
FSKWTG008	Complete routine workplace formatted texts	10
FSKNUM017	Use familiar and routine maps and plans for work	15
Total		50

4. Aged Care		
This sample skills group supports a learner undertaking an aged care qualification.		
Unit code	Unit title	Nominal hours
FSKOCM007	Interact effectively with others at work	10
FSKRDG010	Read and respond to routine workplace information	15
FSKWTG008	Complete routine workplace formatted texts	10
FSKWTG009	Write routine workplace texts	15
Total		50

General Foundation Skills Group

The following 14 sample skills groups support the development of a range of foundation skills in a range of different contexts at different ACSF levels

5. ACSF Level 1 Language and Literacy

This sample skills group is for learners who require language and literacy skills at ACSF Level 1 to begin to access employment opportunities.

Code	Title	Nominal hours
VU23756	Engage with short simple texts for employment purposes	20
VU23761	Create short simple texts for employment purposes	15
FSKOCM001	Participate in highly familiar spoken exchanges	10
VU23255	Develop written job application skills	20
Total		65

6. ACSF Level 1 Language, Literacy and Numeracy

This sample skills group is for learners who require language, literacy and numeracy skills at ACSF Level 1 to participate in employment opportunities.

Code	Title	Nominal hours
VU23236	Recognise and interpret safety signs and symbols	10
VU23238	Use basic measuring and calculating skills	15
VU23756	Engage with short simple texts for employment purposes	20
VU23761	Create short simple texts for employment purposes	15
Total		60

7. ACSF Level 2 Language Literacy and Numeracy

This sample skills group is for learners who require language literacy and numeracy skills at ACSF Level 2 to participate more effectively in a workplace

Code	Title	Nominal hours
VU23773	Engage with simple texts for employment purposes	25
VU23778	Create simple texts for employment purposes	25
VU23783	Work with measurement in familiar and predictable situations	30
FSKOCM003	Participate in familiar spoken interactions at work	10
Total		90

8. ACSF Level 2 Numeracy

This sample skills group is for learners who require numeracy skills at ACSF Level 2 to perform basic workplace functions

Code	Title	Nominal hours
FSKNUM008	Use whole numbers and simple fractions, decimals and percentages for work	15
FSKNUM009	Use familiar and simple metric measurements for work	15
FSKNUM012	Use familiar and simple data for work	10
FSKNUM013	Construct simple tables and graphs for work	15
Total		55

9. ACSF Level 3 Numeracy

This sample skills group is for learners who require numeracy skills at ACSF Level 3 to support technical work

Code	Title	Nominal hours
VU23806	Work with measurement in familiar and some less familiar situations	30
VU23804	Work with numbers in familiar and some less familiar situations	30
FSKNUM016	Interpret, draw and construct 2D and 3D shapes for work	15
Total		75

10. ACSF Level 3 Literacy

This sample skills group is for learners who require literacy skills at ACSF Level 3 to support job seeking

Code	Title	Nominal hours
VU23797	Engage with texts of limited complexity for employment purposes	25
VU23802	Create texts of limited complexity to participate in the workplace	25
VU23262	Respond to an advertised job	20
Total		70

11. ACSF Level 3 Language, Literacy and Numeracy

This sample skills group is for learners who require language, literacy and numeracy skills at ACSF Level 3 to undertake general work-related activities

Code	Title	Nominal hours
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work	15
FSKOCM004	Use oral communication skills to participate in workplace meetings	10
FSKRDG009	Read and respond to routine standard operating procedures	10
FSKWTG008	Complete routine workplace formatted texts	10
Total		45

12. ACSF Level 4 Numeracy

This sample skills group is for learners who require numeracy skills at ACSF Level 4 to undertake specialised work involving calculations

Code	Title	Nominal hours
FSKNUM021	Apply an expanding range of arithmetical calculations for work	15
FSKNUM022	Use ratios, rates and proportions for complex workplace tasks	15
FSKNUM028	Use routine formulas and algebraic expressions for work	15
FSKNUM030	Use common functions of a scientific calculator for work	10
Total		55

13. ACSF Level 4 Language and Literacy

This sample skills group is for learners who require language and literacy skills at ACSF Level 4 to access further learning opportunities

Code	Title	Nominal hours
VU23820	Engage with complex texts for learning purposes	30
VU23825	Create complex texts for learning purposes	30
FSKLRG015	Manage own work-related learning	20
Total		80

14. ACSF Level 4 Language and Literacy

This sample skills group is for learners who require language and literacy skills at ACSF Level 4

Code	Title	Nominal hours
FSKOCM010	Use oral communication skills for complex workplace presentations	15
FSKOCM009	Use oral communication skills to facilitate workplace meetings	15
VU23826	Create complex texts to participate in the workplace	30
VU23821	Engage with complex texts for employment purposes	30
Total		90

15. ACSF Level 5 Language and Literacy

This sample skills group is for learners who require general literacy skills at ACSF Level 5

Code	Title	Nominal hours
VU23842	Engage with highly complex texts for employment purposes	30
BSBWRT411	Write complex documents	50
Total		80

16. ACSF Level 5 Language, Literacy and Numeracy

This sample skills group is for learners who require broad language, literacy and numeracy skills at ACSF Level 5

Code	Title	Nominal hours
FSKRDG012	Read and respond to highly complex workplace information	20
FSKWTG011	Write highly complex workplace texts	25
FSKNUM033	Collect, organise and analyse statistical data for work	20
FSKNUM034	Use and apply concepts of probability for work	20
Total		85

17. ACSF Level 5 Numeracy

This sample skills group is for learners who require numeracy skills at ACSF Level 5 to undertake specialised functions

Code	Title	Nominal hours
FSKNUM031	Apply specialised mathematical calculations for work	20
FSKNUM032	Use and calculate with complex measurements for work	20
FSKNUM036	Use trigonometry for work	20
TLIE0007	Apply workplace statistics	20
Total		80

Appendix 2 – accredited course units of competency

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

Literacy, Numeracy and Digital Support

Units of Competency

UNIT CODE		VU23234	
UNIT TITLE		Read and write simple information	
APPLICATION		This unit describes the skills and knowledge to read, comprehend and write simple information. This unit applies to those who require support to develop their comprehension and writing skills to engage with and create simple texts. No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Select relevant texts	1.1	Determine 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

RANGE OF CONDITIONS

The selection of relevant texts may include but is not limited to: brochures, advertisements, fiction, online texts and magazines.

The range and purpose of personal reading may include but is not limited to: obtaining factual information, entertainment, knowledge development or general interest.

Support persons may include but are not limited to: teachers, teacher assistants, fellow learners and / or Aboriginal and/or Torres Strait Islander community members.

The purpose of written texts may include but is not limited to: recording messages, taking notes or writing a letter.

Evaluation of the text may include but is not limited to: the usefulness of the text in meeting its purpose or the layout of the text in supporting readability

The readability and accuracy of the written texts may include but is not limited to: layout, sentence structure, grammatical accuracy, spelling and vocabulary based on the purpose and effectiveness of the written text to meet the purpose.

FOUNDATION SKILLS

Skill	Description
Reading skills to:	identify the ideas and features of simple text
Writing skills to:	produce a draft and final copy of a piece of text
Oral communication skills to:	discuss with and respond to feedback from a support person on your own learning and work.
Learning skills to:	apply strategies to read text identify the purpose of written texts
Problem-solving skills to:	interpret the main ideas and key features of texts and evaluate their effectiveness
Planning and organising skills to:	plan the content and sequencing of information for different types of texts

UNIT MAPPING INFORMATION

Code and Title Current Version	Code and Title Previous Version	Comments
VU23234 Read and write simple information	VU22097 Read and write simple information	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23234 Read and write simple information
PERFORMANCE EVIDENCE	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • 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
KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • reading strategies to enable the interpretation and evaluation of simple texts including decoding and meaning making strategies. • basic structural convention of texts such as chronological sequencing of events and character development to enable the interpretation of texts
ASSESSMENT CONDITIONS	The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning. Evidence of performance requirements must be collected throughout the course of the program. Additional time may be allocated as required for the learner to complete written tasks. During assessment the learner may depend on the teacher/support person or a model text. The learner may also use 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. Assessor Requirements No specialist vocational competency requirements for assessors apply to this unit.

UNIT CODE		VU23235	
UNIT TITLE		Recognise and use basic mathematical symbols and processes	
APPLICATION		This unit describes the skills and knowledge to recognise and use basic mathematical symbols and whole and half numbers to make basic mathematical calculations. This unit applies to those who require support to develop their knowledge of mathematical symbols and processes and their meaning and use No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the 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

RANGE OF CONDITIONS

Making simple calculations may include but is not limited to: methods undertaken mentally, on paper or with a calculator.

Simple strategies for making mental calculations may include but are not limited to: reordering numbers in a calculation, counting in tens, portioning and recombining whole numbers.

The ways of applying mathematical processes in a learner's everyday life may include but are not limited to:

- monies tendered for goods and expected change
- total cost for purchase of multiple items at same cost per item
- total cost for purchase of multiple items at different cost per item
- 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
- dividing the number of cakes by the number of guests to calculate how many cakes each person can have

FOUNDATION SKILLS

Skill	Description
Reading skills to:	read simple mathematical vocabulary
Numeracy skills to:	use mathematical processes to make simple calculations
Problem-solving skills to:	select the most appropriate process for the required calculation
Planning and organising skills to:	select the mathematical process appropriate for each different basic calculation and to test the accuracy of results
Technology skills to:	use a calculator

UNIT MAPPING INFORMATION

Code and Title Current Version	Code and Title Previous Version	Comments
VU23235 Recognise and use basic mathematical symbols and processes	VU22098 Recognise and use basic mathematical symbols and processes	Equivalent

Assessment Requirements

TITLE	VU23235 Recognise and use basic mathematical symbols and processes
PERFORMANCE EVIDENCE	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - 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
KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively perform tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - the function of the four mathematical symbols: addition, subtraction, multiplication and division - simple mathematical vocabulary such as addition / plus; subtraction / minus; multiplication / times - the link between addition and subtraction
ASSESSMENT CONDITIONS	The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning. Evidence of performance requirements must be collected throughout the course of the program and be based on meaningful and realistic mathematical processes for the learner. Assessment must ensure access to: - calculators - calculations that relate to the everyday life of the learner Assessor Requirements No specialist vocational competency requirements for assessors apply to this unit.

UNIT CODE		VU23236	
UNIT TITLE		Recognise and interpret safety signs and symbols	
APPLICATION		This unit describes the skills and knowledge to recognise and interpret safety signs and symbols commonly found in workplace and community settings. This unit applies to Aboriginal and/or Torres Strait Islander learners who need to develop their basic knowledge of safety signage to prepare for work or community participation. No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the 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
RANGE OF CONDITIONS Safety signs and symbols and may include but are not limited to: warning signs, no smoking, no entry, hazardous substances. Range of the type of signs may include but are not limited to: different shapes, colours texts and other visuals. The range of signs should also include signs and symbols used for different purposes which may include but are not limited to warning, advising and / or instructing. Examples of common safety signs and symbols found in workplace and community settings include but are not limited to: no smoking, do not enter, switch off mobile phones, no swimming, school zones, highly flammable, slippery when wet, emergency exit Navigation skills refer to skills to recognise common safety signs and symbols. This may include but is not limited to scanning for: • general understanding • key words that predict content for example No, Stop, Only • key colours that predict content, for example, red to prohibit, yellow to warn and blue for			

- mandatory action
- key shapes that predict content for example crossed circle for prohibit, triangle to warn or clear circle to mandate

Reading strategies may include but are not limited to: using texts to predict content, sounding out letters and syllables, making connections between prior knowledge and text content and high frequency words, symbols and images.

FOUNDATION SKILLS

Skill	Description
Reading skills to:	identify and interpret key words regularly used in common safety signs and symbols
Oral communication skills to:	confirm understanding of safety signs and symbols with others
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

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23236 Recognise and interpret safety signs and symbols	VU22099 Recognise and interpret safety signs and symbols	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23236 Recognise and interpret safety signs and symbols
PERFORMANCE EVIDENCE	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: recognise and interpret the meaning of a minimum of 3 common safety signs and symbols found in workplace and community settings
KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge 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
ASSESSMENT CONDITIONS	The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning. Assessment should be based on common signs and symbols found in workplaces and in the community that represent a range of features to aid navigation. Assessment must ensure access to: • commonly used safety signs and symbols found in workplace and community settings Assessor Requirements No specialist vocational competency requirements for assessors apply to this unit.

UNIT CODE		VU23238	
UNIT TITLE		Use basic measuring and calculating skills	
APPLICATION		This unit describes the skills and knowledge to measure quantities in standard units and carry out basic calculations involving these quantities This unit applies to learners who need 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 No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the 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

RANGE OF CONDITIONS

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

Measurement requirements may include but are not limited to verbal or written instructions, manuals or diagrams.

Units of quantity may include but are not limited to whole numbers, fractions or decimals, temperature (degrees - celsius), imperial and metric numbers.

Measurements may include but are not limited to length, distance, mass, capacity, time taken and temperature.

Equipment or measuring devices used may include but are not limited to rulers or measuring tapes, scales, protractors, set squares and thermometers

Calculation information may include but is not limited to dimensions, diagrammatical or visual results, projections

Calculations can be carried out using a range of methods including but not limited to working out in the head, using pen and paper or a calculator

FOUNDATION SKILLS

Skill	Description
Numeracy skills to:	use numbers and measurements for basic calculations
Problem-solving skills to:	- interpret the measurement requirements - apply the appropriate mathematical method to make required calculations - check the accuracy of calculations
Technology skills to:	- use measuring equipment - use a calculator

UNIT MAPPING INFORMATION

Code and Title Current Version	Code and Title Previous Version	Comments
VU23238 Use basic measuring and calculating skills	VU22101 Use basic measuring and calculating skills	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23238 Use basic measuring and calculating skills
PERFORMANCE EVIDENCE	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • 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 (instruments or equipment) such as rulers and scales to make accurate measurements
KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • measurements of quantities • 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 devices (instruments or equipment): • rulers / tape measures • thermometers • scales
ASSESSMENT CONDITIONS	The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning. Assessment must ensure access to: • measuring devices (instruments or equipment) Assessor Requirements No specialist vocational competency requirements for assessors apply to this unit.

UNIT CODE		VU23241	
UNIT TITLE		Prepare simple budgets	
APPLICATION		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. This unit applies to learners who are engaging with learning as a pathway to education, employment, or community participation activities. No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the 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
RANGE OF CONDITIONS Budget may include but is not limited to a weekly or monthly personal income expenditure or a project, such as a small community picnic. Budget items may include but are not limited to: food, clothes, make-up, electricity, gas, phone, rent, equipment hire or purchase, entertainment costs Strategies to check accuracy may include but are not limited to: estimation, doing calculations twice to check answers, consulting others, use of a manual or digital spreadsheet. Information to establish income and expenditure may include but is not limited to: advertising material, newspapers, magazines, websites			
FOUNDATION SKILLS			
Skill		Description	

Numeracy skills to:		use mathematical processes to make simple calculations		
Problem solving skills to:		compare prices and determine quantities		
Technology skills to:		use a calculator		
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments	
	VU23241 Prepare simple budgets	VU22104 Prepare simple budgets	Equivalent	

Assessment Requirements

TITLE	Assessment Requirements for VU23241 Prepare simple budgets
PERFORMANCE EVIDENCE	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: apply the four operations of arithmetic to prepare a simple budget for personal or project use.
KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • 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
ASSESSMENT CONDITIONS	The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning. Assessment must ensure access to: • a calculator • reference material such as household incomes, rentals, household expenses, cost of product and/or services Assessor Requirements No specialist vocational competency requirements for assessors apply to this unit.

UNIT CODE		VU23246	
UNIT TITLE		Complete forms	
APPLICATION		This unit describes the skills and knowledge to complete a range of everyday routine forms. This unit applies to learners who are engaging 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. No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the 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
RANGE OF CONDITIONS Skill development at this level will generally require assistance from a support person. Forms may be either paper-based or electronic and may include but are not limited to: - community organisation membership - employment related - further study related - banking - federal / state government applications Key sections of the forms may include but are not limited to: personal information, past educational experiences, and/or past employment experiences. Information to be entered may include but is not limited to: records, certificate, and/or bank statements. Accuracy of information entered may include but is not limited to: spelling, punctuation and/or all required information included. Required process for submission may include: - posting			

- counter submission
- online submission
- designated timeframes.

FOUNDATION SKILLS

Skill	Description
Reading skills to:	read and interpret required information
Writing skills to:	provide required information
Planning and organisational skills to:	plan the content of required information and submit according to the required process and timeline

UNIT MAPPING INFORMATION

Code and Title
Current Version

Code and Title
Previous Version

Comments

VU23246 Complete
forms

VU22109 Complete
forms

Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23246 Complete forms
PERFORMANCE EVIDENCE	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • identify, access, complete and submit a form for a minimum of two different purposes relevant to the learner • check forms for accuracy
KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • 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
ASSESSMENT CONDITIONS	The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning. Assessment must ensure access to: • paper based or electronic forms relevant to learners • electronic submission of forms where required Assessor requirements No specialist vocational competency requirements for assessors apply to this unit.

UNIT CODE		VU23255	
UNIT TITLE		Develop written job application skills	
APPLICATION		This unit describes the skills and knowledge to produce a written job application in response to an advertised position, which can relate to advertised positions in employment, community or volunteering settings or entry to further study. This unit applies to learners who need to participate more fully in work and community life or further study opportunities. No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	<i>Plan a written application</i>	1.1	Identify elements of a written job or further study application
		1.2	Develop an outline for an application
		1.3	Obtain feedback
		1.4	Adjust outline as a result of feedback
2	Complete an application	2.1	Identify relevant applications
		2.2	Obtain information and documentation required to complete job or further study application
		2.3	Collate and sort information and documentation according to outline
		2.4	Write application according to requirements
3	Check and submit application	3.1	Check application for accuracy of spelling and grammar
		3.2	Check that application meets criteria in relation to relevance
		3.3	Check that application meets any other set criteria
		3.4	Adjust application as required

RANGE OF CONDITIONS

Additional information and documentation may include but is not limited to: letters and/or references, statements of participation, other relevant experience, specific interests, other roles and responsibilities, why you have chosen a particular course, how it fits into your career or work plan

Set criteria may include but are not limited to: word processed / formatted, addressing specific aspects of a job role, submission requirements such as printed and posted or electronic for example through an online portal.

FOUNDATION SKILLS

Skill	Description
Reading skills to:	interpret and address requirements of written job or further study applications
Writing skills to:	develop an outline and write a job or further study application according to outline
Problem-solving skills to:	develop application according to set criteria
Planning and organising skills to:	complete and submit applications in required time and format
Self-management skills to:	seek feedback and adjust application accordingly

UNIT MAPPING INFORMATION

Code and Title Current Version	Code and Title Previous Version	Comments
VU23255 Develop written job application skills	VU22116 Develop written job application skills	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23255 Develop written job application skills
PERFORMANCE EVIDENCE	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • interpret and address the requirements of applications for positions which can relate to employment, volunteering, community participation or entry into a study or training program • prepare and review accurate and concise applications that meet stated criteria for format and submission
KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • elements of written job or further study applications to enable accurate and relevant information to be supplied: • applicant's personal and contact information • education history • qualifications and other certificates / licences • technical and generic skills • work experience • volunteer experience • contact details of referees • conventions of written job or further study applications: • accuracy of spelling, grammatical expression and punctuation • relevance to criteria • concise expression
ASSESSMENT CONDITIONS	Job applications should be based on real job opportunities and further study applications should be based on real courses. Assessment must ensure access to: • a range of job or further study applications for purposes relevant to the learner • word processing and printing equipment as required Assessor requirements No specialist vocational competency requirements for assessors apply to this unit.

UNIT CODE		VU23262	
UNIT TITLE		Respond to an advertised job	
APPLICATION		This unit describes the skills and knowledge to produce letters of application and supporting information to respond to advertised positions. This unit applies to Aboriginal and/or Torres Strait Islander learners who need to develop their skills to apply for advertised jobs. No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Plan a letter of application in response to an advertised job	1.1	Source and review sample letters of application for advertised jobs
		1.2	List the features of a letter of application
		1.3	Analyse requirements of the advertised job
		1.4	Draft content outline for a letter of application
		1.5	Obtain and analyse feedback on the draft outline and make any required amendments
2.	Compose a letter of application in response to an advertised job	2.1	Obtain information and documentation required to complete letter of application
		2.2	Collate and sort information and documentation according to outline letter of application
		2.3	Complete final draft of letter of application
3	Review and submit letter of application and supporting documents	3.1	Check letter of application for accuracy of spelling, grammar and presentation
		3.2	Check that letter of application is relevant to advertised job and that relevant selection criteria are addressed
		3.3	Review letter of application against any other set criteria and make final adjustments
		3.4	Submit all documentation to relevant person / organisation in the required format and by the due date
RANGE OF CONDITIONS			

Requirements of a job may include but are not limited to: part time / full time, qualifications and experience, additional requirements / restrictions such as drivers license / own car, working with children check, location

Information and documentation may include but are not limited to: names and contact details for referees, dates of work experience, correct names of organisations, copies of qualifications, resume, referee reports

Letters of application may be digital or in hard copy

FOUNDATION SKILLS

Skill	Description
Reading skills to:	access, interpret and address requirements in job advertisements
Writing skills to:	collate information and draft a letter of application for a job
Problem-solving skills to:	analyse and address job requirements against criteria
Planning and organising skills to:	produce drafts sequence information complete and submit application within required time and in required format

UNIT MAPPING INFORMATION

Code and Title Current Version	Code and Title Previous Version	Comments
VU23262 Respond to an advertised job	VU22122 Respond to an advertised job	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23262 Respond to an advertised job
Performance evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • prepare a minimum of 2 applications for advertised jobs and collate and organise all required supporting documentation • submit completed documentation in response to advertised jobs according to requirements
Knowledge evidence	The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • features of text related to letters of application: ○ layout/format ○ style ○ formal language ○ register ○ appropriate forms of address ○ opening and closing lines ○ appropriate content • conventions of written job applications: ○ accuracy of spelling, grammatical expression and punctuation ○ relevance to position advertised ○ concise expression • sources of information on job advertisements
Assessment conditions	Assessment of this unit must be culturally appropriate and must accommodate, wherever possible, variations that occur between remote, rural and urban environments and the people from these locations. Assessment must ensure access to: • sources of information on advertised jobs and sample application letters • word processing and printing equipment as required Assessor requirements No specialist vocational competency requirements for assessors apply to this unit.

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

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

Range of Conditions

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

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

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

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

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

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

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

Reading strategies to make meaning from text, such as:

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

- relying on non-linguistic support such as illustrations, diagrams, photos, symbols, colours
- reading text to self and aloud with the support of others
- recognising meaning of conventional sentence punctuation such as full stops, capital letters
- following the left to right, top to bottom orientation of printed texts
- following non-linear digital texts to gain information
- predicting the purpose of texts based on:
 - prior knowledge of the context
 - personal experience

Foundation Skills

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

Skill	Description
Problem-solving skills to:	• select and use a limited range of reading strategies to make meaning from texts
Technology skills to:	• access and navigate digital texts • use digital information safely
Digital literacy skills to:	• follow non-linear orientation of digital text to enable simple navigation

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23755 Engage with short simple texts for learning purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • apply a limited range of reading strategies to locate specific information and identify meaning and intention in a minimum of two simple and highly familiar texts relevant to personal learning including: - one paper based and one digital text - two text types related to learning needs
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • identifying sources of text, such as teacher, writer, peer • prior knowledge of aspects of the text such as layout • basic reading strategies to make meaning from texts • following simple on-line prompts
Assessment Conditions	Assessment must ensure access to • simple, personally relevant digital and paper based texts • at least two different text types • a digital tablet and/or personal computer or simulated digital devices suitable to context In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Digital texts may include those from offline or simulated online environments. At this level, the learner: • will require support to identify appropriate texts • may require strong support from the context, including visual cues • may require strong support to access digital media and navigate web based text • may use texts which contain repetition • may require extended time to read, reread and decode text • may depend on a personal dictionary • can work alongside an expert / mentor where prompting and advice can be provided. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

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

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

Range of Conditions

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

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

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

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

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

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

Specific information may include but is not limited to:

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

axis or segments in graphs

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

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

Foundation Skills

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

Skill	Description
Problem-solving skills to:	select and use a limited range of reading strategies to make meaning from texts
Technology skills to:	access and navigate digital texts use digital information safely
Digital literacy skills to:	follow non-linear orientation of digital text to enable simple navigation

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23756 Engage with short simple texts for employment purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • apply a limited range of reading strategies to locate specific information and identify meaning and intention in a minimum of two simple and highly familiar texts relevant to employment including: - one paper based and one digital text - two text types related to employment needs
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • different text types relevant to employment purposes • purpose of a limited range of employment related texts • basic reading strategies to make meaning from texts
Assessment Conditions	Assessment must ensure access to: • simple digital and paper based texts relevant to employment • at least two different text types • a digital tablet and/or personal computer or simulated digital devices suitable to context In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Digital texts may include those from offline or simulated online environments. At this level the learner: • will require support to identify appropriate texts. • may require strong support from the context, including visual clues • may require strong support to access digital media and navigate digital text • may use texts which contain repetition • may require extended time to read, reread and decode text • may depend on a personal dictionary • can work alongside an expert / mentor where prompting and advice can be provided. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23760
Unit title	Create short simple texts for learning purposes
Application	This unit describes the skills and knowledge to develop initial writing skills to create short, simple, highly familiar paper based and digital texts for learning purposes. It requires the ability to create and complete written texts related to learning purposes. 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. This unit applies to learners at the very beginning stages of learning to write and who are seeking to develop their writing skills to improve their learning options. Learners at this level may require support through prompting and advice. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

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

Range of Conditions

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

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

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

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

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

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

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

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

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

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

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

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

Foundation Skills

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

Skill	Description
Problem-solving skills to:	recognise different simple formatting conventions of texts
Planning and organising skills to:	- arrange simple information in a text - construct a short simple text of one or two phrases
Technology skills to:	- access and navigate digital texts - use digital devices safely
Digital literacy skills to:	- follow non-linear navigation of digital text to enable simple navigation - apply simple digital netiquette conventions

Unit Mapping Information

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

Assessment Requirements

Title	Assessment requirements for VU23760 Create short simple texts for learning purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - complete two short, simple texts, one digital and one handwritten, for learning purposes including: - completion of one formatted text - completion of one non-formatted text
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - spatial arrangement, word separation and alignment of written text - short, simple learning related words - navigation of hand written and digital texts - following the left to right, top to bottom orientation of printed texts - following non-linear digital texts to gain information
Assessment Conditions	Assessment must ensure access to: texts drawn from learning related environments that are relevant to the learner digital devices and / or communication technology In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments. Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting. At this level, the learner: may need time to read, reread and decode text can work with an expert / mentor where support is available if requested may require support to ensure handwritten texts are accurate and legible. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

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

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

Range of Conditions

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

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

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

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

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

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

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

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

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

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

- short work related messages
- workplace notices such as warning notices
- short basic text / numerical data entered into portable, hand held scanning devices
- short, simple reply to a work related text message

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

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

Foundation Skills

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

Skill	Description
Problem-solving skills to:	• recognise different simple formatting conventions of texts
Planning and organising skills to:	• arrange simple information in a text • construct a short simple text of one or two phrases
Technology skills to:	• access and navigate digital texts • use digital devices safely
Digital literacy skills to:	• follow non-linear navigation of digital text to enable simple navigation • apply simple digital netiquette conventions

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23761 Create short simple texts for employment purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - complete two short, simple texts, one digital and one handwritten, for employment purposes including: - completion of one formatted text - completion of one non-formatted text
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - spatial arrangement, word separation and alignment of written text - a small personal bank of short, simple employment related words and phrases - punctuation including appropriate use of upper and lower case and full stop - following the left to right, top to bottom orientation of printed texts - following non-linear digital texts to gain information
Assessment Conditions	Assessment must ensure access to: - text drawn from employment related environments that are relevant to the learner - digital devices and / or communication technology as required In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments. Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting. At this level, the learner: - may work with alongside an expert / mentor where prompting and advice can be provided - may require additional time to complete written tasks - may require support to ensure handwritten texts are accurate and legible Assessor requirements Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code VU23763

Unit title Work with numbers in highly familiar situations

Application

This unit describes the skills and knowledge to locate and recognise, use simple problem-solving strategies and convey mathematical information about numbers in highly familiar situations.

It requires the ability to compare, add and subtract whole numbers into the 100s in highly familiar situations, and roughly check the reasonableness of process outcomes with support.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10, 1.11. At this level, individuals may work alongside an expert/mentor where prompting and advice can be provided.

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

Pre-requisite Unit(s) Nil

Competency Field Not Applicable

Unit Sector Not Applicable

Element

Performance Criteria

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.

- | | | |
|---|--------------------------------|---|
| 1 | Identify numbers | 1.1 Locate and recognise whole numbers in highly familiar, short and simple oral texts

1.2 Locate and recognise the mathematical symbols and words for whole numbers in highly familiar, short and simple written texts |
| 2 | Solve number problems | 2.1 Compare whole numbers in highly familiar situations

2.2 Use single step addition to solve problems involving whole numbers in highly familiar situations

2.3 Use single step subtraction to solve problems involving whole numbers in highly familiar situations

2.4 Check the reasonableness of number problem-solving outcomes in response to prompting and questioning from expert/mentor |
| 3 | Communicate number information | 3.1 Write whole numbers using mathematical symbols

3.2 Write whole numbers using words |

3.3 Use oral language to convey information about whole numbers in highly familiar situations

Range of Conditions

The context must be highly familiar, concrete and immediate.

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

Texts may include but are not limited to:

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

Numbers must be limited to:

whole numbers into the 100s
halves.

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

Problem-solving tasks must be limited to:

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

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

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

Foundation Skills

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

Skill

Description

Oral communication skills to:

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

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23763 Work with numbers in highly familiar situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with numbers in highly familiar situations involving: - at least one oral text - at least one written text.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real world relevance of numbers in highly familiar situations - real world relevance of adding, subtracting and comparing numbers in highly familiar situations - place value of whole numbers into the hundreds: - ones place - tens place - hundreds place - number comparison outcomes: - equal - greater than - less than - mathematical symbols: - whole numbers into the hundreds - half symbol, $\frac{1}{2}$ - plus sign, + - minus sign, - - equals sign, = - common, every day, informal oral language related to: - comparing - addition - subtraction.
Assessment Conditions	Assessment must ensure access to personally relevant and authentic oral and written texts. At this level the individual: - uses personal, informal in the head methods or a calculator to calculate - works alongside an expert/mentor where prompting and advice can be provided. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

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

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

questioning from expert/mentor

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

Range of Conditions

The context must be highly familiar, concrete and immediate.

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

Texts may include but are not limited to:

spoken interactions with others, such as with other learners or the trainer and assessor

audio or video recordings

printed, digital or spoken instructions

printed, online, radio or television advertisements

printed or digital shopping catalogues

discussions about costs and purchases

product price labels

printed or digital tickets, bills or receipts.

Money amounts must be limited to familiar money amounts.

Problem-solving tasks must be limited to:

comparing no more than two amounts

adding no more than two amounts

subtracting no more than two amounts.

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

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

Foundation Skills

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

Skill

Description

Oral communication skills to:

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

Unit Mapping Information

Current Version

Previous Version

Comments

VU23764 Work with money in highly familiar situations	VU22352 Recognise numbers and money in simple, highly familiar situations VU22356 Recognise and locate simple numerical information in short, simple highly familiar texts	Not equivalent
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Assessment Requirements	
Title	Assessment Requirements for VU23764 Work with money in highly familiar situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with money in highly familiar situations involving: - at least one oral text - at least one written text.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real world relevance of money in highly familiar situations - real world relevance of adding, subtracting and comparing money amounts in highly familiar situations - place value of money: - ones and tens place for cents - ones, tens and hundreds place for dollars - money comparison outcomes: - equal - greater than - less than - mathematical symbols: - dollar sign, \$ - decimal point, . - plus sign, + - minus sign, - - equals sign, = - common, every day, informal oral language related to: - comparing - addition - subtraction.
Assessment Conditions	Assessment must ensure access to personally relevant and authentic oral and written texts. At this level the individual: - uses personal, informal in the head methods or a calculator to calculate - works alongside an expert/mentor where prompting and advice can be provided. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

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

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

Range of Conditions

The context must be highly familiar, concrete and immediate.

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

Texts may include but are not limited to:

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

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

Measurement properties must include but are not limited to:

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

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

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

Measurement units must be highly familiar.

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

- ruler in millimetres or centimetres
- kitchen scales in kilograms or grams
- bathroom scales in kilograms
- cup
- spoon
- digital thermometer in degrees Celsius
- digital clock set to 12 hour time.

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

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

Foundation Skills

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

Skill	Description
Oral communication skills to:	listen to prompts and advice provided by expert/mentor.

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23766 Work with measurement in highly familiar situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with measurement in highly familiar situations, involving: - using a measuring tool to take and compare measurements of three of the following four properties: length, weight, volume and temperature - reading time on a digital clock - locating a familiar date on a calendar - writing a date using mathematical symbols - at least one oral text - at least one written text.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real world relevance of measurement in highly familiar situations - real world relevance of comparing measurements in highly familiar situations - mathematical symbols for time: - number symbols for months - date separator, / - am - pm - basic measuring tools and methods of measuring: - length - weight - capacity and volume - time - temperature - common, every day, informal oral language related to: - measurement - measurement comparison.
Assessment Conditions	Assessment must ensure access to: - highly familiar and authentic oral and written texts - measuring tools at a basic level - a digital clock set to 12 hour time - a calendar. At this level the individual: - uses personal and informal in the head methods to work with measurement

- works alongside an expert/mentor where prompting and advice can be provided.

Assessor requirements

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

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

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

Range of Conditions

The context must be highly familiar, concrete and immediate.

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

Texts may include but are not limited to:

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

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

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

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

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

- size
- shape.

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

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

Foundation Skills

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

Skill

Oral communication skills to:

Description

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

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23767 Work with shape in highly familiar situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with shape in highly familiar situations, including: - one oral text - one written text - comparing the size and shape of circles, triangles and squares - comparing the size and shape of three different objects.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real world relevance of shape in highly familiar situations - real world relevance of comparing shapes in highly familiar situations - common, every day, informal oral language related to: - size - shape.
Assessment Conditions	Assessment must ensure access to: - highly familiar and authentic oral and written texts - familiar objects that are different sizes and shapes. These can be real objects or images of objects. At this level the individual: - uses personal and informal in the head methods to work with shape - works alongside an expert/mentor where prompting and advice can be provided. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

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

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Identify data	1.1 Locate and recognise data in highly familiar, short and simple oral texts 1.2 Locate and recognise data in highly familiar, short and simple written texts 1.3 Locate and recognise data in highly familiar and simple tables 1.4 Locate and recognise data in highly familiar and simple charts
2 Compare and communicate data	2.1 Compare data in oral texts 2.2 Compare data in written texts 2.3 Compare data in tables 2.4 Compare data in charts

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

Range of Conditions

The context must be highly familiar, concrete and immediate.

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

Texts may include but are not limited to:

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

Problem- solving tasks must be limited to comparing data.

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

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

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

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

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

Foundation Skills

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

Skill

Description

Oral communication skills to:

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

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23768 Work with data in highly familiar situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with data in highly familiar situations, including: - an oral text - a written text - a table - a bar chart.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real world relevance of data in highly familiar situations - key features of tables: - row - column - row heading - column heading - cell value - key features of basic bar charts: - horizontal axis showing data categories - vertical axis showing data values - bar values - common, every day, informal oral language related to data comparison.
Assessment Conditions	Assessment must ensure access to highly familiar and authentic oral and written texts, a table and a bar chart. At this level the individual: - uses personal and informal in the head methods to work with data - works alongside an expert/mentor where prompting and advice can be provided. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23772
Unit title	Engage with simple texts for learning purposes
Application	This unit describes the skills and knowledge to engage with simple, familiar and predictable paper and digital texts for learning purposes. It requires the ability to identify, read and interpret information in texts relevant to own learning needs. 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. This unit applies to learners seeking to improve their reading skills in order to access educational participation options. Learners at this level may request support and begin to develop their own support resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Identify specific texts relevant to the learning environment	1.1 Determine information required for own learning needs 1.2 Identify and select simple, learning related texts to meet learning needs 1.3 Examine features of the texts
2 Read and interpret simple texts relevant to the learning environment	2.1 Identify sources of texts 2.2 Predict the purpose of the texts 2.3 Use reading strategies to interpret the texts 2.4 Locate specific information in the texts 2.5 Identify main ideas in the texts 2.6 Determine the effectiveness of the texts in terms of meeting own needs

Range of Conditions

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

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

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

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

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

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

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

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

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

- self-correcting when meaning is lost by re-reading
- using de-coding strategies such as:
 syllables, recognition of prefixes, suffixes, common stems
- using a dictionary or online resources to check word meaning

Specific information may include but is not limited to:

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

Foundation Skills

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

Skill	Description
Problem-solving skills to:	• select and use reading strategies to make meaning
Technology skills to:	• access and navigate digital texts • use digital devices safely
Digital literacy skills to:	• use search engines to locate simple information • search for information in a digital environment

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23772 Engage with simple texts for learning purposes
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Performance Evidence

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

- apply reading strategies to identify, read and interpret information in a minimum of two simple and familiar texts relevant to learning including:
one paper based and one digital text
two text types related to learning needs

Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:

- reading strategies to make meaning from texts
- simple sentences and structures including:
simple verb tenses and routine word order patterns
one or two clauses
adjectives, pronouns and prepositions
simple cohesive devices such as, *and*, *but*, *then*
- function of conventional sentence punctuation and how it impacts on meaning
- text types related to learning purposes and their features
- basic layout conventions of websites and digital texts

Assessment Conditions

Assessment must ensure access to:

- simple digital and paper based texts related to learning
- digital technology as required

In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Digital texts may include those from offline or simulated online environments.

At this level the learner may:

receive support to identify appropriate texts

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

Assessor requirements

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

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

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

Range of Conditions

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

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

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

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

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

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

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

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

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

- making connections between own knowledge and information in written, pictorial and digital texts
- making connections between own knowledge and the purpose of texts
- comparing and contrasting information between similar texts
- self-correcting when meaning is lost by re-reading
- recognising meaning and function of conventional sentence punctuation such as full stops, capital letters
- drawing on a bank of known words and phrases including those related to the employment and / or immediate work environment
- asking questions to clarify meaning
- following the left to right, top to bottom orientation of printed texts
- using layout of non-linear digital texts to gain information
- using de-coding strategies such as:
 - *syllables, recognition of prefixes, suffixes, common stems*

Specific information may include but is not limited to:

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

Foundation Skills

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

Skill	Description
Problem-solving skills to:	• select and use reading strategies
Technology skills to:	• access and navigate digital texts • use digital devices safely
Digital literacy skills to:	• use search engines to locate information • search for and interpret information in a digital environment and format • use digital platforms appropriately for work purposes

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23773 Engage with simple texts for employment purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • apply reading strategies to identify, read and interpret information in a minimum of two simple and familiar texts related to employment including: - one paper based and one digital text - two text types related to employment needs
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • reading strategies to make meaning from texts • de-coding strategies • simple sentence structures including: - simple verb tenses and routine word order patterns - one or two clauses - adjectives, pronouns and prepositions - simple cohesive devices such as, and, but, then • meaning of common sentence punctuation and how it impacts on meaning including full stops, capital letters and commas • text types related to employment purposes and their features • layout conventions of websites and digital texts
Assessment Conditions	Assessment must ensure access to: • simple digital and paper based texts relevant to employment. • digital technology In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Digital texts may include those from offline or simulated online environments. At this level the learner may: • receive support to identify appropriate texts • need time to read, reread and decode text • depend on a personal dictionary • work with an expert/mentor where support is available if requested Assessor requirements Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23777
Unit title	Create simple texts for learning purposes
Application	This unit describes the skills and knowledge to create simple texts for learning purposes. It requires the ability to develop writing skills to plan, produce and review simple, familiar and predictable texts for learning purposes. 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. This unit applies to those who wish to improve their written communication skills for application in learning contexts. Learners at this level may request support and begin to develop their own support resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

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

Range of Conditions

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

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

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

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

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

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

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

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

Foundation Skills

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

Skill	Description
Reading skills to:	• source appropriate information to produce texts
Learning skills to:	• review and amend own writing

- Problem-solving skills to:
- select audience and purpose of texts and use appropriate language and structure suitable to the text type
- Technology skills to:
- use digital devices safely and responsibly
 - use search engines to locate information
 - search for information in a digital environment
- Digital literacy skills to:
- select and use appropriate digital applications to produce texts such as email or word applications
 - use appropriate layout conventions to produce digital texts
 - apply a limited number of digital netiquette conventions

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23777 Create simple texts for learning purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - plan, produce and review two texts for learning purposes including: - one digital and one handwritten text - two text types related to learning purposes one of which consists of at least one paragraph
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - stages or processes of writing including planning, drafting and editing - punctuation conventions of sentence writing - simple sentence structure consisting of one or two clauses - simple verb tenses and routine word order patterns related to text type - upper and lower case letters and their functions - structure of text related to text type - simple conjunctive devices to link ideas such as “and” and “but” - familiar letter patterns for spelling - simple adjectives, pronouns and prepositions related to content of texts
Assessment Conditions	Assessment must ensure access to: - digital devices and/or communication technology as required - support person as required In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Handwritten texts must be legible and may contain variations in personal style. Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting At this level, the learner may: receive support to source information for texts - work with an expert / mentor where support is available if requested - require additional time to complete written tasks - depend on a personal dictionary Assessor requirements Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23778
Unit title	Create simple texts for employment purposes
Application	This unit describes the skills and knowledge to create simple texts for employment purposes. It requires the ability to develop writing skills to plan, produce and review simple, familiar and predictable texts for employment purposes. 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. This unit applies to those who wish to improve their written communication skills for application in employment contexts. Learners at this level may request support and begin to develop their own support resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

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

Range of Conditions

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

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

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

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

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

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

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

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

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

Foundation Skills

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

Skill	Description
Reading skills to:	• use information to produce texts
Learning skills to:	• review and amend own writing
Problem-solving skills to:	• select audience and purpose of texts and use appropriate language and structure suitable to the text type
Technology skills to:	• use digital devices safely and responsibly • search for information in a digital environment
Digital literacy skills to:	• select and use appropriate digital applications to produce workplace texts • use appropriate layout conventions to produce digital texts • apply a limited number of digital netiquette conventions

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23778 Create simple texts for employment purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - plan, produce and review two texts for employment purposes including: - one digital and one handwritten text - two text types related to employment purposes one of which consists of at least one paragraph
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - stages or processes of writing including planning, drafting and editing - simple punctuation conventions of sentence writing - simple sentence structure consisting of one or two clauses - simple verb tenses and routine word order patterns related to text type - upper and lower case letters and their functions - structure of text related to text type - simple conjunctive devices to link ideas such as “and” and “but” - familiar letter patterns for spelling - simple adjectives, pronouns and prepositions related to content of texts
Assessment Conditions	Assessment must ensure access to: - simple employment related texts which may include formatted and/or unformatted sections - digital devices and/or communication technology as required - support person as required In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context Handwritten texts must be legible and may contain variations in personal style. Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting At this level, the learner may: - receive support to source information for texts - work with an expert / mentor where support is available if requested - require additional time to complete written tasks - depend on a personal dictionary

Assessor requirements

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

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

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Identify numbers	1.1 Identify and interpret information about whole numbers in familiar and simple oral texts 1.2 Identify and interpret the mathematical symbols for, and information about, whole numbers in familiar and simple written texts
2 Solve number problems	2.1 Determine method to solve one and two step arithmetic problems involving whole numbers 2.2 Use estimation methods to approximate solutions to one and two step arithmetic problems involving whole numbers 2.3 Use arithmetic operations to solve one and two step arithmetic problems involving whole numbers 2.4 Check the reasonableness of arithmetic problem-solving processes and outcomes in relation to the context
3 Communicate number	3.1 Write numbers and arithmetic problems using

information

mathematical symbols

3.2 Use oral language to report on and discuss the arithmetic problem-solving process

Range of Conditions

The context must be familiar and predictable.

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

Texts may include but are not limited to:

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

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

Problem-solving tasks must be limited to:

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

Estimation methods may include but are not limited to:

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

Oral language must be mainly informal and some formal language and must include but is not limited to language related to whole numbers, adding whole numbers, subtracting whole numbers, multiplying whole numbers, dividing whole numbers, equivalence of whole numbers and estimating whole numbers.

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

Foundation Skills

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

Skill	Description
Oral communication skills to:	request and listen to support from an expert/mentor.

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23780 Work with whole numbers in familiar and predictable situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with whole numbers in familiar and predictable situations involving: - at least one oral text - at least one written text.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real-world relevance of whole numbers in familiar and predictable situations - real-world relevance of addition, subtraction, multiplication and division of whole numbers in familiar and predictable situations - basic order of operations with whole number calculations - place value of numbers into the thousands: - unit place - tens place - hundreds place - thousands place - mathematical symbols: - whole numbers into the thousands - plus sign, + - minus sign, - - multiplication sign, x - division sign, ÷ - equals sign, = - mainly informal and some formal oral language related to: - addition - subtraction - multiplication - division - equivalence - estimation.
Assessment Conditions	Assessment must ensure access to familiar and simple authentic oral and written texts. At this level the individual: - uses personal and informal in the head methods and pen and paper methods to calculate or uses technological processes and tools to calculate - may work with an expert/mentor where support is available if requested. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching

numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

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

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Identify fractions, decimals and percentages	1.1 Identify and interpret information about fractions, decimals and percentages in familiar and simple oral texts 1.2 Identify and interpret the mathematical symbols for, and information about, fractions, decimals and percentages in familiar and simple written texts
2 Compare values	2.1 Compare fractions with other fractions 2.2 Compare decimals with other decimals 2.3 Compare percentages with other percentages
3 Solve money problems	3.1 Determine method to solve one and two step arithmetic problems involving money amounts 3.2 Use estimation methods to approximate solutions to one and two step arithmetic problems involving money amounts

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

Range of Conditions

The context must be familiar and predictable.

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

Texts may include but are not limited to:

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

Fractions, decimals and percentages must be limited to:

- money amounts, including in decimal form
- simple everyday fractions with a numerator of one, including $\frac{1}{4}$ and $\frac{1}{10}$
- simple everyday decimals to two decimal places, including 0.25
- simple everyday percentages, including 25% and 50%.

Problem-solving tasks must be limited to:

- no more than two steps
- comparing fractions, decimals and percentages

- addition of money amounts
- subtraction of money amounts
- division of small money amounts
- multiplication of small money amounts.

Estimation methods may include but are not limited to:

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

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

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

Foundation Skills

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

Skill	Description
Oral communication skills to:	• request and listen to support from an expert/mentor.

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23781 Work with fractions, decimals and percentages in familiar and predictable situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with fractions, decimals and percentages in familiar and predictable situations involving: - at least one oral text - at least one written text.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real-world relevance of fractions, decimals and percentages in familiar and predictable situations - real-world relevance of comparing fractions, decimals and percentages in familiar and predictable situations - real-world relevance of addition, subtraction, multiplication and division of money amounts in familiar and predictable situations - basic order of operations with money amount calculations - place value of decimals and money in the hundredths: - hundredth place - tenths place - unit place - tens place - hundreds place - thousands place - equivalence of simple and everyday fractions, decimals and percentages - mathematical symbols: - quarter symbol, $\frac{1}{4}$ - tenths symbol, $\frac{1}{10}$ - decimal place, . - fraction bar, / and – - dollar sign, \$ - plus sign, + - minus sign, - - multiplication sign, x - division sign, ÷ - equals sign, = - mainly informal and some formal oral language related to: - fractions - decimals - percentages - money - comparison

addition
subtraction
multiplication
division
equivalence
estimation.

**Assessment
Conditions**

Assessment must ensure access to familiar and simple authentic oral and written texts.

At this level the individual:

- uses personal and informal in the head methods and pen and paper methods to calculate or uses technological processes and tools to calculate
- may work with an expert/mentor where support is available if requested.

Assessor requirements

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

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

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Identify directions	1.1 Identify and interpret directions in familiar and simple oral texts 1.2 Identify and interpret directions in familiar and simple written texts 1.3 Identify and interpret directions in familiar and simple maps
2 Solve navigation problems	2.1 Determine routes to navigate between locations 2.2 Follow directions to navigate between locations 2.3 Use simple maps to navigate between locations 2.4 Check the reasonableness of navigation processes and outcomes in relation to the context
3 Communicate directions	3.1 Write directions to locations using words and mathematical symbols 3.2 Use oral language to give directions to locations, and report on and discuss navigating using directions

Range of Conditions

The context must be familiar and predictable.

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

Texts may include but are not limited to:

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

Maps must be familiar and simple.

Directions must be limited to:

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

Locations must be familiar and predictable, such as:

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

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

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

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

Foundation Skills

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

Skill	Description
Oral communication skills to:	request and listen to support from an expert/mentor.

Unit Mapping Information

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

Assessment Requirements Template

Title	Assessment Requirements for VU23782 Work with directions in familiar and predictable situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with directions in familiar and predictable situations involving: - at least one oral text - at least one written text - a familiar and simple map.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real-world relevance of directions in familiar and predictable situations - real-world relevance of navigating using directions in familiar and predictable situations - mathematical symbols: - north, N - south, S - east, E - west, W - simple alpha numeric map coordinates - arrow - left and right directions - mainly informal and some formal oral language related to: - position - direction - distance.
Assessment Conditions	Assessment must ensure access to familiar and simple authentic oral and written texts and familiar and simple maps. At this level the individual: - uses personal and informal in the head methods to work with directions - may work with an expert/mentor where support is available if requested. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23783
Unit title	Work with measurement in familiar and predictable situations
Application	This unit describes the skills and knowledge to identify, interpret, use problem- solving strategies and convey mathematical information about measurement in familiar and predictable situations. It requires the ability to make estimations, measure quantities and check the reasonableness of processes and outcomes in relation to the context. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10, 2.11. At this level, individuals may work with an expert/mentor where support is available if requested. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Identify measurement information	1.1 Identify and interpret information about measurement in familiar and simple oral texts 1.2 Identify and interpret the mathematical symbols for, and information about, measurement in familiar and simple written texts
2 Measure and estimate quantities	2.1 Determine methods to measure, order and group measurements 2.2 Use estimation methods to approximate measurement 2.3 Use measuring tools to measure properties of items 2.4 Order measurements according to measurement quantity 2.5 Group measurements according to measurement quantity 2.6 Check the reasonableness of measurement problem-solving processes and outcomes in relation to the context

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

Range of Conditions

The context must be familiar and predictable.

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

Texts may include but are not limited to:

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

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

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

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

Measurement quantities must include but are not limited to:

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

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

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

Ordering must include but is not limited to:

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

Grouping must include but is not limited to:

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

Estimation methods may include but are not limited to:

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

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

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

Foundation Skills

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

Skill**Description**

Oral communication skills to:

- request and listen to support from an expert/mentor.

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23783 Work with measurement in familiar and predictable situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with measurement in familiar and predictable situations involving: - using measuring tools to measure length, weight, volume and temperature - reading time to the hour, half hour and quarter hour on an analogue clock - reading time to the minute on a digital clock - reading a calendar - at least one oral text - at least one written text.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real-world relevance of measurement in familiar and predictable situations: - linear dimensions including length, height and width - weight - capacity and volume - time - temperature - measurement representation: - quantity - unit of measurement - mathematical symbols and abbreviations: - centimetre, cm - metre, m - kilometre, km - gram, g - kilogram, kg - millilitre, ml - litre, L - time separator, : - second, sec - minute, min - hour, hr - degrees Celsius, °C - mainly informal and some formal oral language related to: - length - weight - capacity and volume - time - temperature

estimation
ordering
grouping.

**Assessment
Conditions**

Assessment must ensure access to:

- familiar and simple authentic oral and written texts
- simple measuring tools graduated in familiar units
- an analogue clock
- a digital clock set to 12 hour time
- a calendar.

At this level the individual:

- uses personal and informal in the head methods to work with measurement
- may work with an expert/mentor where support is available if requested.

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B:6.2 for further information on meeting the assessor requirements.

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

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Identify shape information	1.1 Identify and interpret information about shape in familiar and simple oral texts 1.2 Identify and interpret information about shape in familiar and simple written texts
2 Solve shape problems	2.1 Determine methods to order and group shapes 2.2 Use estimation methods to identify the shape of objects 2.3 Order objects according to size 2.4 Group objects according to shape properties 2.5 Check the reasonableness of shape problem-solving processes and outcomes in relation to the context
3 Communicate shape information	3.1 Use oral language to describe shapes, and report on and discuss the shape problem-solving process 3.2 Use simple drawing tools to sketch shapes

Range of Conditions

The context must be familiar and predictable.

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

Texts may include but are not limited to:

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

Familiar objects may include but are not limited to:

- household objects
- workplace objects
- buildings
- furniture.

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

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

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

Ordering must include but is not limited to:

- by size.

Grouping must include but is not limited to:

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

Estimation methods may include but are not limited to:

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

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

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

Foundation Skills

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

Skill

Description

Oral communication skills to:

- request and listen to support from an expert/mentor.

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23784 Work with shape in familiar and predictable situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with shape in familiar and predictable situations involving: - at least one oral text - at least one written text - at least one familiar object - sketching two common 2D shapes and one 3 D shape.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real-world relevance of shape in familiar and predictable situations - real-world relevance of ordering and grouping shapes in familiar and predictable situations - types of shapes - shape symbols and abbreviations: - two dimensional, 2D - three dimensional, 3D - mainly informal and some formal language related to: - shape - ordering - grouping.
Assessment Conditions	Assessment must ensure access to: - familiar and simple authentic oral and written texts - simple drawing tools - familiar objects. At this level the individual: - uses personal and informal in the head methods to work with shape - may work with an expert/mentor where support is available if requested. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

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

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

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

Range of Conditions

The context must be familiar and predictable.

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

Texts may include but are not limited to:

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

Problem solving must be limited to ordering and representing data.

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

Tables must be simple and small.

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

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

Ordering must include but is not limited to:

- from most to least
- from least to most.

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

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

Foundation Skills

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

Skill	Description
Oral communication skills to:	request and listen to support from an expert/mentor.

Unit Mapping Information

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

Assessment Requirements

Title	Assessment Requirements for VU23785 Work with statistics in familiar and predictable situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with statistics in familiar and predictable situations involving: - at least one oral text - at least one written text - constructing at least one table - constructing at least one bar chart and one line chart based on provided scales and axes with graduations of ones, fives or tens.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real-world relevance of statistics in familiar and predictable situations - real-world relevance of ordering and visually representing data in familiar and predictable situations - structure and key features of tables - types, structure and key features of charts - mainly informal and some formal oral language related to: - data - ordering - tables - charts.
Assessment Conditions	Assessment must ensure access to: - familiar and simple authentic oral and written texts - tables - charts. At this level the individual: - uses personal and informal in the head methods to work with statistics - may work with an expert/mentor where support is available if requested.

Assessor requirements

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

Unit code	VU23796
Unit title	Engage with texts of limited complexity for learning purposes
Application	This unit describes the skills and knowledge to engage with familiar and less familiar texts for learning purposes. It requires the ability to identify, scan, read and interpret texts of limited complexity in contexts relevant to learning. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Learning at Level 3: 3.01, 3.02. The unit applies to those who can read independently in familiar and some less familiar contexts and who are seeking to engage with more complex texts to further improve their reading skills for learning purposes. Learners at this level work independently and use their own familiar support resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify and scan specific texts for learning purposes	1.1	Determine own personal needs for information
		1.2	Identify and select texts of limited complexity to meet learning needs
		1.3	Scan texts for key features and overall meaning
		1.4	Determine source of selected texts
2	Read and interpret texts for learning purposes	2.1	Identify the purpose and audience of the texts
		2.2	Use strategies to comprehend the texts
		2.3	Determine main ideas in the texts
		2.4	Identify supporting details in the texts
		2.5	Use strategies to interpret texts

2.6 Determine the effectiveness of the texts in meeting learning purposes

Range of Conditions

In this context, texts of limited complexity for learning purposes contain some familiar and less familiar elements. Texts contain some embedded information and some specialised vocabulary in tasks requiring interpretation and integration of a number of ideas and pieces of information.

Texts may include paper based and digital texts and must include different text types related to learning purposes.

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

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

- instructional learning materials such as text books, collections of learning resources, handouts, digital materials
- fiction or non-fiction texts
- procedural manuals or learner guides
- reports or feedback
- informal and formal emails or messages such as information about an assignment from a fellow class member/teacher or support available at the learning organisation
- individual learning plans, self assessments, portfolios, diaries
- formatted texts such as enrolment forms, timetables

Text features may include but are not limited to:

- text structures that incorporate a number of ideas and include some embedded information and abstraction, such as:
 - explicit navigation features and layout such as headings, table of contents, site maps/menus, paragraphing or punctuation
 - instructional texts with text organisational features including headings and sub-headings, format that typically includes a main statement and supporting information such as a learning goal/materials or other support requirements, sequential steps required to achieve goals or icons to provide guidance for required actions
 - narrative texts such as a chronological sequence of events, use of descriptive language, variations in author's voice
 - informative texts which use impersonal tone and headings, facts that may follow a standard format such as general statement, factual description, conclusion
 - persuasive texts which use emotive and persuasive language, include facts and opinions, explicit or implicit author bias, and may follow a standard format such as statement of opinion, argument, summing up or recommendation

Reading strategies to comprehend texts may include but are not limited to:

- recognising how the use of vocabulary, style of writing, layout and graphic features vary according to purpose and audience
- drawing on a bank of personally relevant words or phrases
- clarifying intended meaning by varying speed when reading

- recognising meaning of punctuation, font and layout, such as semi-colons, brackets, italics,
- recognising introductory phrases which indicate an opinion, or a fact is being offered
- decoding strategies such as:
 using word identification strategies such as phonic and visual letter patterns,
 syllabification, word origins or background knowledge of words

Identification of purpose and audience of texts may include but is not limited to:

- prior knowledge of contexts, personal experience, text layout and features

Reading strategies to interpret texts may include but are not limited to:

- clarifying the intention of the writer
- evaluating how the text represents the authors values, culture or experiences
- distinguishing between fact and opinion and simple inference
- considering reliability of source of information
- identifying use of language such as emotive and descriptive words, use of slang, use of inclusive pronouns and the effect of these choices in creating emotions in the reader
- identifying literary devices used by the author
- how the author uses purposeful punctuation to influence the reader
- comparing relevance of similar learning related texts in terms of language used or text structures

Consideration of the effectiveness of texts in meeting learning purposes may include but is not limited to the extent to which the texts:

- meet own purposes or needs of audience
- reflect own knowledge and experience
- invoke an emotional response in the reader.

Foundation Skills

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

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

Unit Mapping Information

Current Version	Previous Version	Comments
VU23796 Engage with texts of limited complexity for learning purposes	VU22387 Engage with texts of limited complexity for learning purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23796 Engage with texts of limited complexity for learning purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • apply reading strategies to identify, scan, read and interpret information in a minimum of three texts of limited complexity relevant to learning including: - at least one digital text - three different text types related to personal learning
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • sentence structures including: - complex and compound sentences - dependent clauses • signalling devices such as, <i>although, while, if, while</i> • representation of an author's purpose, experiences or opinions in texts • intended audience and purpose of text • relationship between source of text and validity of information • ways in which information can be accessed and represented in a number of ways including in digital information • decoding and meaning making strategies to comprehend texts • strategies to interpret texts and identify their usefulness • draw on prior knowledge to make sense of texts • different representation of paper based and digital information • following the left to right, top to bottom orientation of printed texts • following non-linear digital texts to gain information
Assessment Conditions	Assessment must ensure access to: • digital and paper based texts of limited complexity relevant to learning • a tablet and/or personal computer or simulated digital devices suitable to context In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments At this level the learner: • may depend on a personal or online dictionary • may use own familiar, learning resources which may include a teacher/mentor Assessor requirements Assessors of this unit must have demonstrable expertise in teaching

literacy. Refer to Section B6.2 for further information on meeting the assessor requirements

Unit code	VU23797
Unit title	Engage with texts of limited complexity for employment purposes
Application	This unit describes the skills and knowledge to engage with familiar and less familiar texts for employment purposes. It requires the ability to identify, scan, read and interpret texts of limited complexity in contexts related to employment. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 3: 3.03, 3.04. The unit applies to those who can read independently in familiar and some less familiar contexts and are seeking to further their reading skills by engaging with texts of greater complexity to improve employment opportunities. This unit is suitable for those in employment and those who aspire to employment. Learners at this level work independently and use their own familiar support resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Identify and scan specific texts for employment purposes	1.1 Determine own personal needs for information 1.2 Identify and select texts of limited complexity to meet employment needs 1.3 Scan texts for key features and overall meaning 1.4 Determine source of selected texts
2 Read and interpret texts for employment purposes	2.1 Identify the purpose and audience of the texts 2.2 Use strategies to comprehend the texts 2.3 Determine the main ideas in the texts 2.4 Identify supporting details in the texts

2.5 Use strategies to interpret texts

2.6 Determine the effectiveness of the texts in meeting own employment related purposes

Range of Conditions

In this context, texts of limited complexity for employment purposes contain some familiar and less familiar elements. Texts contain some embedded information and some specialised vocabulary in tasks requiring interpretation and integration of a number of ideas and pieces of information.

Texts may include paper based and digital texts and must include different text types related to employment purposes.

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

Texts for employment purposes may be sourced from work places, industry bodies, employment agencies, government departments or other similar sources and may include but are not limited to:

- documents directly related to seeking employment such as job advertisements, career and recruitment information or selection criteria
- informative texts such as information from government agencies such as Job Networks, employment organisations and companies, human resources information such as employment contracts and induction materials, OHS/WHS materials, business newsletters, notices from unions or industry bodies or internal company newsletters
- procedural texts such as standard operating procedures, job specifications, manufacturers' specifications, equipment manuals, flowcharts, customer requirements
- formatted texts such as workplace forms, incident reports, safety data sheets, spreadsheets, memos or information created using familiar software programs
- transactional texts requesting action or a response

Text features may include but are not limited to:

- explicit navigation features and layout such as headings, table of contents, site map/home page/menus, visuals, page layout paragraphing or punctuation
- formatted texts with headings, numbered sections, sequentially organised information
- visual presentations, diagrammatic/ graphic texts, flowcharts of processes
- data or information summarised into a table or chart
- technical terms related to workplace / industry
- common idioms, such as, 'get the ball rolling', 'on the back burner'
- acronyms particular to the workplace, such as SOP: Standard Operating Procedure

numerical information such as numerical information such as calculations such as ratios, pay rates or costs

Reading strategies to comprehend texts may include but are not limited to:

- self-correction, re-reading, reading ahead, varying speed, reading aloud, creating questions, checking for accuracy of information by consulting other texts/people
- relating and integrating separate pieces of information within a text, rather than treating them as separate units of information
- recognising some technical vocabulary of relevance to a particular industry or workplace
- predicting the meaning of unknown words by using surrounding words

- identifying key words and phrases critical to gaining meaning from the text
- decoding strategies such as:
 - using word identification strategies such as visual and phonic patterns, word derivations and meanings
 - recognising ways in which layout of a document can convey meaning

Reading strategies to interpret texts may include but are not limited to:

- clarifying the intention of the writer
- understanding variations in language and tone in different workplace documents
- distinguishing between fact, opinion and simple inference
- evaluating how the text represents the author's values, culture or experiences
- identifying use of language such as emotive and descriptive words, use of slang, use of inclusive pronouns and the effect of these choices in creating emotions in the reader

Consideration of the effectiveness of texts in meeting learning purposes may include but is not limited to the extent to which the texts:

- meet own purposes or needs of audience
- reflect own knowledge and experience.

Foundation Skills

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

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

Unit Mapping Information

Current Version	Previous Version	Comments
VU23797 Engage with texts of limited complexity for employment purposes	VU22388 Engage with texts of limited complexity for employment purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23797 Engage with texts of limited complexity for employment purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • apply reading strategies to identify, scan, read and interpret information in a minimum of three texts of limited complexity relevant to employment purposes including: - at least one paper based and one digital text - three different text types related to employment
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • sentence structures including: - complex and compound sentences - dependent clauses • signalling devices such as, <i>although, while, if, while</i> • relationship between source of text and validity of information • text types according to audience and purpose • decoding and meaning making strategies to comprehend texts • strategies to interpret texts and identify their usefulness • ways in which information can be accessed and represented in a number of ways including in digital mode • different representation of paper based and digital information • following the left to right, top to bottom orientation of printed texts • following non-linear digital texts to gain information
Assessment Conditions	Assessment must ensure access to: • digital and paper based texts of limited complexity relevant to employment purposes • a tablet and/or personal computer or simulated digital devices suitable to context In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments. At this level the learner: • may depend on a personal or online dictionary • may use own familiar, personal resources which may include a teacher/ mentor Assessor requirements Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements

Unit code VU23801

Unit title Create texts of limited complexity for learning purposes

Application This unit describes the skills and knowledge to develop writing skills and create familiar, and some less familiar paper based and digital texts for learning purposes. It requires the ability to plan, produce and texts of limited complexity in contexts related to learning.

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.

The unit applies to those who can write independently in familiar and some less familiar contexts, and who are seeking to produce texts of greater complexity in order to further improve their writing skills to support personal learning. Learners at this level work independently and use their own familiar support resources.

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

Pre-requisite Unit(s) Nil

Competency Field Not Applicable

Unit Sector Not Applicable

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.

1 Plan texts of limited complexity for learning purposes

1.1 Determine the purpose and audience for texts

1.2 Source information for texts

1.3 Select the appropriate format for the texts

1.4 Determine features of texts according to text type

1.5 Plan and sequence content for texts

2 Produce texts types of limited complexity for learning purposes

2.1 Follow plan to produce draft of text

2.2 Review each draft text and adjust for accuracy and effect

2.3 Complete final texts

Range of Conditions

In this context, written texts of limited complexity for learning purposes contain some familiar and less familiar contexts. Texts may include some embedded information and specialised vocabulary in tasks involving simple inferencing, integration of a number of ideas and sequencing.

Texts must include both handwritten and digital texts.

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

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

Text types of limited complexity for learning purposes may include but are not limited to:

- informal and formal email or handwritten messages about familiar and immediate matters such as requesting information about an assignment from a fellow class member or the teacher
- notes taken from a Podcast, TED talk, public lecture, training session or verbal instructions such as how to complete a task
- project report or assignment containing graphs or diagrams for a specific purpose
- simple spreadsheet or PowerPoint presentation
- detailed blogs/text for a webpage
- SMS / email / digital stories
- individual learning plans
- self assessments, training / student evaluations or feedback forms
- book reviews
- reflective writing related to learning experience
- collaborative texts

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

- clearly structured text using structural conventions
- variation between public and private writing
- narrative and expressive texts such as chronological sequencing of events; cohesive prose narrative texts; use of descriptive language
- procedural and informative texts such as transparent organisation, sequentially ordered dot points, numbered instructions, alphabetical or numerical listings, spacing, headings
- persuasive texts which include facts and opinions, standard format such as statement of opinion, argument, summing up or recommendation
- navigation features such as grids, arrows, dot points
- information formatted into a table
- visuals to support text such as:
 - symbols or place of colour
 - drawings / sketches / illustrations / photographs
 - labels / labelled diagrams
 - maps
- sentences structures such as:
 - consistent use of grammatically correct sentence forms

occasional use of complex and compound sentences
 use of dependent clauses introduced by words such as 'although', 'when', 'if', and 'while'
 use of generic grammatical forms including personal pronouns and temporal links
 devices to refer to words or phrases used in previous clauses / sentences

- vocabulary such as:
 precise /relevant use of vocabulary
 use of introductory phrases to indicate an opinion or fact is being offered
 use of appropriate language for audience and purpose

Foundation Skills

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

Skill	Description
Reading skills to:	• source appropriate information to produce texts
Learning skills to:	• review and amend own writing
Problem-solving skills to:	• locate information to create texts • match audience and purpose to appropriate text type • use grammatical forms appropriate to text purpose
Technology skills to:	• use digital devices safely • use search engines to locate information
Digital literacy skills to:	• select and use appropriate digital applications to produce texts such as email or word applications • use appropriate layout conventions to produce digital documents • apply routine digital netiquette conventions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23801 Create texts of limited complexity for learning purposes	VU22392 Create texts of limited complexity for learning purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23801 Create texts of limited complexity for learning purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - plan and produce two texts of limited complexity relevant to learning, including: - one digital and one handwritten text - two different text types related to learning needs
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - the major differences between public and private writing - process of planning, drafting and proofreading - difference between formal and informal registers - layout related to specific text types - complex and compound sentences - verb tenses used appropriately according to text type - use of vocabulary to convey shades of meaning
Assessment Conditions	Assessment must ensure access to: - real / authentic text types for learning purposes - a digital tablet and/or a personal computer In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Handwriting must be legible in a style appropriate to audience and purpose. Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting. At this level the learner: - may work independently using own support resources as required - may use an online dictionary or thesaurus Assessor requirements Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23802
Unit title	Create texts of limited complexity to participate in the workplace
Application	This unit describes the skills and knowledge to develop writing skills and create familiar, and some less familiar paper based and digital texts for employment purposes. It requires the ability to plan, produce and review texts of limited complexity in contexts related to participation in the workplace. 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. The unit applies to those who can write independently in familiar and some less familiar contexts and who are seeking to produce texts of greater complexity in order to further improve their employment participation options. This unit is suitable for those in employment and those who aspire to employment. Learners at this level work independently and use their own familiar support resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Plan employment related texts of limited complexity	1.1 Determine the purpose and audience of the text 1.2 Select text types to be created 1.3 Select the appropriate format for the texts 1.4 Determine features of texts according to text type 1.5 Plan and sequence content for texts
2 Produce employment related texts of limited complexity	2.1 Follow plan to produce draft text 2.2 Review each draft text and adjust for accuracy and effect 2.3 Complete final texts

Range of Conditions

In this context, written texts of limited complexity for participation in the workplace purposes contain some familiar and less familiar contexts. Texts may include some embedded information and specialised vocabulary in tasks involving simple inferencing, integration of a number of ideas and sequencing.

Texts must include both handwritten and digital texts.

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

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

Text types of limited complexity for employment purposes may include but are not limited to:

- letters of application for an advertised position
- informative texts such as OHS / WHS materials, company newsletters, routine reports such as an incident report, shift notes
- procedural texts such as standard operating procedures, job specifications, manufacturers' specifications, equipment manuals, flowcharts, customer requirements
- formatted texts such as employment application forms, incident report forms/pre-operational checklists, material safety data sheets, performance appraisal forms
- transactional texts such as letters or emails requesting action or response or response to customer feedback

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

- procedural texts with sequential steps and key headings such as standard operating procedures
- informative texts using a standard format such as manufacturer's information, workplace reports
- transactional texts with a formal opening, statement of purpose, details, requests, action required, formal close
- persuasive texts in which there may be bias explicit or implicit bias, emotive and persuasive language, facts and opinions
- formatted texts with headings, numbered sections, sequentially organised information such as safety data sheets, award documentation, workplace forms
- explicit navigation features such as, headings, table of contents, site map / menus
- sentences structures may include but are not limited to:
 - complex and compound sentences
 - devices used to refer to words or phrases used in previous clauses / sentences
 - dependent clauses introduced by words such as although, when, if, while
- familiar words / phrases / abbreviations such as:
 - vocabulary / technical terms related to a particular workplace or industry
 - common idioms used in the workplace such as 'on the same page', 'have a lot on your plate'
 - acronyms such as OHS / WHS, HR / P&C, MSDS / PSDS

simple diagrams such as flowcharts of work processes

numerical information such as:

- information which summarises data formatted into a table or chart
- standard measurements
- calculations for example ratios

pay rates / costs.

Foundation Skills

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

Skill	Description
Reading skills to:	source appropriate information to produce texts
Learning skills to:	review and amend own writing
Problem-solving skills to:	- locate information to create texts - match audience and purpose to appropriate text type - use grammatical forms appropriate to text purpose
Technology skills to:	- use digital devices safely - use search engines to locate information
Digital literacy skills to:	- select and use appropriate digital applications to produce texts such as email or word applications - use appropriate layout conventions to produce digital documents - apply routine digital netiquette conventions

Unit Mapping Information

Current Version	Previous Version	Comments
VU23802 Create texts of limited complexity to participate in the workplace	VU22393 Create texts of limited complexity to participate in the workplace	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23802 Create texts of limited complexity to participate in the workplace
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - plan and produce two employment related texts of limited complexity including: - one digital and one handwritten text - two different employment related text types
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - processes of writing including planning, drafting and editing - text structures and appropriate language for audience and purpose - difference between formal and informal registers - technical vocabulary and acronyms relevant to the workplace - complex and compound sentences - verb tenses used appropriately according to text type - dependent clauses with simple connectives such as <i>when, if</i>
Assessment Conditions	Assessment must ensure access to: - real / authentic text types for employment purposes - a digital tablet and/or a personal computer In technology restricted environments such as corrections settings, access to personal computers and digital devices may be simulated and suitable to context. Handwriting must be legible in a style appropriate to audience and purpose. Where handwriting cannot be undertaken due a physical impairment, assistive technology may be used to simulate or assist handwriting. At this level the learner: - may work independently using own support resources as required - may use an online dictionary or thesaurus Assessor requirements Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23804
Unit title	Work with numbers in familiar and some less familiar situations
Application	This unit describes the skills and knowledge to interpret, comprehend, use problem-solving strategies and convey mathematical information about numbers in a range of familiar and some less familiar situations. It requires the ability to make estimations, select and perform arithmetic calculations, and check and reflect on the outcomes and its appropriateness to the context and task. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.09, 3.10, 3.11. At this level, individuals work independently and use own familiar support resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Interpret number information	1.1	Identify and interpret information about numbers embedded in familiar and routine oral texts
		1.2	Identify and interpret mathematical symbols for, and information about, numbers embedded in familiar and routine written texts
2	Solve number problems	2.1	Select methods to solve multi-step arithmetic problems involving numbers
		2.2	Use estimation methods to approximate solutions to multi-step arithmetic problems involving numbers
		2.3	Apply order of arithmetic operations to solve multi-step arithmetic problems involving numbers
		2.4	Convert between equivalent forms of fractions, decimals and percentages
		2.5	Use computational tool to undertake problem-solving

			process
		2.6	Check and reflect on number problem-solving outcome and its appropriateness to the context and task
3	Communicate number information	3.1	Record and report on the problem-solving process and results
		3.2	Present and discuss the problem-solving process and results

Range of Conditions

The context must include a range of familiar and some less familiar contexts with some specialisation in familiar contexts.

In this context, oral and written texts must be familiar and routine, include some unfamiliar elements, embedded information and abstractions, and some specialised vocabulary.

The mathematical information in the texts must be embedded where some scanning of written texts and selective listening of oral texts is required to be able to interpret, locate and extract the mathematical information.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed, digital, radio or television advertisements
- printed or digital articles
- printed or digital brochures or catalogues
- printed or digital workplace procedures
- printed or digital public information
- printed, digital or spoken information relevant to purchases, household bills or goods and services tax (GST)
- printed, digital or spoken information relevant to planning holidays
- printed, digital or spoken information relevant to fuel prices
- printed or digital financial documents (such as bank statements, budgets, salary statements or pay packets)
- spoken sports commentary or printed results
- printed, digital or spoken health information.

Numbers must include but are not limited to:

- whole numbers into the millions
- routine fractions (such as halves, thirds, quarters, fifths, tenths and hundredths)
- routine decimals to three decimal places
- money amounts into the millions

- routine percentages (such as 10%, 20%, 75% and 100%).

Problem-solving tasks must be limited to:

- multi-step arithmetic calculations involving whole numbers
- multi-step arithmetic calculations involving whole numbers and a fraction
- multi-step arithmetic calculations involving whole numbers and a decimal
- multi-step arithmetic calculations involving whole numbers and a percentage
- dividing by small numbers with or without a remainder
- division by decimal values and long division using a computational tool
- multiplication of fractions by whole number values
- percentages of whole numbers
- converting between fractions, decimals and percentages (such as $25\% = \frac{1}{4} = 0.25$).

Estimation methods may include but are not limited to:

- rounding (such as \$345.04 becomes \$345.00)
- benchmark numbers (such as $8 + 9$ becomes $10 + 10$)
- leading digit (such as $387 + 162$ becomes $300 + 200$)
- rounding to multiples (such as 3×8 becomes 3×10).

Computational tools are technology that can be used for arithmetic problem-solving, such as calculators, spreadsheets, mobile applications and online calculators.

The term, present, refers to one-way oral communication.

The term, discuss, refers to two-way oral communication.

Oral language must be informal and formal language and must include but is not limited to language related to numbers, problem solving and estimating numbers.

Individuals draw on a combination of hands-on, in-context materials, personal experience and mathematical and other knowledge to work with numbers in familiar and some less familiar situations.

Foundation Skills

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

Skill

Description

Self-management skills to:

- ☐ work independently and use own familiar support resources.

Unit Mapping Information			
	Current Version	Previous Version	Comments
	VU23804 Work with numbers in familiar and some less familiar situations	VU22395 Work with a range of numbers and money in familiar and routine situations VU22400 Work with and interpret numerical information in familiar and routine texts	Not equivalent

Assessment Requirements

Title	Assessment Requirements for VU23804 Work with numbers in familiar and some less familiar situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with numbers in familiar and some less familiar situations involving: - at least one oral text - at least one written text.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real-world relevance of numbers in familiar and some less familiar situations - real-world relevance of multi-step arithmetic problem solving and converting equivalent fractions, decimals and percentages in familiar and some less familiar situations - arithmetic order of operations - methods of estimation relevant to working with numbers - common equivalent forms of fractions, decimals and percentages - mathematical symbols: - space and comma as the separator for thousands in whole numbers into the millions - routine fractions, decimals and percentages - informal and formal oral language related to: - numbers - problem solving - estimation.
Assessment Conditions	Assessment must ensure access to: - familiar and routine authentic oral and written texts where the mathematical information is embedded - computational tools. At this level the individual: - uses a blend of personal in the head methods and formal pen and paper methods to calculate and uses computational tools to undertake problem- solving processes - works independently and uses own familiar support resources. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23805
Unit title	Work with and interpret directions in familiar and some less familiar situations
Application	This unit describes the skills and knowledge to interpret, comprehend, use problem-solving strategies and convey information about directions in a range of familiar and some less familiar situations. It requires the ability to make estimations, select and use methods to solve navigation problems, and check and reflect on the outcomes and its appropriateness to the context and task. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.09, 3.10, 3.11. At this level, individuals work independently and use own familiar support resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Interpret direction information	1.1 Identify and interpret information about directions embedded in familiar and routine oral texts 1.2 Identify and interpret information about directions embedded in familiar and routine written texts, maps and plans
2 Solve navigation problems	2.1 Select methods to solve navigation problems 2.2 Apply selected method to plan route to destination 2.3 Use estimation methods to approximate distance and travel time 2.4 Check and reflect on navigation problem-solving outcome and its appropriateness to the context and task
3 Communicate direction information	3.1 Write directions to locations 3.2 Present and discuss directions to locations, and the navigation problem-solving process and results 3.3 Record and report on navigation problem-solving process

Range of Conditions

The context must include a range of familiar and some less familiar contexts with some specialisation in familiar contexts.

In this context, oral and written texts must be familiar and routine, include some unfamiliar elements, embedded information and abstractions, and some specialised vocabulary.

The mathematical information in the texts must be embedded where some scanning of written texts and selective listening of oral texts is required to be able to interpret, locate and extract the mathematical information.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed, digital or spoken information about directions
- printed, digital or spoken information about destinations
- printed, digital or spoken accommodation check in instructions
- printed, digital or spoken event information
- printed, digital or spoken parcel delivery instructions
- spoken or digital navigation system instructions
- emergency evacuation plans or spoken instructions
- printed or digital floor plans
- printed or digital maps or plans.

Maps and plans must be familiar and routine and must include but are not limited to:

- coordinates
- simple scales with metric units and simple ratios (such as 1 cm : 1 km, 1 cm : 10 km and 1 cm : 100 km)
- labels
- symbols
- keys to read.

Navigation problems must include but are not limited to:

- finding a location
- determining a route to a location
- following directions
- giving directions.

Routes must include but are not limited to:

- a path to a destination
- a sequence of steps
- at least two changes in direction.

Problem-solving methods may include but are not limited to:

- using maps or plans
- using digital navigation system
- asking for directions
- following signage
- using printed directions
- using landmarks
- using an online route planner.

Estimation methods for distance may include but are not limited to:

- familiar landmarks to gauge distance (such as the park is about two blocks away from the shops)
- visual (such as approximating by eye how far away a location appears)
- pacing (such as counting steps)
- known distance (such as it is about the same distance as my walk to the shops)
- using grids (such as counting map grid lines between locations)
- using scales and tools (such as using a ruler or string on a map and multiplying the measured distance by the scale)
- using digital navigation system (such as identifying a familiar landmark of a known distance).

Estimation methods for travel time may include but are not limited to:

- previous experience (such as it usually takes me 15 minutes to drive to mum's place)
- speed assumptions (such as it is a 1 hour walk or a 5 minute drive away)
- landmark timing (such as it takes me 10 minutes to get home and that is twice as far)
- rule of thumb (such as it takes about 30 minutes to get to the city by train)
- using digital navigation system (such as identifying a familiar landmark of a known travel time).

The term, present, refers to one-way oral communication.

The term, discuss, refers to two-way oral communication.

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

Individuals draw on a combination of hands-on, in-context materials, personal experience and mathematical and other knowledge to work with and interpret directions in familiar and some less familiar situations.

Foundation Skills

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

Skill	Description
Self-management skills to:	• work independently and use own familiar support resources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23805 Work with and interpret directions in familiar and some less familiar situations	VU22396 Work with and interpret directions in familiar and routine situations	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23805 Work with and interpret directions in familiar and some less familiar situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with and interpret directions in familiar and some less familiar situations involving: - at least one oral text - at least one written text - at least one map - at least one plan.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real-world relevance of directions in familiar and some less familiar situations - real-world relevance of solving navigation problems in familiar and some less familiar situations - route planning - key elements of maps and plans: - coordinates - simple scales - labels naming physical features - symbols representing physical features - keys - methods of solving navigation problems - methods of estimation - mathematical symbols: - map coordinates - informal and formal oral language related to: - position - direction.
Assessment Conditions	Assessment must ensure access to familiar and routine authentic oral and written texts where the mathematical information is embedded, and familiar and routine maps and plans. At this level the individual: - uses a blend of personal in the head methods and formal pen and paper methods to undertake problem-solving processes - works independently and uses own familiar support resources. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23806
Unit title	Work with measurement in familiar and some less familiar situations
Application	This unit describes the skills and knowledge to interpret, comprehend, use problem-solving strategies, and convey mathematical information about measurement in a range of familiar and some less familiar situations. It requires the ability to make estimations, measure quantities, perform measurement calculations, convert between metric units, use rates, and check and reflect on the outcomes and its appropriateness to the context and task. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.09, 3.10, 3.11. At this level, individuals work independently and use own familiar support resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Interpret measurement information	1.1 Identify and interpret information about measurement and rates embedded in familiar and routine oral texts 1.2 Identify and interpret the mathematical symbols for, and information about, measurement and rates embedded in familiar and routine written texts
2 Solve measurement problems	2.1 Select methods to solve measurement problems 2.2 Use estimation methods to approximate measurement 2.3 Select and use measuring tools to measure properties of items 2.4 Use arithmetic operations to solve arithmetic

		problems involving measurement
	2.5	Convert between metric units
	2.6	Check and reflect on measurement problem-solving outcome and its appropriateness to the context and task
3	Communicate measurement information	3.1 Record and report on the problem-solving process and results
		3.2 Present and discuss the problem-solving process and results

Range of Conditions

The context must include a range of familiar and some less familiar contexts with some specialisation in familiar contexts.

In this context, oral and written texts must be familiar and routine, include some unfamiliar elements, embedded information and abstractions, and some specialised vocabulary.

The mathematical information in the texts must be embedded where some scanning of written texts and selective listening of oral texts is required to be able to interpret, locate and extract the mathematical information.

Texts may include but are not limited to:

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

Measurement properties must include but are not limited to:

- length
- perimeter

- weight
- capacity
- volume
- time
- temperature
- calculating simple area of rectangle ($A = L \times W$).

Rates may include but are not limited to:

- kilometres per hour
- cost per kilo
- cost per metre.

Metric units of measurement, symbols and abbreviations may include but are not limited to:

- length:
 - millimetre (mm)
 - centimetre (cm)
 - metre (m)
 - kilometre (km)
- area:
 - square centimetre (cm²)
 - square metre (m²)
 - hectare (ha)
 - square kilometre (km²)
 - area (A)
 - length (L)
 - width (W)
- weight:
 - milligram (mg)
 - gram (g)
 - kilogram (kg)
 - metric ton (t)
- capacity and volume:
 - millilitre (ml)
 - litre (L)
- temperature:
 - degrees Celsius (°C)
- time:
 - second (s)
 - minute (min)
 - hour (h)
- rates:
 - kilometre per hour (km/h)
 - cost per kilogram (\$/kg)
 - cost per metre (\$/m).

Estimation methods may include but are not limited to:

- comparative (such as comparing to a body part to estimate length)
- counting (such as counting steps to estimate length)

- using familiar objects (such as comparing to a 1 litre milk carton to estimate volume)
- range (such as lifting an item and using personal experience to estimate weight range)
- analogous (such as comparing to similar past experiences getting to a location to estimate travel time)
- sensation (such as touching an object to estimate temperature)
- observation (such as observing rising steam to estimate temperature)
- categorising (such as categorising an item as cool, cold, warm or hot to estimate temperature).

The term, present, refers to one-way oral communication.

The term, discuss, refers to two-way oral communication.

Oral language must be informal and formal language and must include but is not limited to language related to:

- linear dimensions
- weight
- capacity
- volume
- time
- temperature
- perimeter
- area
- rates
- taking measurements
- measuring tools
- estimating measurement
- calculating measurement
- metric conversion.

Individuals draw on a combination of hands-on, in-context materials, personal experience and mathematical and other knowledge to work with measurement in familiar and some less familiar situations.

Foundation Skills

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

Skill	Description
Self-management skills to:	• work independently and use own familiar support resources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23806 Work with measurement in familiar and some less familiar situations	VU22397 Work with measurement in familiar and routine situations	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23806 Work with measurement in familiar and some less familiar situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with measurement in familiar and some less familiar situations involving: - at least one oral text - at least one written text - estimating, measuring and calculating length, perimeter, weight, capacity, volume, time and temperature - calculating simple area of a rectangle - converting between metric units for length, weight, and capacity or volume. The above measurement representations must include both the estimated, measured or calculated quantity and unit of measurement.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real-world relevance of measurement in familiar and some less familiar situations - real-world relevance of rates in familiar and some less familiar situations - real-world relevance of measurement calculations in familiar and some less familiar situations - real-world relevance of metric conversion in familiar and some less familiar situations - measuring tools relevant to measuring length, perimeter, weight, capacity, volume, time and temperature - methods for estimating, measuring and calculating length, perimeter, weight, capacity, volume, time and temperature - method for calculating rates - method for calculating area of a simple rectangle - method for metric conversion - mathematical relationship between time measurement: - minutes in an hour - hours in a day - days in a week - weeks in a month - months in a year - days in a year - metric units of measurement - metric unit of measurement symbols and abbreviations

Assessment Conditions

- informal and formal oral language related to measurement.

Assessment must ensure access to:

- familiar and routine authentic oral and written texts where the mathematical information is embedded
- measuring tools
- computational tools.

At this level the individual:

- uses a blend of personal in the head methods and formal pen and paper methods to calculate and use measurement and computational tools to undertake problem-solving processes
- works independently and uses own familiar support resources.

Assessor requirements

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

Unit code	VU23808
Unit title	Work with shape and angle in familiar and some less familiar situations
Application	This unit describes the skills and knowledge to interpret, comprehend, use problem-solving strategies and convey mathematical information about shape and angle in a range of familiar and some less familiar situations. It requires the ability to make estimations, draw shapes, assemble objects, and check and reflect on the outcomes and its appropriateness to the context and task. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.09, 3.10, 3.11. At this level, individuals work independently and use own familiar support resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Interpret shape and angle information	1.1 Identify and interpret information about shape and angle embedded in familiar and routine oral texts 1.2 Identify and interpret information about shape and angle embedded in familiar and routine written texts 1.3 Identify and interpret information about shape and angle in diagrams and plans
2 Solve shape and angle problems	2.1 Use estimation methods to approximate the shape of objects 2.2 Use estimation methods to approximate angles 2.3 Draw diagrams representing the shape of objects 2.4 Follow plans and instructions to assemble objects

		2.5	Check and reflect on shape problem-solving outcome and its appropriateness to the context and task
3	Communicate shape and angle information	3.1	Record and report on the problem-solving process and results
		3.2	Present and discuss the problem-solving process and results
		3.3	Describe the shape of objects

Range of Conditions

The context must include a range of familiar and some less familiar contexts with some specialisation in familiar contexts.

In this context, oral and written texts must be familiar and routine, include some unfamiliar elements, embedded information and abstractions, and some specialised vocabulary.

The mathematical information in the texts must be embedded where some scanning of written texts and selective listening of oral texts is required to be able to interpret, locate and extract the mathematical information.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital diagrams or plans
- printed, digital or spoken garden information
- printed, digital or spoken product information
- printed, digital or spoken building information
- printed, digital or spoken plans or instructions to build an object.

Everyday objects may include but are not limited to:

- household objects
- workplace objects
- buildings
- furniture.

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

- lines
- points
- angles
- curves
- surfaces
- familiar and routine 2D and 3D shapes and must include but are not limited to:
cylinder

pyramid.

Angles must be common and must include but are not limited to:

- 90 degrees
- 360 degrees.

Problem-solving tasks must include but are not limited to:

- drawing diagrams representing the shape of objects
- assembling 3D shapes
- recognising full turns as 360° and right angles as 90° .

Estimation methods may include but are not limited to:

- comparing properties (such as it has six sides, so it is probably a hexagon)
- using familiar objects (such as it looks like a can, so it is probably a cylinder)
- rule of thumb (such as it looks like an L, so it is probably a right angle)
- familiar experiences (such as if I spin around and end up facing the same direction it is a 360° turn).

The term, present, refers to one-way oral communication.

The term, discuss, refers to two-way oral communication.

Oral language must be informal and formal language and must include but is not limited to language related to shape and angle.

Individuals draw on a combination of hands-on, in-context materials, personal experience and mathematical and other knowledge to work with shape and angle in familiar and some less familiar situations.

Foundation Skills

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

Skill	Description
Self-management skills to:	• work independently and use own familiar support resources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23808 Work with shape and angle in familiar and some less familiar situations	VU22399 Work with design and shape in familiar and routine situations	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23808 Work with shape and angle in familiar and some less familiar situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • work with shape and angle in familiar and some less familiar situations involving: - at least one oral text - at least one written text.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • real-world relevance of shape and angle in familiar and some less familiar situations • real-world relevance of solving shape problems in familiar and some less familiar situations • estimation methods relevant to working with shape and angle • properties of shapes: - cylinder - pyramid • common angles: - full rotation - right angle • shape and angle symbols and abbreviations: - two dimensional, 2D - three dimensional, 3D - degrees, ° • informal and formal oral language related to: - shape - angle - estimation.
Assessment Conditions	Assessment must ensure access to: • familiar and routine authentic oral and written texts where the mathematical information is embedded • drawing tools • diagrams and plans • authentic objects that approximate the shape of a cylinder and a pyramid. At this level the individual: • uses a blend of personal in the head methods, formal pen and paper methods and tools to undertake problem-solving processes • works independently and uses own familiar support resources. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching

numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23820
Unit title	Engage with complex texts for learning purposes
Application	This unit describes the skills and knowledge to engage with complex texts for learning purposes. It requires the ability to analyse and interpret structurally intricate texts which are relevant to own learning purposes or needs. 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. This unit applies to those seeking to improve their further education participation options and who need to extend their critical reading skills for application in a learning context. Learners at this level work independently and initiate and use support from a range of established resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Source complex texts for learning purposes	1.1	Establish own purpose and need for accessing the texts
		1.2	Access and select texts relevant to own learning purpose and need
		1.3	Compare and confirm relevance of texts to own purpose or need
2	Analyse content in texts	2.1	Select and apply reading strategies to make meaning from the texts
		2.2	Analyse features of selected texts
		2.3	Extract and summarise main ideas in texts
		2.4	Analyse supporting information

		2.5	Compare information from different sources
3	Critically evaluate texts	3.1	Evaluate means used by the author to achieve the purpose of the text
		3.2	Apply strategies to critically analyse texts
		3.3	Assess the relevance of the texts to intended audience and purpose
		3.4	Evaluate effectiveness of texts

Range of Conditions

In this context, texts related to learning purposes are structurally intricate with embedded information which includes abstraction, symbolism and specialised vocabulary. They include some specialisation and unpredictable contexts.

Texts may include both paper based and digital texts and must include different text types related to learning needs from different sources.

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

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

- text books, research material on the internet, weblogs
- classroom based learning materials notes taken from whiteboard, notes taken from a variety of sources
- manuals / learner guides, work books
- course information such as VTAC guide
- journal articles, reports, including technical information
- instructions or technical procedures on how to complete a learning task such as a science experiment or project
- informal and formal emails, tweets, online postings or hand written messages about matters related to learning for example, information about an assignment from a fellow class member or the teacher
- individual learning plans, portfolios, diary entries related to study plans, task lists
- diagrams with supporting information related to a specific area of study or discipline

Features of texts use complex syntactic structures, language features and sentence structures and may include but are not limited to:

- instructional texts with headings and sub-headings to organise the text; format that typically includes a statement of learning goals, materials needed or other requirements, sequential steps required to achieve goals; and icons to provide guidance to the learner as to what is required
- informative texts with impersonal tone, headings, author's views expressed as facts, might include abstract nouns that condense ideas, processes and descriptions, and might follow a standard format such as general statement, factual description, conclusion
- persuasive texts with emotive and persuasive language, including facts and opinions, author's bias may be explicit or implicit, may include supporting materials, may include opposing views

on a subject and follows a standard format such as statement of opinion, argument, summing up or recommendation

- narrative texts with a chronological sequence of events, use of complex descriptive language, variations in author's voice
- visuals such as tables, graphs containing formatted data with explicit navigation features such as headings, table of contents, site map/ menus, numbered contents, dot points, arrows
- words / phrases/ abbreviations
 - vocabulary associated with personally relevant education activities
 - technical terms linked to areas of learning
 - abbreviations associated with further education such as TAFE, VET, VCE, HE,

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

- relating separate pieces of information within a text, rather than treating them as separate units of information
- using knowledge of structure and layout to skim key information
- using knowledge of principal conventions of texts to assist with constructing meaning
- recognising that language relates to social contexts and when social relations change, language may also change
- employing a variety of strategies when interpreting text such as self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people
- recognising how supporting information is used effectively
- distinguishing fact from opinion
- noting cues such as particular words which indicate a new or important point is about to be made
- making notes from written texts of personal relevance
- comparing information from different sources
- using de-coding and word identification strategies such as visual and phonic patterns, word derivations and meanings

Strategies to critically analyse texts may include but are not limited to:

- clarifying the purpose of the writer including stated and inferred purpose
- analysis to identify misleading information, underlying values, subtle nuances, evidence to support judgements/conclusions
- brainstorming activities to discuss features of the text such as ways in which the text reflects the author's culture, experiences and value system
- identifying key words and phrases critical to gaining meaning from the text
- discussing effect of language choices on effectiveness of the text for example, emotive and descriptive words, use of slang, use of inclusive pronouns
- commenting on the structure, content and coherence
- evaluating sources of information such as validity and accuracy of information
- expressing an opinion on the text such as the personal impact of the text
- comparing similar texts in terms of language or text structure used
- discussion of writer's voice
- comparing ideas from different texts

Foundation Skills

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

Skill	Description
Problem-solving skills to:	select, analyse and critically evaluate structurally complex texts relevant to own purposes
Technology skills to:	- access and navigate digital texts - use digital devices safely
Digital literacy skills to:	- use search engines to locate texts - search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23820 Engage with complex texts for learning purposes	VU22414 Engage with a range of complex texts for learning purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23820 Engage with complex texts for learning purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: source and apply reading strategies to analyse and critically evaluate information in a minimum of two texts relevant to learning needs or purposes including: - at least one digital text - at least two text types relevant to learning purposes
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • complex syntactic structures with multiple clauses including abstract meaning, modality and complex tenses • linking devices to demonstrate conceptual connections and/or causal relationships • reading strategies to make meaning from texts • vocabulary related to learning including some specialised vocabulary to support comprehension • techniques used by writers to convey meaning and achieve purpose • factors that influence a text such as an author's culture, experiences and value system • ways in which punctuation conveys emotions or intentions • strategies to critically analyse the validity of information in texts • differences in how paper based and digital information is represented
Assessment Conditions	Assessment must ensure access to: • texts relevant to learning purposes • digital technology and software In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated websites 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 Assessor requirements Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23821
Unit title	Engage with complex texts for employment purposes
Application	This unit describes the skills and knowledge to engage with complex texts for employment purposes. It requires the ability to analyse and critically evaluate structurally complex texts which are relevant to employment purposes or needs. 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. This unit applies to those seeking to improve their employment options and who need to further extend their reading skills for application in an employment context. This unit is suitable for those already in employment and those who aspire to employment. Learners at this level work independently and initiate and use support from a range of established resources. No licensing, legislative or certification requirements apply to this unit at the time of publication
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Source complex texts for employment purposes	1.1 Establish own purpose and need for accessing the texts 1.2 Access and select texts to meet own purpose and need 1.3 Compare and confirm relevance of texts to own purpose or need
2 Analyse content in texts	2.1 Select and apply reading strategies to make meaning from the texts 2.2 Locate any relevant explanatory or additional information needed to interpret the texts 2.3 Analyse features of texts

- | | | | |
|---|---------------------------|-----|--|
| | | 2.4 | Extract and summarise main ideas in texts |
| | | 2.5 | Analyse supporting information |
| | | 2.6 | Confirm content of texts meets own purposes or needs |
| 3 | Critically evaluate texts | 3.1 | Evaluate means used by the author to achieve the purpose of the text |
| | | 3.2 | Apply strategies to critically analyse texts |
| | | 3.3 | Assess the relevance of the texts to intended audience and purpose |
| | | 3.4 | Evaluate effectiveness of texts |

Range of Conditions

In this context, texts related to employment purposes are structurally intricate with embedded information which includes abstraction and symbolism. They include some specialisation and unpredictable contexts.

Texts may include both paper based and digital texts and must include different text types related to employment needs.

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

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

- information from government agencies such as Job Networks, My Gov, advertisements and application processes
- human resource and employment contracts
- workplace documents or policies such as Fair Work statements
- induction materials / job specifications
- OHS / WHS materials
- manufacturers' specifications / standard operating procedures
- workplace plans, drawings, and specifications
- information from unions
- workplace newsletters
- workplace apps
- workplace reports
- workplace forms

Features of texts use complex syntactic structures, language features and sentence structures and may include but are not limited to:

- informative texts that use impersonal tone, numbered outlines / dot points, technical terms, abstract nouns that condense ideas, processes and descriptions, and follow a standard format such as statement of purpose, steps, diagrams / photographs and may include data such as statistical information

- persuasive texts with author's bias that may be explicit or implicit, use emotive and persuasive language, includes facts and opinions, include supporting materials, may include opposing views on a subject and follow a standard format such as statement of opinion, argument, summing up or recommendation.
- procedural texts with sequential steps which may be supported by diagrams, icons, symbols
- formatted texts such as workplace forms or job applications with headings, instructions and symbols
- tables, graphs containing formatted data with explicit navigation features such as headings, table of contents, site map/ menus, numbered contents, dot points
- words / phrases/ abbreviations:
 - workplace technical terms
 - abbreviations such as OHS / WHS, MSDS, HR
- visuals
 - diagrams, process flowchart
 - charts, graphs to encapsulate data
 - posters to convey messages such as OHS / WHS information
- numerical information:
 - measurements and calculations using common measuring instruments
 - awards / salary information such as ordinary hours and penalty rates

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

- connecting separate pieces of information within a text, rather than treating them as separate units of information
- using knowledge of structure and layout to skim key information
- using knowledge of principal conventions of text types to assist with constructing meaning
- recognising that language relates to social contexts and when social relations change, language may also change
- employing a variety of strategies when interpreting text such as self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people
- recognising how supporting material is used effectively
- distinguishing fact from opinion
- noting cues such as particular words which indicate a new or important point is about to be made
- making notes from written texts of personal relevance
- comparing information from different sources
- using a range of technical vocabulary of relevance to particular industry or workplace
 - using de-coding and word identification strategies such as visual and phonic patterns, word derivations and meanings

Strategies to critically analyse texts may include but are not limited to:

- clarifying the purpose of the writer including stated and inferred purpose
- examining ways in which the text reflects the author's culture, experiences and value system
- identifying key words and phrases critical to gaining meaning from the text
- discussing effect of language choices on effectiveness of the text for example, emotive and descriptive words, use of slang, use of inclusive pronouns
- commenting on structure, coherence and content,

expressing an opinion on the text such as its impact on the reader or an opinion on an aspect of the text
 comparing similar texts of personal relevance in terms of language used or text structure
 discussion of writer's voice
 comparing ideas from different texts
 evaluating sources of information such as validity and accuracy of information

Foundation Skills

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

Skill	Description
Problem-solving skills to:	select, analyse and critically evaluate structurally complex texts relevant to own purposes
Technology skills to:	- access and navigate digital texts - use digital devices safely
Digital literacy skills to:	- use search engines to locate texts - search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23821 Engage with complex texts for employment purposes	VU22415 Engage with a range of complex texts for employment purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23821 Engage with complex texts for employment purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - source and apply reading strategies to analyse and critically evaluate information in a minimum of two texts relevant to employment needs or purposes including: - at least one digital text - at least two text types relevant to employment purposes
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - complex syntactic structures with multiple clauses including use of abstract meaning, modality and complex tenses - linking devices to demonstrate conceptual connections and/or causal relationships - reading strategies to make meaning from texts - vocabulary related to employment including some specialised vocabulary to support comprehension - techniques used by writers to convey meaning and achieve purpose - factors that influence a text such as an author's culture, experiences and value system - ways in which punctuation conveys emotions or intentions - strategies to critically analyse the validity of information in texts - differences in how paper based and digital information is represented
Assessment Conditions	Assessment must ensure access to: - texts relevant to work and employment purposes - digital technology and software In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments. 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 Assessor requirements Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements

Unit code VU23825

Unit title Create complex texts for learning purposes

Application

This unit describes the skills and knowledge to support the extended development of writing skills to create complex texts which are relevant to learning needs and the learning environment. It requires the ability to plan, produce and review complex texts related to learning purposes.

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

This unit applies to those who wish to extend their writing skills for application in a learning or study environment. Learners at this level work independently and initiate and use support from a range of established resources.

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

Pre-requisite Unit(s) Nil

Competency Field Not Applicable

Unit Sector Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan complex texts for learning purposes	1.1	Determine the purpose and audience for the texts
		1.2	Source information for the texts
		1.3	Research relevant content required to create texts
		1.4	Determine the features of the texts
		1.5	Select format and organise the structure of the texts
2	Produce complex texts for learning purposes	2.1	Arrange and integrate selected content to meet identified purpose of texts
		2.2	Develop and draft complex texts
		2.3	Review texts and check for accuracy
		2.4	Edit texts to enhance meaning and effectiveness in response to feedback

2.5 Complete texts according to specified requirements

Range of Conditions

In this context, complex texts contain embedded information and include specialised vocabulary, abstraction and symbolism and are based on less familiar contexts.

Texts produced must include different text types related to learning purposes and may include digital and handwritten texts.

Complex texts related to learning may include but are not limited to:

- informal and formal emails, posts or messages such as requesting information about an assignment from a fellow class member or the teacher
- summaries / essays / structured writing based on notes taken from whiteboard/smartboard or presentation
- individual learning plans / portfolios
- work books / extended journal entry
- story boards, digital stories
- reflective writing related to learning
- weblogs, text for a webpage
- collaborative text / report
- text to support verbal / visual presentation
- survey or survey analysis

Features of texts use complex syntactic structures, language features and sentence structures and may include but are not limited to:

- narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
- transactional texts such as formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- informative texts such as transparent organisation with sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings, general statement, factual description or logically sequenced explanation, conclusion
- procedural texts such as instructions: statement of the goal, requirements and steps to achieve the goal
- persuasive texts such as argument: statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations
- layout features, styles and structure for specific text types
- language and vocabulary appropriate for audience and purpose
 - use of appropriate language for audience and purpose, such as descriptive language, techniques to convey feelings and ideas, figures of speech
 - non - standard Australian English such as slang and colloquialisms
- use of vocabulary specific to topic
- use of punctuation to convey meaning

- use of generic grammatical forms including temporal links such as “meanwhile”, abstract nouns and referential devices
- navigation features such as grids, arrows, dot points, headings
- visual information such as diagrams, graphs, tables formatted into one or two columns, photographs / drawings / sketches / illustrations, symbols

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

Foundation Skills

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

Skill	Description
Learning skills to:	• apply the writing process to draft and review texts in response to feedback
Problem-solving skills to:	• convey complex relationships between ideas • apply spelling strategies such as visual and phonic patterns • select and apply appropriate register according to context
Technology skills to:	• use digital devices safely • use search engines to locate information for texts • search for information in a digital environment
Digital literacy skills to:	• select and use appropriate digital applications to produce texts such as email or word applications • use appropriate layout conventions to produce digital documents • apply a range of digital netiquette conventions to source and use information responsibly

Unit Mapping Information

Current Version	Previous Version	Comments
VU23825 Create complex texts for learning purposes	VU22419 Create a range of complex texts for learning purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23825 Create complex texts for learning purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to apply the writing process and use appropriate format and structure to: - plan, produce and review two texts related to learning purposes including: - at least one digital text - two text types related to learning purposes one of which consists of a series of linked paragraphs to connect ideas - at least two different audiences and purposes
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - structure of complex sentences with multiple clauses including use of abstract meaning, modal verbs and more complex tenses - use of abstract nouns to condense ideas, processes and descriptions and/or explanations - use of linking devices appropriate to text type - difference between public and private writing - vocabulary appropriate for audience, purpose and topic area - how selection of vocabulary conveys shades of meaning - techniques to convey feelings and ideas - register to enable appropriate selection and application to context - structural conventions of different text types - stages of the writing process - features of AI generated texts which may not acknowledge use of copyrighted material
Assessment Conditions	Assessment must ensure access to: - authentic texts relevant to learning contexts - digital devices or technology as appropriate In technology restricted environments such as corrections settings: - information for texts may be sourced from offline or simulated online environments - digital texts may be produced on offline or simulated platforms 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 - spells frequently used words with accuracy

Assessor requirements

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

Unit code	VU23826
Unit title	Create complex texts to participate in the workplace
Application	This unit describes the skills and knowledge to support the extended development of writing skills in the workplace. It requires the ability to plan, produce and review complex texts related to the workplace. 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 This unit applies to those who wish to extend their writing skills for application in a workplace environment. Learners at this level work independently and initiate and use support from a range of established resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Plan complex texts for the workplace	1.1 Determine the purpose and audience for the texts 1.2 Source information for the texts 1.3 Research relevant content required to create texts 1.4 Define the features of the texts 1.5 Select format and organise the structure of the texts
2 Produce complex texts for workplace purposes	2.1 Arrange and integrate selected content to meet identified purpose of texts 2.2 Develop and draft complex texts 2.3 Review texts and check for accuracy 2.4 Edit texts to enhance meaning and effectiveness in

response to feedback

2.5 Complete texts according to specified requirements

Range of Conditions

In this context, complex texts contain embedded information and include specialised vocabulary, abstraction and symbolism and are based on less familiar contexts.

Texts produced must include different text types related to the workplace and may include digital and handwritten texts.

Complex texts related to the workplace may include but are not limited to:

- work related emails, posts, workplace apps
- agendas / minutes / meeting notes
- instructions / manuals
- work related letters / memos / messages
- workplace reports
- standard operating procedures/technical instructions
- occupational health and safety procedures
- style manuals
- forms requiring extended details such as incident form, inspection form, travel forms / petty cash forms
- flowcharts for workplace processes

Features of texts use complex syntactic structures, language features and sentence structures and may include but are not limited to:

- transactional texts such as formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- informative texts such as factual description or logically sequenced explanation with conclusion, sequentially ordered dot points, alphabetical, numerical listings, spacing, headings, general statement
- procedural texts such as numbered instructions: statement of the goal, requirements and steps to achieve the goal
- persuasive texts such as argument: statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations
- complex forms requiring detailed information
- layout features, styles and structure for specific text types
- use of vocabulary specific to the workplace such as language within legislative requirements for work for example discrimination or vilification
- use of punctuation to convey meaning
- use of generic grammatical forms such as temporal links such as “meanwhile” abstract nouns and referential devices
- navigation features such as grids, arrows, dot points
- visual information such as diagrams, graphs, tables formatted into one or two columns, photographs / drawings / sketches / illustrations, symbols

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

Foundation Skills

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

Skill	Description
Learning skills to:	• apply the writing process to draft and review texts in response to feedback
Problem-solving skills to:	• convey complex relationships between ideas • apply spelling strategies such as visual and phonic patterns • select and apply appropriate register according to context
Technology skills to:	• use digital devices safely • use search engines to locate information for texts • search for information in a digital environment
Digital literacy skills to:	• select and use appropriate digital applications to produce texts such as email or word applications • use appropriate layout conventions to produce digital documents • apply a range of digital netiquette conventions to source and use information responsibly

Unit Mapping Information

Current Version	Previous Version	Comments
VU23826 Create complex texts to participate in the workplace	VU22420 Create a range of complex texts to participate in the workplace	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23826 Create complex texts to participate in the workplace
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to apply the writing process and use appropriate format and structure to: - plan, produce and review two complex texts for employment purposes including: - at least one digital text - two text types related to employment purposes one of which consists of a series of linked paragraphs to connect ideas - at least two different audiences and purposes
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - structure of complex sentences with multiple clauses including use of abstract meaning, modal verbs and more complex tenses - use of abstract nouns to condense ideas, processes and descriptions and/or explanations - use of linking devices appropriate to text type - difference between public and private writing - vocabulary appropriate for audience, purpose and topic area - how selection of vocabulary conveys shades of meaning - techniques to convey feelings and ideas - register to enable appropriate selection and application to context - structural conventions of different text types - stages of the writing process - features of AI generated texts which may not acknowledge use of copyrighted material
Assessment Conditions	Assessment must ensure access to: - authentic texts relevant to workplace contexts - digital devices or technology as appropriate In technology restricted environments such as corrections settings: - information for texts may be sourced from offline or simulated websites - digital texts may be produced on offline or simulated platforms 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

- spells frequently used words with accuracy

Assessor requirements

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

Unit code	VU23828
Unit title	Work with measurement and geometry in less familiar situations
Application	This unit describes the skills and knowledge to extract, interpret, comprehend, use problem-solving strategies and convey mathematical information about measurement and geometry in less familiar situations. It requires the ability to make estimations, select and use mathematical processes, and reflect on and evaluate the mathematics used and the outcomes relative to real-world implications. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 4: 4.09, 4.10, 4.11. At this level, individuals work independently and use support from a range of established resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Interpret measurement and geometry information	1.1 Extract and interpret information about measurement and geometry embedded in less familiar and complex oral texts 1.2 Extract and interpret mathematical symbols for, and information about, measurement and geometry embedded in less familiar and complex written texts
2 Solve measurement and geometry problems	2.1 Represent mathematical information as an aid to problem solving 2.2 Select and apply methods to solve measurement and geometry problems 2.3 Select and use measuring and computational tools to support problem-solving process

		2.4	Decide on the accuracy of the outcome appropriate for the context
		2.5	Assess and adjust processes and outcomes relative to personal, contextual and real-world implications
3	Communicate measurement and geometry information	3.1	Document and report on the problem-solving process, outcomes and real-world implications
		3.2	Discuss and explain the problem-solving process, outcomes and real-world implications

Range of Conditions

The context must include some unfamiliar or unpredictable contexts and some specialisation in less familiar contexts.

In this context, oral and written texts must be complex, and unfamiliar or non-routine, and include specialised vocabulary, abstraction and symbolism.

The mathematical information in the texts must be embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital articles
- spoken, printed or digital workplace information
- spoken, printed or digital public information
- detailed maps or plans.

Geometry must include but is not limited to:

- points, lines and planes
- 2D and 3D shapes and compound shapes
- right, obtuse and acute angles
- symmetry and asymmetry.

Problem-solving tasks must include but is not limited to:

- drawing or constructing compound shapes
- calculating the perimeter and area of circles, triangles, squares and rectangles using formulae
- measuring and calculating volumes of cubes, rectangular prisms and cylinders using formulae
- measuring angles
- converting between metric and non-metric units of measurement
- using and calculating information based on maps and plans, including scales, bearings, travel distances, speeds, times and time zones.

Estimation methods may include but are not limited to:

- rounding measurements (such as $4.76 \text{ m}^3 \approx 5 \text{ m}^3$)
- using benchmarks (such as using knowledge that a door is 2 m high to estimate the height of the room)
- proportional reasoning (such as using a map scale indicating that 1 cm represents 10 kilometres, using a ruler to measure the map distance and multiplying by the scale factor)
- decomposition (such as dividing a garden bed design into simple shapes, and then calculating and summing each area)
- visual (such as comparing the angles to known angles such as 90° and 45°)
- bearing estimation (such as aligning a path with a known cardinal direction)
- travel distance-speed estimation (such as using known distance and average speed to determine travel time).

Computational tools may include but are not limited to calculators, spreadsheets, mobile applications and online calculators.

Tools for measuring angles may include but are not limited to protractors and digital tools, such as laser digital angle finders, laser levels, digital compasses and graphic design software.

Assessing and adjusting processes and outcomes must include but are not limited to:

- comparing the outcome to the estimate
- reflecting on personal, contextual and real-world implications (such as calculating the volume of soil needed to fill a garden bed and evaluating whether the outcome is realistic by reflecting on personal experience of the volume of soil that typically fits in a trailer)
- adjusting the process (such as checking and correcting the selected formula, substitution and units of measure).

Oral and written language must include informal and formal language including some specialised language, such as:

- formula
- symmetrical
- asymmetrical
- right angle
- acute angle
- obtuse angle
- time zone
- perimeter
- area
- pi
- parallel
- perpendicular
- surface area.

Individuals draw on prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to work with measurement and geometry in less familiar situations.

Foundation Skills

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

Skill	Description
Self-management skills to:	☐ work independently and initiate and use support from a range of established resources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23828 Work with measurement and geometry in less familiar situations	VU22422 Investigate and interpret shapes and measurements and related formulae	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23828 Work with measurement and geometry in less familiar situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with measurement and geometry in less familiar situations involving: - at least one oral text - at least one written text
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real-world relevance of measurement in less familiar situations - real-world relevance of geometry in less familiar situations - methods of problem solving relevant to measurement and geometry - methods of estimation relevant to measurement and geometry - metric and non-metric units of measurement and their abbreviations - measuring tools: - selecting according to property to be measured - purpose of calibration - how and when to set scales to zero - how to use the measuring tool - how to read and interpret the scale - units of measurement - types of lines: - parallel - perpendicular - intersecting lines - horizontal - vertical - diagonal - relationship between the radius, diameter, circumference and area of a circle - types and properties of triangles: - equilateral - isosceles - scalene - angle sum - types and properties of quadrilaterals: - parallelogram - rhombus - angle sum - basic properties of hexagons, spheres, cubes, cylinders, rectangular prisms and pyramid

- geometric properties and relationships:
 - symmetry
 - similarity
 - congruence
- types of angles and angle relationships:
 - acute
 - right
 - obtuse
 - alternate
 - corresponding
 - vertically opposite
 - co-interior
- mathematical symbols, representations and conventions:
 - angle, $\sphericalangle$
 - right angle, $\perp$
 - degrees, $^\circ$
 - pi, π
 - scales expressed as ratios, 1:2 500 000
 - parallel lines $\parallel$
 - metres squared, m^2
 - centimetres cubed, cm^3
 - millilitres, ml
 - metres cubed, m^3
 - dollars per metre, $\$/m$
 - dollars per square metre, $\$/m^2$
 - dollars per cubic metre, $\$/m^3$
 - similarity, $\sim$
 - congruence, $\cong$
- informal and formal language including some specialised language related to measurement and geometry.

Assessment Conditions

Assessment must ensure access to:

- complex, unfamiliar or non-routine, and authentic oral and written texts where the mathematical information is embedded
- measurement tools
- metric and non-metric unit conversion factors
- formulae for perimeter and area of circles, triangles, squares and rectangles
- formulae for volume of cubes, rectangular prisms and cylinders
- detailed maps and plans
- computational tools.

At this level the individual:

- flexibly uses both in the head methods and formal pen and paper methods to calculate, and uses technological processes and tools to undertake problem-solving processes
- works independently and initiates and uses support from a range of established resources.

Assessor requirements

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

Unit code	VU23829
Unit title	Work with statistics and probability in less familiar situations
Application	This unit describes the skills and knowledge to extract, interpret, comprehend, use problem-solving strategies and convey statistical information in less familiar situations. It requires the ability to make estimations, select and use mathematical processes, and reflect on and evaluate the mathematics used and the outcomes relative to real-world implications. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 4: 4.09, 4.10, 4.11. At this level, individuals work independently and use support from a range of established resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Interpret statistical information	1.1 Extract and interpret statistical information embedded in less familiar and complex oral texts 1.2 Extract and interpret statistical information embedded in less familiar and complex written texts, tables and graphs
2 Solve statistics and probability problems	2.1 Develop tool to collect data relevant to problem 2.2 Collect data using data collection tool, and collate data 2.3 Represent and summarise data to aid problem solving 2.4 Select and apply methods to solve statistics and probability problems 2.5 Select and use computational tools to support problem-solving process 2.6 Decide on the accuracy of the outcome appropriate for the context

		2.7	Assess and adjust processes and outcomes relative to personal, contextual and real-world implications
3	Communicate statistical information	3.1	Document and report on the problem-solving process, outcomes and real-world implications
		3.2	Discuss and explain the problem-solving process, outcomes and real-world implications

Range of Conditions

The context must include some unfamiliar or unpredictable contexts and some specialisation in less familiar contexts.

In this context, oral and written texts must be complex, and unfamiliar or non-routine, and include specialised vocabulary, abstraction and symbolism.

The mathematical information in the texts must be embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital articles
- spoken sports commentary or digital or printed sports information
- spoken, printed or digital workplace information
- spoken, printed or digital public health information
- spoken, printed or digital weather information
- spoken, printed or digital financial information
- printed or digital tables, spreadsheets or graphs
- printed, digital or spoken news reports.

Statistical information must include but is not limited to:

- quantitative data
- qualitative data
- measures of central tendency
- simple measures of spread
- common chance events.

Problem-solving tasks must include but is not limited to:

- collecting data
- representing and summarising data in tables and graphs
- determining measures of central tendencies including mean, median and mode
- determining simple measures of spread including range and interquartile range
- calculating and comparing common chance events.

Computational tools may include but are not limited to calculators, spreadsheets, mobile applications

and online calculators.

Assessing and adjusting processes and outcomes must include but are not limited to:

- comparing the outcome to the context of the problem
- reflecting on personal, contextual and real-world implications (such as collecting, representing and summarising data from 10 people on their daily screen time and hours of sleep, finding that less screen time equals better sleep and reflecting on one's own screen time and sleep quality, as well as the impact on personal performance and mental health)
- adjusting the process (such as increasing the sample size to make the findings of the investigation more accurate).

Oral and written language must include informal and formal language including some specialised language, such as:

- mean
- average
- median
- mode
- range
- interquartile range
- probability
- sample
- population
- skew
- maximum
- minimum
- slope
- constant
- above average
- below average
- fluctuating.

Individuals draw on prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to work with statistics and probability in less familiar situations.

Foundation Skills

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

Skill

Description

Self-management skills to:

- ☐ work independently and initiate and use support from a range of established resources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23829 Work with statistics and probability in less familiar situations	VU22423 Investigate numerical and statistical information	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23829 Work with statistics and probability in less familiar situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with statistics and probability in less familiar situations involving: - at least one oral text - at least one written text - representing and summarising data in at least one table and in at least one graph.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real-world relevance of statistics in less familiar situations - real-world relevance of probability in less familiar situations - misuse and ethical use of statistics and probability - methods of problem solving relevant to statistics and probability - methods of estimation relevant to statistics and probability - statistics and probability as a method of estimation in less familiar situations - types of data: - qualitative - quantitative - types of data representation: - pie chart - bar chart - column graphs - line graph - pictogram - methods of determining and interpreting measures of central tendency and measures of spread - outliers and the effects of outliers on measures of central tendency - informal and formal language including some specialised language related to statistics and probability.
Assessment Conditions	Assessment must ensure access to: - complex, unfamiliar or non-routine, and authentic oral and written texts where the mathematical information is embedded - computational tools.

At this level the individual:

- flexibly uses both in the head methods and formal pen and paper methods to calculate, and uses technological processes and tools to undertake problem-solving processes
- works independently and initiates and uses support from a range of established resources.

Assessor requirements

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

Unit code	VU23830
Unit title	Work with number and algebra in less familiar situations
Application	This unit describes the skills and knowledge to extract, interpret, comprehend, use problem-solving strategies and convey mathematical information about number and algebra in less familiar situations. It requires the ability to make estimations, select and use mathematical processes, and reflect on and evaluate the mathematics used and the outcomes relative to real-world implications. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 4: 4.09, 4.10, 4.11. At this level, individuals work independently and use support from a range of established resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Interpret number and algebra information	1.1	Extract and interpret information about number and algebra embedded in less familiar and complex oral texts
		1.2	Extract and interpret mathematical symbols for, and information about, number and algebra embedded in less familiar and complex written texts
2	Solve number and algebra problems	2.1	Represent mathematical information as an aid to problem solving
		2.2	Select and apply methods to solve number and algebra problems
		2.3	Select and use computational tools to support problem-solving process
		2.4	Decide on the accuracy of the outcome appropriate for the context
		2.5	Assess and adjust processes and outcomes relative to personal, contextual and real-world implications

3	Communicate number and algebra information	3.1	Document and report on the problem-solving process, outcomes and real-world implications
		3.2	Discuss and explain the problem-solving process, outcomes and real-world implications

Range of Conditions

The context must include some unfamiliar or unpredictable contexts and some specialisation in less familiar contexts.

In this context, oral and written texts must be complex, and unfamiliar or non-routine, and include specialised vocabulary, abstraction and symbolism.

The mathematical information in the texts must be embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital articles
- oral, printed or digital workplace information
- oral, printed or digital public information
- oral, printed or digital financial information.

Problem-solving tasks must include but are not limited to:

- using and applying ratios, rates and proportions
- calculating with fractions, decimals and percentages
- converting between equivalent forms of fractions, decimals, percentages and ratios
- calculating with positive and negative numbers
- using numbers expressed as roots and powers
- developing linear equations with no more than two variables (such as $5x + 2y = 16$)
- using inverse operations to isolate variables in algebraic equations
- applying routine algebraic equations (such as area of a rectangular prism, Australian Rules football scores or Pythagoras' theorem).

Estimation methods may include but are not limited to:

- simplifying squares (such as $5.3^2 \approx 5^2 = 25$)
- using nearby perfect square roots (such as $\sqrt{50} \approx \sqrt{49} = 7$)
- using known squares (such as 24^2 is between 20^2 and 30^2)
- benchmarking rates (such as walking speed ≈ 5 km/hr)
- simplifying rates (such as if it took 3 hours to travel 300 km, speed ≈ 100 km/hr)
- rounding to significant figures (such as $2.5 \times 3.42 = 8.6$)
- rounding numbers (such as $3.8x + 8.2 = 16$ becomes $4x + 8 \approx 16$, therefore $x \approx 2$)

Computational tools may include but are not limited to calculators, spreadsheets, mobile applications

and online calculators.

Assessing and adjusting processes and outcomes must include but are not limited to:

- comparing the outcome to the estimate
- reflecting on personal, contextual and real-world implications (such as developing an algebraic equation to calculate how long it takes to save up for a gift and evaluating whether the savings goal is realistic)
- adjusting the process (such as modifying the algebraic equation by increasing the savings amount, reducing the savings goal or extending the timeline).

Oral and written language must include informal and formal language including some specialised language, such as:

- ratio
- proportion
- rate
- square root
- square
- squaring
- cube
- significant figures
- rounding
- percentage of
- percentage change
- A as a percentage of B
- fraction (such as two and five thousandths)
- numerator
- denominator
- decimal (such as ten point one two five)
- variable
- formula
- algebra
- trial and error.

Individuals draw on prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to work with number and algebra in less familiar situations.

Foundation Skills

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

Skill	Description
Self-management skills to:	☐ work independently and initiate and use support from a range of established resources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23830 Work with number and algebra in less familiar situations	VU22424 Investigate and use simple mathematical formulae and problem solving techniques	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23830 Work with number and algebra in less familiar situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with number and algebra in less familiar situations involving: - at least one oral text - at least one written text - creating at least one linear equation from an oral or written word problem.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real-world relevance of ratios, rates, proportions, positive and negative numbers, roots and powers in less familiar situations - real-world relevance of algebra in less familiar situations - methods of problem solving relevant to number and algebra - methods of estimation relevant to number and algebra - rounding rules - perfect squares of the numbers one to ten - structure of algebraic equations: - variables - constants - operations - equals sign - mathematical symbols, representations and conventions: - square root, $\sqrt{\quad}$ - approximately equals, $\approx$ - square, x^2 - cube, x^3 - ratio, $x:y$ - rate, x/y - algebraic equations, $A = \pi r^2$ - greater than, $>$ - less than, $<$ - equal or greater than, $\geq$ - equal or less than, $\leq$ - not equal, $\neq$ - informal and formal language including some specialised language related to number and algebra.
Assessment Conditions	Assessment must ensure access to:

- complex, unfamiliar or non-routine, and authentic oral and written texts where the mathematical information is embedded
- computational tools.

At this level the individual:

- flexibly uses both in the head methods and formal pen and paper methods to calculate, and uses technological processes and tools to undertake problem-solving processes
- works independently and initiates and uses support from a range of established resources.

Assessor requirements

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

Unit code	VU23841
Unit title	Engage with highly complex texts for learning purposes
Application	This unit describes the skills and knowledge to engage with highly complex texts for learning purposes. It requires the ability to interpret, synthesise, critically evaluate and analyse highly complex texts for learning purposes. 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. This unit applies to those who have the ability to read highly complex, lexically dense texts across a broad range of contexts with some specialisation who are seeking to read sophisticated texts for personal purposes. Learners at this level work autonomously and use and evaluate a broad range of support resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Source highly complex texts for learning purposes	1.1 Establish own specified purpose for accessing texts 1.2 Access and select texts to meet purpose 1.3 Analyse, compare and select texts relevant to own purpose
2 Read and review selected texts	2.1 Identify the purpose and audience of selected texts 2.2 Identify features of selected texts 2.3 Apply critical reading strategies to interpret and synthesise ideas and supporting arguments in texts
3 Analyse selected texts	3.1 Critically evaluate techniques used by the author to convey and influence meaning 3.2 Apply strategies to critically analyse texts 3.3 Critically compare and contrast texts

3.4 Evaluate the relevance of the texts to intended purpose and audience

Range of Conditions

In this context, texts relating to learning purposes are structurally highly complex with highly embedded information, specialised language and symbolism, requiring the ability to synthesise information and critically evaluate content.

Texts may include paper based and digital texts and must include different text types related to learning needs.

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

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

- informative texts for example, text books, research material/data, academic reports and abstracts including technical information, newspaper and journal articles instructional materials such as learner resources to support participation in tertiary programs, classroom based learning materials
- persuasive texts such as newspaper editorials and opinion pieces on complex subjects or issues
- procedural manuals/learner guides
- lecture notes about a specialist area
- complex fiction texts

Features of text types use highly complex syntactic structures, language features and sentence structures. They may include but are not limited to:

- lexically dense texts with highly complex text structures, which use a variety of language and structures to convey and influence meaning which may include highly complex narrative and expressive texts with highly embedded information, multiple points of view and perspectives, conflict development and resolution, different characters' point of view, multiple plot lines converging at the end, flash back or forwards, different time frames
- informative texts containing multiple cause and effect relationships, comparison and contrast, multiple sources, problem and solution with complex discourse markers, specialised vocabulary including technical vocabulary
- procedural texts with integrated and inferred steps required to achieve goals and which may include precautions or warnings, options or alternatives, inferred hints and advice and supporting explanations
- persuasive texts with intended messages that use emotive and persuasive language, may pose rhetorical questions, include facts and opinions, writer's bias which may be explicit or implicit, includes supporting materials and evidence, may include opposing views and opinions on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation

Critical reading strategies may include but are not limited to:

- reading headings, first sentences of paragraphs, scanning visual content to gain an overall meaning of the text
- using knowledge of text layout, structure and features to support comprehension
- using prior knowledge of the topic to integrate new information presented in multiple texts
- re-reading entire or critical sections of the text to confirm understanding

- confirming understanding and accuracy of information by consulting other texts / experts in the field
- taking notes, using mind maps or tables to integrate information across texts related to the same topic
- using decoding and word identification strategies including word derivations and meanings
- noting how stylistic devices such as rhetorical questions, metaphor or figures of speech may influence the reader

Strategies to critically analyse texts may include but are not limited to:

- clarifying the author's purpose including stated and inferred purpose
- reflecting on relevance of information presented to identified purpose
- Identifying key words or phrases critical to gaining meaning from texts
- expressing an opinion on how the content and structure affected the reader
- giving an opinion on a particular aspect of the text
- questioning how the author's use of language may reflect bias or alternative agenda
- identifying how the author's tone/voice may affect the reader
- recognising explicit and implied meaning in texts
- interpreting the author's reason for inclusion or omission of information
- recognising how use of visuals can influence or create shades of meaning
- determining credibility and reliability of information in texts
- comparing ideas from different texts

Foundation Skills

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

Skill	Description
Problem-solving skills to:	• select highly complex texts relevant to own needs and purposes
Technology skills to:	• access, navigate and assess digital texts • use digital devices safely
Digital literacy skills to:	• use search engines to locate texts • search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23841 Engage with highly complex texts for learning purposes	VU22436 Engage with a range of highly complex texts for learning purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23841 Engage with highly complex texts for learning purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • source texts and apply reading strategies to review, interpret and critically evaluate a minimum of two highly complex texts relevant to learning purposes including: - at least one digital text - two different text types related to learning needs
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • integrated concepts across syntactically complex texts including multiple clauses in sentences • ways in which language is used to make hypotheses and convey implicit meaning to influence others • broad vocabulary including idiom, colloquialisms, and cultural references, and specialised vocabulary to support comprehension • devices used by writers to convey and influence meaning and achieve purpose • register and its influence on expression and meaning in text types • reading strategies to make meaning from texts • strategies to critically analyse texts
Assessment Conditions	Assessment must ensure access to: • authentic text types for learning purposes relevant to the learner • digital technology and software as appropriate In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments. At this level the learner: • works autonomously across a number of highly complex texts • initiates and uses own support resources Assessor requirements Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23842
Unit title	Engage with highly complex texts for employment purposes
Application	This unit describes the skills and knowledge to engage with highly complex texts for employment purposes. It requires the ability to interpret, synthesise, critically evaluate and analyse highly complex texts relevant to employment purposes. 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. This unit applies to those who have the ability to read highly complex, lexically dense texts across a broad range of contexts with some specialisation who are seeking to read sophisticated texts for employment purposes. Learners at this level work autonomously and use and evaluate a broad range of support resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Source highly complex texts for employment purposes	1.1	Establish own specified purpose for accessing texts
		1.2	Access and select texts to meet purpose
		1.3	Analyse, compare and select texts relevant to own purpose
2	Read and review selected texts	2.1	Identify the purpose and audience of selected texts
		2.2	Identify features of selected texts
		2.3	Apply critical reading strategies to interpret and synthesise ideas and supporting arguments in texts
3	Critically evaluate Analyse selected texts	3.1	Critically evaluate techniques used by the author to convey and influence meaning

- 3.2 Apply strategies to critically analyse texts
- 3.3 Critically compare and contrast texts
- 3.4 Evaluate the relevance of the texts to intended purpose and audience

Range of Conditions

In this context, texts relating to employment purposes are structurally highly complex with highly embedded information, specialised language and symbolism, requiring the ability to synthesise information and critically evaluate content.

Texts may include paper based and digital texts and must include different text types related to personal needs.

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

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

- job applications
- work performance assessments
- OHS/WHS materials and procedures
- policy statements or induction materials such as information about the company / workplace, superannuation information
- standard operating instructions and procedures
- human resources information such as employment contracts and policy statements such as discrimination, sexual harassment, bullying
- complex workplace plans, drawings, specifications or diagrams
- Australian Standards applicable to industry sectors
- Industrial information from unions and employee associations
- position descriptions and selection criteria
- company profiles such as mission statements, annual reports, company projections
- complex workplace reports
- procedures on how to use digital platforms to seek employment opportunities or information
- visually presented information and data in charts, tables, graphs, diagrams or flow charts

Features of text types use highly complex syntactic structures, language features and sentence structures. They may include but are not limited to:

- informative texts with highly embedded information and containing multiple cause and effect relationships, comparison and contrast, multiple sources, problem and solution options with complex discourse markers, specialised vocabulary including technical vocabulary
- procedural texts with integrated and inferred steps required to achieve goals and which may include precautions or warnings, options or alternatives, inferred hints and advice and supporting explanations

- persuasive texts with intended messages that use emotive and persuasive language, may pose rhetorical questions, include facts and opinions, writer's bias which may be explicit or implicit, includes supporting materials and evidence, may include opposing views or perspectives on a subject or issue and might follow a standard format such as statement of opinion, argument, summing up or recommendation

Critical reading strategies may include but are not limited to:

- reading headings, first sentences of paragraphs, scanning visual content to gain an overall meaning of the text
- using knowledge of text layout, structure and features to support comprehension
- using prior knowledge of the topic to integrate new information presented in multiple texts
- re-reading entire or critical sections of the text to confirm understanding
- confirming understanding and accuracy of information by consulting other texts / experts in the field
- taking notes, using mind maps or tables to integrate information across texts related to the same topic
- using decoding and word identification strategies including word derivations and meanings
- noting how stylistic devices such as rhetorical questions, metaphor or figures of speech may influence the reader

Strategies to critically analyse texts may include but are not limited to:

- clarifying the author's purpose including stated and inferred purpose
- reflecting on relevance of information presented to identified purpose
- questioning how the author's use of language may reflect bias or alternative agenda
- identifying how the author's tone may affect the reader
- recognising explicit and implied meaning in texts
- interpreting the author's reason for inclusion or omission of information
- recognising how use of visuals can influence or create shades of meaning
- determining credibility and reliability of information in texts

Foundation Skills

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

Skill	Description
Problem-solving skills to:	• select highly complex texts relevant to own needs and purposes
Technology skills to:	• access, navigate and assess digital texts • use digital devices safely
Digital literacy skills to:	• use search engines to locate texts • search for information in a digital environment

Unit Mapping Information

Current Version	Previous Version	Comments
VU23842 Engage with highly complex texts for employment purposes	VU22437 Engage with a range of highly complex texts for employment purposes	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU23842 Engage with highly complex texts for employment purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - source texts and apply reading strategies to review, interpret and critically evaluate a minimum of two highly complex texts relevant to employment purposes including: - at least one digital text - two different text types related to employment needs
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - integrated concepts across syntactically complex texts including multiple clauses in sentences - ways in which language is used to make hypotheses and convey implicit meaning to influence others - broad and specialised work related vocabulary including idiom and cultural references as appropriate to support comprehension - devices used by writers to convey and influence meaning and achieve purpose - register and its influence on expression and meaning in text types - reading strategies to: - interpret and critically evaluate structurally complex texts - assess the validity and credibility of complex concepts across different texts
Assessment Conditions	Assessment must ensure access to: - authentic text types for employment purposes relevant to the learner - digital technology and software as appropriate In technology restricted environments such as corrections settings, digital texts may include those from offline or simulated online environments. At this level the learner: - works autonomously across a number of highly complex texts - initiates and uses own support resources Assessor requirements Assessors of this unit must have demonstrable expertise in teaching literacy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23845
Unit title	Create highly complex texts for learning purposes
Application	This unit describes the skills and knowledge to develop specialised writing skills to create highly complex texts relevant to own learning needs. It requires the ability to plan, produce, edit and review complex texts related to learning purposes. 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 This unit applies to those who wish to strengthen their writing skills to meet learning needs. Learners at this level work autonomously and evaluate a broad range of support resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Plan highly complex texts for learning purposes	1.1 Determine the purpose and audience for the texts 1.2 Research and gather relevant content for the texts 1.3 Determine appropriate structure, format and features for the texts 1.4 Select, organise and synthesise content for the texts to meet identified purpose and audience
2 Produce highly complex text types for learning purposes	2.1 Use prepared plan to develop highly complex texts 2.2 Proof read and edit texts prior to seeking feedback 2.3 Edit texts to enhance meaning and effectiveness in response to feedback 2.4 Present completed texts according to specified requirements

Range of Conditions

In this context, highly complex, texts for learning purposes contain highly specialised language and symbolism requiring specialisation and adaptability within and across contexts.

Texts produced must include different text types related to personal purposes and may include digital and handwritten texts.

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

Complex texts related to learning purposes may include but are not limited to:

- Research / reflective or project reports
- essays such as exploring application of a theory to practice
- journals such as a critical reflection on own learning to date, application of learning theories / processes / practices, difficulties encountered, insights transferable to other contexts
- articles on a topic related to learning / academic / social issues using clear organisational structures and drawing conclusions or making recommendations

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

- layout, features and style appropriate to text type
- use of specialist vocabulary specific to the topic
- style conventions of academic writing such as referencing and footnotes
- visual information such as flowcharts, charts, tables, graphs of statistical data, demographic data, photographs/illustrations
- navigation features such as grids, arrows, dot points, web links
- linking devices to demonstrate highly complex conceptual connections and or causal relationships appropriate to text
- highly complex sentence structure including stylistic devices such as nominalisation
- appropriate register to support purpose and audience
- grammatical forms such as cause and effect relationships, conceptual connections, conjunctions, modal structures, clause markers such as *if*, *although*

Text types may include but are not limited to:

- clearly structured texts displaying logical connections and transparent organisational structures and conventions
- narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
- informative texts with transparent organisation such as sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; structuring writing to move from introduction through several connected ideas / evidence / points of view to a summary / recommendations
- procedural texts such as integrated instructions: statement of a goal, requirements and steps to achieve the specific goal
- transactional texts such as formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- persuasive texts with structures such as:

argumentative: statement of opinion and supporting evidence, arguments and summing up

discursive: opening statement, arguments for and against, conclusion or recommendations

Foundation Skills

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

Skill	Description
Learning skills to:	• apply the writing process to draft, edit, review and clarify meaning in response to feedback
Problem-solving skills to:	• convey highly complex relationships between ideas
Technology skills to:	• use digital devices safely • use search engines to locate information for texts • search for information in a digital environment
Digital literacy skills to:	• select and use appropriate digital applications to produce texts such as email, word or other applications • use appropriate layout conventions to produce digital documents • apply a range of digital netiquette conventions to source and use information responsibly

Unit Mapping Information

Current Version	Previous Version	Comments
VU23845 Create highly complex texts for learning purposes	VU22440 Create a range of highly complex texts for learning purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23845 Create highly complex texts for learning purposes
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: Apply the writing process and use appropriate format and structure to: - plan, produce, edit and review two highly complex texts for learning purposes including: - at least one digital text - two text types related to learning purposes one of which consists of a series of linked paragraphs to connect ideas - at least two different audiences and purposes
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - variation in writing style between public and private writing - genres and styles of writing related to learning - specialised / broad vocabulary to accurately and effectively express content - use of register and the influence on expression, meaning and relationships - grammatical structures to accurately and effectively express content - stages of the writing process - what constitutes plagiarism - appropriate referencing methods to acknowledge works from other authors - AI generated texts which may not acknowledge use of copyrighted material
Assessment Conditions	Assessment must ensure access to: - authentic texts relevant to learning contexts - digital devices or technology as appropriate In technology restricted environments such as corrections settings: - information for texts may be sourced from offline or simulated online environments - digital texts may be produced on offline or simulated platforms At this level the learner: - works autonomously to produce highly complex texts across contexts - initiates and uses support from a range of established sources - critically reflects on and incorporates feedback as appropriate to produce final texts

Assessor requirements

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

Unit code	VU23847
Unit title	Work with number and algebra in specialised situations
Application	This unit describes the skills and knowledge to extract, comprehend, analyse, use problem-solving strategies and convey mathematical information in specialised situations relevant to number and algebra. It requires the ability to make estimations, organise and represent mathematical information, select and use mathematical processes, and critically review the mathematics used and the outcomes relative to real- world implications. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 5: 5.09, 5.10, 5.11. At this level, individuals work independently and use support from a range of established resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Evaluate number and algebra information	1.1 Extract, interpret and analyse number and algebra information highly embedded in highly complex texts 1.2 Gather additional information to support mathematical investigation of number and algebra problems
2 Investigate number and algebra problems	2.1 Organise and represent number and algebra information as an aid to problem solving 2.2 Select and apply methods to estimate and solve number and algebra mathematical problems 2.3 Select and use tools to support number and algebra problem-solving process 2.4 Decide on the accuracy of the outcome appropriate for the number and algebra context 2.5 Assess and adjust processes and outcomes relative to real-world implications

3	Communicate number and algebra information	3.1	Document, interpret and report on mathematical reasoning, problem-solving process, outcomes and real-world implications of number and algebra investigations
		3.2	Discuss, explain and interpret the problem-solving process, outcomes and real-world implications of number and algebra investigations

Range of Conditions

The context must include a broad range of contexts and at least one specialised context, such as a vocational trade area or a science, technology, engineering or mathematics higher education study area.

In this context, texts must be highly complex and include highly specialised language and symbolism.

The mathematical information in the texts must be highly embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital articles
- spoken, printed or digital workplace information
- spoken, printed or digital public health information
- spoken, printed or digital financial or business information
- spoken, printed or digital technical publications.

Number and algebra information must include but is not limited to concepts and information from at least one specialised area of number and algebra relevant to the learner's needs.

Specialised situations may include but are not limited to:

- algebra in electrotechnology
- calculus in engineering
- number theory in computer science
- financial mathematics in business.

Problem-solving tasks must include but are not limited to:

- calculating with rational and irrational numbers
- using and solving equations using algebraic techniques
- applying graphical techniques to analyse and solve algebraic relationships and equations.

Tools may include but are not limited to calculators, spreadsheets, mobile applications and online calculators.

Estimation methods may include but are not limited to:

- approximating numbers in algebraic substitution (such as substituting $x = 3$ in an algebraic equation to approximate $x = 2.98$)

- approximating irrational numbers (such as approximating $\sqrt{50}$ as $\sqrt{49}$ and approximating π as 3.14)
- slope estimation of linear graphs (such as approximating the slope by of a calculating the rise over run between two points)
- vertex estimation (such as approximating the maximum or minimum point of a parabola by identifying the vertex visually from the graph of a quadratic equation).

Assessing and adjusting the processes and the outcomes must include but is not limited to:

- using estimation and assessment to check the outcomes and decide on the degree of accuracy required
- critically reviewing the mathematics used and the outcomes obtained
- reflecting on and questioning the outcomes and real-world implications
- adjusting the process.

Oral and written language must include but is not limited to specialised mathematical and general language related to number and algebra.

Individuals use prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to work with number and algebra in specialised situations.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	☐ apply mathematical concepts and methods related to number and algebra within and across contexts.
Self-management skills to:	☐ work autonomously accessing and evaluating support from a broad range of sources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23847 Work with number and algebra in specialised situations	VU22442 Analyse and evaluate numerical and statistical information VU22443 Use algebraic techniques to analyse mathematical problems VU22444 Use formal mathematical concepts and techniques to analyse and solve problems	Not equivalent

Assessment Requirements

Title	Assessment Requirements for VU23847 Work with number and algebra in specialised situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: work with number and algebra in at least one specialised situation involving at least two texts
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - real-world relevance of number and algebra in specialised situations - number and algebra problem solving and estimation methods - mathematical symbols, representations and conventions related to number and algebra - specialised language related to number and algebra in real life in specialised situations.
Assessment Conditions	Assessment must ensure access to: - highly complex and authentic texts that include highly specialised language and symbolism and where the mathematical information is highly embedded - tools relevant to the specialised situation. At this level the individual: - uses a range of mathematical processes flexibly and interchangeably selecting from formal pen and paper and mental and technological assisted processes and tools - works autonomously accessing and evaluating support from a broad range of sources. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23848
Unit title	Work with measurement and geometry in specialised situations
Application	This unit describes the skills and knowledge to extract, comprehend, analyse, use problem-solving strategies and convey mathematical information in specialised situations related to measurement and geometry. It requires the ability to make estimations, organise and represent mathematical information, select and use mathematical processes, and critically review the mathematics used and the outcomes relative to real-world implications. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 5: 5.09, 5.10, 5.11. At this level, individuals work independently and use support from a range of established resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Evaluate measurement and geometry information	1.1 Extract, interpret and analyse measurement and geometry information and symbols highly embedded in highly complex written texts 1.2 Gather additional information to support mathematical investigation of measurement and geometry problems
2 Investigate measurement and geometry problems	2.1 Organise and represent measurement and geometry information as an aid to problem solving 2.2 Select and apply methods to estimate and solve measurement and geometry problems 2.3 Select and use tools to support measurement and geometry problem-solving process 2.4 Decide on the accuracy of the outcome appropriate for the measurement and geometry context 2.5 Assess and adjust processes and outcomes relative to real-world implications

3	Communicate measurement and geometry information	3.1	Document, interpret and report on mathematical reasoning, problem-solving process, outcomes and real-world implications of measurement and geometry investigations
		3.2	Discuss, explain and interpret the problem -solving process, outcomes and real-world implications of measurement and geometry investigations

Range of Conditions

The context must include a broad range of contexts and at least one specialised context, such as a vocational trade area or a science, technology, engineering or mathematics higher education study area.

In this context, texts must be highly complex and include highly specialised language and symbolism.

The mathematical information in the texts must be highly embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital articles
- spoken, printed or digital workplace information
- spoken, printed or digital public health information
- spoken, printed or digital financial or business information
- spoken, printed or digital technical publications.

Measurement and geometry information must include but is not limited to concepts and information from at least one specialised area of measurement and geometry relevant to the learner's needs.

Specialised situations may include but are not limited to:

- trigonometry in plumbing
- geometry in sports science
- measurement in nursing
- scale plans and drawings in landscape design.

Problem-solving tasks must include but are not limited to:

- describing, drawing and constructing accurate 2D and 3D shapes, plans and drawings
- estimating, measuring and calculating quantities for complex areas and volumes using formulae
- converting between metric and non-metric units.

Tools may include but are not limited to calculators, spreadsheets, mobile applications, online calculators and measuring tools.

Estimation methods may include but are not limited to:

- rounding to approximate whole numbers, decimal places and significant figures (such as subtracting two measurements with different significant figures, 3525 mg – 1200 mg, and rounding to 2300 mg using 2 significant figures)

- comparative estimation to approximate dimensions and areas by comparing with known benchmarks (such as estimating the area of an irregularly shaped plot of land by comparing it to a known rectangular area with similar dimensions)
- quantitative estimation using interpolation and extrapolation (such as estimating the height of a structure's shadow at different times of the day using linear interpolation based on known shadow lengths at specific times).

Assessing and adjusting the processes and the outcomes must include but is not limited to:

- using estimation and assessment to check the outcomes and decide on the degree of accuracy required
- critically reviewing the mathematics used and the outcomes obtained
- reflecting on and questioning the outcomes and real-world implications
- adjusting the process.

Oral and written language must include but is not limited to specialised mathematical and general language related to measurement and geometry.

Individuals use prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to work with measurement and geometry in specialised situations.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	☐ apply mathematical concepts and methods related to measurement and geometry within and across contexts.
Self-management skills to:	☐ work autonomously accessing and evaluating support from a broad range of sources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23848 Work with measurement and geometry in specialised situations	VU22442 Analyse and evaluate numerical and statistical information VU22443 Use algebraic techniques to analyse mathematical problems VU22444 Use formal mathematical concepts and techniques to analyse and solve problems	Not equivalent

Assessment Requirements

Title	Assessment Requirements for VU23848 Work with measurement and geometry in specialised situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: work with measurement and geometry in at least one specialised situation involving at least two texts'
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • real-world relevance of measurement and geometry in specialised situations • measurement and geometry problem solving and estimation methods • specialised calculation functions related to measurement and geometry • mathematical symbols, representations and conventions related to measurement and geometry • specialised language related to measurement and geometry in real life in specialised situations.
Assessment Conditions	Assessment must ensure access to: • highly complex and authentic texts that include highly specialised language and symbolism and where the mathematical information is highly embedded • tools relevant to the specialised situation. At this level the individual: • uses a range of mathematical processes flexibly and interchangeably selecting from formal pen and paper and mental and technological assisted processes and tools • works autonomously accessing and evaluating support from a broad range of sources. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23849
Unit title	Work with statistics and probability in specialised situations
Application	This unit describes the skills and knowledge to extract, comprehend, analyse, use problem-solving strategies and convey mathematical information in specialised situations related to statistics and probability. It requires the ability to make estimations, organise and represent mathematical information, select and use mathematical processes, and critically review the mathematics used and the outcomes relative to real-world implications. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 5: 5.09, 5.10, 5.11. At this level, individuals work independently and use support from a range of established resources. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Evaluate statistical information	1.1 Extract, interpret and analyse statistical information and symbols highly embedded in highly complex texts 1.2 Gather additional statistical information to support mathematical investigation of statistical problems
2 Investigate statistical problems	2.1 Organise and represent statistical information as an aid to problem solving 2.2 Select and apply methods to estimate and solve statistical problems 2.3 Select and use tools to support statistical problem-solving-process 2.4 Decide on the accuracy of the outcome appropriate for the statistical context 2.5 Assess and adjust processes and outcomes relative to real-world implications

3	Communicate statistical information	3.1	Document, interpret and report on mathematical reasoning, problem-solving process, outcomes and real-world implications of statistical investigations
		3.2	Discuss, explain and interpret the problem-solving process, outcomes and real-world implications of statistical investigations

Range of Conditions

The context must include a broad range of contexts and at least one specialised context, such as a vocational trade area or a science, technology, engineering or mathematics higher education study area.

In this context, texts must be highly complex and include highly specialised language and symbolism.

The mathematical information in the texts must be highly embedded.

Texts may include but are not limited to:

- spoken interactions with others, such as with other learners or the trainer and assessor
- audio or video recordings
- printed, digital or spoken instructions
- printed or digital articles
- spoken, printed or digital workplace information
- spoken, printed or digital public health information
- spoken, printed or digital financial or business information
- spoken, printed or digital scientific or technical publications.

Statistical information must include concepts and information from at least one specialised area of statistics and probability relevant to the learner's needs.

Specialised situations may include but are not limited to:

- occupational health and safety
- quality control
- public health
- marketing.

Problem-solving tasks must include but are not limited to:

- collecting organising and analysing data including grouped data, measures of central tendency, percentiles and measures of spread, and interpreting and drawing conclusions about trends and data reliability
- calculating theoretical probabilities and using tree diagrams to investigate the probability of outcomes in simple multievent trials.

Tools may include but are not limited to calculators, spreadsheets, mobile applications and online calculators.

Estimation methods may include but are not limited to:

- proportional estimation to approximate one value based on its proportional relationship with another known value (such as estimating the population of a city based on a proportional sample of households)

- statistical estimation to approximate values using statistical methods (such as using average global temperatures to investigate climate change trends)
- range estimation to approximate the probability of an event occurring within certain bounds (such as estimating the probability of a flight arriving on time by calculating the likelihood of different delay scenarios based on historical data)
- quantitative estimation using interpolation and extrapolation (such as estimating sales growth using linear interpolation).

Assessing and adjusting the processes and the outcomes must include but is not limited to:

- using estimation and assessment to check the outcomes and decide on the degree of accuracy required
- critically reviewing the mathematics used and the outcomes obtained
- reflecting on and questioning the outcomes and real-world implications
- adjusting the process.

Oral and written language must include but is not limited to specialised mathematical and general language related to statistics and probability.

Individuals use prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to work with statistics and probability in specialised situations.

Foundation Skills

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

Skill	Description
Problem-solving skills to:	☐ apply mathematical concepts and methods related to statistics and probability within and across contexts.
Self-management skills to:	☐ work autonomously accessing and evaluating support from a broad range of sources.

Unit Mapping Information

Current Version	Previous Version	Comments
VU23849 Work with statistics and probability in specialised situations	VU22442 Analyse and evaluate numerical and statistical information VU22443 Use algebraic techniques to analyse mathematical problems VU22444 Use formal mathematical concepts and techniques to analyse and solve problems	Not equivalent

Assessment Requirements

Title	Assessment Requirements for VU23849 Work with statistics and probability in specialised situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: work with statistics and probability in at least one specialised situation involving at least two texts.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • real-world relevance of statistics and probability in real life in specialised situations • statistics and probability problem solving and estimation methods • mathematical symbols, representations and conventions related to statistics and probability • specialised language related to statistics and probability in real life in specialised situations.
Assessment Conditions	Assessment must ensure access to: • highly complex and authentic texts that include highly specialised language and symbolism and where the mathematical information is highly embedded • tools relevant to the specialised situation. At this level the individual: • uses a range of mathematical processes flexibly and interchangeably selecting from formal pen and paper and mental and technological assisted processes and tools • works autonomously accessing and evaluating support from a broad range of sources. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

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

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1 Identify directions	1.1 Locate and recognise directions in highly familiar, short and simple oral texts 1.2 Locate and recognise directions in highly familiar, short and simple written texts 1.3 Locate and recognise directions in highly familiar maps and diagrams
2 Follow directions	2.1 Follow simple and familiar oral directions to navigate to locations 2.2 Use highly familiar maps and diagrams to follow directions to navigate to locations 2.3 Check the reasonableness of following direction outcomes in response to prompting and questioning from expert/mentor
3 Communicate directions	3.1 Use oral language to convey information about directions

in highly familiar situations

3.2 Use highly familiar maps and diagrams to help give directions

Range of Conditions

The context must be highly familiar, concrete and immediate.

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

Texts may include but are not limited to:

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

Directions must be simple and familiar.

Problem-solving tasks must be limited to following directions.

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

- left
- right
- here
- there.

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

Foundation Skills

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

Skill

Description

Oral communication skills to:

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

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

Assessment Requirements

Title	Assessment Requirements for VU23765 Work with directions in highly familiar situations
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - work with directions in highly familiar situations, involving: - following at least one oral direction using a map or diagram - giving at least one oral direction using a map or diagram.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: real world relevance of directions in highly familiar situations real world relevance of following directions and using maps in highly familiar situations purpose of maps and diagrams common, every day, informal oral language related to: - position - direction - distance.
Assessment Conditions	Assessment must ensure access to highly familiar and authentic oral and written texts, maps and diagrams. At this level the individual: - uses personal and informal in the head methods to work with directions - works alongside an expert/mentor where prompting and advice can be provided. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching numeracy. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU23792
Unit title	Identify and use common digital devices
Application	This unit describes the skills and knowledge to become familiar with common digital devices relevant to everyday life. It requires the ability to use different digital devices to obtain information and complete simple tasks. This unit applies to those who wish to improve how they perform everyday tasks, by using digital devices, such as using public transport, making automated banking withdrawals, and using service area touch screens. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify everyday digital devices	1.1	Identify common digital devices and relevance to own everyday life
		1.2	Identify the purpose of the relevant digital devices
		1.3	Identify the main functions of the relevant digital services
		1.4	Identify the benefits of using digital devices
2	Identify features of a digital device	2.1	Select the most relevant digital device to self
		2.2	Identify the layout of the digital device selected
		2.3	Identify the basic functions of the selected digital device
		2.4	Identify basic security features of the selected device
		2.5	Identify available assistance options of the digital device
3	Use a digital device	3.1	Identify task to be completed on the digital device
		3.2	Perform the required task using the appropriate functions

Range of Conditions

In the context of this unit digital devices may include, but are not limited to, personal computers, tablets, smart phones, game consoles, Global Positioning System equipment (GPS), automated ticketed machines, Automatic Teller Machines (ATM).

In some instances, a digital device may also need to have certain software, programs or apps loaded to be able to perform a task. This may include, but is not limited to, computer software, digital games, digital navigational maps, Application software (APP).

Functions or uses of common digital devices may include but are not limited to:

- ways to communicate with others such as sending message, video, emoji audio or video recordings
- carrying out transactions and/or payments
- searching for information
- following information provided on a device
- listening, playing or watching for entertainment

In technology restricted environments such as corrections settings, where access to digital devices and the internet is limited or unavailable activities may be simulated and suitable to context.

Foundation Skills

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

Skill	Description
Learning skills to:	• transfer skills used to work one digital device and apply to the use of another
Problem-solving skills to:	• identify the purpose and functions of a range of personally relevant digital equipment • select the appropriate digital equipment for specific tasks
Digital literacy skills to:	• source and use digital media information and text

Unit Mapping Information

Current Version	Previous Version	Comments
VU23792 Identify and use common digital devices	VU22383 Identify common digital media	Not Equivalent

Assessment Requirements

Title

Assessment Requirements for Identify and use common digital devices

Performance Evidence

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

- identify three digital devices commonly used in everyday life including:
 - their purpose
 - their features
 - their main functions
- use a digital device to perform one task appropriate to self.

Knowledge Evidence

The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:

- common types of digital devices and their main functions
- common types of software to support some devices
- common usage of digital devices in everyday life
- common security features of digital devices in everyday life

Assessment Conditions

Assessment must ensure access to:

- commonly used digital devices, appropriate to the learner's needs in technology restricted environments such as corrections settings, where access to digital devices is limited or unavailable, activities may be simulated and suitable to context.

At this level, the learner may:

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

Assessor requirements

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